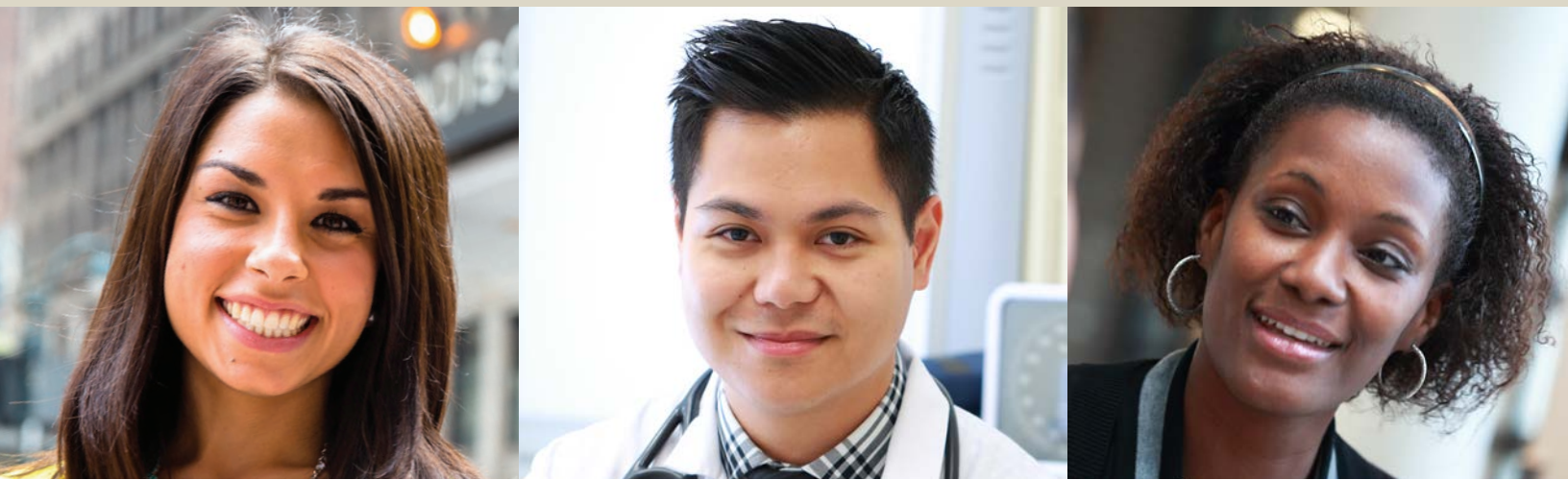


MONMOUTH UNIVERSITY



2015-2016

GRADUATE CATALOG

MONMOUTH UNIVERSITY

Graduate Catalog

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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.

Contents

<i>Responsibility and Policies of the University</i>	4
<i>Directory in Brief</i>	5
<i>The University</i>	9
<i>Admission</i>	15
<i>Tuition and Fees</i>	27
<i>Financial Aid</i>	33
<i>Academic Programs, Support Services, and Regulations</i>	41
<i>The Wayne D. McMurray School of Humanities and Social Sciences</i>	57
<i>School of Science</i>	73
<i>Leon Hess Business School</i>	81
<i>School of Education</i>	87
<i>The Marjorie K. Unterberg School of Nursing and Health Studies</i>	93
<i>School of Social Work</i>	101
<i>Student Services</i>	107
<i>Directories</i>	113
<i>Appendix A: Course Descriptions</i>	A1
<i>Appendix B: Curriculum Charts</i>	B1
<i>Appendix C: Academic Calendars</i>	C1
<i>Appendix D: Index:</i>	D1
<i>Appendix E: Map and Directions</i>	E1

The University

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, religion, ancestry, national origin, nationality, sex (including pregnancy and sexual harassment), affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, marital status, domestic partnership or civil union status, age, liability for military service, protected veteran status, or status as an individual with a mental or physical disability, genetic information, or AIDS and HIV-related illnesses. The University also complies with all major federal and state laws and executive orders requiring equal employment opportunity and/or affirmative action.

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

Family Educational Rights and Privacy Act

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

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

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

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

- Most recent previous educational institution attended
- Veteran status
- Telephone number
- Address
- Birthplace
- Birth date
- Degree candidacy
- Degree status
- Official student e-mail address
- Student ID number

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

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

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

Human Relations Philosophy and Policy

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

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

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

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

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

Directory in Brief

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

Academic Foundations – General Education

Judith Nye, Associate Vice Provost
 732-571-3683

Admission, Graduate

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

Admission, Undergraduate

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

Athletics

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

Bursar's Office

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

Campus Tours

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

Career Services

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

Cashier's Office

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

Center for Student Success and First Year Advising

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

Center for Student Success

Mercy Azeke, Associate Vice Provost
 732-571-3601
 cssdean@monmouth.edu

Counseling and Psychological Services

732-571-7517
 mucounseling@monmouth.edu

Directory in Brief

Disability Services for Students

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

Educational Opportunity Fund

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

Financial Aid

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

Graduate Assistantships

Interim Vice Provost Graduate Studies
732-571-7550
graduateschool@monmouth.edu

Graduate Studies

Michael Palladino, Interim Vice Provost
Graduate Studies
732-571-7550
graduateschool@monmouth.edu

Health Services

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

Help Desk (e-mail and Webadvisor)

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

Honors School

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

Housing

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

International Student and Faculty Services

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

Leon Hess Business School

Donald Moliver, Dean
732-571-3423

Library

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

Mathematics Center

Lynn Dietrich, Coordinator
732-571-5305

Military/Veteran Services

Coordinator of Veteran Services
732-263-5258
veterans@monmouth.edu

Orientation, Undergraduate

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

Physician Assistant Program

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

Police Department

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

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

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

Registrar's Office

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

Residential Life

James Pillar, Associate Vice President
732-571-3585
reslife@monmouth.edu

Scholarships

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

School of Education

John Henning, Dean
732-571-3437
soe@monmouth.edu

School of Humanities and Social Sciences

Kenneth Womack, Dean
732-571-3419

School of Nursing and Health Studies

Janet Mahoney, Dean
732-571-3443

School of Science

Catherine Duckett, Co-Dean
John Tiedemann, Co-Dean
732-571-3421

School of Social Work

Robin Mama, Dean
732-571-3543

Service Learning and Community Programs

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

Student Activities

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

Student Employment

Amy Parks, Assistant Director
732-571-3471

Student Life

Mary Anne Nagy, Vice President
732-571-3417

Study Abroad

Robin Asaro, Assistant Director
732-263-5377

Tutoring Services

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

Undeclared Majors Advising Program

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

Writing Services and Supplemental Instruction

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

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

The University

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

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

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

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

learning, and interactive student-faculty exchange.

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

CAMPUS FACILITIES

The University's 159-acre campus, considered to be one of the most beautiful in New Jersey, includes among its fifty-four 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.

Monmouth University Graduate Center is located at 185 State Highway 36, West Long Branch, NJ. This center is approximately two miles from the main campus and currently houses the Department of Psychological Counseling, the Physician Assistant program, and the Center for Speech and Language

Disorders. The Center provides rehabilitation services to the neighboring community on a free-service basis with a one-time per semester registration fee. Please call 732-923-4547 or e-mail the center at MUSpeechCenter@monmouth.edu with further questions.

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

The **Lauren K. Woods Theatre**, a former carriage house that retains many of its original architectural features, is just one of the many gracious older buildings that lend distinctive balance to the modern additions to the campus. Prominent among these newer buildings is the **Rebecca Stafford Student Center** that houses an open computer lab, dining room and food court, student offices, lounges, and a large combination banquet/performance hall. In a first-floor suite is the Disability Services and Tutoring Center. On the lower level is the **Center for Student Success** that includes Career Services, First-Year Advising (which provides advising support to freshmen students), the Writing Center, and a graduate student lounge. Other buildings include: the **Magill Commons**, a student dining hall and conference center; the **Thomas A. Edison Science Building** (with nearby greenhouse); **Howard Hall**, housing the **Pollak Theatre** and many academic computing labs, as well as a twenty-four-hour open lab; **Bey Hall**, the Leon Hess Business School building, which contains case study classrooms, seminar rooms, and a computer laboratory; **McAllan Hall**, which houses the School of Education, the Marjorie K. Unterberg School of Nursing and Health Studies, the School of Social Work, and the department of Criminal Justice; the new state-of-the-art **Jules Plangere Center**, which houses the department of Communication, Foreign Language Studies, and a Faculty Resource Center; **Pozycki Hall**, new for Fall, 2015, which will provide several new classrooms including a 150-person lecture hall, a lab and conference rooms, and **Joan and Robert Rechnitz Hall**, which houses the department of Art and Design and the Rechnitz Gallery. **William T. Boylan**

Gymnasium; eleven traditional and suite-style, on-campus residence halls: **Beechwood, Cedar, Elmwood, Laurel, Mullaney, Oakwood, Pinewood, Redwood, Spruce, Willow**, and a **new residence hall**; and three apartment-style facilities: the **Great Lawn Apartments**, the **Garden Apartments**, and **Maplewood Hall**. Additional off-campus housing is the **University Bluffs**, a six-apartment-building complex located on 2.7 acres on the ocean in Long Branch and **Pier Village**.

HISTORY

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

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

ACCREDITATION

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

University Physician Assistant Program.

THE FACULTY

The faculty at Monmouth University work together to provide challenging classroom environments that encourage student involvement and ensure that Monmouth graduates leave the University ready to exercise socially responsible leadership in their professional and personal 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 provide the core of instruction in the graduate programs at Monmouth University. Recognized for their scholarly achievements by peers in their fields, the members of the graduate faculty provide a challenging classroom environment. They bring insight from research and professional experience into the classroom. Graduate students are drawn into the ongoing, creative work of the faculty through classroom demonstration, as research assistants, and through attendance at professional meetings. The graduate faculty also serve as advisors and mentors to students; in many cases, contact is maintained after graduation.

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

Interviewed recently about their views of the University, a group of student leaders on campus unanimously agreed the greatest single appeal of the institution was the opportunity it afforded them to work closely with faculty, to achieve a comfortable rapport in which they not only got to know their

teachers, but also were known by them. "We are never made to feel we are simply numbers," one of the student leaders stated.

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

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

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

- Rose Mary Miller, Mathematics..... 1975
- William P. Mitchell, Anthropology..... 1976
- Richard Benjamin, Electronic Engineering .. 1977
- Vernon Churchill, Biology..... 1978

Charles J. Lewis, Mathematics	1979	Carol Giroud.....	1981
J. Emmett Collins, Marketing	1980	Jack Christie.....	1982
Robert J. Sipos, English	1981	George Smith.....	1982
Harris Drucker, Electronic Engineering.....	1982	Richard Steadman	1983
Alicia E. Portuondo, Foreign Languages	1983	Alfred Brown.....	1984
John A. Styslinger, English	1984	Jane Freed	1985
Everett L. Rich, Communication	1985	Della Garrabrant.....	1985
Doris K. Hiatt, Psychology	1986	Philip C. Donahue	1986
Eugene S. Simko, Management	1987	William T. Boylan	1988
Thomas S. Pearson, History	1988	Mary Abate.....	1989
Datta V. Naik, Chemistry.....	1989	Aldean Davis.....	1990
Donald M. Moliver, Economics	1990	Rose Iovino	1991
Robert S. Rouse, Chemistry	1991	Demetrius Markov	1992
Leonard Wollack, Marketing	1992	C. Dale Haase.....	1993
Arie van Everdingen, Art.....	1993	Carol Neuer.....	1993
Mark Rodgers, Social Work	1994	Deanna Scherrer.....	1994
Kenneth Campbell, History	1995	Sandra G. Epstein.....	1995
Margaret Del Guercio, English.....	1996	Gertrude Murphy.....	1996
Marilyn Parker, Chemistry.....	1997	Marilyn Parker.....	1996
Gregory Coram, Criminal Justice.....	1998	Susan Kuykendall	1997
Robyn Holmes, Psychology	1999	John Bolton	1998
Robin Mama, Social Work	2000	James Mack.....	1999
Brian Garvey, English	2001	Debbie Mellish.....	1999
John Morano, Communication	2002	Marianne Seitz	2000
Rekha Datta, Political Science.....	2003	Vernon Churchill.....	2001
Judith Nye, Psychology.....	2004	Richard Guilfoyle.....	2002
Michael Palladino, Biology	2005	Thomas Murtha.....	2003
Bruce Normandia, Curriculum and Instruction	2006	Ella Elizabeth Boyington	2004
Richard Veit, History and Anthropology.....	2007	Koorleen Minton.....	2004
Kelly Ward, Social Work	2008	Linda Silverstein.....	2005
Joseph Patten, Political Science.....	2009	Franca Mancini.....	2006
David Tripold, Music and Theatre Arts	2010	Annette Gough.....	2007
Nancy Mezey, Political Science and Sociology	2011	Doreen Brown	2008
Gary Lewandowski, Psychology	2012	Sandy Villa	2008
Vincent Dimattio, Art and Design.....	2013	William Mitchell	2009
James Mack, Biology	2014	Brian Garvey	2010
Kenneth Mitchell, Political Science	2015	Heather Kelly.....	2011
		Richard Veit.....	2012
		Reenie Menditto.....	2013
		Margaret Del Guercio.....	2014
		Brian Greenberg	2014
		Susan Douglas	2015
		Karen Wyant	2015

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 2015 are:

Ann Nowick	1980
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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 ten years of exceptional service as President.

Bertha Hughes	2003
Datta Naik	2003
Maureen Paparella.....	2003
Patricia L. Swannack	2004
Samuel A. Weir	2005
Saliba Sarsar.....	2006
Debbie Mellish.....	2007
Mary Anne Nagy	2007
Colleen Johnson	2008
Jean Judge	2009
Sharon Smith	2010
Kevin Roane	2011
James Reme.....	2012
Kristen Isaksen.....	2013
Kara Sullivan.....	2013
Corey Inzana.....	2014
Christine Benol.....	2015

ACADEMIC HONESTY

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

mission and undermines the student's intellectual growth. Dishonesty in such academic practices as assignments, examinations, or other academic work cannot be condoned. A student who submits work that is not original violates the purpose of Monmouth University and may forfeit his/her right and opportunity to continue at the University.

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

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. Complete and submit the online application for admission along with a nonrefundable \$50 application fee to the Office of Admission Processing.
2. Send official undergraduate transcripts from all previously attended institutions to the Office of Admission Processing.
3. Send official graduate transcripts (if any) from other previously attended institutions to the Office of Admission Processing.
4. Refer to descriptions of the individual graduate programs for additional procedures, if any, unique to the program.

GRADUATE APPLICATION DEADLINES*

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

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

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

December 1 Spring start only

***Speech-Language Pathology**

February 1 Summer start only

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

March 15 Fall start only

***Physician Assistant Program**

January 15 Fall start only

GRADUATE PROGRAM ADMISSION REQUIREMENTS FOR PROGRAM CONSIDERATION

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

Graduate Admission

MASTER OF ARTS IN ANTHROPOLOGY (MA)

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)

GRADUATE CERTIFICATES:

HUMAN RESOURCE MANAGEMENT

PUBLIC SERVICE COMMUNICATION SPECIALIST STRATEGIC PUBLIC RELATIONS AND NEW MEDIA

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. Digital and/or hard copy portfolio of select samples of work, including a writing sample, that demonstrates initiative and achievement in academic, professional, 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)

HOMELAND SECURITY CERTIFICATE

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

MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN CREATIVE WRITING (MA)

1. Possession of a baccalaureate degree with a minimum 2.75 GPA, fifteen or more credits in literature or a related field, and at least one course

in creative writing is strongly recommended.

2. An application essay of 1,000 words describing your interest in this program, what you hope to accomplish, and how you think the program will fit into your academic and career goals.
3. A brief creative writing sample: four to five pages of poetry, fiction, creative non-fiction, or drama writing.
4. Two letters of recommendation. Letters from current or former professors recommended; if these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.

MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN LITERATURE (MA)

MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN RHETORIC AND WRITING (MA)

1. Possession of a baccalaureate degree with a minimum 2.75 GPA; fifteen or more credits in literature or a related field strongly recommended.
2. An application essay of 1,000 words describing your interest in this program, what you hope to accomplish, and how you think the program will fit into your academic and career goals.
3. Two letters of recommendation. Letters from current or former professors recommended; if these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.

MASTER OF ARTS IN HISTORY (MA)

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

MASTER OF SCIENCE IN HOMELAND SECURITY (MS)

A candidate for admission to Monmouth University Master of Science in Homeland Security is required to:

1. Baccalaureate degree with a minimum overall 2.5 GPA or better.
2. Submit a personal essay. For essay requirements, please visit our Requirements and Forms

(www.monmouth.edu/university/requirements-and-forms.aspx) Web page.

3. Submit two (2) professional letters of recommendation

MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING (MA) (includes an optional track in Addiction Studies)

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. Twelve credits in Psychology or closely related field (including courses in personality theory, statistics, abnormal psychology, and research methods).
4. GRE scores may be required, except for candidates with a master's degree in a related field.
5. Narrative (four to five pages, double spaced) in response to the questions outlined on the Admission Application Essay Form.

GRADUATE CERTIFICATE IN PROFESSIONAL COUNSELING

1. Possession of a baccalaureate degree.
2. Current enrollment in a CACREP-accredited Master's program in Counseling or prior graduation from a CACREP-accredited Master's program in Counseling.
3. Cumulative GPA of at least 3.0 in the CACREP-accredited Master's degree in Counseling.

MASTER OF ARTS IN PUBLIC POLICY (MA)

1. Possession of a baccalaureate degree with a 2.75 minimum 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 your 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 under-

graduate 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 School 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

Graduate Admission

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

MASTER OF SCIENCE IN INFORMATION SYSTEMS (MS)

(Management and Technology tracks)

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 GPA in the major. Candidates should have an undergraduate degree in computer science, software engineering, information technology, information science, or business administration or majored in a field that requires a substantial component of software development and/or business administration.
2. Applicants to the Technology track must have completed courses equivalent to Program Development I and II, Introduction to Management, Principles of Software Engineering, and Data Structures and Algorithms.
3. Applicants to the Management track must have completed courses equivalent to Program Development I, Introduction to Management, Principles of Software Engineering, Financial Accounting, and Microeconomics and Macroeconomics.

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 2.75 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/founda-

tion courses as necessary. (Credits earned will not be applied toward the MS degree.) Students must earn a grade of “B-” or better in each of these courses.

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

MASTER OF BUSINESS ADMINISTRATION (MBA) MASTER OF BUSINESS ADMINISTRATION (MBA) WITH CONCENTRATIONS IN: ACCOUNTING, FINANCE, MANAGEMENT, MARKETING, AND REAL ESTATE

ACCELERATED MASTER OF BUSINESS ADMINISTRATION (MBA)

GRADUATE CERTIFICATE IN ACCOUNTING

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.75 and either:
 - a. GMAT* or
 - b. CPA or CFA licensure.

**The Graduate Record Exam (GRE) will be considered as a substitute for the GMAT on an equivalent basis. LSAT or Engineering certification exams (FE, PE, SE, PS, FS) may be considered in place of the GMAT.*

2. Possession of a Master’s or Doctoral degree (MS, MD, JD, PhD, EdD, etc.).
3. Current résumé.
4. Essay explaining why the applicant wishes to pursue this graduate program (500 words or less).
5. Two letters of recommendation (optional)

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. Provide evidence of successfully achieving a minimum score on one of the following tests as a condition of admission to the MAT: SAT with a combined score of at least 1660 in critical reading, writing, and mathematics or ACT with a score of 23 or GRE score with at least a 4.0

on the analytical writing section and a combined score of 310 on the quantitative and verbal sections or passing scores on three parts of the Core Academic Skills for Educators.

- 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.
- 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.

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

MASTER OF SCIENCE IN EDUCATION (MSEd)

- Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling.)
- Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 GPA in the undergraduate major.
- Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
- Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.

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

MASTER OF SCIENCE IN EDUCATION (MSEd) SPEECH-LANGUAGE PATHOLOGY

- Possession of a baccalaureate degree with a

satisfactory overall GPA per state requirements (see Web site for details) and a minimum 3.0 GPA in the undergraduate major.

- GRE scores (taken within the last five years). Students who hold a master's degree or higher from an accredited institution are not required to submit GRE scores.
- Essay (500 words or more) explaining why the student wishes to pursue a career in Speech-Language Pathology.
- Two professional letters of recommendation.
- Résumés are recommended but not required.
- Candidates must be able to communicate effectively in order to meet ASHA's standards of clinical competence. Specifically, successful candidates "must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others." Source: *2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*

- Completion of eighteen (18) credits of speech-language pathology prerequisite courses.

SCHOOL OF EDUCATION CERTIFICATE AND ENDORSEMENT PROGRAMS

Graduate Certificate: Teaching English to Speakers of Other Languages:

- Possession of a baccalaureate degree with a 2.75 or above overall GPA.
- A passing score for the Oral Proficiency Interview (OPI) in the English Language for non-native speakers of English.

Graduate Certificate: Autism:

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

Graduate Admission

applicant wishes to pursue this graduate program.

Graduate Certificate: Applied Behavior Analysis:

1. Bachelor's degree from an accredited institution with an overall GPA of 2.75 or higher and a major GPA of 3.0 or higher.

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

Graduate Endorsement: Teacher of Students with Disabilities:

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

Graduate Endorsement: Student Assistance Coordinator:

1. Hold a standard instructional certificate, or a school psychologist, school social worker, school counselor, director of school counseling services, or school nurse endorsement, or a valid Licensed Clinical Alcohol and Drug Counselor credential issued by the New Jersey Alcohol and Drug Counselor committee of the Marriage and Family Board, or a valid Certified Prevention Specialist credential issued by the Addiction Professionals Certification Board of New Jersey, or hold a master's or higher degree from a regionally accredited college or university.
2. Applicant must submit two letters of recommendation related to the applicant's competence for this graduate program and professional work.
3. Applicant must submit an essay of 500 words

or more explaining why applicant wishes to pursue a Student Assistance Coordinator (SAC) endorsement.

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

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

1. A bachelor's degree (BA or BS) with a minimum 2.75 GPA.
2. A standard New Jersey Instructional Certificate.

As an added part of an initial certificate program:

1. Admission into any of the Monmouth University Initial Teaching Certification Programs (MAT).

Graduate Endorsement: Early Childhood:

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

Graduate Endorsement: Bilingual/Bicultural:

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

Post-Master's Endorsement: Director of School Counseling Services:

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a minimum 3.0 GPA in the undergraduate major.
2. Possession of a master's degree.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.

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

Post-Master's Endorsement: Supervisor:

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

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

Teaching and/or educational services experience completed in a New Jersey public school must have been under an appropriate New Jersey certificate.

Post-Master's Endorsement: Learning Disabilities Teacher-Consultant:

1. Applicant must possess a master's degree.
2. Applicant must hold a standard New Jersey or out-of-state instructional certificate.
3. Applicant must have three years of successful teaching experience.
4. Applicant must submit two letters of recommendation related to the applicant's competence for this graduate program and professional work.
5. Applicant must submit an essay of 500 words or more explaining why applicant wishes to pursue a Learning Disabilities Teacher-Consultant endorsement.
6. Applicant must have a minimum 2.75 GPA.
7. Official undergraduate and graduate transcripts.

MASTER OF SCIENCE IN NURSING (MSN)

1. Possession of a BSN from an accredited program, with a minimum 2.75 GPA. RN students with a baccalaureate degree other than nursing may be admitted into the "bridge" program.
2. GRE scores may be waived pending a minimum of a "B" (3.0) earned in each of the first four courses of the program. Satisfactory GRE courses will be required to continue if a "B" or better is not earned in each of the first four courses.

3. A personal statement (one to two pages) outlining professional goals.
4. Two letters of recommendation. One year of clinical experience is necessary to begin the clinical specialty.
5. A college-level course in health assessment. (An appropriate continuing education course may be substituted at the program director's discretion.) This requirement does not apply to the Nursing Administration concentration.
6. A current New Jersey RN license, a year of experience as a registered nurse, and proof of a current \$1,000,000 to \$3,000,000 liability and malpractice policy.
7. Résumé.

RN TO MSN DIRECT

Prior to acceptance in the MSN Direct Program, registered nurse applicants must successfully complete the following:

1. Between 102-114 undergraduate credits depending on the selected MSN track, which must include:
 - A. An associate degree or diploma in nursing.
 - B. Minimum GPA of 2.75.
 - C. Completion of undergraduate course work including: 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 with a grade of "C" or better.
 - D. Students can transfer in thirty undergraduate lower-division nursing courses.
 - E. Thirty (30)-credit Undergraduate Nursing Certificate.

Depending on the selected MSN track, students are required to complete thirty-six to forty-eight graduate credits. 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.

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.

Graduate Admission

3. A personal statement (one or two pages) outlining professional goals.
 4. Two letters of recommendation.
 5. One year of clinical experience is necessary to begin the clinical specialty. Students pursuing the RN to MSN Direct degree full time will need to have at least two years of clinical experience upon starting the nursing specialty courses in the MSN Program.
 6. Possession of an RN license or is eligible to take the NCLEX examination to enroll in Individual Health Assessment. A current New Jersey RN license and proof of current \$1,000,000 to \$3,000,000 liability and malpractice policy.
 7. Résumé.
 8. After acceptance, prior to starting classes, a student must submit to the School of Nursing and Health Studies a certificate of good health from a primary care practitioner including a complete health history and physical exam. Before beginning clinical laboratory experiences, students are required to have a physical examination, with associated laboratory studies, immunizations, and criminal background checks, in accordance with the special requirements of affiliation contracts with clinical agencies.
 9. Transcript indicating successful completion of English Composition I and II, Anatomy and Physiology I and II, Microbiology, Chemistry, Introduction to Psychology, and Introduction to Sociology. A grade of "C" or better is required in order for these courses to transfer to Monmouth University.
- science courses must have laboratory component); General Psychology; and any one of the following math courses: pre-calculus, calculus, or statistics.
5. A minimum of 200 documented hours of shadowing/volunteering/clinical work experience.
 6. Complete the Graduate Record Examination (GRE) in the past five years, and achieve scores at the 50th percentile or greater for the verbal and quantitative sections and an analytical writing score at or greater than 4.5 in the revised GRE General Test (taken after August 2011). GRE requirements will be waived for applicants with a prior master's degree.
 7. Technical Standards Acknowledgement and a \$50 application fee.
 8. Personal interview with the Admissions Committee.
 9. Complete a background check prior to matriculation.

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

MASTER OF SCIENCE PHYSICIAN ASSISTANT (MS)

1. Submit a completed Central Application Service for Physician Assistants (CASPA) application.
 2. Possession of a baccalaureate degree from a regionally accredited college or university.
 3. A minimum cumulative GPA of 3.0 on a 4.0 scale and a minimum 3.0 in prerequisite courses.
 4. Successful completion of the following prerequisite courses with a grade of "C" or better: Human Anatomy and Physiology I and II; Chemistry I and Chemistry II; Biology I; Microbiology (all
- ### DOCTOR OF NURSING PRACTICE (DNP)
1. Applicant must be a graduate of an accredited Master's in Nursing program.
 2. Possession of an active RN license.
 3. Certification in a specialization is preferred.
 4. Must have a minimum of GPA of 3.2 or higher on a 4.0 scale.
 5. Employed for at least one year after completing an MSN.
 6. Statement of vision of her/his leadership role to improve healthcare outcomes.
 7. Submit a writing sample (article published as sole author, a recent paper within the past two years, or writing sample as deemed appropriate by the DNP Director).
 8. Résumé that includes details of current practice.
 9. Two professional and/or academic letters of recommendation.
 10. Official transcripts from all previous college work.
 11. Telephone interview with the DNP Committee.
 12. Current liability and malpractice insurance of \$1,000,000 to \$3,000,000.
 13. 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

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

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

Students enrolled in the Monmouth University

MSW Program who must complete sixty-credits will be able to transfer a maximum of twelve (12) credits of graduate work from another CSWE-accredited MSW graduate school. Students who are enrolled in a Monmouth University MSW Program with *advanced standing* will be able to transfer a maximum of six (6) credits of graduate work from another CSWE-accredited MSW graduate school. Both groups of students will be eligible for these credits 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 30 percent of the transfer credits into the program. All other restrictions stated above will apply.

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

CREDIT TRANSFER

Transfer students who have been admitted to the University will receive an official transfer credit evaluation. Students who fail to declare attendance at any postsecondary institution where they had been registered automatically waive the right to have that work considered for transfer credit and are subject to disciplinary action and/or suspension. Grades earned at previous institutions are not reflected in the Monmouth University grade point average (GPA).

FORMER STUDENTS APPLYING FOR READMISSION

Readmission to the University

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

Readmission to the University after Academic Dismissal

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

Application for Academic Amnesty

(See *Academic Amnesty*.)

VISITING STUDENTS

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

ADULT APPLICANTS

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

their varied educational needs and goals.

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

APPLICANTS WITH DISABILITIES

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

All applicants, including students with disabilities, must meet all University admission requirements. You are not required to disclose a disability, nor should you submit documentation of your disability with your application materials. If information is provided, it is not used in admission decisions and will be forwarded to the Department of Disability Services for Students. You are welcome to contact that office at 732-571-3460 to speak with a staff member about how they may be able to assist you. Monmouth University can also be contacted by using the New Jersey Telecommunications TTY Relay Services Operator at 800-852-7899.

INTERNATIONAL APPLICANTS

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

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

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

Minimum score requirements:

- Internet-based version 79

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

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

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

- Minimum score requirement 77

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

- Minimum score requirements
 - Certificate of Advanced English (CAE) – A B2 constitutes a passing grade.

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

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

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

attended a 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>.

International Transfer Applicants

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

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

Graduate Admission

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

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

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

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

- Admission application
- Nonrefundable application fee
- Official transcript(s)
- Official test scores (as applicable)
- Monmouth University's F-1 Transfer form if currently enrolled at a U.S. institution (<http://www.monmouth.edu/Student/grad/Transfer.pdf>) and Monmouth University's Application for Form I-20 <http://cms.monmouth.edu/uploadedFiles/Content/University/admission/international-students/FormI20.pdf>

In addition, the transfer applicant should request the previous institution to transfer his or her Student and Exchange Visitor Information System (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 the Registrar or the Financial Aid Office. Monmouth University is approved by the New Jersey Department of Military and Veterans' Affairs for veterans' benefits.

MILITARY APPLICANTS

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

NON-DISCLOSURE

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

Tuition and Fees

FINANCIAL INFORMATION

Tuition and fees are subject to annual increases at the discretion of the Board of Trustees. Tuition and fees charges listed below are in effect as of May 18, 2015. 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 18, 2015

It should be noted that more than 80 percent 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 18, 2015, for the Summer 2015, Fall 2015, and Spring 2016 Semesters

• UNDERGRADUATE

12 - 18 credits	\$16,514.00 (\$350.00*)
Each credit in excess of 18	\$956.00/credit
9 - 11.5 credits	\$956.00/credit (\$350.00*)
Less than 9 credits	\$956.00/credit (\$175.00*)
Auditor Program	\$318.00/credit
Summer Session	\$809.00/credit

• GRADUATE

9 or more credits	\$1,047.00/credit (\$350.00*)
Less than 9 credits	\$1,047.00/credit (\$175.00*)
Auditor Program	\$350.00/credit
Summer Session	\$1,058.00/credit

• SENIOR CITIZENS (Undergraduate and Graduate)

9 or more credits	\$275.00/credit (\$350.00*)
Less than 9 credits	\$275.00/credit (\$175.00*)

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

Tuition and Fees

• RESIDENCE HALLS

Spruce/Willow/Cedar/Laurel/Beechwood	
Single Room	4,547.00
Double Room	3,591.00
Elmwood/Pinewood	
Single Room, small	3,514.00
Single Room	4,471.00
Double Room	3,545.00
Triple Room	2,658.00
Oakwood/Redwood	
Double Room	4,394.00
Triple Room	3,238.00
Garden Apartment.....	5,060.00
Great Lawn/Maplewood	
Double Room	4,621.00
Triple Room	3,607.00
Mullaney Hall/New Residence Hall	
Double.....	3,785.00
Triple	2,966.00

• Pier Village

Single - Per Semester	7,619.00
Double - Annual Contract**	12,191.00

**Billed in four cycles, see below:

Summer session A	532.00
Summer session E	1,955.00
Fall	4,586.00
Spring	5,118.00

• University Bluffs Apartments

Double - Per Semester.....	4,897.00
Double - Annual Contract**	11,395.00

**Billed in four cycles, see below:

Summer session A	498.00
Summer session E	1,827.00
Fall	4,286.00
Spring	4,784.00

• Intersession Housing

Residence Halls	206.00
Apartments	333.00

• Study Abroad:

Florence – Italy (room charge)

Double – Fall	3,604.00
Double – Summer	1,040.00

Regent's College – London (room and board)

Single.....	7,542.00
Double	6,100.00
Triple.....	5,622.00

Macquarie University – Australia (room charge)

Single.....	6,760.00
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Spain (Summer) (single room charge)

Double	1,789.00
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HOUSING CONTRACT

CANCELLATION FEE	500.00
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• BOARD

105 Meals plus points plan.....	2,523.00
195 Meals plus points plan.....	2,662.00
225 Meals plus points plan.....	2,746.00
Carte Blanche meal plan.....	2,838.00

OTHER FEES

(All fees are nonrefundable unless otherwise noted.)

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

PORTFOLIO ASSESSMENT FEES (per course)

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

CREDIT BY EXAMINATION FEES

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

SUMMER SESSION FEES

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

SUMMER ROOM RATES

Residence Hall - per week	206.00
Garden Apartment - per week.....	257.00
Great Lawn Apartment - per week.....	257.00
University Bluffs Apartments – per week	278.00

PARKING FEES

Resident (per year)*	350.00
Resident (spring only)	175.00

Late Registration (per year)	50.00
Diploma Replacement Fee.....	50.00

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

Explanation of Tuition, Fees, and Deposits

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

Under this policy, undergraduate students whose status is full time will be billed at the full-time rate, regardless of the number of credits for which they are registered, until a Request to Change Enrollment Status form is processed. If a full-time student fails to register for a full-time load by the end of the registration period, the University will adjust the billing and change the student’s status accord-

ingly. An undergraduate student whose status is part-time will be billed at the part-time per-credit rate, unless registered for twelve or more credits (then the student will be billed at the full-time rate). Summer tuition will be billed at the per-credit rate regardless of status.

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

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

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

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

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

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

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

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

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

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

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

Tuition and Fees

use of equipment required in the physical education program.

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

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

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

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

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

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

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

Terms of Payment

Payment of fall semester charges are due in August, and spring semester charges are due in December. Specific dates are set annually and can be viewed on the 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 www.monmouth.edu/registrar/registration_information/default.asp for semester start and end dates. Withdrawals after the sixtieth percent point in the semester are not eligible for refunds.

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

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

the OR.

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

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

REFUND POLICY—COMPLETE WITHDRAWAL IMPORTANT NOTICE FOR STUDENTS WITH FEDERAL STUDENT FINANCIAL ASSISTANCE

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

If the amount of aid credited to a student's account at the time of withdrawal is less than the 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

Tuition and Fees

University must notify the student regarding the availability of the post-withdrawal disbursement. The student must inform the University within fourteen days of this notification as to whether the student wishes to receive the post-withdrawal disbursement. No post-withdrawal disbursement will be made unless the University receives a response from the student within this timeframe.

REFUND POLICY FOR PARTIAL WITHDRAWALS

• Fall and Spring Semesters

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

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

Part-time undergraduate students and all graduate students who withdraw from one or more courses during the semester while remaining regis-

tered for one or more courses are entitled to 100 percent refunds on the courses dropped if the courses are dropped during the first week of the semester or on the day following the first class meeting. Fifty-percent refunds will be given if the courses are withdrawn from during the second week. Withdrawals after the second week are not eligible for refunds.

HOUSING CONTRACT: REFUND SCHEDULE

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

APPEAL POLICY FOR REFUNDS

Appeals for exceptions to the Refund Policy should be made in writing to the Assistant to the Vice President for Student Financial Appeals within one year of the beginning of the semester in question. Information about this process is available from the Office of the Vice President of Finance at 732- 571-3427. Further information or explanation of the Refund Policy is available from the Office of the Bursar or online at http://www.monmouth.edu/campus_life/bursar/refund.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 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 financial aid programs; no supplementary applications are required. Students are encouraged to apply online at www.fafsa.gov.

The FAFSA is completed each year using the student and, where applicable, spouse's federal income tax data and should also include Monmouth University's Title IV School Code (002616). Where possible, students should utilize the Data Retrieval Tool (DRT) on the FAFSA to import their tax information from the IRS's database into the FAFSA; once data has been imported, no changes to that data should be made.

Completed FAFSAs may be submitted to the U.S. Department of Education after January 1. Monmouth University does not have deadlines for applying for financial aid; however, students are

encouraged to file as soon after January 1 as possible.

Financial data provided on the FAFSA will be forwarded electronically to the University and will be the basis for the creation of the student's financial aid package. The financial aid package will be communicated to the student via the Financial Aid Award Letter; newly enrolling students will receive a hard copy award letter, while continuing students will receive their award letter via e-mail to their University e-mail address. The student is then expected to confirm acceptance of the offer of financial aid by returning to the Financial Aid Office a signed copy of the award letter (continuing students may simply reply to the award letter e-mail); a copy is also provided for the student's records.

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

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

FUNDING SOURCES

The student's financial aid package may be comprised of a combination of grant, scholarship,

Financial Aid

and loan funding; student employment, in the form of graduate assistantships is also available. 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 Scholarships*

Monmouth University established the Graduate Scholarship program to provide assistance to students who have demonstrated outstanding academic achievement in the completion of the baccalaureate degree. Partial-tuition scholarships 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 scholarship 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, Math/Science Educator Scholarships, and senior citizen tuition discounts. However, the Graduate Scholarship may be combined with graduate assistantships and employer tuition reimbursement; as long as the combination does not exceed tuition and fees (fees do not include books). Scholarships are renewable throughout the duration of the student's enrollment, as long as the student maintains a minimum cumulative grade point average of 3.00. Graduate scholarships are available during the regular academic year (i.e., fall and spring semesters) and in the summer term(s) 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 graduate-level certificate.

Award amounts vary as a function of tuition and the number of credits for which a student enrolls.

Scholarships are available during the fall, spring, and summer terms. All applicants for admission are automatically evaluated for scholarship eligibility; the student need not complete a separate scholarship application. Scholarships are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum grade point average of 3.00.

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

• *Math/Science Educator Scholarship*

The University is committed to providing support for graduate degree candidates who intend to become teachers of math and science. Graduate students who hold a teaching certificate in any subject area may take course work toward an additional certification in math and/or science and qualify for a scholarship. Those who do not hold a teaching certificate, but who are interested in pursuing certification in math and/or science, are also eligible. However, in addition to the subject- area courses, the student must also complete the Master of Arts in Teaching (MAT) program.

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 application. Scholarships are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum grade point average of 3.00.

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

- *Yellow Ribbon Grant*

Monmouth University has voluntarily entered into a Yellow Ribbon Agreement with the Department of Veterans Affairs (VA). The agreement is completed on an annual basis and includes the maximum number of students to be funded, the academic level of the students to be funded, and the maximum contribution by the University. The University's contribution is matched by the VA. Students must be 100% eligible for Post 9/11 benefits to qualify for the Yellow Ribbon program. All interested students must complete the University's online Yellow Ribbon Application at http://www.monmouth.edu/admission/Yellow_ribbon_program/default.asp. A Certificate of Eligibility and DD-214 are required from all students at least two weeks prior to the start of their first semester. At present, the University provides funding for a total of forty (40) students; students may be either undergraduates or graduates. Awards are made on a first come, first served basis and students are notified of their eligibility through an award letter. Students serving on active duty are not eligible for the Yellow Ribbon Program. Students in the Yellow Ribbon Program are not eligible for other institutional grants or scholarships. For students attending a full academic year, Yellow Ribbon benefits are generally awarded in the spring semester after the Post 9/11 benefits have been exhausted. Awards are renewable, provided that the student remains enrolled as a full-time student, maintains eligibility criteria as specified by the VA, and meets the established standards of Satisfactory Academic Progress for federal awards.

- *Five Year Program Award*

One-time awards of up to \$3,000 are made to Monmouth University graduates who complete the baccalaureate degree and immediately start the master's degree program. Students must be full time graduate students (nine credits or more per semester) and the only eligibility requirement is that the student is admitted to a graduate program as a five year participant; the Office of Graduate Admission will advise the Financial Aid Office of eligible recipients, as there is no separate application process. Students may receive this award in addition to the Graduate Scholarship or a graduate assistantship, but the total of all institutional aid (e.g., scholarship, five year award, and assistantship) cannot exceed tuition and fees; the award may not be made in con-

junction with tuition remission. If the student has an assistantship during the academic year that covers all tuition and fee charges, then student may use the five year award for summer course work, as long as the total dollar value of the award does not exceed \$3,000 in the fiscal year.

- *Athletic Scholarships*

The Department of Athletics offers a limited number of grants-in-aid, frequently called athletic scholarships, to student-athletes who are graduate students and who have remaining eligibility as per National Collegiate Athletic Association (NCAA) bylaws. These grants-in-aid are offered and renewed at the discretion of the head coach with the consent and approval of the Director of Athletics and the Director of Financial Aid, within the guidelines prescribed by Monmouth University, and the NCAA. Grants-in-aid are made for the academic year; funding for summer course work is awarded at the discretion of the Director of Athletics. Graduate student athletes who receive an athletic scholarship must complete a Grant-In-Aid agreement, as prepared by the Department of Athletics. Student athletes are expected to fulfill their responsibilities for classroom attendance and completion of academic assignment or risk cancellation of their athletics aid.

- *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

Financial Aid

the student fails to complete this service obligation, all TEACH Grants will be converted to a federal Direct Unsubsidized 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

• *Direct Unsubsidized Loan*

This is a federally funded loan program available to any graduate student who has completed the FAFSA, is a matriculated student in an eligible academic program, has maintained Satisfactory Academic Progress and is not in default on a prior student loan; credit worthiness is not a requirement for a Direct Unsubsidized loan. For graduate students, the annual borrowing limit is \$20,500 and cannot exceed the student's budgeted cost of attendance in combination with all other aid. The interest rate is fixed for the life of the loan at 5.84 percent for loans disbursed on or after July 1, 2015 and before July 1, 2016; interest begins to accrue when the loan is disbursed. Borrowers are charged, by the federal government, an up-front origination fee. For loans disbursed on or before October 1, 2014 and before October 1, 2015, the origination fee is 1.073 percent of the principal amount of the loan, while for loans disbursed on after October 1, 2015 and before October 1, 2016, that fee is 1.068 percent. Unsubsidized Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term; to access funds during the summer term, students must complete the University's Summer Financial Aid Application.

The Financial Aid Office will provide the student with a promissory note for the Direct Loan and Entrance Counseling materials. Once the student has completed both the Promissory note and the Entrance Counseling requirements, the funds will be electronically transferred to the student's account.

• *Direct PLUS Loan for Graduate Students*

In addition to the general eligibility requirements noted for the Direct Unsubsidized loan, the student must also not have an adverse credit history.

Students may borrow up to the cost of attendance, less other financial aid awarded. Students must also have applied for and utilized the annual loan maximums (i.e., \$20,500) in the Direct Unsubsidized Loan program before applying for a Direct PLUS Loan for Graduate Students. The interest rate is fixed for the life of the loan at 6.84 percent for loans disbursed on or after July 1, 2015 and before July 1, 2016; interest begins to accrue when the loan is disbursed. Borrowers are charged, by the federal government, an up-front origination fee. For loans disbursed on or before October 1, 2014 and before October 1, 2015, the origination fee is 4.292 percent of the principal amount of the loan, while for loans disbursed on after October 1, 2015 and before October 1, 2016, that fee is 4.272 percent. 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. Students may apply for a PLUS loan at <https://studentloans.gov/myDirectLoan/index.action>. Graduate PLUS Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term; to access funds during the summer term, students must complete the University's Summer Financial Aid Application.

• *Monmouth University Loan Fund*

This loan program is funded by Monmouth University. Awards are made at the discretion of the Director of Financial Aid and are not renewable; the amount of the award is also at the discretion of the Director. Monmouth University Loan Funds may not be applied to costs associated with off-campus study (e.g., study abroad or study at the Washington Center). The terms and conditions of the loan are as follows:

- Interest on the loan is fixed at 7 percent for the life of the loan and begins to accrue nine (9) months after the student ceases at least half-time (i.e., six credits) enrollment. When the student ceases half-time enrollment, he or she enters repayment.
- While in repayment, the student is expected to make quarterly payments of principle and interest of at least \$120, although there is minimum annual payment of 10 percent of the principle of the loan required.

- The maximum repayment term is ten years and there is no penalty for prepayment.
- In order to accept the offer of a Monmouth University Loan, students must complete a promissory note and disclosure documents as prepared by the Financial Aid Office.

• *Tudor Loan*

This loan program is funded by a donor to Monmouth University. Awards are made at the discretion of the Director of Financial Aid to students who are in need and are made at a maximum of \$1,000. Awards are not renewable. Tudor Loan funds may not be applied to costs associated with off-campus study (e.g., study abroad or study at the Washington Center). The terms and conditions of the loan are as follows:

- Interest on the loan is fixed at 5 percent for the life of the loan and begins to accrue nine (9) months after the student ceases at least half-time (i.e., six credits) enrollment. When the student ceases half-time enrollment, he or she enters repayment.
- While in repayment, the student is expected to make quarterly payments of principle and interest and there is minimum annual payment of \$200 of principle and interest.
- The maximum repayment term is ten (10) years and there is no penalty for prepayment.
- In order to accept the offer of a Tudor Loan, students must complete a promissory note and disclosure documents as prepared by the Financial Aid Office.

• *Nurse Faculty Loan Program (NFLP)*

The U.S. Department of Health and Human Services has made funding available to the University to loan to master's degree students who intend to work as full-time nursing faculty. The program offers partial loan forgiveness for borrowers that graduate and serve as full-time nursing faculty. Awards are made by the University's Hess Chair in Nursing Education and are offered to eligible students on a first come, first served basis. Renewal of the award in subsequent academic years is made on a funds available basis and is conditional upon the recipient

Financial Aid

having maintained Satisfactory Academic Progress (i.e., having earned a cumulative grade point average of at least 3.0 for all coursework completed at Monmouth University). Award amounts will not exceed the per semester value of tuition, fees, and books less any other grant, scholarship, or assistantship funding; the amount awarded to a student is at the discretion of the Hess Chair. To be eligible for the loan, students must be a U.S. citizen or eligible non-citizen, enrolled as a student in good standing (i.e., registered for at least six credits per term) in the Nursing Education program and must not have judgment liens against him/her based on the default of a federal debt. Once the award has been made, the student must complete a promissory note and, for each year in which the loan is awarded, an entrance counseling session. The Financial Aid Office will provide the student with the promissory note and entrance counseling materials.

The NFLP loan will accrue interest on the unpaid balance of the loan at the rate of 3 percent per annum, beginning three (3) months after the student graduates. In the event that the student fails to complete the program, interest will accrue at the prevailing market rate. The NFLP loan is repayable over a ten-year period beginning nine (9) months after the borrower completes the program, ceases to be enrolled, or ceases to be employed as full-time nurse faculty.

Once the student graduates, it is expected that they will be employed as a full-time faculty member at an accredited school of nursing, and upon completion of each of the first, second, and third consecutive years of employment 20 percent of the remaining principle and interest will be cancelled. Upon completion of the fourth year of employment 25 percent of the remaining principle and interest will be cancelled. (Note that if the borrower fails to complete the fourth consecutive year of employment, the interest rate will revert to the prevailing market interest rate.)

• *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 Direct Loan programs, or who have exceeded the borrowing limits for those programs. Generally, students may apply for a loan of up to the cost of education, as determined by the Financial Aid Office, less any other aid.

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

Interested students are encouraged to contact the Financial Aid Office at 732-571-3463 or visit www.monmouth.edu/alternative for assistance in selecting the loan that best suits their needs.

EMPLOYMENT

• *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 University scholarship will not exceed the cost of tuition and fees in any semester. Interested students may obtain an application for an assistantship in the e-forms section of Webadvisor.

SATISFACTORY ACADEMIC PROGRESS

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

Financial aid at Monmouth University is awarded to students for the entire academic year or summer session. Academic progress for all aid recipients is reviewed at the conclusion of the spring semester. If a student has not met **all** of the requisite

standards, the student will be ineligible to receive federal, state, and/or institutional funds. Students who are deemed ineligible will be offered the opportunity to submit an appeal; refer to the Appeals section below for the appropriate procedure.

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

- **Cumulative Grade Point Average:** Consistent with the general academic requirements of the University, graduate students must maintain a minimum cumulative grade point average of 3.00 to remain eligible for institutional and/or federal funding.
- **Pace:** All students must successfully complete at least 67% of the credit hours for which they enroll. Note that repeated courses and course work assigned a grade of “W,” “WF,” “F,” or “I” will not be counted as hours completed toward graduation but will be counted as an attempted course.
- **Maximum Time Frame:** Students must also meet the maximum time frame component of satisfactory academic progress. The maximum number of credits a graduate student may attempt and receive funding for is 150% of the published number of credits required to complete the degree, certificate, or endorsement program.

To maintain satisfactory academic progress for University funding, graduate students must achieve a cumulative grade point average of at least 3.0 for all graduate course work.

Appeals Process

When a student is deemed ineligible for financial aid the student will be provided with written notification of ineligibility. The student will have the opportunity to submit a written appeal for review. All such appeals should be forwarded to the Associate Director of Financial Aid. The Associate Director will review the appeal and may elect to return the student to good standing, continue the student’s financial aid

probationary period, reduce the student’s financial aid award, or uphold the determination of ineligibility (e.g. cancel the student’s financial aid). Students submitting an appeal will be provided written notification of the outcome of their appeal.

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

RETURN OF FINANCIAL AID WHEN A STUDENT WITHDRAWS

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

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

To determine the amount of aid the student has earned up to the time of withdrawal (either official or unofficial), the Financial Aid Office divides the

Financial Aid

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 percent 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 percent of the term, the student will have earned 25 percent 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. Unsubsidized Direct Loan
2. Direct Graduate PLUS Loan
3. Other Federal Loan or Grant Assistance

It is also possible that the student may have “earned” the aid, but it was not yet disbursed to the student’s account. Post-withdrawal disbursement occurs when the student receives less federal student aid than the amount earned (based on withdrawal

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

1. Direct Unsubsidized Loan
2. Direct Graduate PLUS Loan
3. Other Federal Loan or Grant Assistance

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

Graduate Studies

INTERIM VICE PROVOST:

Michael A. Palladino, PhD

The Graduate Studies Office provides leadership, and administrative and academic support structures for implementing and developing 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.

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: *Kenneth Womack, PhD*

Completion of the following programs leads to a Master of Arts (MA):

- Anthropology
- Corporate and Public Communication
- Criminal Justice
- English with a Concentration in Creative Writing
- English with a Concentration in Literature
- English with a Concentration in Rhetoric and Writing
- History
- Psychological Counseling
- Public Policy

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

- Homeland Security
- Mental Health Counseling

Completion of these certificate programs leads to the following:

- Graduate Certificate in Homeland Security
- Graduate Certificate in Human Resource Management and Communication

Programs, Services, and Regulations

- Graduate Certificate in Strategic Public Relations and New Media
- Graduate Certificate in Psychological Counseling
- Graduate Certificate in Public Service Communication Specialist

SCHOOL OF SOCIAL WORK
DEAN: Robin Mama, PhD

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

- Social Work

Completion of this graduate certificate program leads to the following:

- Graduate Certificate in Play Therapy

SCHOOL OF SCIENCE
CO-DEANS: Catherine Duckett, PhD and
John Tiedemann, MS

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

- Computer Science
- Information Systems
- 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 Accounting
- Business Administration with a Concentration in Finance
- Business Administration with a Concentration in Management

- Business Administration with a Concentration in Marketing
- Business Administration with a Concentration in Real Estate

Completion of this certificate program leads to the following:

- Graduate Certificate in Accounting

SCHOOL OF EDUCATION
DEAN: John E. Henning, PhD

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):

- Literacy
- Principal
- Principal/School Administrator/Supervisor
- School Counseling
- Special Education
- Student Affairs and College Counseling
- Speech-Language Pathology

Completion of these certificate programs leads to the following:

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

Completion of the subject endorsement program in Chinese leads to the following:

- Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS)

Completion of these New Jersey Department of Education endorsement programs leads to the following:

- Endorsement in Bilingual/Bicultural
- Endorsement in Early Childhood
- Endorsement in English as a Second Language
- Endorsement in Student Assistance Coordinator

- Endorsement in Teacher of Students with Disabilities

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

- Post-Master's Endorsement – Director of School Counseling Services
- Post-Master's Endorsement – Learning Disabilities Teacher-Consultant
- Post-Master's Endorsement – Supervisor

SCHOOL OF NURSING AND HEALTH STUDIES
DEAN: Janet Mahoney, PhD

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

- Nursing

Completion of these certificate programs leads to the following:

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

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

- Post-Master's Certificate: Adult-Gerontological Primary Care Nurse Practitioner
- Post-Master's Certificate: Family Nurse Practitioner
- Post-Master's Certificate: Nursing Administration
- Post-Master's Certificate: Nursing Education
- Post-Master's Certificate: Psychiatric and Mental Health Nurse Practitioner

Completion of the following program leads to the Master of Science in Physician Assistant:

- Physician Assistant (PA)

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 several student populations including freshmen and **undeclared sophomores**. Advising for undeclared sophomores is designed to help with exploration of different majors while taking courses that satisfy degree requirements. Students are required to declare a major no later than the end of sophomore year. Additionally, throughout the year, the CSS offers numerous workshops related to academic, personal, and career topics.

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

All 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.

Housed within the Office of Career Services is the **Office of Service Learning and Community Service**. This office provides students with information about service learning and volunteer opportunities in nonprofit agencies, schools, and governmental organizations. Through service learning and volunteering, students can explore their personal, career, and intellectual potential while increasing their knowledge of community needs.

The CSS provides administrative support for the **Experiential Education** requirement. Please refer to the *Experiential Education Requirements* section of this catalog for a complete description of the requirement and the related Web site.

Programs, Services, and Regulations

Academic Skills Services

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

Tutoring and Writing Services

Located in the Center for Student Success, **Tutoring and Writing Services** provides free, personalized academic assistance to all students of the University. Students may be referred by faculty members and advisors or may come voluntarily.

Content-specific tutoring by peer tutors is available in most academic disciplines. Faculty master tutors offer both one-on-one tutoring sessions and academic skills workshops on strategies for college success, such as organization and time management, note-taking and listening skills, college textbook reading strategies, and test-taking preparation. For more information, please contact **Tutoring Services** at 732-263-5721, by e-mail at tutoringservices@monmouth.edu, or by visiting the Tutoring Services Web site at www.monmouth.edu/tutoring.

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

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

The **Math Learning Center**, located in Howard Hall room 203, provides students with assistance in all levels of mathematics. Peer tutors are

available to help students solve problems and to review concepts. In addition, students may use the Center to do homework assignments or to study for tests while having a student tutor available. For more information, contact the Department of Mathematics at 732-571-4461.

Disability Services

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

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

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

Monmouth University Library

The University Library builds and maintains collections to support the teaching and scholarship mission of the University, whether online or in our historic library. Conveniently located adjacent to the residence halls, the library is a comfortable space where patrons can do so much: we have Wi-Fi, 110+ computers, network printers, copiers, document scanners, two classrooms, quiet study space, group meeting space, lounge space for casual reading, outdoor reading tables and benches, and a modest café.

Serving our faculty and students, with resource materials needed to support both curriculum and research needs, the University Library is the center of learning and research. The University Library provides robust access to a diverse collection of more than 400,000 monographs, e-Books, print journals, e-Journals (full text), media titles, microfilms, reference materials, and special collections, including government documents, the New Jersey Collection, the Mumford Collection, and the Library Archives. Coupled with Interlibrary Loan and reciprocal borrowing privileges, access to more than 2.1 billion holdings in over 72,000 libraries located in 170 countries around the world is only a request away.

Our online services are available twenty-four hours per day, seven days per week, at library.monmouth.edu and include research guides customized by subject area that can be helpful in jumpstarting any project. The building is open seven days a week during the regular semester (until midnight Sunday—Thursday), and our staff is delighted to help, so please ask. We can support our patrons' needs in many ways, for any assignment, via phone at 732-571-3438, e-mail at reference@monmouth.edu, or one-on-one consultation by appointment.

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-based 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 1,000 computers available to students in various lab configurations including Windows, Macintosh, and Unix/Linux. A comprehensive complement of software is available throughout campus in these labs, and course-specific software is made available in departmental computing labs.

All students are provided with an official e-mail account and storage for course-related files

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

For all information management service needs, call the Help Desk at 732-923-4357 (HELP), Monday through Friday from 8:15 a.m. until 9 p.m. (5 p.m. on Fridays during the summer). 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, please visit the Web pages at http://www.monmouth.edu/Campus_Technology.aspx.

GRADES

The grading system is as follows:

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

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

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

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

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

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

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

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

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

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

X: Credit by Exam. Portfolio Credit.

Q: Waived. This graduate grade is determined by the appropriate department to indicate that

certain course requirements are waived. This grade is not computed in the student's grade point average (GPA).

Graduate Grade Point Averages

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

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

Graduate: Repeating a Course: Impact on the GPA

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

Grade Reports

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

Student Complaints about Grades

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member is unable to resolve the matter, the

student may contact the department chair in writing, stating the basis of the complaint. Such complaints should be sent to the appropriate department chair within six weeks following the receipt of final grades. A student who is not satisfied with the decision of the department chair may appeal the decision in writing to the dean of the school housing the course. The decision of the academic dean is final.

Change of Grade Requests

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

ACADEMIC DEFINITIONS

Graduate Student Classification

• Matriculated/Non-Matriculated

All graduate students are classified as either matriculated or non-matriculated.

- I. Matriculated graduate students are:
 - a. Degree-seeking;
 - b. Regular admits;
 - c. Conditional admits in a degree program or certificate program of at least eighteen (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 fifteen credits per semester, which includes a field internship experience. Regular full-time MSW students can complete the MSW degree requirements in two calendar years. Students admitted to the Advanced Standing MSW program as full-time students can complete the MSW degree in one calendar year.

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

• Maximum Course Load

Full-time graduate students normally carry nine credits per semester. Graduate students wishing to enroll in more than fifteen credits for a regular term must first obtain permission from the department chair or program director and the school dean. The maximum course load for the summer is limited to a total of nine credits.

Auditor Classification

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

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

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

Full-time undergraduates whose total semester credits (including those in audited classes) are in

Programs, Services, and Regulations

the twelve (12) – eighteen (18) range will be billed at the full-time tuition rate. If a full-time undergraduate audits a class whose credits put the total credit load in excess of eighteen (18) credits, the credits beyond eighteen (18) will be billed at the audit rate.

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

CURRICULUM OF RECORD

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

The official curriculum of record is maintained in the Office of the Registrar. Students are provided with a WEBstudent account, which details all curriculum requirements under the "academic audit" section.

GRADUATE DEVELOPMENTAL COURSES

Graduate students may request permission to take a Monmouth University undergraduate course while enrolled as a graduate student at the University. Graduate students who need to make this request should do so using their student e-FORMS account, which is accessible from the main menu of WebAdvisor. Please note that undergraduate courses carry no graduate credit and will be listed on the graduate transcript with a grade earned, but no credits. The undergraduate course will not be included as part of the graduate academic program nor will it be included with the graduate grade point average.

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 or her re-enrollment. In addition, credit will be given for all Monmouth University courses with grades of "B" or better and as many courses with grades of "B-" as possible while maintaining a program grade point average of 3.00 or better. Courses that are older than seven (7) years may not be used to satisfy curriculum requirements unless specifically approved by the appropriate academic program director.

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

Academic amnesty may be granted to a graduate student only once. Students who receive Academic Amnesty are required to complete additional course work in order to finish a program. 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 Studies Office 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. To develop their skills and talents, students are asked to conduct research, perform experiments, write papers, work individually, and cooperate in group activities. Academic dishonesty subverts the University's mission and undermines the student's intellectual

growth. Dishonesty in such academic practices as assignments, examinations, or other academic work cannot be condoned. A student who submits work that is not original violates the purpose of Monmouth University and may forfeit his/her right and opportunity to continue at the University.

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

Graduate Academic Standing

Graduate students are required to maintain an average of 3.00 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 3.00 or better average or who accumulate as many as three credits of "B-," "C+," "C," "C-," or "F" grades will be subject to review by the Academic Standards and Review Committee. Under no circumstances will more than six credits of "C+," "C," and "C-" grades accumulate toward degree credit. Students will not receive their degrees until the policies on the number of "C" grades and GPA are met. Students who have maintained an average of 3.00 or better and who have met the grade requirements as stated above are considered to be in good academic standing.

Graduate Academic Standing: DNP Program

A grade of "B" or better in each of the DNP courses is required to satisfy the course work in the curriculum. The student who earns less than a "B" in a course will be allowed to repeat that course

only once. Two grades below a "B" in any individual course or two grades below "B" in different courses will be grounds for dismissal from the DNP program. If a student is required to repeat a course for academic reasons, a formal request to repeat the course and continue in the program with a new cohort should be filed with the director of the program. On approval, the student must meet with the academic advisor for a new program plan with a subsequent cohort. If a student earns less than a "B" in a repeated course, the student will be academically dismissed from the DNP program. All courses must be completed with a grade of "B" or better before starting the capstone sequence. A student in the DNP program is required to maintain a minimum cumulative average of 3.00 during the program and meet all other academic standards of Graduate Studies.

Graduate Semester Academic Probation

All graduate students will be placed on academic probation when their cumulative GPA falls below 3.00.

Graduate Academic Dismissal*

A student shall become subject to academic dismissal for failure to meet the minimum standards listed below:

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

<i>Credits Completed**</i>	<i>Minimum Cumulative GPA</i>
3 – 9 Credits	2.25
9.5 – 15 Credits	2.50
15.5 – 21 Credits	2.75
21.5 & higher credits	3.00

*(**Credits completed include all credits not officially withdrawn from)*

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

Attendance

Monmouth University believes that attendance is essential to success in academic courses. Therefore, class attendance is required. The University believes that learning is an interactive

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

Grades in courses are normally based on academic performance (participation, contribution, and examination). However, individual faculty members may adopt reasonable regulations that additionally relate grades to class attendance. All professors must state their specific attendance policies in a written statement containing the pertinent course requirements and give it to the students during the first week of the semester. A student who, for any reason, may not be present at a particular class or laboratory is, nevertheless, responsible for adhering to the attendance requirements of the course.

Students are not permitted to attend classes for which they have not officially registered (as determined by the Office of the Registrar). If students attend without prior registration, they are subject to disciplinary actions, inclusive of suspension and/or dismissal, and will not be permitted to “retroactively” enroll.

Course Withdrawals

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

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

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

Students who are withdrawing from all

their courses are encouraged to make notification of withdrawal in writing; however, verbal or e-mail notification is acceptable under the guidelines set forth in “Refund Policy for Complete Withdrawals—fall and spring semester.”

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

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

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

Final Examinations

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

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

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

Graduation

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

Diplomas are mailed to students within two weeks after the actual date of graduation.

In those rare instances when a student has not met all degree requirements, but for whom a

change to the academic record is received by the Office of the Registrar within one week following the graduation, the student will be considered for the earlier graduation. The effective date of the change must be on or before the actual date of the graduation. Changes received later than one week beyond graduation will not be considered for prior graduation but will be part of the next graduation cycle.

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

Independent Study

Independent Study courses permit a student to pursue a research project or guided readings in a subject area not substantially covered in the curriculum. Normally, no more than one Independent Study course may be scheduled during a single academic term. The student or the advisor must submit the appropriate form, the Undergraduate Independent Study Application or the Graduate Independent Study Application form; both forms are available online. The Adobe form should be downloaded and printed from the Office of the Registrar's forms page at <http://www.monmouth.edu/registrar/forms.asp>. Advisors can submit the appropriate form utilizing e-FORMS, which are accessible from the main menu of WebAdvisor. Approval from the supervising professor, the department chair, and the school dean prior to registering for the course is required. Independent Study applications containing the appropriate signatures must be submitted to the Office of the Registrar. Generally, students are expected to complete no more than six (6) credits of independent study. Any exceptions must be approved by the dean of the school in which the student's major is housed. **Failure to process the Independent Study Application within the required timeframe may impact financial aid status and may jeopardize participation in Commencement.**

Portfolio Assessment

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

download, complete, and submit the Application for Portfolio Assessment to the Registrar's Office (which shows proof of payment), along with one copy of their portfolio. The form is available on the Registrar's forms page at www.monmouth.edu/registrar/forms.asp.

Student (Biographical) Data

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

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 Interim Vice Provost of Graduate Studies, and the Registrar. If permission is granted, in order to accept the credits as transfer, the grade must be no less than a "B".

Submission of the Same Paper or Computer Program for Two Courses

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

Graduate: Time Limitation for Completion of Requirements

The requirements of a particular master's program must be satisfied within a period not exceeding **five calendar years** and not including a period of service in the Armed Forces. The graduate catalog in effect at the time of admission, readmission, or change of major (whichever is later) shall normally be the student's official catalog of record. However, faculty and curriculum changes may require related

changes in a student's program. If after following a curriculum of record for five calendar years a student has not completed the requirements of the curriculum, the student must update the curriculum of record (including all requirements) to the most recent one that exists. Requests for substitutions after a curriculum update should be made to the respective program director using e-FORMS. 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 the Registrar. 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 the Registrar for processing. Students will receive an e-mail to their student accounts after the substitution request has been completed, unless the substitution was initiated by their advisor. In that case, students should follow up with their advisors to make sure that their substitution has been completed. If the department chair does not approve the substitution, the student may appeal that decision to the school dean. If the school dean does not approve the substitution, the student may appeal that decision

to the Provost. The Provost has final authority concerning the substitution.

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

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

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

Graduate: Use of Course Work toward Degree Programs

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

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

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" form should be filed with the Office of the Registrar no later than the deadline date, as outlined on the "Registration Information" page of the Monmouth University Web site. It is the student's responsibility to see that all requirements for graduation are met. Students can review their academic audits at any time by using their WEBstudent account.

Participation in Commencement

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

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 the Registrar for processing before the term concludes. It is the responsibility of the student to see that all forms reach the appropriate office.

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

Leave of Absence

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

Registration

All current Monmouth University students and deposited “Applicants” are provided with access to the University’s WEBstudent. Each student is provided with a unique User ID and password, which allows him or her access to personal information via the Web.

Continuing students who have met with their academic advisor and received permission to do so may self-register using WEBstudent. Specific information for dates and times to register online will be distributed prior to registration dates and will be available online in the “Registration Information.” Online registration is not available to students who are on academic probation or whose current admission status is conditional.

Continuing students are strongly urged to complete “early registration” for upcoming semesters and terms. Early registration for the fall, spring, and summer semesters usually begins in April and concludes in August. Late registration is conducted 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 the Registrar). If students attend without prior registration, they are subject to disciplinary action, including suspension and dismissal, and will not be permitted to “retroactively” enroll.

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

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

requirements prior to taking courses at Monmouth University.

Transcript Requests

Current student requests for transcripts must be made by submitting a “Request for Transcript” e-FORM to the Office of the Registrar. Former students and alumni may print and submit a “Request for Transcript” form available from the Office of the Registrar “Forms” page. All transcript requests should be made at least two weeks prior to the time they are to be sent; hard-copy requests must bear the signature of the student whose record is being requested. Issuance of transcripts must be first cleared by the 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 twelve (12) credits.

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

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

UNIVERSITY EMERGENCY CLOSING

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

FM

88.9 WMCX Monmouth University
92.7 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

Programs, Services, and Regulations

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

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

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

WITHDRAW FROM THE UNIVERSITY

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

The Wayne D. McMurray School of Humanities and Social Sciences

DEAN: Kenneth Womack, PhD
ASSOCIATE DEAN: Nancy Mezey, PhD
ASSOCIATE DEAN: Michael Thomas, MFA

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

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

Within the School of Humanities and Social Sciences are the Freed Chair in Social Science

endowed through a gift from the Gerald Freed Foundation, the Jules Plangere Jr. Chair in American Social History endowed through a gift of Life Trustee Jules Plangere Jr., and the McMurray-Bennett Endowed Chair in the Humanities. Professor Brian Greenberg of the History Department occupies the Plangere Chair, and Professor Kristen Bluemel of the English Department occupies the Wayne D. McMurray-Bennett Chair.

ANTHROPOLOGY

Richard Veit, Chair, Department of History and Anthropology

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

Veronica M. Davidov, Assistant Professor of Anthropology and Director, Graduate Program in Anthropology. PhD, New York University. Areas of research interest include cultures of Latin America and ecotourism in the Amazon. Teaching focus includes anthropological the-

Humanities and Social Sciences

ory, ethnographic methods, area studies (Latin American), political ecology, and globalization.

Hillary DelPrete, Assistant Professor of Anthropology. PhD, Rutgers University. Professor DelPrete is a biological anthropologist with a specialization in modern evolution. Teaching and research interests include human evolution, human variation, human behavioral ecology, and anthropometrics.

Stanton W. Green, Professor of Anthropology. PhD, University of Massachusetts, Amherst. Professor Green is a specialist in Baseball and American Culture, Archaeology, and Ireland. His research and teaching interests include questions of diversity in the United States, archeological methods and theory, and the application of Geographic Information Systems.

Brook Nappi, Lecturer in Anthropology. MA, Montclair State University. Research interests include sex/gender, race/diversity, and global inequalities; the Supernatural; body and embodiment; and phenomenology. Teaching focus includes cultural anthropology, American diversity, the anthropology of sex and gender, and magic, witchcraft, and religion.

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

MASTER OF ARTS IN ANTHROPOLOGY (MA)

The Master of Arts in Anthropology provides students with the necessary credentials to fulfill a variety of professional and academic goals. For students interested in archeology, their training and degree will prepare them for full-time supervisory-level employment in archaeology, cultural resource management, historic preservation, and geographic information systems (GIS). Students interested in social policy, teaching, public relations, and local community engagement will receive training in qualitative research and other conceptual tools of cultural anthropology that prepare them for work in culturally unfamiliar and diverse situations. Students planning to continue for a PhD will receive a well-grounded education in theory and methods taught

by well-published faculty. Students in the program complete thirty credit hours of course work. Of the thirty credits for the program, six may be transferred from another institution.

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

- MA In Anthropology

ART AND DESIGN

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

Mark Ludak, Compliance Officer/Technical Specialist

Scott Knauer, Director of Galleries and Collections

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

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

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

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

Vincent DiMattio, Professor. MFA, Southern Illinois University. Practicing artist who has exhibited

his work in New York City and throughout the United States, Spain, and Mexico. Teaches drawing, painting, basic design, and several lecture courses. Started the gallery program at Monmouth University. He is a co-author of the book *The Drawings and Watercolors of Lewis Mumford*.

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

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

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

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

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

COMMUNICATION

Aaron Furgason, Chair, Department of Communication

Rebecca Sanford, Assistant Chair, Department of Communication

Chad Dell, Associate Professor. 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. Faculty advisor to Alpha Epsilon Rho, the student chapter of the National Broadcasting Society.
cdell@monmouth.edu

Donna Montanaro Dolphin, Associate Professor and Program Director for Radio/TV. MFA, Mason Gross School of the Arts, Rutgers University. Primary fields are TV production, media studies, documentary, screen studies, popular culture,

and mass media and First Year Seminar. 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. Faculty advisor to the student-operated TV station, Hawk TV.

ddolphin@monmouth.edu

Aaron Furgason, Associate Professor and Chair. 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, First Year Seminar, and Generation 'X' Film Directors. Research interests include radio and recording industries and film studies. Faculty advisor to the 1000-watt FM University radio station, WMCX.

afurgaso@monmouth.edu

Mary Harris, Specialist Professor. MA, Monmouth University. BA, Rowan University. Areas of interest include public relations, social media campaigns, marketing, and event planning. Public Relations Student Society of America, APR, and Public Relations Society of America.

mcharris@monmouth.edu

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

shokanso@monmouth.edu

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

mjia@monmouth.edu

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

malawren@monmouth.edu

Sheila McAllister, Associate Professor. PhD, Rutgers University. Introduction to Public Relations, Professional Communication, Crisis and Issues Management, Public Relations Writing, Nonprofit Fundraising, Strategic Public Relations Planning, Principles of Fundraising, and Public Relations

Humanities and Social Sciences

special topics. Public Relations Student Society of America. APR, and Public Relations Society of America.

smcallis@monmouth.edu

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

morano@monmouth.edu

Eleanor M. Novek, Professor. PhD, Annenberg School for Communication, University of Pennsylvania. Specialties are journalism, gender studies, research methods, and social justice research. Research interests in racial discrimination, prison issues, high school journalism, and service learning.

enovek@monmouth.edu

Michael Phillips-Anderson, Associate Professor. PhD, University of Maryland. Interests include political communication, rhetoric, critical/cultural studies, and gender. Political Communication, Critical Discourse, First Year Seminar, Senior Seminar, and Introduction to Communication.

mphilip@monmouth.edu

Rebecca Sanford, Associate Professor and Assistant Chair. PhD, Temple University. Undergraduate courses taught include Interpersonal Communication, First Year Seminar, Family Communication, Nonverbal Communication, Communication Research Methods, and Communication Theory. 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. Faculty advisor for the student-operated Hawk TV News.

rescott@monmouth.edu

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

jshamroc@monmouth.edu

Deanna Shoemaker, Associate Professor and Director of the Master's Program in Corporate and Public Communication. PhD, The University of Texas at Austin. Primary fields are Performance and Theater Studies, Communication Studies, and Gender Studies. Special interests include feminist performance practices, performance of literature, performance ethnography, critical race theory, and First Year Seminar. 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.

dshoemake@monmouth.edu

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

ksimoes@monmouth.edu

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

dswanson@monmouth.edu

Marina Vujnovic, Associate Professor. PhD, University of Iowa. Primary fields of research are participatory journalism and new media studies, media history and gender, critical political economy, and cultural studies, and First Year Seminar. 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. Faculty advisor to the student-operated online news magazine,

The Verge.

mvujnovi@monmouth.edu

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.
swien@monmouth.edu

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 public relations and new media to organizational leadership. It is the goal of this program to provide education that combines broad theoretical knowledge with practical application in public relations, human resources management, and public service communication. 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 offers thirty-one credits of core and elective courses, and students can choose between a thesis, project, or non-thesis option based on their professional goals.

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

- MA in Corporate and Public Communication

CERTIFICATES

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

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

- Human Resources Management and

Communication

- Strategic Public Relations and New Media
- Public Service Communication Specialist

CRIMINAL JUSTICE

Beth Sanders, Chair, Department of Criminal Justice

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

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

Albert Gorman, Specialist Professor and Police Recruitment Evaluations. MA, John Jay College of Criminal Justice. Interests include police professionalism, community policing, corrections, and security/loss prevention.

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

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

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

Humanities and Social Sciences

criminology, and juvenile delinquency.

Marie Mele, Assistant Professor. PhD, Rutgers University. Teaching interests include women and crime, victimology, research methodology, and social statistics. Current research focusing on intimate partner violence and domestic homicide.

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.

Beth A. Sanders, Associate Professor and Chair. PhD, University of Cincinnati. Specializes in police officer recruitment, selection, and the measurement of job performance. Research interests include gender differences, criminology, and community health. She frequently serves as a consultant for municipal police departments. Her work has appeared in the *Journal of Criminal Justice Education, Policing, and Deviant Behavior*.

MASTER OF ARTS IN CRIMINAL JUSTICE (MA)

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

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

- MA in Criminal Justice—Thesis Track
- MA in Criminal Justice—Non-Thesis Track
- MA in Criminal Justice—Homeland Security Track

MASTER OF SCIENCE IN HOMELAND SECURITY (MS)

The Master of Science in Homeland Security program is designed to develop scholar practitioners

through a liberal arts education. Students will focus on Constitutional diligence and critical thinking to address the uncertain, ambiguous, complex, and ever-changing nature of homeland security and emergency management.

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

- MS in Homeland Security

HOMELAND SECURITY CERTIFICATE

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

- Certificate in Homeland Security

ENGLISH

Susan Goulding, Chair, Department of English

David Tietge, Director of First Year Composition

Elizabeth Gilmartin, Undergraduate Program

Coordinator

Kristin Bluemel, Graduate Program Director

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

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

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

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

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

Josh Emmons, Assistant Professor. BA, Oberlin

College; MFA, The University of Iowa. Specialty is fiction writing.

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

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

Melissa Febos, Assistant Professor. MFA, Sarah Lawrence College. Specialty is creative nonfiction, with additional interests in fiction, poetry, contemporary American literature, and women's studies.

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

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

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

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

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

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

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

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

David Tietge, Associate Professor and Director of First-Year Composition. 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.

Courtney Werner, Assistant Professor. PhD, Kent State University. Specialties are composition and rhetoric, new media, and multi-modal learning.

MASTER OF ARTS IN ENGLISH (MA)

The Master of Arts in English is a flexible program that allows various types of students to pursue a course of study meeting their own interests and goals. For those interested in the challenge of graduate study and considering going on to a doctoral program at another institution, the courses at Monmouth provide a broad education in English literature, creative writing, and rhetoric, and a sound foundation for further graduate study. Secondary school teachers can fulfill their continuing education requirement and accrue credits toward salary increases by taking courses in the program. Those interested in personal enrichment or career advancement will find that the program requirements improve critical thinking abilities along with reading, speaking, and writing skills. The curriculum, appropriate for recent college graduates as well as returning students, is designed to allow students to finish the degree in two to two-and-a-half years by taking two to three courses per semester, with the additional option of summer study. Part-time students are also welcome to attend. Course offerings allow students to take courses in a variety of fields to obtain a broad knowledge of literature in English or to focus on areas of specific interest.

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

- MA in English: Literature Concentration
- MA in English: Creative Writing Concentration

Humanities and Social Sciences

- MA in English: Rhetoric and Writing Concentration

HISTORY

Richard Veit, Chair, Department of History and Anthropology

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

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

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

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

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

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

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

Thomas S. Pearson, Professor. PhD, University of North Carolina. Teaching fields include Russian history, Soviet and Russian foreign policy, comparative revolutions, nineteenth-century Europe, and modern Eastern Europe. His most recent

research has focused on government and peasantry in modern Russian history.

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

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

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

Hettie Williams, Lecturer in African American History. ABD, History and Culture, Drew University, M.A., History and Culture, Drew University, M.A., History, Monmouth University. Teaching and research interests: African American history; gender in U.S. history; and race and ethnic studies.

MASTER OF ARTS IN HISTORY (MA)

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

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

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

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

MUSIC AND THEATRE ARTS

Joseph Rapolla, Chair, Department of Music and Theatre Arts

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

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

Michael Gillette, Specialist Professor of Music, Music History, Conducting, and Violin, Director of the Chamber Orchestra. MM, Yale University. For over thirty years, Professor Gillette has been a professional violinist in New York City and is currently the assistant concertmaster of the Radio

City Music Hall Orchestra. He is also a member of the American Ballet Theatre Orchestra, and the Mostly Mozart Festival Orchestra at Lincoln Center. He has played for many Broadway productions, including *Les Miserables*, *Beauty and the Beast*, *Annie*, *Sunset Boulevard*, *Phantom of the Opera*, and *Into the Woods*. Professor Gillette has toured in Japan, the United Kingdom, Italy, and Venezuela and has performed with such diverse talents as Tony Bennett, Leonard Bernstein, Aaron Copland, Sammy Davis, Yo-Yo Ma, Jimmy Page, Itzhak Perlman, P. Diddy, and The Modern Jazz Quartet.

Joseph Rapolla, Specialist Professor, Chair and Music Industry Program Director. MBA, Monmouth University. A recognized music industry innovator, who built and led Award Winning Marketing departments at both Universal and Warner Music Group. Professor Rapolla has directed programs for top talent, such as Madonna, Bon Jovi, Michael Jackson, U2, and Sting, and has partnered with the world's leading entertainment and media companies. He has earned multiple Gold Records for his work. He is also a songwriter, musician, and producer. He has released three studio CD's and a film soundtrack, collaborates with top writers and artists in NYC and Nashville, and continues to perform internationally.

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

David M. Tripold, Associate Professor. PhD, Drew University. Field of interest is American sacred music. He is a composer, choral director, vocal teacher, and organist. Dr. Tripold is a nationally recognized choral conductor, singer, voice teacher, organist, and liturgical scholar who oversees Monmouth University's music edu-

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

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

PHILOSOPHY, RELIGION, AND INTERDISCIPLINARY STUDIES

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

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

Manuel Chávez, Lecturer. PhD, Binghamton University – SUNY. Areas of interest include Latin American philosophy, Latino/a studies,

pragmatism, and social and political philosophy. Current research interests include decolonial theory and ethics.

George González, Assistant Professor. ThD, Harvard Divinity School. Dr. González teaches courses in religious studies, ethics, and philosophy. His research methodology, philosophical anthropology, is highly interdisciplinary and weaves together ethnography, philosophical inquiry, social science, and historiography in the service of intersubjective inquiry and anthropological ethics. Dr. González’s recent publications are in the area of religion and capitalism. His research interests include critical theory, postcolonial studies, Latino/a studies, gender and queer studies, religion and the professions, New Age religions, and post-secularism. Dr. González is also involved in interfaith initiatives both within and outside the University.

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

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

POLITICAL SCIENCE AND SOCIOLOGY

Joseph Patten, Chair, Department of Political Science and Sociology

Stephen J. Chapman, Public Policy Program Director

Johanna Foster, Sociology Program Director

Gregory Bordelon, Lecturer of Political Science and Director of the Center for Excellence in Teaching and Learning (CETL). JD, Louisiana State University. Professor Bordelon previously worked for the Paris branch of a U.S. law firm. Before coming to Monmouth University, he worked as an editor and lecturer for the BARBRI program under West Education Group. He is a

member of the Northeast Association of Pre-Law Advisors, the International Law Society, and the American Political Science Association. He has published on the “Napoleonic Code,” constitutional dynamics of campaign finance and lobbying laws, and materials for students preparing for the Louisiana and Georgia bar exams. Current projects include shifts in law school curricula and pre-law effects thereof, and media influence on legal procedure.

Stephen Chapman, Assistant Professor and Director of the Graduate Program in Public Policy. PhD, SUNY Binghamton. Dr. Chapman specializes in American politics. His research interests include representation strategies of elected officials, the impact of continued partisan control of state governments, and public opinion. Dr. Chapman also possesses a strong research methods background and regularly teaches the undergraduate- and graduate-level methods courses.

Rekha Datta, Professor and Interim Vice Provost of the Global Education Office. PhD, University of Connecticut. Specialization in political theory, international relations, comparative politics of South Asia, East Asia, the United Nations, and women and the world. Research interests focus on issues of gender and development, traditional and human security issues, and child labor. In 2003 Dr. Datta received the Distinguished Teacher of the Year Award, the highest recognition for teaching at Monmouth University. She served on the county board of the American Association for University Women as Vice President for Public Policy until 2013. Since 2013, she has served on the Board of Big Brothers Big Sisters of Monmouth and Middlesex Counties. Founder of Women and Girls’ Education (WAGE) International, a New Jersey-based 501 (c) (3) not-for-profit organization. Member of the Committee on Status of Representation and Diversity, International Studies Association. Author of: *Beyond Realism: Human Security in India and Pakistan in the Twenty-First Century* (2008, 2010); *Why Alliances Endure: The United States-Pakistan Alliance, 1954-1971* (1994); co-editor, with Judith Kornberg, *Women in Developing Countries: Assessing Strategies for Empowerment* (2002). Advisor of Pi Sigma Alpha National Political Honor Society. Founder of the Institute for

Global Understanding.

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

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

Kathryn Kloby, Associate Professor and Interim Vice Provost of Transformative Learning. PhD, Rutgers University. Specialties are public sector accounting, performance measurement and reporting, citizen participation, public policy, and research methods. Her most current research focuses on accountability in public education.

Jennifer McGovern, Assistant Professor of Sociology. PhD, Temple University. Dr. McGovern is passionate about teaching and learning sociology and specializes in understanding how sport both reflects and challenges social inequalities, such as social class, race, ethnicity, nationality,

gender, and sexuality. Her previous research focused on the ways that professional baseball's institutional structures have grown and changed and how local baseball fans tell narratives about baseball players as the game has grown more global in scope.

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

Kenneth E. Mitchell, Associate Professor. DPhil, University of Oxford. Specializes in Latin-American and Caribbean politics and policy (public sector reform, democratization, and state-society relations); and international political economy (capacity building in public sector, community development, and politics of market-based reform). Authored: *State-Society Relations in Mexico* (2001); "Don't Cry for Argentina, They Will Survive This" (2014); "Models of Clientelism and Policy Change: the Case of conditional Cash Transfer Programmes in Mexico and Brazil" (co-authored with Aaron Ansell, 2011); "An Institutional Anomaly, Longevity and Competition in the Dominican Party System" (2009); "Bridging the Convergence-Divergence Policy Diffusion Divide, Mid-range Theorizing and Devolving Food Aid in Mexico and the Dominican Republic" (2007); "Building State Capacity: Reforming Mexican State Food Aid Programs in the 1990's" (2005). In 2015, he received the Monmouth University Distinguished Teacher of the Year Award.

Joseph Patten, Associate Professor and Chair. PhD, West Virginia University. Teaches courses in American politics and public policy. Received the Monmouth University Distinguished Teaching

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

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

MASTER OF ARTS IN PUBLIC POLICY (MA)

The Master of Arts in Public Policy is a thirty-credit degree program that prepares students for careers in the field of policy analysis. Career

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

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

- MA in Public Policy

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

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

PSYCHOLOGY

Gary Lewandowski, Chair, Department of Psychology

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

Jack Demarest, Professor. PhD, State University of New York at Stony Brook. Primary field of interest is evolutionary psychology and animal behavior; especially mate choice, reproductive investment, game theory, and behavioral ecology. Teaching

and research interests also include a feminist approach to sex role stereotyping, especially as it relates to male roles.

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

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

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

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

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

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

followers. Of additional and related interest are sex role stereotypes.

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

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

David B. Strohmets, Professor. PhD, Temple University. Specialization in social psychology with an emphasis on methodological and quantitative issues. Current areas of research include the social psychology of the experiment, particularly the nature of the volunteer subject, and social influences on tipping in restaurants.

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

PSYCHOLOGICAL COUNSELING

Stephanie Hall, Chair, Department of Psychological Counseling

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

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

workplace dynamics, and workplace stresses.

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

Gary J. Handler, Specialist Professor and Field Placement Coordinator. PhD, New York University. MA, Monmouth University. Specialization is in counseling techniques and the impact of cognitive neuroscience on counseling. Areas of teaching include counseling techniques (both basic and cutting edge, including supervision) and psychopathology.

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

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

John P. Muldoon, Specialist Professor. PhD, University of South Carolina. Specialization in substance abuse and co-occurring counseling issues. Areas of interest include domestic violence, substance abuse, supervision, group counseling, religiosity/spirituality, and trauma counseling.

Laura Schmuldt, Specialist Professor. PhD, University of Central Florida. Specialization in community mental health. Interests include creative approaches to mental health counseling, altruism, trauma, wellness, career counseling, and veteran mental health.

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.

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. Students must complete Psychological Counseling 505, Mental Health Counseling, during the first term of study

MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING – ADDICTION STUDIES TRACK (MA)

The Master of Arts in Psychological Counseling – Addiction Studies Track is a thirty-credit program designed to prepare students to become addiction counselors who work with individuals, groups, couples, and families impacted by various types of substance use and addictive disorders. The program is accredited by the National Addiction Studies Accreditation Committee (NASAC). Graduates are prepared to work within a variety of addiction treatment programs and agencies and eventually to practice privately. The Addiction Studies Track was developed to meet the educational requirements for the Licensed Clinical Alcohol and Drug Counselor (LCADC), which is a New Jersey state license. It is the student's responsibility to ensure acceptability by the licensing agency. Students must complete Psychological Counseling 505, Mental Health Counseling, during their first term of study.

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

- MA in Psychological Counseling
- MA in Psychological Counseling – Addiction Studies Track

PROFESSIONAL COUNSELING CERTIFICATE

The Graduate Certificate in Professional Counseling is an eighteen-credit program designed for students who are completing or have completed a CACREP-accredited master's degree in counseling and are in need of additional hours to complete the educational requirements of the Licensed Professional Counselor (LPC) licensure in New Jersey. Up to six credits may be waived if students completed PC/EDC505 and/or PC525/EDC530 as part of their CACREP-accredited master's degree. The Graduate Certificate in Professional Counseling allows students to pattern their choice of free elective courses to complete courses with a common theme about specialized areas of counseling, like addictions counseling, counseling children and adolescents, couples and family counseling, etc.

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

- Graduate Certificate in Professional 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 practice as a Professional Counselor. Graduates are prepared to work within mental health treatment agencies and eventually to practice privately. Courses are designed to satisfy criteria prescribed by the New Jersey State Board of Professional Counselor Examiners. 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. However, it is the student's responsibility to ensure acceptability by any licensing agency. Psychological Counseling 505, Mental Health Counseling, must be taken during the first term of study.

Humanities and Social Sciences

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

WORLD LANGUAGES AND CULTURES

Mirta Barrea-Marlys, Chair, Department of World Languages and Cultures

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

Priscilla Gac-Artigas, Professor. 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 profi-

ciency 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 assessing writing and developing critical thinking in Spanish and in other disciplines.

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

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

The School of Science

CO-DEAN: *Catherine N. Duckett, PhD*
CO-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, Computer Science, Marine and Environmental Biology and Policy, Mathematics, Medical Laboratory Science, Clinical Laboratory Sciences, and Software Engineering; an undergraduate Networking Technologies and Applications certificate; minors

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

The School of Science also offers master's degrees in Computer Science, Information Systems, and Software Engineering. The undergraduate Bachelor of Science in Computer Science Advanced Computing Concentration program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>. The undergraduate Bachelor of Science in Software Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The Chemistry and Physics Department is approved by the American Chemical Society (ACS). All qualified advanced chemistry, biochemistry, and chemical physics degree recipients may receive ACS certification of their degrees. The degrees in Clinical Laboratory Science and Medical Laboratory Science are accredited by the Commission on Accreditation of Allied Health Education Professions (CAAHEP) or by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). All programs of study are directed toward preparing students for working and living in a multicultural, technologically

complex, global environment.

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

URBAN COAST INSTITUTE

Tony MacDonald, Director

Susan Kennedy, Program and Project Director. JD, MS, Environmental Law, Vermont Law School. Ms. Kennedy has over twenty-five years of experience as a lawyer and public policy expert working in both the private and non-governmental sectors.

Tony MacDonald, Esq. Director. JD, Fordham University School of Law. Mr. MacDonald has over thirty years of executive and policy experience in coastal and ocean law and policy at the local, state, and federal level.

James Nickels, Marine Scientist. MS, Montclair State University. Mr. Nickels has worked for over twenty-five years on marine research, monitoring, surveying, and field operations in both the public and private sectors. His expertise includes survey work in fisheries, plankton, benthic organisms, sediment, water quality, mitigation, and geophysics. He is a licensed hydrographer and Certified Floodplain Manager.

Mike Schwebel, Community Resilience and Climate Adaptation Specialist. PhD, Temple University. Dr. Schwebel has a joint appointment with the New Jersey Sea Grant Consortium. His areas of interest include climate change policy, community adaptation, and islands-centric climate adaptation research. He is also a registered landscape architect (RLA) and LEED accredited

professional (LEED AP) specializing in green planning.

Karl Vilacoba, Communications Director. MA, New Jersey Institute of Technology. Mr. Vilacoba has over fifteen years of experience in professional media, writing, and technical communications. He is the lead for the Urban Coast Institute (UCI) outreach and communications efforts related to ocean and coastal programs and activities.

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 and Ocean Management, Law, and Policy
- Coastal Marine Stewardship, Habitat and Water Quality
- Sustainable and Resilient Coastal Communities

BIOLOGY

Bernadette Dunphy, Interim Chair, Department of Biology

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

Ellen Doss-Pepe, Lecturer. PhD, Rensselaer Polytechnic Institute. Specializes in biochemistry, protein folding and misfolding, and protein degradation. Current interests include the relationship of protein misfolding and degradation as underlying causes of neurodegenerative diseases and the roles of antioxidant proteins in cells during oxidative stress and neurodegeneration.

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

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

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

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

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

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

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

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

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

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

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

DEPARTMENT OF CHEMISTRY AND PHYSICS

William Schreiber, Chair, Department of Chemistry and Physics

Shirley A. Crenshaw, Instructor. PhD, Colorado State University. Research interests include bioanalytical/biophysical chemistry with special interests in cancer biology, bio-environmental chemistry, biomolecular spectroscopy, and chemistry education.

Azzam S. Elayan, Lecturer. PhD, Wesleyan University. Organometallic chemistry. Mechanisms of metal-catalyzed processes, particularly those involving carbon-carbon bond-forming reactions.

Garland Grammer, Instructor. PhD, Cornell University. Theoretical Physics.

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

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

Robin R. Kucharczyk, Lecturer. PhD, Yale University. Inorganic chemistry.

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

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

Gregory Moehring, Associate Professor. PhD, Purdue University. Inorganic Chemistry. Research interests are synthesis and NMR characterization of transition metal polyhydride compounds; transformations of small molecules at transition metal polyhydride compounds.

Datta V. Naik, Professor and Interim Vice Provost of Academic and Faculty Affairs. PhD, University of Notre Dame. Analytical-inorganic chemistry.

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

William L. Schreiber, Lecturer and Chair. PhD, University of Rochester. Organic chemistry. Organic synthesis, process research, and chemical education.

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

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

COMPUTER SCIENCE AND SOFTWARE ENGINEERING

Jamie Kretsch, Chair, Department of Computer Science and Software Engineering

Joseph Chung, UNIX Administrator and Teacher

Jamie Kretsch, Specialist Professor and Chair. BS, Monmouth University; MS, University of Wisconsin-Madison.

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

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

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

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

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

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

Jiacun Wang, 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 or a non-thesis option. Students may also choose

to specialize in Computer Networks, Databases and Intelligent Information Systems, or Security of Information Systems and Networks. When the applicant has a strong background in computer science, such as a bachelor's degree in computer science with excellent standing, up to fifteen credits (CS501B-CS509) may be waived. Other majors may be required to take some or all of these courses. These foundation courses must be completed with a minimum GPA of 3.0, and all prerequisite courses must be passed with a grade of "B-" or better.

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

- MS Computer Science, Thesis or Non-Thesis Track
- MS Computer Science, Computer Networks, Thesis or Non-Thesis Track
- MS Computer Science, Databases and Intelligent Information Systems, Thesis or Non-Thesis Track
- MS Computer Science, Security of Information Systems and Networks, Thesis or Non-Thesis Track

GRADUATE CERTIFICATE IN COMPUTER SCIENCE: SOFTWARE SYSTEMS DESIGN AND DEVELOPMENT

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

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

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

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

The MSIS is a unique degree program that educates students about how to apply computing technology to business programs. With courses offered through the School of Science and the Leon Hess Business School, the MSIS prepares students for employment in the Information Technology (IT) sector at a management level. The program benefits are:

- Focus on the technology or management side of information systems by choosing one of two distinct tracks;
- Become an effective team member, including teams that are international and geographically distributed;

- Excel at project management and management and improve business decision-making;
- Learn how to reconcile conflicting project objectives;
- Be eligible to apply for positions such as business systems analyst, software project manager, software requirements developer, information technology operations manager, and customer support specialist.

The MSIS also allows students to gain **full and thorough** training in information systems, which can be used as a basis for pursuing certifications such as the Certified Information Systems Security Professional (CISSP), Project Management Professional (PMP), and the Certified Software Development Professional (CSDP).

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

- Information Systems – Management Track – Thesis/Non-Thesis
- Information Systems – Technology Track – Thesis/Non-Thesis

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

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 networked software systems, information systems, real-time systems, or software systems security.
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 semesters, 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 Appendix “B” for program requirements.

- Certificate in Software Development
- Certificate in Software Engineering

MATHEMATICS

David C. Marshall, Chair, Department of Mathematics

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

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

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

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

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

Zachary Kudlak, Assistant Professor. PhD, University of Rhode Island. Interests include combinatorics, difference equations, graph the-

School of Science

ory, and mathematical pedagogy.

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

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

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

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

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

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

Leon Hess Business School

DEAN: Donald M. Moliver, PhD, CRE, MAI
ASSOCIATE DEAN: Gilda Agacer, PhD
ASSISTANT DEAN: Janeth Merkle, MBA, MM
MBA PROGRAM EXECUTIVE DIRECTOR:
Peter Reinhart, Esq.
MBA PROGRAM DIRECTOR: Susan Gupta, PhD

The Leon Hess Business School (LHBS) is currently ranked in the top 300 of the 2,000 schools of business in the United States, is a community of teacher-scholars educating students to develop strong leadership skills in achieving organizational excellence and sustainability: the integrated strategic management of interlocking economic, social, technological and ecological systems in which organizations operate. The LHBS is accredited by AACSB International — the Association to Advance Collegiate Schools of Business. AACSB accreditation is the hallmark of excellence in business education, and has been earned by less than 5 percent of the world's business programs. Today, there are 727 business schools in 48 countries and territories that maintain AACSB accreditation.

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 respon-

sibilities 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 LHBS are two Centers of Distinction. The first is the Kislak Real Estate Institute, which is directed by Professor Peter Reinhart of the Economics, Finance, and Real Estate Department. The Institute is the sole provider of both undergraduate and graduate academic credit-bearing real estate education in the State of New Jersey. The second, the Center for Entrepreneurship is directed by Dr. Joseph McManus of the Management and Decision Sciences Department. The Center has been nationally recognized for its innovative teaching in the field of entrepreneurship and product designs.

The School of Business is most fortunate to have three professors who hold positions as endowed Chairs. Dr. Guy Oakes of the Management and Decision Sciences Department currently occupies the Kvernland Chair in Philosophy and Corporate Social Policy. Professor Peter Reinhart is the recipient of the Greenbaum/Ferguson/New Jersey Association of Realtors Endowed Chair in Real Estate Policy. Dean Donald Moliver holds the

Steven and Elaine Pozycycki Endowed Professor Chair in Real Estate. The top 20 percent of MBA graduates and 10 percent of undergraduate junior and senior students are eligible for election to Beta Gamma Sigma, the International Honor Society for AACSB-accredited business schools.

Student Honor Society: Beta Gamma Sigma

ACCOUNTING

Nancy Uddin, Chair, Department of Accounting

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

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

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

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

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

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

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

Minna Yu, Associate Professor. PhD, Kent State University. BA, MS, Dongbei University, China. Teaching interests include managerial accounting, financial accounting, and international accounting. Current research interests include

analyst forecasts, accrual anomaly, and corporate governance.

miyu@monmouth.edu

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

ECONOMICS, FINANCE, AND REAL ESTATE

Barrie Bailey, Chair, Department of Economics, Finance, and Real Estate

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

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

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

Andreas C. Christofi, Professor. PhD, Finance, Pennsylvania State University. Research interests include pricing of capital assets, investments, fixed income securities, and international finance. Additional interests include derivatives and econometrics.
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Judex Hyppolite, Assistant Professor. PhD, Indiana University.
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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.
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Donald M. Moliver, Professor, Dean of the Leon Hess Business School and the Steven and Elaine Pozycki Endowed Professorship. PhD, Virginia Polytechnic Institute, CRE, and MAI designations. Research interests include real estate finance and valuation.
dmoliver@monmouth.edu

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

Peter S. Reinhart, Esq., Specialist Professor, Director of the Kislak Real Estate Institute and Arthur and Dorothy Greenbaum/Robert Ferguson/NJAR Endowed Chair in Real Estate Policy. JD, Rutgers Law School, Camden. BA, Franklin and Marshall College. Served as Senior Vice President and General Counsel for Hovnanian Enterprises, Inc., for thirty-three years. Also served on the Council on Affordable Housing for ten years and was a member of the Real Estate Task Force of Governor Whitman's Economic Master Plan Commission. He was also a past president of the New Jersey Builders' Association and is the current Chairman of New Jersey Future. Mr. Reinhart has authored articles for *Housing New Jersey*, *Tri-State Real Estate Journal*, and *New Jersey Lawyer*.
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Benedicte Reyes, Associate Professor. PhD, Finance, Columbia University. Research interests include international corporate finance and capital markets deregulation.
breyes@monmouth.edu

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

Boulding.
rscott@monmouth.edu

MANAGEMENT AND DECISION SCIENCES

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

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

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

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

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

Scott A. Jeffrey, Assistant Professor, PhD, University of Chicago. BSC, MBA, Santa Clara University. Performs research on the use of incentives and goal setting in organizations. Particularly focuses on non-cash tangible incentives such as travel and merchandise.
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Joseph J. McManus, Assistant Professor and Director of the Center for Entrepreneurship. PhD, Rutgers University, MBA, Pepperdine University, JD, Rutgers University School of Law, Camden. Research interests include organizational misconduct, business ethics, corporate social

responsibility, and social entrepreneurship.
jmcmanus@monmouth.edu

Joseph B. Mosca, Associate Professor and Chair. EdD, New York University. Primary specializations are human resource management, human relations, and active teaching methods. His current research interests focus on developing hybrid courses, employee behavior, and jobs of the twenty-first century.
mosca@monmouth.edu

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

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

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

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

interests include applied quantitative decision making, operations research, and management science.

dsmith@monmouth.edu

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

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

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

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

Min Hua Lu, Associate Professor and Chair. DBA, George Washington University. Primary interests are in strategic marketing management, international/global marketing management, and global sustainability of economics.
mlu@monmouth.edu

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

Joseph Rocereto, Associate Professor. PhD, Drexel University. Primary research interests are brand anthropomorphization, customer loyalty, strategic branding, and integrated marketing communications. Other interests include the use of color in marketing communications and the effects of self-concept congruity constructs.

jroceret@monmouth.edu

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

mskiba@monmouth.edu

MASTER OF BUSINESS ADMINISTRATION (MBA)

The mission of the MBA Program is to serve well-qualified graduate students who are committed to pursuing higher levels of professional responsibility, enhancing their competencies, and improving their value to the organizations they serve. The graduate program combines management theory and practice in a contemporary managerial context. Curricula underscore the complexity and diversity of managerial decisions in national and global economies. Students learn in small classes that promote close interaction with our business faculty and also benefit from the special contributions of visiting lecturers.

Six MBA options are open to students: a general MBA (which may be pursued either in a regular or accelerated mode and allows for customization (e.g. healthcare, Global) and the following five MBA concentrations: Accounting, Finance, Management, Marketing, and Real Estate. The Leon Hess Business School also offers a graduate certificate in Accounting.

Students must complete a minimum of thirty-six credits in the general MBA program. Programs include foundation and core courses as well as guided electives. After admission, permission is required to take courses at other institutions.

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

- MBA
- MBA with a concentration in Accounting
- MBA with a concentration in Finance
- MBA with a concentration in Management
- MBA with a concentration in Marketing
- MBA with a concentration in Real Estate

The State of New Jersey requires candidates for the CPA examination to have completed a minimum of 150 credit hours of higher education. The MBA helps students comply with the 150-credit rule while earning a graduate degree. The requirement can be satisfied in either of two ways: (1) students who have obtained an undergraduate Accounting degree may continue to earn a general MBA; (2) students who have undergraduate degrees in fields other than Accounting may earn an MBA with a concentration in Accounting. Students who have an undergraduate Accounting degree are not encouraged to pursue the MBA Accounting Concentration or graduate certificate in accounting.

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

- Graduate Certificate in Accounting

School of Education

DEAN: John E. Henning, PhD

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

The School of Education consists of two departments. The Department of Curriculum and Instruction offers a Master of Arts in Teaching (MAT)

degree that leads to an initial certification (Early Childhood Elementary Track, Elementary Track, Secondary Track, K-12 Track for Art, Health and Physical Education, Music, Chinese, and Spanish) with options of blending various endorsements, such as English as a Second Language (ESL), Teachers of Students with Disabilities (TSD), and Middle School Teachers, a Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS), endorsements in English as a Second Language, Bilingual/Bicultural, and a certificate in Teaching English to Speakers of Other Languages (TESOL). Curriculum and Instruction also offers an MEd in Special Education (with an option for Teacher of Students with Disabilities, Autism, Teaching in Inclusive Settings, or Learning Disabilities Teacher – Consultant Tracks). A graduate endorsement in Teacher of Students with Disabilities and a post-master's endorsement in Learning Disabilities Teacher Consultant are also available. The department also offers certificate programs in Autism and Applied Behavior Analysis (ABA), both taught completely online.

The Department of Speech Pathology, Educational Counseling, and Leadership offers a Master of Science in Education degree in the areas of Principal (with an option for Principal/School

Education

Administrator/Supervisor), School Counseling, Student Affairs and College Counseling, Literacy, and Speech-Language Pathology; graduate endorsements in Early Childhood and Student Assistance Coordinator; and post-master's endorsements in Supervisor and Director of School Counseling Services.

The SOE programs emphasize state and national curriculum standards and research-based best practice designed to improve student learning and to prepare P-12 students to be successful in the 21st-century global economy. Programs are designed to improve a candidate's critical thinking, communication, and problem-solving skills as these apply to P-12 student learning. The School's programs also integrate state-of-the-art computer technologies that can be applied in 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

Wendy Harriott, Chair, Department of Curriculum and Instruction

Linda Arnold, Assistant Professor. PhD, The University of Tennessee. Professional interests include preparing pre-service teachers to work with English language learners in the mathematics classroom and technology in mathematics education.

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

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

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

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

Jiwon Kim, Assistant Professor. PhD, Purdue University.

Stacy Lauderdale-Littin, Assistant Professor. PhD, University of California, Riverside. Professional interests include autism spectrum disorders.

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

Alex Romagnoli, Assistant Professor. PhD, Indiana University of Pennsylvania. Professional interests include multimodality, multiliteracies, graphic novels in academic contexts, and popular culture.

Kathryn Servilio, Assistant Professor. EdD, West Virginia University. Professional interests include technology as it relates to special education.

Dorothy Varygiannes, Lecturer. EdD, Seton Hall University. Professional interests include mathematics education and assessment.

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

MASTER OF ARTS IN TEACHING (MAT)

MAT students are expected to have completed the content discipline prior to beginning the graduate program. Some Monmouth University students are admitted to graduate study before a coherent sequence of at least thirty credits in a recognized liberal arts discipline (e.g., art, English, mathematics) has been completed. These students are expected to do all remaining undergraduate course work at Monmouth. In cases where the students are 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-6 Certification)
- MAT Initial Certification, Elementary Track (K-6 Elementary Certification)
- MAT Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in Teacher of Students with Disabilities
- MAT Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in English as a Second Language (ESL)
- MAT Initial Certification, Elementary Track and Middle School Endorsement Track (K-6 Certification with Content Specialization Endorsement 5-8); Elementary Track and Middle School Endorsement in: English, Social Studies, Science, or Mathematics
- MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science
- MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science with Endorsement in English as a Second Language (ESL)
- MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science with Endorsement in Teacher of Students with Disabilities
- MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Art, Health and Physical Education, and Music

- MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Spanish or Chinese
- MAT Initial Certification, Spanish or Chinese K-12 Subject Specific with Endorsement in English as a Second Language (ESL)

MASTER OF SCIENCE IN EDUCATION (MSEd)

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

- MSEd Special Education - Autism Track
- MSEd Special Education - Teacher of Students with Disabilities Track
- MSEd Special Education - Teaching in Inclusive Settings Track
- MSEd Special Education - Learning Disabilities Teacher-Consultant Track

SPEECH PATHOLOGY, EDUCATIONAL COUNSELING, AND LEADERSHIP

Carolyn Groff, Chair, Department of Speech Pathology, Educational Counseling, and Leadership

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

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

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

Kerry Carley-Rizzutto, Assistant Professor. EdD, Rowan University. Research interests include early childhood development with an emphasis on literacy, and developing culturally responsive pedagogical practices in pre-service and in-service teachers, while working with culturally and linguistically diverse children.

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

Education

Antonio Estudillo, Assistant Professor. PhD, Indiana University.

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

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

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

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

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

Nicole Pulliam, Assistant Professor. PhD, Montclair State University.

Erk Raj, Assistant Professor. PhD, Wayne State University. Professional interest in stuttering research and clinical applications.

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

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

Lilly Steiner, Assistant Professor. EdD, Boston University. 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 Literacy
- MSEd Principal/Supervisor
- MSEd Principal/School Administrator/Supervisor
- MSEd School Counseling
- MSEd Student Affairs and College Counseling
- MSEd Speech-Language Pathology

CERTIFICATE PROGRAMS

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

The Autism Certificate is a completely online certificate program recommended for teachers, related service providers, and Child Study Team members or other professionals to develop a clear understanding of the characteristics of students with autism spectrum disorders, as well as to learn effective, research-based teaching strategies; social, communicative, and behavioral interventions; and valuable supports for use within the educational environment. Applied Behavior Analysis (ABA) is a science that works to develop methods of changing behavior. Monmouth University's ABA online certificate program is appropriate for individuals who would like knowledge of working with students with autism in a multitude of settings or who wish to pursue Board Certification in Behavior Analysis (BCBA).

ENDORSEMENTS

The School of Education at Monmouth University also offers six graduate endorsements: Bilingual/Bicultural, English as a Second Language

(ESL), Early Childhood, Teacher of Students with Disabilities, Student Assistance Coordinator, and a Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS); and three post-master's endorsements: Supervisor, Director of School Counseling Services, and Learning Disabilities Teacher-Consultant. These programs are for teachers and counselors who wish to change 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.

The subject endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) is a twenty-four-credit non-degree program (fifteen credits of course work and nine credits of 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.

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

The Marjorie K. Unterberg School of Nursing and Health Studies

DEAN: Janet Mahoney, PhD

ASSOCIATE DEAN: James Konopack, PhD

The Marjorie K. Unterberg School of Nursing and Health Studies was established in 1998, having served as a Department of Nursing since 1981. 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; and to provide high-quality baccalaureate and graduate education programs to a diverse student population for development of potential nurse leaders. Graduates are committed to lifelong service to the nursing profession and prepared to enhance the quality of life for diverse populations in a global and increasingly interdependent society.

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 believe that education is an active, ongoing process involving student-teacher collaboration and that learning is an experiential activity. They believe that the teaching-learning process involves not only the teacher and the student but also the social system within a framework of dynamic relationships that promotes the change and growth of individuals. It is recognized that students have the ultimate responsibility for their own learning and professional growth.

Students are viewed as unique individuals with varying learning styles. Therefore, a variety of experiences and teaching strategies are used within the program to enhance the development of cognitive, affective, and psychomotor abilities within the student. The 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 health-care systems in a variety of settings.

The MSN program was established in 1995 and was designed to meet the needs of clients in

the Central New Jersey and Shore area for nurses with advanced nursing degrees and/or certifications, and to meet the desire of nurses who strive for advanced education.

**SCHOOL OF NURSING AND HEALTH STUDIES
FACULTY**

NURSING

Laura Jannone, Chair, Department of Nursing

HEALTH STUDIES AND PHYSICAL EDUCATION

*Julie Schaaff, Chair, Department of Health
Studies and Physical Education*

Staci Andrews, Lecturer, Health and Physical Education. PhD, Springfield College.

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

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

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

Cira Fraser, Professor, Director of the DNP Program. PhD, Adelphi University, RN, ACNS-BC. Specialty interest areas include nursing research, quantitative and qualitative data analysis, online education, and psychosocial issues in chronic illness with an emphasis on 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, Associate Professor. EdD, CHES, Teachers College, Columbia University. Specialty areas and interests include physical activity and nutrition, childhood obesity prevention, development of worksite health promotion programming, and women's health.

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

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

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

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

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

James F. Konopack, Associate Professor and Associate Dean. PhD, University of Illinois, Health Studies. Specialty interest areas include physical activity, aging, and health promotion.

Gina LaMandre, PA-C, Specialist Professor, Physician Assistant Program. MS, University of Massachusetts; MS, University of Medicine and Dentistry.

Cheryl Leiningen, Assistant Professor, Nursing. DNP, UMDNJ, Adult Nurse Practitioner. Specialty interest areas include community/environmental health issues, bullying in nursing and LGBT health.

Stephanie Lynch, PA-C, Specialist Professor, Physician Assistant Program. MS, George Washington University.

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

Colleen Manzetti, Assistant Professor, DNP Academic Liaison. DNP, Sanford University, Alabama CNE, CNLCP. Specialty interests include life care planning, rehabilitation nursing,

nursing education, collaboration, and leadership.

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

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

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

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

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

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

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

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

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

MASTER OF SCIENCE IN NURSING (MSN)

The faculty of the School of Nursing and Health Studies believe that the Monmouth University graduate programs in nursing prepare the graduate for advanced nursing practice and extend the values of autonomy, leadership, and professionalism that are stressed in the undergraduate nursing program to the nurse prepared at the graduate level. The function of the MSN graduate is to promote, restore,

and maintain health and/or allow for a peaceful, dignified death. Advanced nursing practice requires master's preparation and, where available, certification in a specialty area of practice by a recognized nursing certification program. Advanced nursing practice is based on a unique body of knowledge derived from scientific research and clinical practice. This knowledge base enhances the graduate's ability to synthesize interrelating factors that influence the health of individuals and populations in their environment. The faculty believe 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 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.

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.

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

Nursing and Health Studies

courses were completed with a grade of “B” or better and that the courses are appropriate for the graduate track.

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

Available MSN degrees are:

- MSN: Adult-Gerontological Primary Care Nurse Practitioner
- MSN: Family Nurse Practitioner
- MSN: Nursing Administration
- MSN: School Nursing for Certified School Nurses
- MSN: School Nursing – Non-Certified School Nurses
- MSN: Nursing Education
- MSN: Forensic Nursing
- MSN: Psychiatric and Mental Health Nurse Practitioner

MSN School Nursing for Non-Certified Nurses

School Nurses who are emergency-certified through the New Jersey State Department of Education or who work full-time as a school nurse for a minimum of six months may have NU587P waived if they provide a letter of verification from a school official. School Nurse Students who show evidence of teaching health in a school system may have NU588P waived if they provide a letter of verification from a school official. At the discretion of their advisor, School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take NU312 or equivalent continuing education units in adult or pediatric physical assessment. At the discretion of their advisor, non-certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take NU413 and/or NU414.

MSN School Nursing for Certified School Nurses

Students with a baccalaureate degree in a field other than nursing may be required to take NU312 or equivalent continuing education units in adult or pediatric physical assessment at the discretion of their advisors. Certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take NU413 and/or NU414 at the discretion of their advisor.

RN to MSN Direct Program

The School of Nursing and Health Studies offers an RN to MSN Direct Program. The RN to MSN Direct Program is designed to allow nurses to more quickly attain a Master of Science in Nursing degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree upon successful completion of 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 if they satisfy all admission requirements (please refer to the *Admission* section of this catalog for details) including the successful completion of the thirty-credit Undergraduate Nursing Certificate. The requirements for this certificate are located in *Appendix B* of the undergraduate catalog and can also be found on the Monmouth University Web site at <http://www.monmouth.edu/university/important-information-and-links.aspx>.

Depending on the selected MSN track, students are required to complete thirty-six to forty-eight graduate nursing credits. In order to earn a Master of Science in Nursing degree, as stipulated by the State of New Jersey, students must document completion of at least 150 credits. **Please note that graduate tuition and fees will apply once a student begins an MSN program.**

Bridge Program for Registered Nurses

Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (nine credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion, if the student has already completed a college-level health assessment or an appropriate continuing education course.

GRADUATE CERTIFICATE IN SCHOOL NURSING, SCHOOL NURSING NON-INSTRUCTIONAL

The Monmouth University Graduate Certificate in School Nursing is intended for registered nurses interested in completing the requirements for the New Jersey School Nurse Certificate and/or the New Jersey School Nurse Certificate Non-Instructional. At the discretion of their advisor,

School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take NU312 or the equivalent continuing education units in adult or pediatric physical assessment. At the discretion of their advisor, non-certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take NU413 and/or NU414. (Students with a baccalaureate degree in nursing will generally receive transfer credits for the preparatory courses.)

GRADUATE CERTIFICATE IN FORENSIC NURSING

The Monmouth University Graduate Certificate in Forensic Nursing is intended for registered nurses with a baccalaureate degree in nursing interested in providing direct services to individuals and consultation to healthcare and law-related agencies. The program will prepare graduates to work in a variety of areas, including child/elder abuse assessment and evaluation, domestic violence intervention, sexual assault examination, mass disaster response, and death investigation.

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

- School Nursing
- School Nursing - Non-Instructional
- Forensic Nursing

POST-MASTER'S CERTIFICATES

Monmouth's post-master's certificates are designed for nurses who have already completed a master's degree in nursing. The Nurse Practitioner certificate program prepares advanced practice nurses in primary care or other relevant settings to work with persons in their environment through independent nursing assessment, diagnosis, and treatment or referral to another practitioner when necessary. The Administration certificate program prepares nurses to function in management and executive positions. The Nurse Educator certificate program prepares nurses to teach in the clinical or academic setting.

Students may transfer a maximum of six credits (30 percent or less of the total credit requirements) toward the certificate, provided the courses were completed with a grade of "B" or better and the courses are appropriate for the certificate program.

This restriction also applies to those credits that have been waived or were earned with *Credit by Exam*.

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

Students may select to specialize in the following clinical areas:

- Adult-Gerontological Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Nursing Administration
- Nursing Education
- Psychiatric and Mental Health Nurse Practitioner

Please refer to the Admission section of this catalog for additional admission requirements.

DOCTOR OF NURSING PRACTICE (DNP)

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 MSN graduate nurses such as nurse practitioners, nurse educators, nurse managers, and school nurses. The mission of the DNP program at Monmouth University is to prepare nursing leaders with a doctorate that provides skills and competencies enabling graduates to contribute advanced nursing practice at its highest level and improve delivery of nursing care in complex healthcare environments, obtained through scholarly inquiry and translation of research.

The DNP program is a thirty-six-credit post-master's degree program that prepares the MSN graduate nurse with the skills necessary to influence and implement quality healthcare improvements. The DNP curriculum focuses on evidence-based practice, organizational and systems leadership, information technology, inter-professional collaboration, emerging practice challenges, and implementing translational research and science into practice.

The use of advanced clinical skills and research is consistent with Monmouth University's commitment to personalized education. A capstone change project, designed to bring together the theoretical and practical work in and out of the classroom,

is a requirement for all students enrolled. Emersion into the leadership role is facilitated through several practicum courses.

Throughout the program, students gain the knowledge and leadership skills necessary to influence access to healthcare, to promote safety standards, and to advocate for policy changes on a local, regional, and national level so that delivery systems can be improved. In order to enter the DNP program, students must be graduates of an accredited master's level nursing program, have a current RN license, and certification in a specialty practice is preferred. Please refer to the *Admission* section of this catalog for additional admission requirements.

The BSN, MSN, and DNP nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

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

- Doctor of Nursing Practice

MASTER OF SCIENCE – PHYSICIAN ASSISTANT

The MS in Physician Assistant is a three-year, full-time, ninety-five-credit program that begins each fall. One class is admitted per year. The program is cohort-based, meaning that students have a predetermined course schedule each semester and move along in the program with the same group of peers. As a result, students are able to support each other and work and study in a community-like atmosphere. Classes are held at the Monmouth University Graduate Center in Monmouth Park Corporate Center. Monmouth University received Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Accreditation-Provisional is an accreditation status. The status indicates that the plans and resource allocation for the proposed pro-

gram appear to demonstrate the program's ability to meet the ARC-PA *Standards*, if fully implemented as planned. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. Students must graduate from an accredited program in order to be eligible to sit for the Physician Assistant National Certifying Examination (PANCE).

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

Our goals are to prepare physician assistants who:

- Function as high-quality physician assistants providing primary care in a variety of medical or surgical specialties.
- Learn how to integrate critical thinking and clinical reasoning into an evidence-based approach to patient management.
- Understand the importance of delivering high-value, cost-conscious care while adding quality improvement to a practice setting.
- Develop professional skills in order to work as collaborative members of the healthcare team.
- Understand and respect diversity with interpersonal skills that allow effective communication with patients, their families, physicians, and other healthcare professionals.
- Develop an intellectual curiosity by engaging in critical evaluation of the practice of medicine through research and publishing.

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

Meeting minimal requirements does not guarantee an interview with the Admission Committee nor guarantee admission to the program. Applications are reviewed on a space-available basis. We rec-

ommend that you submit your application as early as possible, as space in our program is limited. The program does not grant advanced standing for prior course work or experiential learning.

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

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."

- Physician Assistant

The School of Social Work

DEAN: Robin Mama, PhD

DIRECTOR OF THE BSW PROGRAM:

Elena Mazza, PhD

DIRECTOR OF THE MSW PROGRAM:

Kelly Ward, PhD

Social workers are concerned with improving the health and quality of life of persons who are disconnected or excluded from larger society. Social workers engage in practice at all levels, from working with children to working with communities and governments. The profession and the program at Monmouth are particularly concerned with human rights and social and economic justice, the representation and support of vulnerable or oppressed segments of the population, and direct-action strategies to bring about positive change for the disenfranchised.

The central mission of the School of Social Work at Monmouth University is to prepare its graduates for professional social work practice that strives to secure social and economic justice, advance human rights, and improve the quality of life of vulnerable families, individuals, organizations, communities, and nations on the local, national, and global levels.

The MSW Program at Monmouth University prepares graduates for advanced social work prac-

tice 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

Social Work

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.

Carolyn Bradley, Associate Professor. PhD, Fordham University. Areas of interest are addictions, spirituality, gay/lesbian/bisexual/transgender issues. Current research is on spirituality and social work practice.

Michael Cronin, Associate Professor. MSW, Columbia University; PhD, Yeshiva University. Research interests in areas of international social work, healthcare and social policy, disaster management, social gerontology, and cultural competence.

Anne Deepak, Associate Professor. PhD, Columbia University. Areas of research interest are in the delivery of diversity and social justice content in social work education, the application of postcolonial feminist social work perspective to global social problems, and the dynamics of Global North-South partnerships.

Christa Hogan, Lecturer. BSW, Monmouth University; MSW, Fordham University. Extensive practice in geriatric social work as well as in specialized school settings working with special needs children. Her private practice focuses on individual counseling to children, adolescents,

and adults. She also provides hospice services to the terminally ill.

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

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

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

Elena Mazza, Associate Professor and Director of the BSW Program. PhD, New York University. MSW, Fordham University. Areas of interest are mental health, children's mental health, and community-based mental health. Current research is on gatekeeping in social work education and mental illness and school integration.

Rebecca McCloskey, Specialist Professor. MSW, Ohio State University. Career has been spent working with children diagnosed with chronic and life-threatening illness, developmental delays, and disabilities. She is interested in healthcare issues and the psychosocial impact of serious illness.

Sanjana Ragudaran, Specialist Professor. PhD, City University of New York. Areas of research interest include research advisory with community organizing groups, focusing on undocumented immigrants.

Michelle Ann Scott, Associate Professor. BA, Clark University; MSW, PhD, University of California, Berkeley. Areas of interest include adolescent depression, adolescent suicide prevention, school-based screening, mental health services and financing, college mental health, and initiation of alcohol use by adolescents. Current research includes evaluation of the preparation of high school students with mental health problems and the transition to college.

Nora Smith, Associate Professor. PhD, State University of New York at Albany. Areas of interest include child welfare, substance abuse, and families. Current research includes family reunification for substance-affected families, the Adoption and Safe Families Act, and child welfare consumer and service provider perspectives.

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

Kelly Ward, Professor and Director of the MSW Program. PhD, Fordham University. Areas of interest include addictions, substance abuse populations, and the impact of addiction on families. Current research includes all aspects of addiction.

Joelle Zobotka, Assistant Professor. PhD, Rutgers University. Social work clinician who continues to practice, with research interests in child mental health and development, parenting, substance abuse, and Fetal Alcohol Spectrum Disorders.

School of Social Work Honor Society: Phi Alpha: Graduate and Undergraduate

Master of Social Work Concentrations

There are two concentrations offered at Monmouth University at the graduate level: Clinical Practice with Families and Children (CPFC) and International and Community Development (ICD). Common to both concentrations is a commitment to the mission of the School of Social Work at Monmouth University: improving the quality of life of vulnerable individuals, families, groups, and communities on the local, national, and international levels.

The courses in the Clinical Practice with Families and Children (CPFC) concentration prepares students for advanced social work practice with individuals, couples, families, and groups. It builds on the foundation-year course work where the full complement of social work roles was explored. The advanced year, however, focuses primarily on clinical counseling skills and culturally competent use of self in complex working relationships with clients and client groups. While the emphasis is on clients' strengths, and working together toward their empowerment is continued, students learn about and apply clinical skills to family, children, and mental-health agency settings; child welfare, criminal justice, and host settings in which clinical social work most often takes place.

The International and Community Development (ICD) concentration primarily uses community development theory and practice to address developing-world social and economic justice, inequality, oppression, and discrimination issues in developed and developing countries. Culturally competent community development respects the integrity and worth of individuals and communities with diverse backgrounds. ICD focuses the practice of social work at mezzo and macro levels with agencies and client populations within the context of global interdependence of social problems. Courses stress the knowledge, values, skills, and ethics of practice at the mezzo and macro levels, with specific content on the ethics of the International Federation of Social Workers and the declarations of the United Nations.

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

- MSW Clinical Practice with Families and Children Concentration
- MSW International and Community Development Concentration

GRADUATE CERTIFICATE: PLAY THERAPY

The Graduate 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."

- Graduate 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

Social Work

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 toward the required field hours for the LCADC as well as their MSW degree. The course work and field hours are good for five years after they have been taken, and students are required to keep their own records. All other requirements towards the LCADC will need to be met by the student on his or her own, according to the State of New Jersey, Department of Law and Public Safety, Division of Consumer Affairs, Board of Marriage and Family Therapists, Drug and Alcohol Committee. For additional information regarding the requirements for the LCADC, please contact:

State Board of Marriage and Family Therapy
Examiners
Alcohol and Drug Counselor Committee
PO Box 45040
124 Halsey Street, 12th Floor
Newark, NJ 07101
(973) 504-6582

Master of Social Work/Master of Divinity Dual Degree Program:

Monmouth University's School of Social Work and the Theological School of Drew University have an agreement in which students can pursue a Master of Social Work and Master of Divinity degree, which is known as the MSW/MDiv degree program. This program allows accepted social work candidates to complete the Master of Divinity degree at

Drew University, and accepted divinity candidates to complete the Master of Social Work degree in a four-year period.

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

The MSW program offers interested students an opportunity to earn a second master's degree in Public Policy (MA), after completion of their MSW requirements. Students who complete the sixty-credit MSW can use up to twelve credits from the MSW courses toward the MA in Public Policy. Students who complete the Advanced Standing (thirty-credit) MSW can use up to six credits of MSW courses toward the MA in Public Policy. Please use the following table as a guide:

Master's in Social Work (Clinical)

- SW503: Practice with Individuals and Families
- SW505: Social Welfare Policy and Services I
- SW507: Social Work Research
- SW509: Human Behavior I
- SW510: Field Practicum I
- SW513: Social Work Practice with Groups
- SW515: Social Welfare Policy and Services II
- SW518: Global Community Practice
- SW519: Human Behavior II
- SW520: Field Practicum II
- SW627: Implications of Social Justice and Human Rights for Social Work
- SW669: Applications of Social Justice and Human Rights in Social Work
- SW605: Advanced Clinical Practice with Families*
- SW626: Evaluation of Practice Effectiveness*
- SW645: Clinical Seminar in Advanced Family Practice*
- SW665: Advanced Clinical Practice with Children*
- SW630: Field Practicum III-FC*
- SW640: Field Practicum IV-FC*
- SW618: Social Work Administration**

Electives – choose 2 of the 5 classes listed below:

- SW614: Grant Writing**
- SW618: Social Work Administration**
- SW619: Social Work Supervision**
- SW624: Issues in International Healthcare**
- 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 Healthcare
SW652: Civil Society, NGO's and Social Work

Master's in Public Policy

PS510: Policy Analysis
 PS516: Research Methods
 PS589: Public Policy Practicum (Internship)
PS563: Global Policy and Issues
 PS595: Research Proposal
PS596: Research Project
 PS518: Theory, Policy, and Ethics
 PS596: Public Policy Research Project
 PS597: Portfolio
PS617: Social Planning
PS563: Global Policy and Issues (which can be substituted with SW518)

OR

PS566: Comparative Public Policy
PS589: Practicum
PS618: Social Work Administration
PS618: Social Work Administration
PS514: Public Opinion and Polling
PS524: Public Opinion and the Media
PS525: Political Communication
PS522: History of Urbanization in America
PS553: Gender, Family, and Policy
PS530: Environmental Policy
PS582: Global Organizations
PS585: American Foreign Policy
PS598: Special Topics/Special Projects
PS599: Readings and Research

Notes:

1. Plain text = required course
2. *Italicized text = course is specific to concentration for the MSW program*
3. **Bold text = electives**
Public Policy must have a minimum of twelve credits
Social Work (both concentrations) must have a minimum of six credits

Student Services

The Division of Student Life at Monmouth University offers many important services for resident and commuter students, undergraduates, and graduate students as well. Staff members promote personal and intellectual growth through a variety of programs and services while aiding students in resolving problems and helping them transition to the college experience. The Student Handbook provides a more in-depth description of these programs and services as well as the policies and practices relevant to student life. Students should become familiar with the handbook at the start of every academic year.

SERVICES FOR STUDENTS: ORIENTATION

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

First-year students

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

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

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

Families of first-year students have opportunities to come to campus to learn about life at Monmouth University during their student's first year on campus. The first is a Parent Program, offered in June, before New Student Orientation. Families will receive important information about their student's upcoming transition into life as a university student and meet representatives from across the campus. All are invited back to campus again for Family Weekend, which usually takes place in October or November.

Student Services

Transfer Students

The Center for Student Success (CSS) coordinates the connections between full-time and part-time transfer students (with eighteen or more credits) and their academic departments to ensure a smooth transition to Monmouth University. The Associate Dean for CSS Support Services and Articulation and Student Development Counselors are available to assist transfer students with their personal adjustment and educational plans.

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

HOUSING OPTIONS

Residents

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

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

All on-campus halls provide laundry facilities that utilize vending cards, which can be purchased on campus. All resident students not living in a University-owned or -sponsored apartment are required to be on the meal plan of the Residence

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

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

STUDENT SERVICES

Commuters

There are traditional, non-traditional, full-time, part-time, graduate, and undergraduate students who commute to campus every year. Monmouth University recognizes commuter students are unique and have needs that the University supports each semester. The Office of Off-Campus and Commuter Services (OCCS) is available to provide resources, advocacy, and guidance to all commuter students who attend Monmouth University. Incoming first-year commuter students are provided with guidance and support as part of the Commuter Student Mentor program, in which they are assigned a mentor following new student orientation. Commuter students who are interested in getting involved are encouraged to contact the Office of Student Activities by calling 732-571-3586 or any of the ninety recognized clubs and organizations that are listed in the Monmouth University Student Handbook.

There are a wide range of extra-curricular events and leadership opportunities that take place, and programs are planned so commuters can participate during the day. Commuters can choose from a number of meal plans operated by Gourmet Dining. Commuter students can access breakfast, lunch, dinner, and late-night dining options at a number of locations on campus. Locations include the Rebecca Stafford Food Court, a Dunkin' Donuts (coming Fall 2015), Magill Commons dining hall, Shadows (Elmwood Hall), Au Bon Pain (coming Spring 2016), Bey Hall Express, a Convenience Store in New Hall, and the Café at the Library. Declining balance, cash, Visa, and MasterCard are available for use at all dining locations on campus; however,

we recommend students consider purchasing a meal plan through the University. The Office of Residential Life administers both resident and commuter student meal-plans and can be reached by phone at 732-571-3465. 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.

Health Services is open to all students whether they live on or off campus. All students, aged thirty (30) years or younger, must show proof of two measles, two mumps, and one rubella immunization and if taking nine (9) or more credits must show proof of having completed the Hepatitis B series. All resident students, regardless of age, are required to receive the meningitis vaccine within five years of coming to campus. There is no fee to be medically evaluated. Students are responsible for any costs that may be incurred for outside referrals, prescriptions, special services, laboratory, and diagnostic procedures. Students are seen on a walk-in basis. Appointments are required for the 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 a.m. to 7 p.m., and Friday, 8 a.m. to 5 p.m.

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

The **Department of Counseling and Psychological Services** provides free, confidential psychological counseling to Monmouth University students on a "first-come, first-served" basis. The professional staff of licensed mental health clinicians supports students in addressing a variety of personal issues, including general mental health, anxiety and stress management, depression, emotional crises, family issues, interpersonal conflicts, trauma, and more. The Counseling Center is located on the third floor of the Rebecca Stafford Student Center and is open from 8:45 a.m. to 5 p.m., Monday, Wednesday,

and Friday. Evening appointments are available on Tuesdays and Wednesdays until 7 pm. Contact us by e-mail at mucounseling@monmouth.edu or by calling 732-571-7517. Additional information regarding clinical counseling services and a list of Web-based resources may be found on the University Web site under Campus Life.

The **Office of International Student and Faculty Services** provides assistance to students and faculty from other countries with their adjustment to life in the United States and Monmouth University. A full-time International Student Services Assistant Director is available to provide personal and immigration advising and cross-cultural counseling.

The **Office of Veteran Services** is a one-stop point-of-contact for all of our veteran students, active duty and reserve personnel, and dependents of military personnel. This office provides assistance, advocacy, and mentoring as well as advising the Monmouth University Veterans' Association. The Office of Veteran Services is located on the second floor of the Rebecca Stafford Student Center, room 202D. The office hours are Monday through Friday 8:45 a.m. to 5 p.m.

CO-CURRICULAR PROGRAMS

Athletics

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

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

Student Activities

The Office of Student Activities and Student Center Operations provides a variety of programs and opportunities that are intended to assist in the social, cultural, and intellectual development of our students. The office is responsible for the coordination of cultural and social activities reflecting the diverse population of the University. It encourages

Student Services

student participation in clubs and organizations, is involved in the coordination of campus and multicultural activities, provides leadership training for student organizations, oversees Fraternity and Sorority Life and the operation of the Student Center, and supports and provides weekend programming and a film series. It also sponsors an involvement fair and provides student group and leader recognition opportunities.

STUDENT ORGANIZATIONS

There are more than 100 different clubs and organizations on campus. Active involvement in a club or organization helps a student develop new leadership skills and meet new friends. Students can select from clubs related to their majors or take the opportunity to join something related to a special interest or hobby. Each year the Office of Student Activities and Student Center Operations hosts an Involvement Fair to assist students in getting connected to a club or organization. Students should read the bulletin boards, social media sites, e-mail, electronic boards, the student newspaper (The Outlook) and the Calendar of Events to learn more about club activities throughout the year.

Student Center

An integral part of Monmouth's overall campus life program, the Student Center serves as a gathering area for all segments of the University community. It is an area where students meet informally and formally to share common interests and develop friendships. The Student Center includes dining facilities, lounges, the Santander Bank office and ATM, computer labs, and meeting rooms, and is the site of many campus and community events. The facility also houses the Student Government Association, the Student Activities Board, and many student organization offices.

The Student Center is the site of the Division of Student Life, the Center for Student Success, the Office of Career Services, Student Activities/Operations, Judicial Affairs, International Student and Faculty Services, Central Scheduling, the Office of Off-Campus and Commuter Services, Conference Services and Special Events, the Study Abroad Office, the Office of Student Employment, the Academic Foundations Office, the Office for Disability Services, the Office of Veteran Services, and the Office of Counseling and Psychological Services.

Student Activities Board

The Student Activities Board (SAB) is a student organization advised by the Office of Student Activities and Student Center Operations. Concerts, speakers, comedians, bus trips, novelty programs, festivals, and subsidized tickets for MAC shows are among the many events sponsored. The SAB presents numerous opportunities for students to get involved both as spectators and as active board members. Students can join eight committees, which include: Novelty, Awareness, Diversity Programs, Major Events, Comedy, Concerts, Festivals, and Travel and Tour. Involvement in SAB may relate to a student's major or may just be for fun.

Cultural Activities

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

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

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

Recreation

The William T. Boylan Gymnasium provides facilities to support intramurals and recreation, including a swimming pool, two full basketball courts, and a bowling center. Outdoor facilities available to students for their recreational use include: tennis courts, an eight-lane track, Field Turf football/lacrosse, and soccer fields. There is a year-round Intramural Sports Program, which includes games and sports such as basketball, dodge ball, flag football, softball, volleyball, poker, home run derby, three-point contest, knockout, Baggo, soccer, water polo, and Whiffle ball.

SOCIETIES

Greek Letter Organizations

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

Honor Societies

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

Omicron Delta Kappa, a national leadership society, recognizes upper-class students who have demonstrated leadership on campus. Phi Eta Sigma is a freshman leadership honor society acknowledging academic excellence and involvement in student activities.

The Gamma Sigma Alpha, National Greek Academic Honor Society, recognizes fraternity and sorority members who have achieved high levels of academic success.

AWARDS

Students are eligible for nonacademic awards that are given annually.

Outstanding Student Award

The Student Government Association sponsors this award given to the graduating senior who, through creative leadership and ability, has made a contribution of lasting value to the future of Monmouth University. The name of the winner is announced at Commencement in May.

STUDENT CODE OF CONDUCT

Monmouth University offers its students the opportunity for maximum intellectual and personal growth by providing a variety of experiences, activities, and services that are designed to complement classroom work and provide opportunities for individual maturation.

The University recognizes and respects the students' personal freedom and assures maximum individual liberty within the limits necessary for the orderly operation of the University. In response, students must observe rules and regulations necessary for the proper functioning of the institution.

Each individual has the right and responsibility to bring to the attention of an administrative or Student Government official any violations of personal freedom or the regulations of the University.

Additional information regarding the Student Code of Conduct is contained in the Student Handbook. The Student Handbook is available online at www.monmouth.edu/studenthandbook.

Directories

OFFICERS

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

TRUSTEES

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

Patty Azzarello '86 (2015)
Founder and CEO
Azzarello Group, Inc.
Palo Alto, CA

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

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

John A. Brockriede, Jr. '07 '10 (2015)
Owner
Legacy Management Group, LLC
Long Branch, NJ

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

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

Quincy J. Byrdsong, EdD (2015)
AVP of Health Sciences Strategic
Initiatives
Virginia Commonwealth University
Richmond, VA

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

Karyn F. Cusanelli '89 (2015)
(ex officio)
Marketing Specialist
Right Coast Marketing, LLC
Red Bank, NJ

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

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

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

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

Nancy A. Leidersdorff '97 (2015)
Sr. Vice President Media Planning and
Creative Strategy
Nickelodeon Networks
New York, NY

Christopher Maher (2015)
President and COO
Oceanfirst Bank
Toms River, NJ

Erik Matson '88 (2015)
Partner, Global Financial Services
Practice
Boyden World Corporation
New York, NY

Lisa McKean (2015)
Director, Marketing Development
Monmouth Conservation Foundation
Middletown, NJ

Directories

Henry D. Mercer, III '87 (2010)

President
Mercer Capital Advisors, Inc.
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Executive Director
CCB-FIG Treasury Services
J.P. Morgan
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Michael A. Plodwick '82 (2009)

Middletown, NJ

Steven J. Pozyski '73 (2003)

Chairman/CEO
SJP Properties
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Gary T. Puma '99 (2015)

President and CEO
Springpoint Senior Living
Wall, NJ

David A. Reale '96 (2011)

Vice President
Phoenix Tube Company, Inc.
Bethlehem, PA

Michael J. Renna (2015)

President and CEO
South Jersey Industries, Inc.
Hammonton, NJ

Carol A. Stillwell (2012)

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

Michelle Spicer Toto '94 (2011)

Vice President
PKM Panel Systems Corporation
South River, NJ

Webster B. Trammell, Jr., PhD '70, '73 (2013)

Middletown, NJ

James S. Vaccaro, III (2010)

President and CEO
Manasquan Savings Bank
Wall Township, NJ

LIFE TRUSTEES

Marcia Sue Clever, MD (2003)

Red Bank, NJ

Paul W. Corliss (2000)

President and CEO
The Silver Fox Club
Manasquan, NJ

Alan E. Davis, Esq. (1995)

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

Judith Ann Eisenberg (1993)

Vero Beach, FL

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Fair Haven, NJ

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Senior Partner
Public Strategies Impact, LLC
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Senior Vice President
RBC Wealth Management
West Palm Beach, FL

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Chief Executive Officer
Press Communications, LLC
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Stephen M. Parks '68 (1998)

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William B. Roberts (1996)

President
Monmouth Capital
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Alfred J. Schiavetti, Jr. (1997)

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Navesink Associates, LLC
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TRUSTEES EMERITI

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

Chairman and President
Arrowpac, Inc.
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Charles T. Parton, HN '01

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Jules L. Plangere, Jr., HN '86

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FORMER PRESIDENTS

Edward G. Schlaefer (1933-1956)*

Eugene H. Lehman (1956-1957)

Edward G. Schlaefer (1957-1962)

William G. Van Note (1962-1971)

Richard J. Stonesifer (1971 – 1979)

Samuel H. Magill, PhD (1980–1993)

President Emeritus

Rebecca Stafford, PhD (1993–2003)

President Emerita

Paul G. Gaffney II (2003-2013)

President Emeritus

(*Dean)

ADMINISTRATION

OFFICERS

Paul R. Brown, PhD (2013)

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Vice President and Director of Athletics
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Academic and Faculty Affairs

Datta V. Naik (1977)

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Registrar
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Global Education Office

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Assistant Director of Study Abroad
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Assistant Program
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Clinical Professor

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Laura Jannone (2000)

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RN, Christ Hospital; BSN, Jersey
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University; EdD, Teachers College
Columbia

James Konopack, PhD (2006)

Associate Dean of the Marjorie K.
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Health Studies
BA, Cornell University; EdM, Boston
University; PhD, University of
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Joseph Monaco (2012)

Director of Clinical Education,
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MSJ, Seton Hall University Law
School

Barbara Paskewich (2001)

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BA, Monmouth University; MA,
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Joseph Chung (2001)

UNIX Administrator and Teacher
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Coordinator of SC 100
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Chemistry Technician/Chemical
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Biology Lab Technician
BS, C.W. Post College, MS, Wagner
College

Anne Marie Lavin (1996)

Biology-Chemistry Lab Supervisor/
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Anthony MacDonald (2005)

Director of the Urban Coast Institute
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James Nickels (2007)

Marine Scientist, Urban Coast
Institute
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Information Technology Coordinator
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School of Social Work

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Assistant Dean of the Honors School
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Marquette University; PhD, Duke
University

Irene Menditto (1999)

Director of Honors School Student
Standards Advising and Services

Directories

Academic Foundations – General Education

Judith L. Nye, PhD (1987)

Associate Vice Provost for Academic Foundations – General Education
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Assistant Vice President for Academic Foundations – General Education
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Center for Student Success

Mercy O. Azeke, EdD (2009)

Associate Vice Provost of Student Success
BS, University of Nigeria; MEd, EdD, Temple University

Erin Behn (2004)

Disability Specialist, Disability Services for Students

Skip Carey (2005)

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

Carolyn Chirichello (2000)

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Dorothy Cleary (2010)

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MSEd, Walden University

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Job Placement Coordinator
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Coordinator of Service Learning and Community Service
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Coordinator of First Year Advising
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Colleen Johnson (1981)

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Registrar's Office

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LacyJane Ryman-Mescal (2008)

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FINANCE

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Vice President for Finance
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Deborah Palmer (1993)

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Mary Byrne (2014)

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Assistant LMS Administrator

Information Support

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Nurse Practitioner
BSN, St. Louis University; MSN, Monmouth University

Louise Bosman (1997)

University Nurse Practitioner
BSN, MSN, DNP, Monmouth University

Mary Lou Dalessandro (2000)

University Nurse Practitioner
BA, Rutgers University; BSN, MSN, Monmouth University

Carol Huggler (2012)

Nurse Practitioner
BSN, Wilkes College; MSN, Monmouth University

Suane Schaad (2005)

Substance Awareness Coordinator
BA, Loyola College (MD); MA, Monmouth University

Luann Russell (2010)

Senior Director of Conference Services and Special Events
BS, Georgian Court College

Nicole Frame (2010)

Assistant Director of Conference Services and Special Events
BS, The College of New Jersey; MA, Monmouth University

Vaughn Clay (1994)

Director of Off Campus and Commuter Services
BS, MA, Indiana University of Pennsylvania

Theresa Jaeger (2012)

Psychological Counselor
BA, St. Peters College; MA Hunter College, CUNY; PhD, Seton Hall University

Lorraine Chiavetta (2010)

Psychological Counselor
BA, Wheaton College; PsyD, Rutgers University

Tom McCarthy (2007)

Assistant Director of Counseling and Psychological Services
BA, MA, Monmouth University

Christopher McKittrick (2006)

Psychological Counselor
BS, MA, The College of New Jersey

EXTERNAL AFFAIRS

Jason Kroll (2013)

Vice President of External Affairs
BA, Drew University; Master of Public Administration, Fairleigh Dickinson University

Terence Bodak, '12 (2012)

Associate Director, University Engagement
BA, Monmouth University

Kwi Brennan (2015)

Senior Director of Leadership Programs
BS, Pennsylvania State University; MBA, Rutgers University

Beth Brody (2013)

Director of Leadership Programs
BA, University of Delaware

Jonathan Conner (2013)

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

Marian Dalton (2003)

Senior Special Events Coordinator

Shari DeAnni (2005)

Assistant to the Vice President of External Affairs

Paul Dement (2005)

Director of Government and Community Relations
BS, Millersville University; MBA, West Chester University

Elizabeth Esten (2012)

Associate Director of Alumni Relations
BS, Boston University

Lucille Flynn (2002)

Associate Vice President of External Affairs
BS, Seton Hall University

Janine Frederick (2010)

Enrollment Publications and Communications
Assistant Website Developer

Charles Gerdon (2011)

Director of Leadership Programs
BA, Stockton State College; MA, Montclair State University

Amanda Klaus Brockriede '09 (2014)

Director of Leadership Programs
BA, Monmouth University

Thomas E. Klimchak (2002)

Senior Director of Advancement Services
BA, Millersville University

Anthony Lazroe (2007)

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

Jessica Lewis (2011)

Director of Resource Development
BA, Goucher College (Baltimore)

Petra Ludwig Shaw (2003)

Director of Public Affairs
BA, Clark University

Laura MacDonald, '10 (2012)

Assistant Director of Alumni Relations
BA, Monmouth University

Michael S. Maiden, Jr. '07, '14 (2005)

Chief University Editor/Director of Executive Communications
BA, Boston University; MA, Monmouth University

Heather Mistretta (2006)

Assistant Editor
BA, American University

Yasmin Nielsen (2014)

Assistant Vice President for University Engagement
BA, Rutgers – The State University of NJ; MBA, Keller

Cathleen Palace (2015)

Director of Gift Planning
BA, Rider University

Tara Peters (2015)

Associate Vice President for Marketing and Communications
BA, MA, Monmouth University

Eileen Reinhard (2004)

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

Keith Richardson (2014)

Assistant Vice President for Leadership Programs
BA, MS Rider University

Jon Roos (2002)

Senior Associate Athletics Director for External Affairs
BA, University of Tennessee; MBA, Lynn University

Sarah Savarese (2001)

Director of Enrollment Publications and Communications
BA, The College of New Jersey; MBA, Monmouth University

Robert E. Smith (2004)

Assistant Director for Enrollment Publications and Communications
BS, Boston University

Stephanie Tolas (2014)

Director of Stewardship and Donor Relations
BA, MBA, Monmouth University

Vera Towle (2008)

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

Michele Whittlow (2014)

Director of University Engagement
BA, Rutgers University; MBA, University of Colorado

ENROLLMENT MANAGEMENT

Robert D. Mc Caig (2005)

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

Lauren Vento Cifelli (2000)

Associate Vice President for Undergraduate and Graduate Admission
BA, BS, MA, Monmouth University

Lucia Fedele (2012)

Graduate Admission Counselor
BA, MBA, Monmouth University

Jessica Kimball (2014)

Graduate Admission Counselor
BS, Monmouth University

Laurie Kuhn (1999)

Associate Director of Graduate Admission
BA, State University of New York at Oneonta; MBA, Baruch College-Mount Sinai School of Medicine

Directories

Andrea Thompson (2007)

Graduate Admission Counselor
BA, Marymount Manhattan College;
MAT, Monmouth University

Victoria Bobik (2005)

Director of Undergraduate Admission
BA, Colgate University; MA, University of
South Carolina

Emma Caban (2012)

Admission Counselor
BA, Monmouth University

Danielle Colbert (2007)

Assistant Director of Undergraduate
Admission
BA, Lafayette College; MBA,
Monmouth University

Patrick Dorsey (2005)

Associate Director of Undergraduate
Admission
BS, Fairleigh Dickinson University;
MSEd, Monmouth University

Kamal Kornegay (2004)

Associate Director of Undergraduate
Admission
BA, Rowan University

Lesbia Ortiz-Torres (2004)

Associate Director of Undergraduate
Admission
BA, Inter America University

Erin Smith (2014)

Admission Counselor
BA, Monmouth University

Megan Spanarkel (2014)

Admission Counselor
BS, Southern New Hampshire
University; MBA, Monmouth
University

Kevin Sweeney (2015)

Admission Counselor
BA, Thomas Edison College

Kathleen Dennis (1993)

Transfer Credit Evaluator
BA, College of Saint Elizabeth

Barbara Growney (1994)

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

Rosetta Arce (2013)

Assistant Director of Admission
Processing
BS, Monmouth University

Claire Alasio (1997)

Associate Vice President of Enrollment
Management/Director of Financial Aid
BA, Roanoke College; MAEd, Virginia
Polytechnic Institute and State
University

Kristen Isaksen (1997)

Associate Director of Financial Aid
BA, Dickinson College; MSEd.,
Monmouth University

Tabitha Conlan (2001)

Assistant Director of Financial Aid
BS, Georgian Court University

Marilyn Dorsey (1985)

Direct Lending Coordinator

Nancy Hanson (1997)

Assistant Director of Financial Aid
BS, MBA, Monmouth University

Robert C. Hennessey (2001)

Assistant Director of Financial Aid
BS, West Chester University

Ellen Scavuzzo (2015)

Financial Aid Counselor
BA, Flagler College

ADMINISTRATIVE SERVICES

Patricia Swannack (1975)

Vice President for Administrative Services
BS, Monmouth University

Kara Sullivan (1998)

Assistant to the Vice President for
Administrative Services
AAS, Brookdale Community College;
BS, Monmouth University

Maureen Coffey (1999)

Director of HRIS, Employment and
Communications
BS, MBA, Monmouth University

Robert Cornero (1996)

Associate Vice President for Campus
Planning and Construction
BE, Stevens Institute of Technology

Marta Figueroa, PhD (2014)

Director of Compliance
MS, Hunter College of the City
University of New York; BA,
Barnard College, Columbia
University; PhD, UMDNJ School
of Public Health and Rutgers
Graduate School

Theresa Fontana (2013)

Accountant
BS, Monmouth University

William McElrath (2003)

Chief, MUPD
BA, Kings College; MA, Seton Hall
University

Timothy Orr (1996)

Construction Manager
BS, Geneva College

Aimee M. Parks (2000)

Assistant Director of Human
Resources for Student Employment
BA, MA, Monmouth University

Robyn Salvo (2006)

Director of Human Resources
BA, College of New Jersey; MBA,
Monmouth University

Maureen Slendorn (2007)

Manager of Recruiting and Staffing
BS, Georgian Court University

Kathleen Stein (2003)

Senior Benefits Administrator
BA, Monmouth University

Richard Su (1990)

Director of Service Response for
Special Events
BA, Monmouth University

Dean Volpe

Captain of Police, MUPD

ATHLETICS

Marilyn McNeil (1994)

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

Greg Amato (2012)

Assistant Ice Hockey Coach
BA, SUNY

Stephanie Anderson (2014)

Assistant Coach Women's Lacrosse
BA, Rutgers University

Courtney Ball (2009)

Cheerleading Coach
BS, Monmouth University

Devin Barry (2007)

Assistant Coach Track
BS, Mount St. Mary's University

Nicole Barry (2013)

Assistant Coach Field Hockey
BA, Boston College

Stephen Bazaz (2009)

Intramural and Club Sport Assistant
BA, MA Monmouth University

Louie Berndt (2009)

Head Coach Softball
BS Western Michigan, Nicholls State
University

Tom Bieber (2008)

Associate Athletics Director for
Academic Support
BS, Slippery Rock University; MBA,
Monmouth University

Andrew Bobik (1996)

Associate Head Coach Football
BA, Colgate

George Brown (2012)

Assistant Baseball Coach
BS, St. John's University

Kevin Callahan (1992)

Head Coach, Football
BA, University at Rochester

Richard Callahan (2011)

Senior Assistant to the Head Coach
of Men's Basketball
BS, Salem College, MS, Syracuse
University

Richard Carragher (2001)

Associate Athletics Director for Event
Management
BS, St. Joseph's University

Jon Cascone (1997)

Associate Athletics Director for
Recreation, Intramurals, Clubs, and
Fitness Center
BS, MA, East Stroudsburg University

Joe Compagni (1995)

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

Gregory Decos (1999)

Assistant Athletics Director
Equipment, Laundry Services

Sue Dekalb (2013)

Head Coach Women's Golf
BA, Cortland State; MS, Penn State
University

Vincent DeStasio (2005)

Team Physician
BS, Monmouth University; MD, Des
Moines University

Thomas DiMuzio (2014)

Assistant Football Coach/Receivers
BA, Delaware University; MA,
Bowling Green State University

Jill DiSanti (2007)

Associate Head Field Hockey Coach
BS, Quinnipiac University; MA,
Monmouth University

Samuel Dorsett (2013)

Assistant Football Coach
BA, Robert Morris University

Karen Edson (1969)

Associate Athletics Director for
Business

Dean Eehalt (1994)

Head Coach, Baseball
BSEd, MSEd, East Carolina
University

Sam Ferry (2011)

Assistant Coach of Men's Basketball
BS, Vanderbilt University

Carli Figlio (2005)

Head Coach Field Hockey
BA, Kent State University; BS,
Monmouth University

Brian Fisher (2012)

Head Coach, Men's Lacrosse
BA, Rutgers University

Abraham Flores (2003)

Assistant Coach Men's and Women's
In/Outdoor Track
BA Fine Arts; MAEd, University of
Southern California

Tina Forgach (2012)

Track and Field Operations
Coordinator
BS, James Madison University

Brian Gabriel (2004)

Assistant Football Coach/Recruiting
BA Sienna College

Jeff Gallo (2005)

Assistant Coach Football
BS, Monmouth University; MBA,
Monmouth University

Andrew Geison (2012)

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

Eileen Ghent (2011)

Assistant Women's Lacrosse Coach
BS, Rutgers University

Karen Grygiel (2010)

Director of Bowling
BS, Vanderbilt University

Samantha Hegman (2012)

Assistant Athletics Director for
Compliance
BS, Monmouth University; MS,
Adelphia

Brian Hirshblond (2003)

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

Corey Hubbard (2013)

Director of Tennis
BA, Texas A&M University

Siobhan Huggins-Sullivan (2013)

Assistant Athletics Trainer
BS, University of Pittsburgh; MS,
University of North Carolina at
Greensboro

Mike Iuliucci (2009)

Associate Athletics Director
Equipment Manager & Recreation
BA, Robert Morris University

John Jackman (1993)

Assistant Athletics Director of the
Fitness Center

Ruth Jamnik (2011)

Assistant Athletics Director of
Student Development
BA, Kean College

Caroline Kelly (2014)

Assistant Athletics Director for
Marketing
BA, The College of New Jersey

Andrew Kirkland (2015)

Assistant Football Coach
BA, Colgate University; MS,
Wesleyan University

Gary Kowal (2013)

Assistant Athletics Director for New
Media and Communications
BA, Monmouth University

Amanda Kuperavage (2011)

Associate Athletics Director for
Student Athlete Performance
BS, DeSales University; MA,
Gardner-Webb University

Scott Lokatos (2015)

Director of Field Operations and
Practice Management/Defensive
Coach

Directories

Hugh MacDonald (2008)

Associate Head Coach Men's Soccer
BA, Monmouth University

Robert McCourt (2004)

Head Coach, Men's Soccer
BA, Adelphia University

Kevin Morris (2014)

Assistant Football Coach/Offensive
Coordinator
BA, Williams College

Patrice Murray (1988)

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

Jamie Nash (2015)

Assistant Women's Basketball Coach
BS, University of Nebraska, Omaha

Joanne Nizolek (2015)

Dance Team Choreographer/
Instructor/Coach
BFA, Montclair State University

Matthew Nunnaly (2015)

Head Coach Men's and Women's
Swimming
BS, LaSalle; MBA, Ole Miss

Ed Occhipinti (2006)

Assistant Athletics Director for Digital
Properties and Broadcasting
BA, MA, Monmouth University

Rick Oliveri (2011)

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

Greg Ott (2011)

Assistant Athletics Director for
Communications
BS, Springfield College

Jenny Palmateer (2011)

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

Rachelle Paul (2012)

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

Stephen Reithinger (2011)

Head Coach Ice Hockey
BA, Seton Hall University

King Rice (2011)

Head Men's Basketball Coach
BA, University of North Carolina

Kylee Rossi (2012)

Assistant Coach, Women's Soccer
BA, University of Tennessee

Simon Rosenblum (2002)

Associate Athletics Director for
Sports Medicine
BS, Waynesburg College; MEd, Old
Dominion

Evan Rugel (2014)

Assistant Football Coach/Technology
and Video
BS, SUNY Fredonia

Dennis Shea (1993)

Director of Golf
BS, Ithaca College

Jeff Stapleton (1990)

Deputy Director of Athletics
BA, Hobart College

Paul Stevens (2014)

Sailing Head Coach
BA, Monmouth University

Vanessa Sweeney (2006)

Associate Director of Sports Medicine
BS, West Chester University; MEd,
Monmouth University

Chris Tarello (2012)

Assistant Cross Country Coach
BA, Rider University

Chris Tobin (2000)

Associate Athletics Director for
Athletics Communication
BS, College of New Jersey

Kristine Turner (1998)

Head Coach, Women's Soccer
BS, College of New Jersey; MEd,
Lafayette College

Greg Viscomi (2006)

Associate Athletics Director for New
Media and Communications
BA, Towson University; MS, Canisius
College

Robert Voorhees (2003)

Assistant Athletics Director for
Aquatics
BS, Monmouth University

Jarred Weiss (2009)

Assistant Athletics Director for
Business & Communications
BA, Monmouth University; MA,
Monmouth University

Denise Wescott (2009)

Head Coach, Women's Lacrosse
BS, MS, University of Maryland

Tony White (2014)

Assistant Athletic Director for
Ticketing
BS, Montclair State University; MS,
Canisius College

Dan Wojtaszek (2011)

Assistant Athletics Director of Event
Management
BS, Rutgers University

Duane Woodward (2014)

Assistant Men's Basketball Coach
BS, Boston College

Mary Yelverton (2014)

Director of Women's Basketball
Operations
BSc, North Carolina State

Mark Youngs (2014)

Assistant Women's Basketball Coach
BA, Hope College

FACULTY

EMERITUS FACULTY

Derek A. Barnes

Professor Emeritus of Physics
BA, MA, PhD, Christ Church, Oxford
University, England

Willard Bastian

Associate Professor Emeritus of Computer
Science
BChE, John Hopkins University; MS,
Princeton University

Donald Bretzger

Professor Emeritus of Chemistry
BS, Ursinus College; MS, PhD, University
of Delaware

Richard E. Brewer

Associate Professor Emeritus of English
BA, Drew University; BD; MA, Rutgers
University

Robert Brooks

Associate Librarian Emeritus
BA, BSLS, University of North Carolina;
MEd, Monmouth University
(Monmouth College)

Godfrey Buzzelli

Associate Professor Emeritus of Physical
Education
EdB, EdM, University of Buffalo

John E. Carson

Associate Professor Emeritus of
Mathematics
BA, Drew University; MS, New York
University

Floyd R. Deardorff

Assistant Professor Emeritus of
Mathematics
BA, Temple University; MA, Catholic
University

Philip C. Donahue

Associate Professor Emeritus of History
BS, Temple University; MA, University of
Pennsylvania

Francis Patrick Dooley

Professor Emeritus of History
AB, Villanova University; MA, PhD,
University of Maryland

Donald Dorfman

Professor Emeritus of Biology
BS, Monmouth University (Monmouth
College); MS, University of Connecticut;
PhD, Rutgers University

Harris Drucker

Professor Emeritus of Software
Engineering
BSEE, Pennsylvania State University;
MSE, PhD, University of Pennsylvania

Stanley Dubroff

Associate Professor Emeritus of Business
Law
BS, Drexel University; JD, Temple
University

William R. Feist

Associate Professor Emeritus of Finance
BA, Princeton University; MSED,
University of Pennsylvania; MA, Lehigh
University; PhD, Temple University

Carol A. Giroud

Professor Emerita of Physical Education
BS, University of North Carolina at
Greensboro; MEd, University of North
Carolina; PhD, Union Graduate School

Richard Guilfoyle

Professor Emeritus of Mathematics
BS, C.W. Post College; MS, PhD, Stevens
Institute of Technology

C. Dale Haase

Associate Professor Emeritus of Music
BS, Mannes College of Music; BS, MA,
Teachers College, Columbia University

Doris K. Hiatt

Associate Professor Emerita of
Psychology
AB, Cornell University; PhD, City
University of New York

Waltraud Hieslmair

Associate Professor Emerita of Physics
BS, MS, University of Vienna, Austria

Robert L. Huber

Associate Professor Emeritus of
Communication
BA, Montclair State College; MA, Adelphi
University

Edward Jankowski

Professor Emeritus of Art and Design
BFA, Layton School of Art; MFA,
University of Wisconsin

Barbara Harris Jaye

Professor Emerita of English
BA, City College of New York; MA, PhD,
Rutgers University

Margaret G. Juckett

Associate Professor Emerita of
Management
BS, West Virginia Wesleyan College; MA,
University of Kentucky; MBA, Monmouth
University (Monmouth College)

Quentin Keith

Associate Professor Emeritus of English
BA, Lehigh University; BA, (Hons.); MA,
Kings College, Cambridge University,
England

Louis J. Kijewski

Professor Emeritus of Physics
BA, La Salle College; MA, Columbia
University; PhD, New York University

Glenn King

Professor Emeritus of History and
Anthropology
BA, Cornell University; MA, University
of California at Los Angeles; PhD,
University of California at Berkeley

Carl M. Koreen

Associate Professor Emeritus of
Mathematics
BS, MS, Louisiana State University

Michiko Kosaka

Associate Professor Emerita of Computer
Science
BA, Manhattanville College; MA; PhD,
New York University

Richard A. Kuntz

Professor Emeritus of Mathematics
BS, Monmouth University (Monmouth
College); MA, PhD, University of
Maryland

Susan Kuykendall

Associate Librarian Emerita
BS, Trinity University; MLS, Rutgers
University

Marilyn M. Lauria

Associate Professor Emerita of Nursing
BSN, Hunter College; MEd, EdD,
Teachers College, Columbia University

R. Kaiser-Lenoir

Professor Emeritus of Foreign Languages
Licence es Lettres, Sorbonne; Diplome
d'Etudes Litteraires Superieures,
C.A.P.E.T., Strasbourg

Helen T. MacAllister

Associate Professor Emerita of Biology
BS, Douglass College; MS, Rutgers
University

Srikantaiah Mallikarjun

Professor Emeritus of History
BSc, MSc, University of Mysore, India;
AM, PhD, University of London, England

David Martin

Professor Emeritus of English
BA, Providence College; MA, University
of Rhode Island; PhD, New York
University

Donald B. McKenzie

Professor Emeritus of English
PhD, University of Pennsylvania

Rose Mary Miller

Associate Professor Emerita of
Mathematics
BS, Middlebury College; EdM, University
of Vermont; Post-Master's Certificate,
University of Maine

William P. Mitchell

Professor Emeritus of Anthropology
Freed Foundation Endowed Chair in
Social Science
AB, Brooklyn College; PhD, University of
Pittsburgh

Enoch L. Nappen

Associate Professor Emeritus of Political
Science
BA, MA, Rutgers University; PhD., New
York University

Howard Nitzberg

Professor Emeritus of Foreign Languages
AB, MA, Brooklyn College; PhD, New
York University

Richard Paris

Associate Professor Emeritus of English
BA, University of California at Berkeley;
MA, San Francisco State University;
PhD, University of California at Berkeley

Marilyn A. Parker

Professor Emerita of Chemistry
BS, University of Wisconsin; PhD,
University of Washington

Directories

Richard Pirchner

Associate Professor Emeritus of Computer Science
BS, University of Dayton; MS, St. John's University

Alicia E. Portuondo

Professor Emerita of Foreign Languages
Licenciado en Filosofía y Letras;
Licenciado en Derecho, Oriente University, Cuba; MA, Rutgers University; PhD, New York University

Steven Pressman

Professor Emeritus of Economics
BA, Alfred University; MS, Syracuse University; PhD, New School for Social Research

Robert Rechnitz

Professor Emeritus of English
BS, Northwestern University; MA, Columbia University; PhD, University of Colorado

Walter Reichert

Associate Professor Emeritus of Computer Science
BSME, Drexel Institute of Technology; PhD, University of Pittsburgh

Thomas Reiter

Professor Emeritus of English
BA Loras College (IA); MA, University of Virginia; PhD, University of Massachusetts

Everett Rich

Associate Professor Emeritus of Communication
BS, MS, Emerson College

Benjamin Rigberg

Professor Emeritus of History
BS, Temple University; MA, University of Illinois; PhD, University of Pennsylvania

Lynn Andrews Romeo

Associate Professor Emerita of Education
BA, Glassboro State College; MA, Kean College; EdD, Rutgers University

Pierre J. Salmon

Associate Professor Emeritus of Accounting
BSBA, Boston College; MBA, New York University; CMA, CPA, New Jersey

Aaron H. Schectman

Professor Emeritus of Education
BS, MEd, EdD, Rutgers University

Morris R. Short

Professor Emeritus of Philosophy
BA, MA, George Washington University; PhD, Columbia University

Caryl Sills

Associate Professor Emerita of English
BA, Northwestern University; MAT, Monmouth University (Monmouth College); EdD, Rutgers University

Robert J. Sipos

Professor Emeritus of English
BS, Fordham College; MA, Teachers College; MA, New York University

Thomas Smith

Associate Professor Emeritus of Mathematics
BS, Nicholls State College; MS, Louisiana State University; PhD, Louisiana State University

Viola T. Snow

Associate Professor Emerita of Education
BS, MEd, Monmouth University (Monmouth College); EdD, Rutgers University

Sharon W. Stark

Professor Emerita of Nursing
BB, Thomas Edison State College; MSN, Rutgers University; PhD, Widener University

Kenneth R. Stunkel

Professor Emeritus of History
BA, MA, PhD, University of Maryland

G. Boyd Swartz

Professor Emeritus of Mathematics
BSEE, MSEE, Lehigh University; MS, PhD, New York University

Tadeusz Swietochowski

Professor Emeritus of History
Magister, University of Warsaw; MA, American University of Beirut; PhD, New York University

Mary E. Swigonski

Associate Professor Emerita of Social Work
BA, Allentown College of St. Francis de Sales; MSW, Marywood College; PhD, Rutgers University

D. Robert Teeters

Professor Emeritus of Physics
BA, Oregon State College; MA, PhD, University of California at Berkeley

Jack M. Van Arsdale

Associate Professor Emeritus of Software Engineering
BS, Monmouth University (Monmouth College); MSEE, Polytechnic Institute of Brooklyn

Arie van Everdingen

Associate Professor Emeritus of Art
BFA, MFA, Alfred University

Hildegard Webb

Associate Librarian Emerita
BA, Wake Forest University; MLS, Rutgers University

Richard E. Weber

Professor Emeritus of Economics
BA, MA, PhD, Rutgers University

Ruth C. West

Associate Professor Emerita of Education
BA, Barnard College; MA, EdD, Teachers College, Columbia University

William F. Wetzel

Assistant Professor Emeritus of Music
BA, MA, Montclair State College

Richard Wilson

Associate Professor Emeritus of Business Administration
AB, Columbia College; JD, St. John's University; LLM, New York University; Member of New York Bar

William A. Yaremchuk

Professor Emeritus of Communication
AB, Fairmont (W. Va.) State College; MA, West Virginia University; PhD, New York University

Theresa Julia Zielinski

Professor Emerita of Chemistry
BS, MS, PhD, Fordham University

FACULTY

Julius O. Adekunle (1996)

Professor of History
BA, University of Ife, Nigeria; MA, University of Ibadan, Nigeria; PhD, Dalhousie University, Canada

Gilda M. Agacer (1998)

Associate Professor of Accounting and Associate Dean of the Leon Hess Business School
BA, University of the East Philippines; MIBS, PhD, University of South Carolina

G. Oty Agbajoh-Laoye (1997)

Associate Professor of English
BA, MA, PhD, University of Ibadan, Nigeria

Gwendolyn Alexis (2005)

Associate Professor of Management
BS, University of Southern California; MAR, Yale University Divinity School; MA, Graduate Faculty New School; PhD, New School for Social Research

Harvey Allen (2006)

Specialist Professor of Speech Pathology,
Educational Counseling and Leadership
BA, MA, Montclair State College; EdD,
Rutgers University

Sheri Anderson (2005)

Specialist Professor of Theatre
BA, William Jewell College; MFA,
University of California, San Diego; MA,
Monmouth University

Staci Andrews (2014)

Lecturer, Health and Physical Education
BA, Gonzaga University; MS, PhD,
Springfield College

Linda Arnold (2014)

Assistant Professor, Curriculum and
Instruction
BME, Florida State University; MEd,
Texas Christian University; PhD, The
University of Tennessee

Nahid Aslanbeigui (1988)

Professor of Economics
BA, University of Tehran; MA, PhD,
University of Michigan

Mary Kate Azcuy (2004)

Associate Professor of English
BS, Monmouth University; MA, New York
University; PhD, Drew University

Barrie Bailey (2001)

Associate Professor of Finance;
Chair of Economics, Finance, and Real
Estate
BS, MBA; PhD, University of Central
Florida

Thomas Baker (2004)

Associate Professor of Art
BFA, East Carolina University; MFA,
University of Wisconsin

Daniel Ball (2007)

Associate Professor of Management and
Marketing
BS, Western New England College; MS,
Lehigh University; MS, Rensselaer
Polytechnic Institute; PhD, University of
Massachusetts

Jason Barr (2005)

Associate Professor of Education
BA, University of Hartford; MA, New York
University; PhD, Fordham University

Mirta Barrea Marlys (2003)

Associate Professor of World Languages
and Cultures
Chair of the Department of World
Languages and Cultures
BA, Rutgers University; MA, Villanova;
PhD, University of Pennsylvania

Richard Bastian (2006)

Lecturer of Mathematics
BS, City College of New York; MS,
Columbia University; PhD, Johns
Hopkins University

Judith Bazler (1997)

Professor of Education
BS, Northern Illinois University; MEd, EdD,
University of Montana

Noel Belinski (2008)

Lecturer of English
BA, Barnard College of Columbia
University; MAT, Monmouth University

Stanley S. Blair (1996)

Associate Professor of English
Assistant Dean of the Honors School
BA, Gardner-Webb College; MA,
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Heidi Bludau (2012)

Lecturer of History and Anthropology
BA, Med, Texas A&M University; MA,
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Professor of English, McMurray Bennett
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Professor of Mathematics
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Pathology, Educational Counseling and
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MA, University of Rome; MA, Universite
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Gregory Bordelon (2012)

Lecturer of Political Science
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Carolyn Bradley (2005)

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Mary Brennan (2005)

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College

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John J. Burke (1996)

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BA, Seton Hall University; MAT, Jersey
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University

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BS, Geneva College; MEd, Ohio
University; PhD, Kent State University

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Kenneth Campbell (1986)

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BS, Nagpur University; MS, PhD, Rutgers
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Directories

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John Comiskey (2012)

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Michael Cronin (2010)

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George Kapalka (2001)

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Dickinson University

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University; PhD, Rutgers University

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Western Reserve University; PhD,
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Learning
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State University; PhD, Rutgers
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Rose Knapp (2010)

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Seton Hall University; DNP, University
of Miami

Wobbe Frans Koning (2014)

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Academy; MFA, Ohio State University

James Konopack (2006)

Associate Professor of Health Studies;
Associate Dean of the School of Nursing
and Health Studies
BA, Cornell University; ME, Boston
University; PhD, University of Illinois

Dmytro Kosenkov (2012)

Assistant Professor of Chemistry
BS, MS, National Taras Shevchenko
University of Kyiv; PhD, Jackson State
University

Jamie Kretsch (2007)

Specialist Professor of Software
Engineering
Chair of the Department of Computer
Science and Software Engineering
BS, Monmouth University; MS, University
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Zachary Kudlak (2013)

Assistant Professor of Mathematics
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Robin Kurcharczyk (2005)

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Gina LaMandre (2014)

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Program
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University of Massachusetts; MS,
University of Medicine and Dentistry

Massimiliano Lamberto (2006)

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Physics
BS, MS, University of Messina, Italy; PhD,
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Kingdom

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Matthew Lawrence (2012)

Specialist Professor of Communication
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Cheryl Leiningen (2013)

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York University; DNP, University of
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Gary Lewandowski (2002)

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Physics
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Xudong (Daniel) Li (2014)

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Technology of China; MBA, University
of California, PhD, University of North
Texas

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Brian Lockwood (2010)

Assistant Professor of Criminal Justice
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Associate Professor of Marketing; Chair Marketing and International Business
BA, MA, Beijing Institute of Foreign Trade; DBA, George Washington University

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Specialist Professor of Art (Photography)
Director of Compliance
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BS, Arizona University; MS, George Washington University

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BS, Monmouth College; MS, William Paterson College; EdD, Teachers College, Columbia University

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BA, University of Panjab, India; MA, University of Chicago; PhD, Northern Illinois University; PhD, Rutgers University

Janet Mahoney (1995)

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

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Professor of Social Work
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BSW, College of Misericordia; MSS, PhD, Bryn Mawr College

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Assistant Professor of Nursing
BS, Rutgers University; MSN, Monmouth University; DNP, Samford University

David C. Marshall (2004)

Associate Professor of Mathematics; Chair, Department of Mathematics
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Associate Professor of Mathematics
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Golam Mathbor (1999)

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BSS, MSS, Bachelor of Law (L.L.B.), University of Dhaka, Bangladesh; MSW, McGill University; PhD, The University of Calgary

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Sheila McAllister (2007)

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Carol McArthur-Amedeo (2011)

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BPE, The University of Calgary; MA, McGill University; EdD, Washington State University

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Tiffany Medley (2013)

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Engineering
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Maryland

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South Carolina

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Education
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BSc, St. Xavier's College, University of
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Values
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Patrick O'Halloran (2003)

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PhD, Old Dominion University

Stuart Rosenberg (2010)

Associate Professor of Management and
Marketing
BA, Marquette University, MA, University
of Wisconsin-Madison; MBA, PhD,
Fordham University

Gloria Rotella (2006)

Specialist Professor of Music and Theatre
Arts
BA, MA, New Jersey City University; MS,
Monmouth University; EdD, Rutgers
University

Beth Sanders (2015)

Associate Professor of Criminal Justice
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University of Cincinnati

Rebecca Sanford (2004)

Associate Professor of Communication
and Assistant Chair of Communication
BA, University of Pittsburgh; MA,
Monmouth University; PhD, Temple
University

Saliba Sarsar (1985)

Professor of Political Science
BA, Monmouth University (Monmouth
College); PhD, Rutgers University

Pietro Sasso (2012)

Assistant Professor of Education
PhD, Old Dominion University

Paul G. Savoth (1986)

Associate Professor of Accounting and
Business Law
BA, Middlebury College; JD, Seton Hall
University; CPA, New Jersey

Julie Schaaff (2011)

Lecturer of Health Studies; Chair of the
Department of Health and Physical
Education
BA, Bucknell University, MA, University of
Delaware

Richard Scherl (2002)

Associate Professor of Computer Science
BA, Columbia University; MA, University of
Chicago; PhD, University of Illinois

Karen Schmelzkopf (1998)

Associate Professor of Geography
BA, MA, Florida Atlantic University; PhD,
Pennsylvania State University

Laura Schmuldt (2013)

Specialist Professor, Psychological
Counseling
BA, University of Illinois, MA, Northeastern
Illinois University; PhD, University of
Central Florida

William Schreiber (2006)

Lecturer of Chemistry and Physics; Chair
of Chemistry and Physics
Coordinator, Clinical Laboratory Sciences
and Medical Laboratory Science
Programs
BS, Massachusetts Institute of
Technology; PhD, University of
Rochester

Solomon Z. Schuck (1966)

Associate Professor of Psychological
Counseling
BS, City College of New York; PhD, New
York University

Alan Schwerin (1996)

Associate Professor of Philosophy
BA, MA, Rhodes University; PhD, Rice
University

Patricia Sciscione (2010)

Specialist Professor of Nursing
MSN, Kean University

Directories

Michelle Ann Scott (2008)

Associate Professor of Social Work
BA, Clark University; MSW, PhD,
University of California, Berkeley

Robert E. Scott (2005)

Specialist Professor of Communication
BA, Monmouth University; MFA, University
of Miami

Robert Scott, III (2005)

Associate Professor of Economics
BA, Western State College of Colorado;
MA, PhD, University of Missouri

Kathryn Servilio (2015)

Assistant Professor of Education
EdD, West Virginia University

Jennifer Shamrock (2004)

Lecturer of Communication
BA, LaSalle University; MA, University of
Maine; PhD, Arizona State University

Deanna Shoemaker (2005)

Associate Professor of Communication
BFA, Webster University; MA, PhD,
University of Texas at Austin

Kathryn Servilio (2015)

Assistant Professor of Curriculum and
Instruction
BS, MA, EdD, West Virginia University

Eugene S. Simko (1978)

Associate Professor of Management
BBA, MBA, Temple University; PhD,
Baruch College of the City University of
New York

Kristine Simoes (2001)

Specialist Professor of Communication
BA, MA Rowan University

Maria Simonelli (2007)

Lecturer of Foreign Language Studies
MA, Licio Statale Nola, Italy; PhD,
Universita di Napoli, Italy

Michaeline Skiba (2003)

Associate Professor of Management
BS, MS, Loyola University; MS, Boston
College; EdD, Columbia University

Donald R. Smith (2002)

Associate Professor of Management
BA, Cornell University; MS, Columbia
University; PhD, University of California
at Berkeley

Nora Smith (2000)

Associate Professor of Social Work
BS, MS, PhD, State University of New
York at Albany

Janice Stapley (1990)

Associate Professor of Psychology
BA, Russell Sage College; MS, PhD,
Rutgers University

Sue Starke (2000)

Associate Professor of English
BA, Wellesley College; PhD, Rutgers
University

Lilly Steiner (2010)

Assistant Professor of Speech Pathology,
Educational Counseling and Leadership
BA, University of Wisconsin; MA,
University of North Dakota; EdD, Boston
University

Mary Stern (2013)

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

Douglas Stives (2006)

Specialist Professor of Accounting
BS, MBA, Lehigh University

David Strohmets (1996)

Professor of Psychology
BA, Dickinson College; MA, PhD, Temple
University

Don R. Swanson (1995)

Professor of Communication
BA, Augustana College; MA, University of
Montana; EdD, University of Northern
Colorado

Danuta Sz wajkajzer (2004)

Lecturer of Chemistry
MS, Technical University of Warsaw; MS,
University of Rochester; PhD, Rutgers
University

William M. Tepfenhart (1999)

Professor of Software Engineering
BS, MS, PhD, University of Texas at
Dallas

David J. Tietge (2002)

Associate Professor of English
BA, University of North Iowa; MA, Indiana
State University; PhD, South Illinois
University at Carbondale

Tsanangurayi Tongesayi (2006)

Associate Professor of Chemistry and
Physics
BS, MS, University of Zimbabwe; PhD,
West Virginia University

David Tripold (2002)

Associate Professor
BM, MM, Westminster Choir College of
Rider University; PhD, Drew University

Mary Ann Troiano (2001)

Associate Professor of Nursing and Health
Studies
BSN, Long Island University; MSN,
Wagner College; DNP, Waynesburg
University

Nancy Uddin (1999)

Associate Professor of Accounting
Chair of the Accounting Department
BA, William Paterson University; PhD,
Rutgers University

Paul Urbanski (2013)

Assistant Professor, Social Work
BFA, University of Michigan; MSW,
Columbia University; PhD, University of
Albany at New York

Michelle Van Volkom (2007)

Lecturer of Psychology
BA, Seton Hall University, MA; PhD, State
University of New York at Albany

Dorothy Varygiannes (2007)

Lecturer of Education
BA, New Jersey City University; MA,
Montclair State University; EdD, Seton
Hall University

Richard Veit (2000)

Professor of Anthropology and Chair
of the History and Anthropology
Department
BA, Drew University; MA, College of
William and Mary; PhD, University of
Pennsylvania

Lisa Vetere (2005)

Associate Professor of English
BA, Siena College; MA, St. Bonaventure
University; PhD, Lehigh University

Marina Vujnovic (2008)

Associate Professor of Communication
BA, University of Zagreb, MA, University
of Northern Iowa; PhD, University of
Iowa

Jiacun Wang (2004)

Professor of Software Engineering
BS, Jiangsu University of Science
and Technology; MS, PhD, Nanjing
University of Science and Technology

Kelly Ward (1999)

Professor of Social Work and
Director, MSW Program
BS, Eastern Michigan University; BSW,
Rutgers University; PhD, Fordham
University

Michael Waters (2008)

Professor of English
BA, MA, State University of New York;
MFA, University of Iowa; PhD, Ohio
University

Jeffrey Weisburg (2014)

Specialist Professor of Biology
BA, Biology; PhD, Cornell University
Medical College

Courtney Werner (2015)

Assistant Professor of English
BA, Moravian College and Theological
Seminary; MA, Texas State University;
PhD, Kent State University

Laura West (2015)

Assistant Professor of Art and Design
BFA, Southern Illinois University; MFA,
Idaho State University

Sherry Wien (2001)

Associate Professor of Communication
BA, Lynchburg College; MA, Penn State
University; PhD, Rutgers University

Hettie Williams (2007)

Lecturer of History
BA, Rowan University; MA, Monmouth
University

Charles Willow (2004)

Associate Professor of Management
BS, MS, Hanyang University; MS, Texas
A&M University; PhD, University of
Houston

Kenneth Womack (2015)

Professor of English
Dean of the School of Humanities and
Social Sciences
BA, Texas A&M University; MA, Texas
A&M University/Moscow Institute
of Communication, U.S.S.R.; PhD,
Northern Illinois University

Chiu-Yin (Cathy) Wong (2011)

Assistant Professor of Curriculum and
Instruction
BA, Brigham Young University; MA, PhD,
Texas Tech University

George Wurzbach (2009)

Specialist Professor of Music and Theatre
Arts
BA, Brooklyn College CUNY; MA, Hunter
College CUNY

Cui Yu (2002)

Associate Professor of Computer Science
BS, Nanjing University of Aeronautics &
Astronautics; PhD, National University
of Singapore, Singapore

Minna Yu (2010)

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Kent State University

Joelle Zobotka (2014)

Assistant Professor, Social Work
BA, Drew University; MSW, Columbia
University; PhD, Rutgers University

Ronald Zhao (2002)

Associate Professor of Accounting
BA, Fudan University, China; MA,
Shanghai Foreign Language
Institute, China; MBA, Yale School
of Management; PhD, Texas Tech
University

Jing Zhou (2004)

Associate Professor of Art
BA, Sichuan Fine Arts Institute; MFA,
Georgia Southern University

Appendix A: Graduate Course Descriptions

The course descriptions for undergraduate Monmouth University are listed alphabetically by subject and in numerical order within the discipline in this section. Each discipline is identified by a subject code, e.g., Anthropology is “AN”, and English is “EN”. This code precedes the course number in course listings and class schedules, e.g., “AN 501”, “EN 502”.

Please refer to the page index provided below in order to quickly locate a specific group of courses.

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

Undergraduate Courses:

The number by which a course is designated indicates the relative level of the course. Those numbered “050” (undergraduate developmental) are not eligible for credit toward graduation

requirements. Those numbered 100 to 299 are for undergraduate freshmen and sophomores. Those numbered 300 to 499 are for undergraduate juniors and seniors.

Graduate Courses:

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

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

Please note that this list was created in June 2015. Monmouth University maintains the most current course descriptions on the Web site Webadvisor menu, <https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html>.

Appendix A: Course Descriptions

Course Index:

AN: Anthropology	A3-A6	FF: French	A56
AR: Art	A6-A7	FO: Foreign Language	A56
BA: Business Accounting	A7-A8	FS: Foreign Language Spanish	A56
BE: Business Economics	A8-A9	GO: Geography	A56-A58
BF: Business Finance	A9-A10	HE: Health	A58
BH: Business Healthcare	A11	HLS: Homeland Security	A58-A60
BK: Business Marketing	A11-A12	HS: History	A60-A65
BL: Business Law	A12	IT: Information Technology	A65-A66
BM: Business Management	A13-A14	MA: Mathematics	A66-A67
BR: Business- Real Estate	A15-A17	MIS: Management Information Systems	A67-A68
BU: Business	A17	MS: Marine Science	A68
BY: Biology	A17	MU: Music	A69
CE: Chemistry	A17-A18	NU: Nursing	A69-A82
CJ: Criminal Justice	A18-A20	PC: Psychological Counseling	A82-A87
CO: Communication	A20-A25	PHA: Physician Assistant	A87-A90
CS: Computer Science	A25-A30	PL: Philosophy	A90-A91
ED: Education	A30-A36	PS: Political Science	A91-A93
EDC: Educational Counseling	A36-A40	SE: Software Engineering	A93-A98
EDL: Educational Leadership	A40-A48	SO: Sociology	A98
EDS: Education Special Education	A48-A52	SW: Social Work	A98-A105
EN: English	A52-A56	TH: Theatre	A105-A106

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 503

Cr. 3.0

Archaeological Theory

Focuses on theoretical issues, past and present, concerning the nature and explanation of culture, cultural reproduction and transformation through time, and the central role of materiality in those processes. As anthropological archaeology, the course is premised on the relationship of archaeology to anthropology and other socio-historical sciences. We will examine the development of archaeology as an academic discipline, the role of theory in interpretation of archaeological materials, and the key concepts of culture and time. The course will examine specific theoretical approaches including culture history, neo-evolutionary-functional-ecological approaches, neo-Marxist and materialist perspectives, processualism and postprocessualism, interaction theories (e.g., world systems theory), and contemporary approaches. These include practice/agency, contextual approaches, and other multivocal, feminist, and postcolonial theories of identity-formation in the past. The course will appeal to a wide range of social scientists, and particularly archaeologists, sociocultural anthropologists, and other disciplines working on issues of representation (e.g., museum professionals).

Course Type(s): none

AN 504

Cr. 3.0

Ancient Civilizations of Native America

Cultural developments in Mesoamerica and the Central Andes, from the development of agriculture to the Spanish conquest, focusing on Inca and Aztec civilizations; theoretical exploration of developmental similarities between the two regions.

Course Type(s): HSNW

AN 506

Cr. 3.0

Historical Archaeology

An intensive introduction to historical and industrial archeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization, and urbanism. Archeological field methods and the interpretation of material culture are also introduced. Also listed as History 506.

Course Type(s): HSUS

AN 513

Cr. 3.0

Origin of Civilization and the State

Evolution of the ancient civilizations in China, Peru, Mexico, Mesopotamia, the Indus Valley, and Egypt. Emphasis on the causal processes underlying the development of these societies.

Course Type(s): none

AN 520

Cr. 3.0

Field Methods in Archaeology

An introduction to archaeological field methods: survey and excavation. Students will also learn excavation procedures, descriptive note writing, and drawing, and be introduced to archaeological photography, mapping, reporting, conservation, and curation. Supervised fieldwork will be conducted on archaeological sites. Also listed as History 520.

Course Type(s): none

AN 522

Cr. 3.0

Ethnographic Methods

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

Course Type(s): none

AN 524

Cr. 3.0

Introduction to Geographical Information Systems (GIS)

Provides both the theoretical and methodological background for proficient use of Geographical Information Systems (GIS). A multidisciplinary integration of theories and applications pertinent to both natural and social science research. Lectures and discussions will introduce the conceptual and methodological platform that is necessary to design, implement, and interpret GIS research. Weekly lab exercises will develop problem-solving skills and emphasize common research techniques in GIS. Students will also learn field techniques of spatial data

Appendix A: Course Descriptions

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 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 raises 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 563 **Cr. 3.0**

The Amazon

An anthropological seminar focused on the Amazon region, with emphasis on how expert and lay knowledge about the Amazon has been produced and circulated.

Course Type(s): none

AN 572 **Cr. 3.0**

The History of Tourism

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

Course Type(s): HSEU, HSWLD

AN 573 **Cr. 3.0**

Ecological Imperialism

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

Course Type(s): HSWLD

AN 575 **Cr. 3.0**

Civilizations of the Andes

A survey of Andean history from the beginning of human settlement through the Inca Empire and the Spanish conquest to contemporary peasant society. The evolution and nature of pre-Columbian civilizations, focusing on Chavin, Paracas-Nazca, Huari-Tiahuanaco, Chimor, and the Inca; the social and political organization of the Inca

empire; the Spanish conquest and its impact on native culture; contemporary social changes; and rural migration and the transformation of contemporary Andean society. Theoretical exploration of the developmental trajectory of Andean civilization. Also listed as History 575.
Course Type(s): HSNW, HSWLD

AN 582 **Cr. 3.0**

Applied Anthropology

Applied Anthropology is anthropology put to use – meaning, using anthropological research and methods to solve practical problems. This is an advanced-level survey course that pays attention to cultural viewpoints, methods and results. While exploring different areas of applied anthropology through the history of the discipline and contemporary research projects, we will study methods unique to this subfield. Practical information, advice, and resources on career preparation and development will be offered. By the end of the course, students should be able to answer the question: How can I use anthropology in my future career?

Course Type(s): none

AN 585 **Cr. 3.0**

Seminar in African History

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

Course Type(s): HSNW

AN 586 **Cr. 3.0**

Pre-Columbian Civilizations: The Aztec and Inka States

An intensive examination of the emergence, growth, and conquest of two native states from the ancient Americas: the Inka and the Aztec. Lectures and discussions examine the social, cultural, and political contexts of these two Native American states, while applying broader anthropological theories of state genesis, power apparatuses, and social transformation. Considers the causes and consequences of the Spanish and Portuguese conquests within the Americas through an intensive discussion of the establishment of colonial societies in the sixteenth century. Also will examine how the pre-Columbian and colonial history of this region are intimately linked to the contemporary politics of Latin American nations.

Course Type(s): none

AN 587 **Cr. 3.0**

Visual Anthropology

Deals with the aspects of visibility in culture and anthropology. A significant part of the course will be devoted to visual anthropology. We will learn about the development of visual anthropology as a discipline, the particular problems and challenges involved in practicing this type of ethnography, the evolution of ideas about accountability, representation, reflexivity, and positioning in visual ethnographic methods. We will start with exploring the role of image in anthropology by considering the relationship between photography and ethnography, and continue to study ethnographic filmmaking, from Robert Flaherty's *Nanook of the North*, (considered to be the first ethnographic documentary), to the development of *Cinema Verite*, to the emergence of indigenous media. Students will gain a nuanced understanding of the subject through weekly writing exercises, presentations, and in-class discussion. For a final project, students will write a long-form paper that will combine original research and visual analysis.

Course Type(s): none

AN 589 **Cr. 3.0**

Formation of the Global System: Fifteenth to Sixteenth Centuries

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

Course Type(s): HSNW, HSWLD

AN 595 **Cr. 3.0**

Anthropology Internship/Practicum

Provides graduate students with the opportunity to gain substantive career experience and build specific applied skills by working in outside programs, institutions, agencies, and firms engaged in the fields of anthropology, museum studies, public history, and geography.

Course Type(s): none

Appendix A: Course Descriptions

AN 598 **Cr. 3.0**

Special Topics in Anthropology

Allows students to study a specific aspect of anthropology. 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. This is a pass/fail course.
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. This is a pass/fail course.
Prerequisite: Eighteen credits in Anthropology.
Course Type(s): none

AN CPE **Cr. 0.0**

Anthropology Comprehensive Exam

The Anthropology comprehensive exam is a zero-credit course for students which will allow students who have completed thirty credits of graduate coursework in anthropology to take a comprehensive exam and complete their degree. This is a pass/fail course.
Prerequisite: Thirty graduate credits in Anthropology.
Course Type(s): none

AN THD **Cr. 0.0**

Thesis Defense

A zero-credit course that is taken after completing Anthropology 691 and 692. It consists of a public presentation of the student's completed thesis research. This is a pass/fail course.
Prerequisites: Anthropology 691 and 692.
Course Type(s): none

AR 505 **Cr. 3.0**

Images of Contemporary Culture

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

AR 522 **Cr. 3.0**

Art in the Age of Revolution

Investigation of major art movements from the early nineteenth to mid-twentieth century; analysis of visual stylistic developments in conjunction with exploration of other integral issues, subject matter, and the relationship of art to its political, cultural, social, and historical climate.
Course Type(s): none

AR 525 **Cr. 3.0**

Art in World Perspective

An examination of major artistic developments from 1300 AD to 1750 AD. Traditionally, this area of study is referred to as Renaissance, Mannerism, and the Baroque. The major thrust of the course will be concerned with artistic innovations surrounding the rebirth of Western Civilization.
Course Type(s): none

AR 528 **Cr. 3.0**

Asian Art and Ideas

A comparative exploration of the relationship of art and thought in Hindu India, Confucian China, and Feudal Japan.
Course Type(s): none

AR 551 **Cr. 3.0**

Methods of Teaching Art

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

AR 580 **Cr. 3.0**

Themes and Variations in Cultural History

The exploration of symbol, style, and value in six historical periods from classical Greece to the end of the nine-

teenth century through art, literature, and philosophy.
Course Type(s): none

AR 597 **Cr. 3.0**

Fine Art/Design Studio

Advanced study within a classroom setting in a number of creative disciplines. Emphasis to further the student's knowledge base; unique approach to artistic investigation through advanced theory, research, technical experience, and critical dialog. Students must meet individually with the instructor at the beginning of the semester to discuss and define their creative work plan as a point of departure for critical discourse and grading.

Prerequisite: Permission of instructor to verify six credits of previous study in selected Art/Design discipline.

Course Type(s): none

AR 598 **Cr. 3.0**

Special Topics: Art and Design

The subject matter varies with the curricula needs of the student and the professor. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.

Prerequisite: As announced in the course schedule.

Course Type(s): none

AR 599 **Cr. 1.0 - 3.0**

Independent Study in Art

Independent study in a topic not substantially treated in a regular graduate course; weekly consultation. Prior permission of the directing professor and the chair of the department is required. For the course to count for credit toward a particular graduate program outside of the department of art and design, prior permission from the student's department chair must be obtained. The prerequisite varies with the topic.

Course Type(s): none

BA 513 **Cr. 1.5**

Financial Accounting

This foundational course will address the basics of financial accounting, including the accounting cycle, from the analysis and recording of transactions to the compilation of the four basic financial statements, and introduce additional accounting procedures related to valuation of inventory and long term assets and other financial statement topics.

Prerequisite: Bachelor's Degree.

Course Type(s): none

BA 514 **Cr. 1.5**

Managerial Accounting

This foundation course will equip students with a basic knowledge and understanding of managerial accounting theories and practices for management use. Topics covered include cost classification, the basics of product costing (job and activity-based), decisions based on cost-volume-profit (CVP) analysis, budgeting, and performance evaluation.

Prerequisite: Bachelor's Degree.

Course Type(s): none

BA 545 **Cr. 3.0**

Fraud Examination

Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved.

Prerequisite: Accounting 541.

Course Type(s): none

BA 588 **Cr. 1.0 - 3.0**

Internship in Accounting

Provides the opportunity for MBA accounting track (and/or accounting concentration) students to apply classroom theory in practice through actual work experience in the accounting field. The course cannot be counted toward the MBA track or concentration requirements, but is recommended for those who do not have experience in the accounting profession. Students may take this course a maximum of two times (or a maximum of six credits).

Prerequisite: A minimum G.P.A. of 3.00.

Course Type(s): none

BA 598 **Cr. 3.0**

Special Topics in Accounting

The subject matter of this course varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.

Prerequisite: Accounting 541.

Course Type(s): none

BA 599 **Cr. 3.0**

Business Research

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

Prerequisite: Prior permission of the directing professor

Appendix A: Course Descriptions

and department chair.
Course Type(s): none

BA 610 **Cr. 3.0** **Accounting for Managers**

Accounting is the language of business. Managers are expected to have a minimum level of accounting and financial management skills that transcends all business disciplines. This course provides a foundation in financial planning, performance, control, and financial decision making. It aims to develop students' ability for comprehension, application, analysis, synthesis, and evaluation of the concepts, terminology, measures, systems, and techniques used in corporate management accounting, as well as professional ethics, which are of critical importance in today's highly competitive business environment. Prerequisites: Accounting 513 and 514.
Course Type(s): none

BA 632 **Cr. 3.0** **Business Income Tax**

This is the only graduate-level income tax course currently offered at Monmouth. Our undergraduate version of this course covers two semesters. This course will emphasize tax research and planning for individuals. The purpose is to introduce graduate accounting students to a broad range of income tax topics. Because of the complexity and breadth of coverage, many topics will not be covered in great depth. Prerequisite: Accounting 513.
Course Type(s): none

BA 634 **Cr. 3.0** **Selected Topics in Financial Accounting**

This capstone course provides an intensive examination of accounting concepts and principles pertaining to the understanding of accounting cycle and preparation of major financial statements. It covers the accounting treatment of major classes of assets, liabilities and equities, and related income accounts. This course is specifically structured to cover the fundamental issues traditionally taught in two intermediate accounting courses at the undergraduate level for graduate students without sufficient accounting background. It lays a sound foundation for students to pursue more advanced financial accounting practice and theory issues in contemporary context. Prerequisite: Accounting 513.
Course Type(s): none

BA 636 **Cr. 3.0** **Advanced Accounting Topics**

This course in financial accounting has been developed to provide advanced knowledge and skills in various specialized and complex areas. It presupposes an extensive background in basic accounting theory. This course presents the specialized topics of business investments and combinations and consolidations, and an introduction to governmental and not-for-profit accounting. Relevant United States Generally Accepted Accounting Principles and United States Governmental Accounting Standards Board pronouncements will be considered. In addition, other topics relevant to the understanding of the current business and accounting environment (segment and interim reporting, foreign exchange transactions and partnerships, estates, trusts will be addressed). Prerequisite: Accounting 634.
Course Type(s): none

BA 638 **Cr. 3.0** **Auditing Practices and Cases**

Introduces the students to the auditing standards and procedures associated with the examination of financial statements. Successful completion of this course should enable students to understand the role and methods of the independent auditor and the legal and ethical environment within which the auditor functions. Prerequisite: Accounting 634.
Course Type(s): none

BE 511 **Cr. 1.5** **Microeconomics**

Provides MBA students with principles-level knowledge of microeconomics. Students will learn economic theory to analyze markets, competitive and noncompetitive firm behavior, market structure, government regulation, and global trade.
Course Type(s): none

BE 512 **Cr. 1.5** **Macroeconomics**

Provides MBA students with principles-level knowledge of macroeconomics. Students will learn to determine the components and level of national income, applications to the problems of inflation, unemployment, and economic stabilization. Students are introduced to the macroeconomic operation of a mixed economy such as the United States within the global economy. Topics include national income accounting, business cycles, inflation, unemployment, monetary and fiscal policies, national deficit and

debt, exchange rates, balance of payments, balance of trade, global financial crises, and policy debates.
Course Type(s): none

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 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 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

BE 611 **Cr. 3.0**
Managerial Economics

The application of the theory of production and the theory of the firm to problems of managerial decision making in a global environment. Application of contemporary microeconomic theory to managerial decision making and to public policy affecting such decisions. Not open to students who have taken BE 561. Prerequisites: Economics 511 and Management 518.
Course Type(s): MBA.E

BE 620 **Cr. 3.0**
Econometrics

Provides a graduate-level introduction to the methodology and tools of econometrics required by finance profes-

sionals. Topics include: linear regression, time series modeling, volatility and correlation modeling. Markov switching, limited dependent variable models and Monte Carlo simulation. EViews is used extensively in class. Instructor assumes students have no previous knowledge of EViews.
Prerequisites: Economics 511, 512, and Management 518.
Course Type(s): none

BE 650 **Cr. 3.0**
Globalization

Students are 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). The course will end with a discussion of the management of globalization through global coordination and governance.
Prerequisites: Economics 512 and Finance 515.
Course Type(s): MBA.E, MBA.I

BE 698 **Cr. 3.0**
Special Topics in 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

BF 515 **Cr. 1.5**
Financial Markets

Covers the roles and functioning of the financial markets, financial institutions and regulatory bodies, the principles of valuation of financial assets, and the determinants of market interest rates.
Course Type(s): none

BF 516 **Cr. 1.5**
Business Finance

Principles and techniques of financial analysis: financial planning and control, profit planning and management, valuation theory, capital budgeting, financial structure, and the cost of capital.
Prerequisite: Accounting 513.
Course Type(s): none

Appendix A: Course Descriptions

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 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

BF 612 **Cr. 3.0**

Corporate Finance

Analysis of corporate finance concepts: Financial ratio analysis and forecasts, estimation of cash flows for corporate valuation, cost of capital and optimal capital structure, distributions to shareholders, and financial restructuring. This course will rely on corporate cases and Excel applications. Not open to students who have taken BF 522.
Prerequisites: Economics 511 and 512 and Finance 515 and 516.
Course Type(s): none

BF 620 **Cr. 3.0**

Econometrics

Provides a graduate-level introduction to the methodology and tools of econometrics required by finance professionals. Topics include: linear regression, time series modeling, volatility and correlation modeling. Markov switching, limited dependent variable models, and Monte Carlo simulation. EViews is used extensively in class. Instructor assumes students have no previous knowledge of EViews.
Prerequisites: Economics 511, 512, and Management 518.
Course Type(s): none

BF 630 **Cr. 3.0**

Investments

The course studies the characteristics of securities of

the debt and equity markets with major emphasis on risk and return. It delves into the valuation of these securities based on traditional and modern approaches, security evaluation, and selection for portfolio construction and evaluation. The course acquaints students with the valuation and hedging characteristics of options and discusses lessons from the past financial crises and bubbles. The course applies Bloomberg technology.

Prerequisites: Economics 511 and 512, Finance 515 and 516, and Management 518.

Course Type(s): none

BF 631 **Cr. 3.0**

Derivatives

Covers the primary instruments (forwards, futures, and options) of the derivative securities market and their use in investment and corporate financial management. The course applies Bloomberg technology.

Prerequisites: Economics 511 and 512, Finance 515 and 516, and Management 518.

Course Type(s): none

BF 632 **Cr. 3.0**

Financial Markets and Risk Management

You will learn about the theories, nature, and environment of financial institutions and markets of the United States, especially as they relate to activities of the 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 511 and 512, and Finance 515, and 516.

Course Type(s): MBA.E

BF 650 **Cr. 3.0**

International Finance

Study of international monetary systems and capital markets. Analysis of foreign exchange, international equity markets, bond pricing, and currency derivatives. Emphasis on international diversification and the role of emerging markets.

Prerequisites: Economics 511 and 512 and Finance 515 and 516.

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

BF 698 **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

BH 571 **Cr. 3.0**
Introduction to the United States Healthcare System

An overview of the U.S. healthcare delivery system, including the history, development, and description of the component parts involved in providing healthcare 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 healthcare delivery to consumers, providers, financiers, regulators, and other healthcare stakeholders. Prerequisite: Completion or waiver of at least three of the six MBA core courses.
 Course Type(s): none

BH 572 **Cr. 3.0**
Healthcare Economics

Application of the tools of economics to issues of the organization, delivery, and financing of healthcare. Topics include: economic concepts relevant to healthcare, the system of healthcare financing and delivery arrangements in the U.S., the role of economic factors in the development of health and healthcare 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 Healthcare Organizations

Investigates the evolving management structures of health and healthcare-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: Healthcare Management 571 and Management 502.
 Course Type(s): none

BH 574 **Cr. 3.0**
Seminar in Healthcare Management

The capstone in healthcare 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 healthcare 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: Healthcare Management 571, 572, 573, and Finance 511.
 Course Type(s): none

BH 575 **Cr. 3.0**
Healthcare Management Residency

Applies the healthcare and business course material into the healthcare 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 healthcare or health-related setting, such as a hospital, long-term care facility, or other healthcare setting, such as managed care organizations. The residency is composed of 400 hours of on-the-job responsibility under the directorship of a practicing healthcare manager. Students with extensive health experience may substitute an independent study for the residency. Prerequisites: Healthcare Management 571, 572, and 573.
 Course Type(s): none

BH 599 **Cr. 3.0**
Independent Study in Healthcare Management

Independent research in healthcare 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: Healthcare Management 571, 572, and 573.
 Course Type(s): none

BK 520 **Cr. 1.5**
Foundations of Marketing Management

As a foundation course, this course provides MBA students with fundamental concepts in marketing management involving companies to satisfy their consumers' objectives through right goods and services based on understanding consumer characteristics and marketing system environments; introducing the marketing mix strategies based on thorough analysis of consumer and market environment, promote, distribute and price products and services to satisfy and organize buyers. Prerequisite: Admission to the MBA program.
 Course Type(s): none

BK 614 **Cr. 3.0**
Marketing Management

An integrated approach to managing the business function of marketing: planning, organizing, controlling, and measuring the total marketing effort; managerial principles and practices applied to the marketing process. Prerequisite: Completion or waiver of all MBA foundation courses.
 Course Type(s): none

Appendix A: Course Descriptions

BK 620 **Cr. 3.0**

Marketing Research

Tools and techniques for conducting, evaluating, and utilizing marketing research; decisions concerning pricing, promotion, personal selling, consumer behavior, and distribution policies evolving from the research data. Not open to students who have taken BK 533.

Prerequisite: Marketing 614.

Course Type(s): MBA.K

BK 639 **Cr. 3.0**

Promotional Strategy

Integrated marketing communications including advertising, sales promotion, direct response, personal selling, public relations, and Internet/e-marketing. Focus is on the understanding and developing of promotional strategies from a theory and real-world (case-analysis) approach.

Prerequisite: Marketing 614.

Course Type(s): MBA.K

BK 640 **Cr. 3.0**

Consumer Behavior

An in-depth study of the various perspectives, theories, and contributors to behavior displayed by consumers in the search, purchase, use, evaluation, and disposal of economic goods and services including the decision processes that precede and determine these acts. Not open to students who have taken BK 540.

Prerequisite: Marketing 509.

Course Type(s): MBA.K

BK 641 **Cr. 3.0**

Advertising and Media Management

An integrated approach to analyzing and managing advertising as an effective element in the promotional mix. Prerequisite: Marketing 614.

Course Type(s): MBA.K

BK 650 **Cr. 3.0**

International Marketing Management

Strategic marketing decisions for sustainable international and global markets including overall market analysis, market entry decisions, branding decisions, consumer differences, and the external environment factors (culture, climate, political, legal, environment, economic, technological, and competitive) that inform product, pricing, distribution, and promotional strategies. Not open to students who have taken BK 535.

Prerequisites: Marketing 614.

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

BK 698 **Cr. 3.0**

Special Topics in Marketing

Subject matter varies according to the interest of the students and the professor. The exact nature of the topic covered is indicated in the student's permanent record.

Prerequisite: Marketing 614.

Course Type(s): none

BK 699 **Cr. 3.0**

Independent Research in Marketing

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 is required.

The student must be within nine credits of graduation.

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

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

BL 631 **Cr. 3.0**

Legal Environment of Business

Fundamentals of contracts, constitutional law, criminal law, tort, business organization, agency, employment, property UCC transactions: sales contracts (Articles 2 and 2A), negotiable instruments and banking (Articles 3

and 4), secured transactions (Article 9); debtor-creditor relations, decedents' estates, securities regulation, and accountants' malpractice and liability.

Course Type(s): none

BM 517 **Cr. 1.5**

Introduction to Management

Designed to introduce MBA students to the basics of management and management practices. This course is intended for students who have not had sufficient academic or practical background in management.

Course Type(s): none

BM 518 **Cr. 3.0**

Introduction to Statistics

Provides a graduate school introduction to the methodology and tools of statistics required by today's managers. Topics include graphical representation of data, descriptive statistics, probability, binomial and normal distributions, sampling, inferential statistics, confidence intervals, hypothesis testing, analysis of variance, and single and multiple regression analysis. Microsoft Excel is used extensively in class, and students should have a very basic familiarity with the software.

Course Type(s): none

BM 519 **Cr. 3.0**

Production and Operations Management

Application and adaption 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 the context of optimizing performance.

Prerequisite: Management 518 or equivalent. Not open to students who have taken BM 507.

Course Type(s): none

BM 520 **Cr. 3.0**

Management Information Systems

A survey of the concepts of management information systems and the information needs of management. A user-oriented introduction to the fundamentals of information systems and their integration into business organizations.

Prerequisite: Management 502.

Course Type(s): MBA.T

BM 521 **Cr. 3.0**

Seminar in Electronic Commerce

Provides an overview of the managerial side of e-commerce for the purpose of discussing the strategic and

managerial implications of this new and emerging phenomenon. The technological and business possibilities for commerce using information technologies and networks will be explored in terms of their value-adding potential to current business practices, as well as the development of new products and/or services. Prerequisites: Management 502 and Marketing 509.

Course Type(s): none

BM 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 565 **Cr. 3.0**

Management of Technology

Study of the management of the technological innovation process and internal entrepreneurship; major topic areas include: technology strategy, technological evolution, strategic alliances, and new product development.

Prerequisite: Management 502.

Course Type(s): MBA.T

BM 598 **Cr. 3.0**

Special Topics in Management

Subject matter varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.

Prerequisite: Management 502.

Course Type(s): none

BM 599 **Cr. 3.0**

Business Research: Management

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

Course Type(s): none

BM 613 **Cr. 3.0**

Managing and Leading in Organizations

This course is designed to further develop students' understanding of the concepts of management and leadership within the complex framework of modern business.

Prerequisite: Management 517.

Course Type(s): none

Appendix A: Course Descriptions

BM 620 **Cr. 3.0**

Management Science and Business Analytics

Provides a graduate school introduction to the methodology and tools of Management Science and Business Analytics that are a necessity for all of today's managers. Students will learn how to model, design and analyze systems. Excel will be used for quantitative analysis and decision-making tools. Students will also learn how to organize, sort and sift through high levels of data in order to make a decision.

Prerequisite: Management 518 and 519.

Course Type(s): MBA.Q

BM 622 **Cr. 3.0**

Applied Information Systems Management

Value creations through many applications of data, information, and knowledge are one of the primary objectives of modern business organizations. Applied Information Systems Management focuses on the development of data management skills, which serve as the foundation for extension of learning in the areas of data mining, knowledge management, geographical information systems, and intelligent information systems for business. Emphasis is placed on gaining the ability to organize, sort, and sift through high levels of data in order to make an informed and accurate decision.

Prerequisite: Management 518.

Course Type(s): none

BM 630 **Cr. 3.0**

Project Management

Advanced coverage of both the qualitative and quantitative aspects of effective project management. The project life cycle phases of initiating, planning and design, executing, monitoring and controlling, and closing projects will be extensively covered from an applied managerial perspective.

Prerequisite: Management 519 or equivalent.

Course Type(s): none

BM 631 **Cr. 3.0**

Logistics Supply Chain Management

Logistics is an integrative activity uniting suppliers, providers of goods and services, and customers with logistical and supply chain systems binding global participants to fulfill their common interest in a most effective manner.

Prerequisites: Management 517, 518 and Management 620 or 622.

Course Type(s): none

BM 635 **Cr. 3.0**

Human Resource and Organizational Development

Examination of the practices and problems associated with staffing, managing, evaluation, and organizational development. Examination of the practices and problems associated with staffing, leading, and organizational sustainability. Not open to students who have taken BM 525.

Prerequisite: Management 517.

Course Type(s): MBA.B

BM 638 **Cr. 3.0**

Negotiations

Designed to help students learn the fundamentals of negotiation processes. This course will be taught based upon weekly experiential cases whereby students will assume a role in a negotiation and negotiate with a partner.

Course Type(s): none

BM 650 **Cr. 3.0**

International Business

The factors unique to international/global business in both the external environment (cultural, political, legal, technological, economic, financial) and the internal functional decisions made by the firm for sustainable strategic growth, while identifying risk.

Prerequisite: Management 613.

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

BM 660 **Cr. 3.0**

Corporate Governance and Organizational Ethics

The properties of national and global markets and the interests of nation-states and nongovernmental organizations are explored in analyzing how sustainable business strategies, corporate governance, and organizational ethics are linked.

Prerequisite: Management 517.

Course Type(s): none

BM 670 **Cr. 3.0**

Strategic Management

A conceptual and capstone approach to business organizing and planning through seminars, case studies, and simulation of global enterprise; the formulation and implementation of competitive strategy.

Prerequisite: Student must be within nine credits of graduation.

Course Type(s): none

BR 510 Cr. 3.0

Real Estate Law

Students will be introduced to the legal issues in the ownership, transfer, and development of real property.

Course Type(s): none

BR 525 Cr. 3.0

Real Estate Analysis

Students gain insight into basic real-estate finance and valuation theory. Traditional approaches to value are reviewed. Examination of personal and corporate real estate portfolio strategies. The analysis of specific types of real properties are reviewed. This includes: single-family homes, condominiums, shopping centers, and office and industrial buildings. Also listed as Finance 525.

Prerequisite: Finance 511.

Course Type(s): none

BR 527 Cr. 3.0

Real Estate Finance, Investment, and Tax

Designed to introduce students to the world of real-estate finance, including debt and equity issues and securitization.

Course Type(s): none

BR 530 Cr. 3.0

Real Estate Lease and Negotiations

Students will look at the commercial leasing of real estate, including statutory law, public policy, and landlord-tenant relations, along with the role of the real estate broker.

Course Type(s): none

BR 580 Cr. 3.0

Regulation and Real Estate Development Process

Real Estate Development analyzes the distinctive roles and perspectives of government and business in the land development process. A step-by-step examination of the phases of a real estate development project from conceptualization to either disposition or lease-up that emphasizes both the management and approval aspects of those phases.

Course Type(s): none

BR 598 Cr. 1.0 - 3.0

Special Topics in Real Estate

Subject matter varies according to the interest of the students and the professor. The exact nature of the topic covered is indicated in the student's permanent record.

Course Type(s): none

BR 599 Cr. 3.0

Independent Study in Real Estate

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

Course Type(s): none

BR 630 Cr. 3.0

Environmental Land Use and Planning Law and Regulation

This expands upon the basics of real estate law and development law to examine closely the detailed federal, state, and local statutes, regulations and case law that impact the design, planning, and approval of proposed real estate developments and the redevelopment of areas. Case studies of existing developments as well as current developments already in progress will be analyzed.

Course Type(s): none

BR 631 Cr. 3.0

Capital Markets and Real Estate

This course will build upon the foundations laid in the basic Real Estate Finance course. The focus will be upon the capital stack including the forms of equity and debt available to finance real estate. The various forms of ownership of real estate will be examined from the perspective of the investors, owners, and lenders. The tax implications of the various forms of investment will be closely examined to demonstrate the effects of alternative legal structures. Case studies of successful and unsuccessful real estate projects will be used to understand how certain legal structures contributed to the success or failure. The discussion of bankruptcy remote entities will be included.

Prerequisites: Finance 515 and 516.

Course Type(s): none

BR 632 Cr. 3.0

Real Estate Valuation and Analysis

Provides students with a basic understanding of the three traditional methods of real property appraisal including the Sales, Cost, and Income Approaches to value. These approaches will be applied to various property types including residential, commercial (retail and office), and industrial properties. Most emphasis will be applied to the Income Approach, as it best typifies the expectations of buyers and sellers of commercial properties in the marketplace. Direct and Yield capitalization techniques and applications will be thoroughly reviewed and discussed within the context of litigation valuation assignments.

Appendix A: Course Descriptions

Prerequisite: Finance 516.
Course Type(s): none

BR 633 **Cr. 3.0**

Real Estate Accounting, Taxation, and Insurance

This course will provide students with a general understanding of the accounting, taxation, and insurance/risk management aspects of real estate and develop a basic understanding of the principles of real estate accounting, taxation, and risk management and their interrelationship in the financial reporting and management of real estate companies to enable a non-accountant to understand generally their implications upon investment, leasing, and development decisions in real estate and to engage in informed discussions with accountants and other financial professionals.

Prerequisites: Accounting 513 and Finance 516.
Course Type(s): none

BR 634 **Cr. 3.0**

Real Estate Lease Negotiations and Analysis

Designed to introduce the basic terminology of real estate leases and to gain an understanding of the business and legal interests of landlords and tenants and how these interests impact the negotiations of leases. The course will include a discussion of office, retail, shopping center, warehouse, ground, and residential leases. Guest speakers will be utilized to demonstrate the practical aspects of lease negotiations. One or more field trips to lease locations will be part of the curriculum.

Course Type(s): none

BR 635 **Cr. 1.5**

Real Estate Property Management

Provides students with a general understanding of the property management of real estate, including commercial, residential, and condominium and cooperative properties. The essentials of budgeting, maintenance, tenant and owner relations as well as the business of owning a property management firm are included.

Prerequisite: Real Estate 630.
Course Type(s): none

BR 636 **Cr. 1.5**

Real Estate Sales and Marketing

Includes a study of the traditional methods of market analysis of buyers and tenants as well as a focus on the use of social media. The evaluation of the costs and benefits of various types of sales and marketing techniques including case studies will be utilized. A review of the laws regarding marketing including federal truth in lending, discrimination, and interstate sales is included.

Prerequisite: Marketing 520.
Course Type(s): none

BR 637 **Cr. 3.0**

Real Estate Construction

This course will provide students a basic understanding of the terminology used in construction of real estate projects; the critical path processes required for successful completion of construction; an understanding of different materials used in construction; the evaluation and selection of general contractors, construction managers, and subcontractors; the laws concerning construction and lien laws.

Prerequisite: Real Estate 630.
Course Type(s): none

BR 638 **Cr. 1.5**

Real Estate Planning and Design

An understanding of how the planning of a site and the design of the infrastructure and structures on the real estate impacts the feasibility and performance of the project as well as the impact of the project on the surrounding areas.

Prerequisite: Real Estate 630.
Course Type(s): none

BR 640 **Cr. 3.0**

Strategic Case Studies in Real Estate

This capstone course will apply the lessons learned in the other real estate courses to actual real estate development projects. Students will dissect actual real estate projects from the perspective of the developer and owner as well as others involved in the financing of the projects. The analysis of critical decision points in planning, marketing, pricing, construction will be examined with the benefit of hindsight. Students will then apply those lessons to current real estate projects.

Prerequisites: Real Estate 631 and 632.
Course Type(s): none

BR 650 **Cr. 3.0**

International Real Estate

Examines the legal, financial, regulatory, and social aspects of real estate ownership and development in selected international markets. The markets will include Europe, UK, Pacific Rim, Canada, Mexico, China, and other areas. Investment by U.S. companies in these international markets as well as investments in U.S. real estate by foreign investors will be included.

Prerequisites: Real Estate 630 and 631.
Course Type(s): none

BR 698 Cr. 3.0

Special Topics in Real Estate

Subject matter varies according to the interest of the students and the professor. The exact nature of the topic covered is indicated in the student's permanent record.
Course Type(s): none

BR 699 Cr. 3.0

Independent Study in Real Estate

Independent research in Real Estate is for areas of Real Estate not substantially treated in a regular course offering. It is done under the supervision of a Leon Hess Business School faculty member, and written evaluation of the research is required.
Prerequisite: Permission of the Instructor, Department Chair, and Dean.
Course Type(s): none

BU 510 Cr. 3.0

Business Analysis, Research, and Communication

Skills in critical reasoning and communication are honed by learning fundamentals of rigorous business research through framing and exploring hypotheses on unstructured business problems.
Course Type(s): none

BU 588 Cr. 1.0

Business Practice and Experience

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

BY 502 Cr. 3.0

Technology and Human Biology

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

BY 503 Cr. 3.0

Evolution

An interdisciplinary approach to the topic of evolution that

combines historical and biological perspectives. Explore the current understanding of the evolutionary process as well as the social, political, and intellectual consequences of the evolutionary worldview. (Cannot be taken to fulfill an MS or an MAT in Biology without permission of the appropriate departments.)
Course Type(s): none

BY 521 Cr. 3.0

Pathophysiology and Histology

Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the lifespan. Emphasizes the laboratory identification of vertebrate tissue. Students must earn a minimum of a B- in the course. Students who receive less than a B- will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course. Also listed as Nursing 521.
Course Type(s): none

BY 599 Cr. 2.0 – 4.0

Biological Research

Principles and applications of research in life sciences; participation and presentation of seminars; and preparation of research paper in publishable format. Hours arranged.
Prerequisite: Prior permission of the directing professor, department chair, and graduate program director.
Course Type(s): none

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.

Appendix A: Course Descriptions

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

Course Type(s): none

CJ 500 **Cr. 3.0** **Theories and Methods of Geographic Information Systems**

This course provides students with a solid foundation in the theories and methods of Geographic Information Systems (GIS). Students gain knowledge of important applications, as well as acquisition, accuracy, formatting management, analysis, and manipulation of data. When students complete this course, they are expected to know what GIS is, what GIS can and cannot do, how data is stored, and how data in GIS is manipulated and analyzed to satisfy a project's goals.

Course Type(s): none

CJ 502 **Cr. 3.0** **Advanced Criminology**

Professionals interested in the criminal justice system require a foundation in the criminological theories that underlie criminal behavior and rehabilitation. Provides the student with an opportunity to study and critically evaluate prominent criminological theories presented in the readings and research. Lectures emphasize the role of psychological principles, theories of learning, techniques of counseling, and psychopathology in the context of criminological theory on rehabilitation programs and on policy development. Also serves as a context for other graduate courses that pertain to the prison system and institutional treatment of offenders.

Course Type(s): none

CJ 510 **Cr. 3.0** **The American Penal System**

Examines the history, philosophy, and organizational structure of correctional systems in the United States, analyzing the various models of incarceration as they relate to punishment and rehabilitation.

Course Type(s): none

CJ 512 **Cr. 3.0** **Psychopathology**

Advanced abnormal psychology; intensive investigation of current thinking regarding the etiology and development of aberrant behavior; and theory in the light of experimental findings and clinical applications.

Course Type(s): none

CJ 515 **Cr. 3.0**

Institutional Treatment of the Offender

Provides the theoretical framework for the understanding of criminal behavior and the strategies employed in providing treatment and support services to the inmate. Focuses on techniques designed to facilitate the development of alternative behaviors. Attention will be given to problems that are especially relevant to penal institutions, e.g., violence, racial discord, sexual assault, and theories of punishment.

Course Type(s): none

CJ 525 **Cr. 3.0**

Applied Data Analysis in Criminal Justice

The examination, interpretation, and application of social statistical concepts in criminal justice; computerized data analysis techniques.

Course Type(s): none

CJ 530 **Cr. 3.0**

Criminal Justice Policy

The examination of opposing viewpoints on complex and sensitive issues in criminal justice. Emphasis on providing students with the ability to develop basic thinking skills and assisting students in evaluating sources of information.

Course Type(s): none

CJ 535 **Cr. 3.0**

Evaluation Strategies for Criminal Justice

Formulation of research problems and hypotheses; quantitative research designs; data collection strategies; data analysis methods.

Course Type(s): none

CJ 540 **Cr. 3.0**

Spatial Analysis and Modeling in Geographic Information Systems

Focuses on methods of spatial analysis and various kinds of modeling within Geographic Information Systems (GIS). Included are such topics as: 3-D terrain visualization and analysis, location and network modeling, map algebra, and spatial statistics.

Prerequisite: Criminal Justice 500.

Course Type(s): none

CJ 542 **Cr. 3.0**

Computer Application in Criminal Justice

Introduces computer basics, information system, and the Internet. Students will use several management-related applications, including spreadsheets, databases, employ-

ee performance evaluations, and statistical analysis programs to develop an integrated database management system.

Course Type(s): none

CJ 545 **Cr. 3.0**

Seminar: Ethics, Law, and Society

Probes ethical issues that arise throughout the criminal justice system. Students will examine the fundamental meaning of justice, explore approaches to moral reasoning, and investigate issues such as the use of discretion, capital punishment, prisoners' rights, and other ethics of criminal justice research.

Course Type(s): none

CJ 550 **Cr. 3.0**

Seminar: Police Administration

Examines the tasks and roles of police administrators for effective and efficient police operations. Police organization, policies, and rules will be analyzed for their impact on the delivery of police services.

Course Type(s): none

CJ 552 **Cr. 3.0**

Computer Crime

Understanding the nature of computer crime and the basic principles of technology in order to provide a foundation for criminal investigation.

Course Type(s): none

CJ 555 **Cr. 3.0**

Criminal Procedure and the Constitution

A multidisciplinary examination of the major stages of the criminal process from arrest to trial. The course explores the effectiveness of criminal procedure, the Constitution, and the law in relationship to crime.

Course Type(s): none

CJ 560 **Cr. 3.0**

Seminar: Leadership and Management

Examines the role of leader or visionary in analyzing and improving organizational operations in the criminal justice system. Emphasis is on the ability to assess and solve the complex problems facing criminal justice in the twenty-first century.

Course Type(s): none

CJ 562 **Cr. 3.0**

Graduate Criminal Justice Internship

Provides the student an opportunity to integrate academic

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

Course Type(s): none

CJ 565 **Cr. 3.0**

Comparative Criminal Justice Systems

Compares and contrasts the main similarities and differences among the major criminal justice systems in the world, including the civil law, common law, socialist law, and Islamic law families.

Course Type(s): none

CJ 572 **Cr. 3.0**

Civil Rights and Liberties

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

Course Type(s): none

CJ 575 **Cr. 3.0**

Professionalism in Criminal Justice

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

Course Type(s): none

CJ 595 **Cr. 3.0**

Geographic Information Systems, Crime Mapping, and Analysis

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

Prerequisite: Criminal Justice 500.

Course Type(s): none

Appendix A: Course Descriptions

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 or her research in appropriate written and oral form.

Course Type(s): none

CJ 615 **Cr. 3.0**

Terrorism: Crisis and Trauma

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

Course Type(s): none

CJ 625 **Cr. 3.0**

Terroristic Crime Scene Investigation

Utilizing modern investigative technology in terroristic crime scenes; specialized evidence collection; role of crime scene manager.

Course Type(s): none

CJ 635 **Cr. 3.0**

Weapons of Mass Destruction

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

Course Type(s): none

CJ 650 **Cr. 3.0**

Cyberterrorism

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 662 **Cr. 3.0**

Psychopathology of Crime and Terrorism

Discusses the psychology of criminal behavior and the development of the terrorist. Provides students with an in-depth examination of the psychological consequences of terrorism on a community and the impact of criminal behavior on a victim. Students will be exposed to the neurobiology of fear including predictors of maladaptive/pathological response, and the biological correlates of criminal behavior. Also listed as HLS 662.

Course Type(s): none

CJ 691 **Cr. 3.0**

Criminal Justice Thesis I

Independent investigation of special topics reflecting the research interests of the sponsoring professor.

Prerequisites: Criminal Justice 502, 525, 530, and 542.

Corequisite: Criminal Justice 535.

Course Type(s): none

CJ 692 **Cr. 3.0**

Criminal Justice Thesis II

Independent investigation of special topics reflecting the research interests of the sponsoring professor.

Prerequisite: Criminal Justice 691.

Course Type(s): none

CJ CPE **Cr. 0.0**

Comprehensive Exam

Criminal Justice Comprehensive Exam. This is a pass/fail course.

Course Type(s): none

CO 501 **Cr. 3.0**

Communication Theories for Professional Life

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

Course Type(s): EN.RW

CO 502 **Cr. 3.0**

Research Methods for Professional Life

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

Course Type(s): none

CO 503 **Cr. 3.0**

Graduate Foundations in Communication

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

Course Type(s): none

CO 504 **Cr. 3.0**

Principles of Public Relations

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

Course Type(s): none

CO 505 **Cr. 3.0**

Interpersonal Communication

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

Course Type(s): none

CO 506 **Cr. 3.0**

The Mass Media and Contemporary Values

An analysis of the products of television, cinema, and the print media as they relate to lifestyle, morality, and social behavior in America. Such problems as individuality in a mass society, the power of deity and religions, the decline of family, sexual behavior, and anti-intellectualism will be explored within the framework of intensive media study.

Course Type(s): none

CO 507 **Cr. 3.0**

Organizational Communication

The study of the role and impact of communication in contemporary organizations and a survey of contemporary organizational research. Examination of how an organization's structure, management philosophy, and internal culture impact the flow of information, productivity, and goal achievement of the organization and its members and clients. Study of the communication processes in business, medical, educational, and nonprofit organizations.

Course Type(s): none

CO 508 **Cr. 3.0**

Presentational Communication: Design and Delivery

A survey of the rhetorical principles that provide a basis for the production and analysis of effective oral presentation and impression management. Speech writing and delivery of persuasive presentations with a particular emphasis on presentational technologies. Preparation for a variety of public communication challenges are studied, and student presentation skills are honed in practice sessions.

Course Type(s): TPS

CO 509 **Cr. 3.0**

Communication, Culture, and Community

Fosters an understanding of community as a communication concept and explores the performance of community roles through civic engagement and democratic participation. Students will explore the nature of community, the impact of institutions in everyday life, the consequences of individual, social, and global privilege, and the role of personal responsibility in communities. Students test the possibilities and problems of contemporary forms of community through a community-based service project.

Course Type(s): TPS

CO 510 **Cr. 3.0**

Global Communication

A critical analysis of globalization and global communication theory, research, and other selected theoretical concepts as they apply to international communication and media. Global communication will be portrayed from different perspectives, and this class will examine major trends and stakeholders. Global communication will be examined from theoretical, historical, cultural, economic, public policy, journalism and media, new technology, communication industry, and public relations perspectives.

Course Type(s): none

Appendix A: Course Descriptions

CO 511

Cr. 3.0

Strategic Digital Communication

Through case study analysis, practical assignments, and examination of key public relations and marketing research studies, this seminar type class provides students with an intensive study of the strategic application of integrated digital and social communication tactics as they relate to the fields and practice of public relations and marketing. Through the strategic development of digital integrated communication plans, students will gain an increased understanding of how to engage clients and build online communities, identify influences, establish thought leadership, and apply digital marketing techniques.

Course Type(s): none

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.

Course Type(s): TPS

CO 514

Cr. 3.0

Conflict Management and Negotiation

Theory and research on the nature, causes, and resolution of interpersonal, group, and organizational conflict. A comprehensive examination of conflict styles, techniques, and methods of resolution of conflicts. Emphasis is placed on information sharing, effective listening, problem solving, mediation, and negotiation as tools for conflict management.

Course Type(s): TPS

CO 516

Cr. 3.0

Public Relations and Fundraising for Nonprofits

Through case study analysis, practical assignments, and examination of key public relations theories, this course provides an understanding of the important role that public relations plays in furthering the mission and goals of nonprofit and non-government organizations (NGOs). Instruction focuses on using effective public relations techniques to gain support from different constituencies.

Course Type(s): TPS

CO 520

Cr. 3.0

Communication Ethics

Communication ethics is the study of the principles that govern the conduct of private and public communication in the pursuit of the personal and common good. Provides an introduction to communication ethics through the writings of important ancient and contemporary scholars.

Course Type(s): none

CO 523

Cr. 3.0

Persuasion, Social Influence

A study of the historical and contemporary theoretical approaches and empirical research in the persuasive process. An examination of how information diffuses throughout and affects a socio-cultural system. Attention focused on the emergence, maintenance, and change of attitudes and values. Case study analysis and practicum in social marketing.

Course Type(s): none

CO 524

Cr. 3.0

Public Opinion and Media

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

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.

Course Type(s): none

CO 526

Cr. 3.0

Advanced Public Relations Planning

Explores advanced theoretical foundations and principles demanded of public relations professionals working with corporations, for-profit entities, and non-profit organizations. In addition to surveying relevant public relations

communication theories, students will develop advanced competency skills required to plan and execute comprehensive public relations campaigns. Also examines the dynamics of the evolving approach to integrated marketing communication that currently dominates the field and practice of public relations.

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.

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.

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.

Course Type(s): none

CO 540 **Cr. 3.0**

Organizational Training and Consulting

A survey of adult-learning theory, needs assessment, training techniques, and evaluation as applied to communication training. Planning and implementing training programs that serve real organizational needs. The role and ethical standards of the communication professional serving as a communication specialist or counsel to an organization. The completion of a practicum project in training or development.

Course Type(s): none

CO 561 **Cr. 3.0**

Message Construction: Audio, Video, and Web

How do we create engaging, media-rich content for mobile, tablet, and desktop users in professional settings? This class explores the technical, aesthetic, and critical tools needed to create professional audio, video, and images for online visual communication. Real-world projects that related to the student's field of interest are implemented throughout the course to craft and refine skills in 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 584 **Cr. 3.0**

Leadership Communication

The theory, research, and practice of leadership from a communication perspective. The examination of research on leadership concepts and theories in organizational, group, and public contexts is interdisciplinary in scope. Students will analyze their personal leadership styles, critique historic and contemporary models, examine and develop leadership communication skills through team projects, class exercises, and research.

Course Type(s): none

CO 590 **Cr. 1.0 - 3.0**

Special Problems

For students capable of developing and pursuing a prob-

Appendix A: Course Descriptions

lem 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.

Course Type(s): none

CO 595 **Cr. 3.0**

Corporate and Public Communication Internship

Designed for students with less than one year professional experience. Supervised practical work experience with media outlets, advertising and promotion agencies, public relations firms, film companies, etc. Involves cooperative efforts of departmental faculty and employers. Exposure to current and innovative techniques in research, management, and creative activities while offering practical experience.

Prerequisite: Consent of the graduate advisor and placement.

Course Type(s): none

CO 598 **Cr. 1.0 - 3.0**

Special Topics in Communication

Subject matter varies with the interests of the students and the professor. Intensive study of such topics in communication processes as gender relations, small group communication and decision making, leadership communication, film and video criticism, telecommunication technology, and legal communication.

Course Type(s): none

CO 599 **Cr. 3.0**

Independent Study in Communication

Guided research in selected topics in Communication.

Prerequisite: prior permission of the directing professor and department chair is required.

Course Type(s): none

CO 691 **Cr. 3.0**

Communication Thesis Proposal

A two-semester sequence of an independent research study in consultation with a faculty thesis advisor. In this first semester, the student will select an area of communication research and develop a thesis proposal. The completed ten- to fifteen-page proposal will include a research question or hypothesis, rationale for study, literature review, methodology, and (if applicable) approval from the

Institutional Review Board for research involving human participants.

Prerequisites: Communication 501, 502, and completion of nine graduate level communication credits (or approved equivalent), and permission of the faculty thesis advisor.

Course Type(s): none

CO 692 **Cr. 3.0**

Communication Thesis II

A two-semester sequence of an independent research study in consultation with a faculty thesis advisor. In the second semester, the student will complete work to execute the thesis proposal from Communication 691. The completed twenty-five- to thirty-page thesis will include a research question or hypothesis, rationale for study, literature review, methodology, results, discussion, conclusion, complete bibliography, and appropriate appendices. Upon completion of the study, the student is required to defend the thesis before a faculty committee and to make a presentation in Communication COL, Graduate Colloquium.

Prerequisite: Communication 691.

Course Type(s): none

CO 693 **Cr. 3.0**

Communication Project Proposal

A two-semester sequence of an independent professional project in consultation with a faculty project advisor. In the first semester, the student will review relevant trade and scholarly literature and conduct research leading to the development of a project proposal. The student must receive approval of the project advisor based on a demonstration of his or her pre-existing competence with media message construction. Prerequisites: Communication 501, 502, and completion of nine graduate level communication credits.

Course Type(s): none

CO 694 **Cr. 3.0**

Communication Project

A two-semester sequence of an independent professional project in consultation with a faculty project advisor. In the second semester the student will complete work to execute the project proposal from Communication 693. The project requires the production and execution of a professional-quality media message of significant length and value for a public service organization as well as a well-researched paper documenting and justifying the process. Upon completion of the project, the student is required to defend the project before a faculty committee and to make a presentation in Communication COL,

Graduate Colloquium.
Prerequisites: Communication 693 and permission of the faculty project advisor.
Course Type(s): none

CO COL Cr. 1.0

Colloquium in Communication

Required in first semester of graduate study. Department faculty will present their areas of research and graduate courses they teach. Students network with other students, professors, and speakers from various branches of the field of communication. Graduating students present their research in this forum. (One section required.) This is a pass/fail course.
Course Type(s): none

CO CPE Cr. 0.0

Communication Comprehensive Exam

Communication Comprehensive Exam. This is a pass/fail course.
Course Type(s): none

CS 501A Cr. 3.0

Computer Programming Essentials

An introduction in computer programming for newly admitted graduate students. Students will learn basic concepts in modern computer programming. Students will complete all the programming exercises and assignments in the modern object-oriented language.
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.
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.).
Prerequisite: Computer Science 503 passed with a grade of B- or higher.
Course Type(s): none

CS 509 Cr. 3.0

Advanced Object-Oriented Programming and Design

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

CS 511 Cr. 3.0

Technical Communication

Preparation, analysis, synthesis, and presentation of system documentation, technical papers, and data flow diagrams; literature search.
Prerequisite: Open only to those students accepted in the MS program in Computer Science.
Course Type(s): none

CS 512 Cr. 3.0

Algorithm Design

Design and analysis of algorithms; dependence of algo-

Appendix A: Course Descriptions

rithm efficiency on data structure choice; correctness of algorithm implementation and basic design techniques and their applications to programming with fundamental data structures.

Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.

Course Type(s): none

CS 514 **Cr. 3.0**

Networks

An introductory-level course on the hierarchy of networking software and hardware. Particular emphasis on medium Access Control, Network layer, Transport layer, and Session layer. Several MAC-layer protocols, TCP/IP. Also listed as MIS 514.

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. Also listed as MIS 517.

Prerequisite: Computer Science 503, passed with a grade of B or higher.

Course Type(s): none

CS 518 **Cr. 3.0**

Fundamentals of Computer Security and Cryptography

An introduction to computer security and its related issues, including cryptography. It covers threats assessment, security policies, basic cryptography, security mechanisms, and assurance. Also includes several case studies on enhancing the security level of specific systems by integrating different security mechanisms and techniques. Both theoretical and practical issues are addressed in the course. Students who complete this course successfully will be capable of assessing the threats, enhancing the security, and evaluating the assur-

ance level of specific computer systems.

Prerequisite: Computer Science 514 passed with a grade of B- or higher.

Course Type(s): none

CS 519 **Cr. 3.0**

Advanced Operating Systems

Advanced operating systems with a number of case studies. Emphasis is placed on issues in both centralized and distributed operating systems (concurrency control, resource management, file systems, network interface). Flavored with UNIX; some prior knowledge of C will be an asset but is not necessary.

Prerequisites: Computer Science 505 and 509, both passed with a grade of B- or higher.

Course Type(s): none

CS 520 **Cr. 3.0**

Introduction to Intelligent Systems

Introduction to methods and algorithms used to incorporate intelligence into computer programs. Topics include search techniques, representation and reasoning, and machine learning. Applications of these methods are stressed. Also covers implementation of some of the fundamental algorithms.

Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.

Course Type(s): none

CS 521 **Cr. 3.0**

Artificial Intelligence

Basic and advanced methods in symbolic and quantitative artificial intelligence through Lisp programming techniques. Current issues concerning rule-based vs. statistical methods via applications.

Prerequisites: Computer Science 503 and 520, both passed with a grade of B- or higher.

Course Type(s): none

CS 522 **Cr. 3.0**

Knowledge Fusion

Fundamental techniques for integrating information from heterogeneous sources to obtain actionable knowledge. The sources of information include databases, files, and Web pages. Covered techniques include both those based upon logic and also approaches based on probabilistic reasoning.

Prerequisites: Computer Science 517 and 520, both passed with a grade of B- or higher.

Course Type(s): none

- CS 523** **Cr. 3.0**
Networked Information Systems
 Basic principles, techniques, and tools for building networked information systems with a significant database component. Current protocols, languages, and data formats.
 Prerequisites: Computer Science 505 and 517, both passed with a grade of B- or higher.
 Course Type(s): none
- CS 525** **Cr. 3.0**
Simulation
 Formal models of discrete event systems, computer simulation of models, and analysis of simulation results. Discrete event simulation is applied to studying the performance of computer and communication systems. Object-oriented design 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, and messaging, including XML and SOAP transactions. .NET Framework architecture is used for the applications. We contrast with other platforms, e.g., Java-based Web services. Students implement Web services and simple clients on PCs or mobile devices.
 Prerequisite: Computer Science 503 passed with a grade of B- or higher.
 Course Type(s): none
- CS 530** **Cr. 3.0**
Knowledge-Based Systems
 Fundamental techniques in building knowledge-based systems using logic programming technology; applications of knowledge-based systems; Prolog programming techniques; using advanced Prolog programming 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

Appendix A: Course Descriptions

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 applications, 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, multi-computers, 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. This is a pass/fail course.

Course Type(s): none

CS 598 **Cr. 3.0**

Special Topics in Computer Science

Subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.

Course Type(s): none

CS 618 **Cr. 3.0**

Data Mining

An introduction to the fundamental concepts, algorithms, and techniques of data mining. Topics include: data preprocessing, classification algorithms and techniques, anomaly detection, and the design of data warehousing and OLAP systems.

Prerequisites: Computer Science 517 and 520, both passed with a grade of B- or higher.

Course Type(s): none

CS 625 **Cr. 3.0**

Internet Crawler

In-depth coverage of the crawler component of modern search engines. Examination of the architecture of crawlers; algorithms for visitation, retrieval and processing of Web pages, and link analysis (e.g., PageRank computation). Coverage of ethical and legal issues of customized Web robots. Students build automatic Internet crawlers.

Prerequisite: Computer Science 529, passed with a grade of B- or higher.

Course Type(s): none

CS 627 **Cr. 3.0**

Quantitative Systems Engineering

Development of methods and techniques for analyzing the performance of complex systems. Application to the performance engineering of computer/communications systems, including distributed computing/information systems and integrated telecommunications.

Prerequisite: Computer Science 526, passed with a grade of B- or higher.

Course Type(s): none

CS 628 **Cr. 3.0**

Security of E-Systems and Networks

The fundamental techniques in security of e-based Systems and Computer Networks. E-based systems are ubiquitous in the modern world with applications spanning e-commerce, e-government, e-services, Virtual Private Networks (VPNs), healthcare, and government organizations. Deals with the fundamental concepts and tools of security of e-based systems and computer networks and its range of applications. The topics to be covered include: authentication of users, system integrity, confidentiality of communication, availability of business service, non-repudiation of transactions, public key cryp-

tosystems, 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 network (WLAN) technologies; architectures; protocols; standards; and advanced topics. Security of WLANs, wireless sensor networks (WSNs), cellular systems, and Bluetooth and Home RF networks will be dealt with as well. Intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks.

Prerequisite: Computer Science 514, passed with a grade of B- or higher.

Course Type(s): none

CS 661 **Cr. 3.0**

Computer Science Advanced Project

A challenging project, such as the development of a large, complex program, done under the supervision of a faculty member.

Prerequisites: Completion of all foundation and core courses and departmental approval.

Course Type(s): none

CS 691 **Cr. 3.0**

Computer Science Thesis I

Independent investigation of special topics reflecting the research interests of the sponsoring professor. Provides students with an opportunity to do extended relevant research in collaboration with, or under the supervision of, a faculty member. Sequential registration of one or more

Appendix A: Course Descriptions

credits is required until successful completion. (Minimum of six credits must be accumulated.)

Prerequisites: Completion of all foundation and core courses and departmental approval.

Course Type(s): none

CS 692 **Cr. 3.0**

Computer Science Thesis II

Independent investigation of special topics reflecting the research interests of the sponsoring professor. Provides students with an opportunity to do extended relevant research in collaboration with, or under the supervision of, a faculty member. Sequential registration of one or more credits is required until successful completion. (Minimum of six credits must be accumulated.)

Prerequisite: Computer Science 691.

Course Type(s): none

CS 698 **Cr. 3.0**

Advanced Special Topics

The advanced subject matter varies with the interest of the students and of the professor. The full syllabus for a specific offering will be filed with the STE and Graduate School Deans when it is scheduled. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisites: Computer Science 502, 503, one core, and one 521+ level course, as per course syllabus, all passed with a grade of B- or higher.

Course Type(s): none

CS 699 **Cr. 3.0**

Independent Study in Computer Science

Independent study of a subject not substantially treated in a regular graduate course. Designed for students with superior abilities who, with guidance and direction from the supervising faculty member, can master a new subject. (Limited to students who have not yet taken Computer Science 699.)

Prerequisites: A minimum GPA of 3.50; completion of all foundation and core courses and departmental approval.

Course Type(s): none

ED 050 **Cr. 0.0**

English as a Second Language Instruction for Graduate International Students

This is a pass/fail course.

Course Type(s): none

ED 507 **Cr. 3.0**

Issues and Problems in Education

Major issues and problems affecting education are presented with historical perspectives for understanding the context in which these concerns arose.

Course Type(s): none

ED 510 **Cr. 3.0**

Foundations of Education

An introduction to education in the United States. Principles and practice for instructional delivery are presented. The history of education and philosophical, political, psychological, and social perspectives related to educational practice are explored. Contemporary issues and controversies in American education are highlighted. Fieldwork hours required for Education majors.

Course Type(s): none

ED 524 **Cr. 3.0**

Research in Teaching Practice

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

Course Type(s): MAT

ED 528 **Cr. 3.0**

Middle Level Learning and Teaching

The candidate will examine aspects of middle-level schooling that are responsive to the nature and needs of adolescents. The candidate will apply knowledge of adolescents' cognitive and affective development to design learning environments and to structure and implement learning experiences that effectively promote academic achievement and personal growth for all middle-grade students. Fieldwork is required.

Prerequisites: Education 510 and 550.

Course Type(s): none

ED 529 **Cr. 3.0**

Content Literacy

Focuses on theory, methods, strategies, and materials for teaching literacy in all content areas, with an emphasis at the secondary level of education. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the secondary level. Fieldwork hours are required.

Course Type(s): none

ED 533 Cr. 3.0***Contemporary Issues in Science Education***

Examines current topics of special interest in science content and curriculum to a variety of students. Can be designed individually, based on strengths of students and their interest in personal professional development in an area of concentration in science curriculum. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about science teaching and content.

Course Type(s): none

ED 536 Cr. 3.0***Applied Linguistics for Language Teaching***

Designed to introduce students to the concepts of linguistics as related to bilingual education and the teaching of English as a second language. Students will also learn structural aspects of linguistics, including morphology (words), syntax (sentence patterns), semantics (the meaning of words), phonetics and phonology (the sounds of language), pragmatics (the way language works in the world), and English grammar. Students will gain familiarity with important theories, research, and how the English language works.

Course Type(s): none

ED 537 Cr. 3.0***Science and Society in the Twenty-First Century***

Examines the developments in science knowledge and their impact on society over the last century and predicts changes that might occur in the twenty-first century.

We are the only species on earth that has the power to change our environment and the ability to comprehend the universe. Students will explore major scientific advances over the past 100 years and the resulting problems that these advances have wrought. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about the history and sociology of science.

Course Type(s): none

ED 550 Cr. 3.0***Teaching Diverse Populations***

Addresses two issues in today's field of education: ESL students in mainstream classrooms and students with special needs in inclusion classrooms. The relevant topics will be explored from a multicultural perspective to provide teacher candidates with a theoretical foundation, an understanding of their legal responsibility, and an opportunity to design instruction addressing various needs of diverse students in an inclusive setting. Fieldwork is required.

Prerequisite: Education 510.

Course Type(s): MAT

ED 552 Cr. 3.0***Child and Adolescent Development***

Psychological, sociological, and physiological development related to academic functioning of children and adolescents. Learning theories studied are related to current educational concerns in this age group. For Education majors only.

Course Type(s): none

ED 554 Cr. 3.0***Supplemental Instruction in Reading and Mathematics***

Focuses on supplemental instruction for reading and mathematics in educational settings from grades six to eight but draws heavily on assessment and analysis of student errors from Pre-K to grade five as well. Extensive opportunities for diagnosis and planning for remedial intervention in reading and mathematics will be provided. Prerequisites: Education 556 and Educational Leadership 575.

Course Type(s): MAT

ED 556 Cr. 3.0***Teaching Elementary Mathematics***

Provides elementary teacher candidates with a modern vision of elementary mathematics and beyond. Candidates will learn to create a math classroom where students of diverse backgrounds and abilities can construct a conceptual as well as a procedural understanding of mathematics. Fieldwork is required. Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 560 Cr. 3.0***Methods of Teaching in Secondary Education***

A general methods course designed for candidates who are preparing to teach in subject-specific classrooms in high school environments. Provides an integrated perspective of general teaching methods from grade nine through grade twelve. Fieldwork is required.

Prerequisites: Education 510, 550, and 552; and permission of the MAT program director.

Course Type(s): none

ED 562 Cr. 3.0***Methods of Teaching Science at the Elementary Level***

Provides an integrated perspective of teaching science

Appendix A: Course Descriptions

at the elementary level. This perspective will allow future elementary teachers to understand how foundational science concepts should be taught. It will allow future elementary teachers to appreciate the developmental needs of early learners and the corresponding pedagogy utilized. Predominantly hands-on, interrelated to the national and New Jersey Science Core Curriculum Content Standards, providing useable materials adapted to each student's needs. Fieldwork is required.

Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 563 **Cr. 3.0**

Assessment and Treatment of Literacy Problems

Focus is on authentic assessment and corrective teaching strategies to address literacy problems from a developmental perspective. Techniques and methods for at-risk learners will be emphasized. Strategies that guide students to self-monitor their literacy acquisition will be addressed.

Prerequisite: Educational Leadership 503.

Course Type(s): none

ED 564 **Cr. 3.0**

Preparing for School Mathematics: Secondary

Provides secondary-mathematics teacher candidates with knowledge for teaching secondary mathematics. Candidates will learn to create a math classroom where students of diverse backgrounds and abilities can construct a conceptual, as well as a procedural, understanding of mathematics. Fieldwork is required. Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 565 **Cr. 3.0**

Methods of Teaching Mathematics for Secondary School Part II

Extends the study of secondary methodology begun in ED 564. The intent is to deepen the understanding of future secondary-school teachers in the complexities of the secondary-mathematics curriculum and build their competencies at the level of instructional implementation. Instructional methodologies studied will be more broadly applied to more advanced mathematical concepts. Fieldwork is required.

Prerequisite: Education 560 or 564.

Course Type(s): none

ED 566 **Cr. 3.0**

Methods of Teaching Science at the Secondary Level I

Provides the candidates with an understanding of the

concepts and relationships of science to support student learning. The teaching strategies and techniques are based on research and emphasize the need to provide equal opportunities for all learners. Focuses on teaching science through inquiry as defined by state and national standards for science education. Fieldwork is required.

Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 567 **Cr. 3.0**

Methods of Teaching Science at the Secondary Level II

Science methods for initial MAT students at the secondary level. Provides active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the National Science Education Standards and the New Jersey Core Curriculum Content Standards for science, this course will utilize projects, cases, and problems in real-world settings using a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences. Designed for those with a strong background in science. Fieldwork is required. Prerequisite: Education 560 or 566.

Course Type(s): none

ED 576 **Cr. 3.0**

Teaching Social Studies at the Elementary Level

Introduces the P-8 teacher certification candidates to the social studies curriculum and methods. Emphasizes national and state standards for social studies education cross-curriculum integration, particularly world languages and culture, personal and social problem solving, and situated cognition in social studies education learning. Fieldwork is required.

Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 578 **Cr. 3.0**

Methods of Teaching English at the Secondary Level

Prepares candidates to teach English/language arts at the secondary level (grades 7-12) by providing the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Emphasizes the use of literature and the integration of the components of literacy, namely reading, listening, speaking, and viewing. The New Jersey Core Curriculum Standards will be an integral part of the course. Fieldwork is required.

Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 579 **Cr. 3.0**
Teaching Social Studies and Cultural Education at the Secondary Level

Introduces the middle- and secondary-level teacher certification candidate to social studies curriculum and methods. Emphasizes national and state standards for social education curriculum across the social science disciplines. Fieldwork is required.

Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 580 **Cr. 3.0**
Secondary Social Studies Education Part II

Expands and further develops competencies covered in Part I. Instructional methodologies focusing on a constructivist, student-centered approach will be explored.

Targets strategies for future secondary teachers to meet the New Jersey Core Curriculum Content Standards for Social Studies including: infusing Economics and Geography into the curriculum, developing greater technology coalescence, extending cross-curriculum lesson plans, embracing a pluralistic approach, and expanding multicultural themes. Course design will foster the development of effective inquiry-based curriculum activities making effective use of community-based resources.

Fieldwork is required.

Prerequisite: Education 560 or 579.

Course Type(s): none

ED 582 **Cr. 3.0**
World Language Education

Issues and practices in world language education.

Fieldwork is required.

Prerequisites: Education 529, 550, and Foreign Language 599.

Course Type(s): none

ED 583 **Cr. 3.0**
Theories and Practice of ESL Instruction Part I

With an emphasis on teaching English through content, Part I of this two-semester course introduces the history of ESL teaching and critically explores exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined. Fieldwork is required.

Prerequisites: Education 529, 550, and English 563.

Course Type(s): MAT

ED 584 **Cr. 3.0**
Theories and Practice of ESL Instruction Part II

A continuation of Part I, examines public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. While more approaches to ESL instruction will be introduced, a wide range of ESL instructional materials, services, and assessment measures will be introduced and explored. Fieldwork is required.

Prerequisite: Education 583.

Course Type(s): none

ED 585 **Cr. 3.0**
Methods of Teaching English at the Secondary Level Part II

A continuation of Part I. Expands teacher candidates' understanding of the intricacies of curriculum design and planning and builds their teaching competencies in English/Language Arts at the secondary level (grades seven to twelve). Teacher candidates will have increased opportunities to apply theory and refine practice in the use of print and non-print texts and in the integration of the English Language Arts. The NCTE/IRA English Language Arts Standards and the New Jersey Core Curriculum Standards for Language Arts/Literacy will be applied throughout the course. Fieldwork is required.

Prerequisite: Education 560 or 578.

Course Type(s): none

ED 586 **Cr. 3.0**
Bilingual Education: Theories and Practices

Emphasis on teaching content in bilingual/bicultural education, an understanding of bilingual development and available dual-language program models for language and literacy development. How bilingual/bicultural programs based on community needs can be developed, implemented, and assessed will be explored with the embedded theories and research studies in bilingual/bicultural education carefully examined. Fieldwork is required.

Prerequisite: Education 583.

Course Type(s): none

ED 587 **Cr. 3.0**
Integrated Methods in K-12 Education

In-depth understanding and application of curriculum and instruction in K-12 education. Fieldwork is required.

Prerequisites: Education 510, 550, and 552 and a minimum GPA of 3.00.

Course Type(s): none

Appendix A: Course Descriptions

ED 593 **Cr. 9.0**

Student Teaching

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

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

Course Type(s): none

ED 594 **Cr. 9.0**

Supervised Student Teaching

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

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

Course Type(s): none

ED 596 **Cr. 3.0**

Methods of Teaching Health K-12

Focuses on the planning, development, and teaching of health education in K-12 school settings. Emphasis will be placed on using recent data and contextual information to design instruction that focuses on the importance of exercise, family and community, school and work environments, and diet to promoting and maintaining good health throughout life for students with diverse needs and from diverse backgrounds. Fieldwork is required.

Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 597 **Cr. 3.0**

Methods of Teaching Physical Education K-12

Designed to present current methods and techniques of teaching physical education to students in grades K-12. Particular attention will be on new techniques for adjusting tasks for a wide variety of children's interests, abilities, and learning styles, and ensuring safe use of equipment in physical education. In addition, lifetime sports and activities for students with diverse needs and from diverse backgrounds will be highlighted. Fieldwork is required.

Prerequisites: Education 510, 550, and 552.

Course Type(s): none

ED 598 **Cr. 3.0**

Special Topics in Education

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.

Course Type(s): none

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 No Child Left Behind (NCLB). Candidates will consider the importance of study tied to socially

responsive curricular design.
Course Type(s): none

ED 618 **Cr. 3.0**
Survey of Curricular Paradigms

Provides an examination of the field of Curriculum Studies through the lens of key paradigms and perspectives.
Course Type(s): none

ED 620 **Cr. 3.0**
Philosophy and Curriculum

Serves to extend the examination of the evolution and current conditions of the field of curriculum studies initiated in fundamentals of curriculum studies. Introduces the work of core philosophies that inform contemporary curriculum work and encourage participants' analysis of various influential voices in the field. Primary goals are to engage in critical discussions about the work of various philosophers who have influenced the field of curriculum studies and conceptualize connections between those works and our daily practice in the field.
Course Type(s): none

ED 624 **Cr. 3.0**
Research in Teaching Practice

Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include literature reviews, analysis and implication of existing research, classroom observation skills, and the role of the teacher as reflective practitioner.
Course Type(s): none

ED 626 **Cr. 3.0**
Assessment Practice Now and When

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

ED 630 **Cr. 3.0**
Research in Curriculum Studies

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

ED 632 **Cr. 3.0**
Classroom Technologies and Educational Media

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

ED 645 **Cr. 6.0**
Theories and Practice of ESL Instruction

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

ED 658 **Cr. 3.0**
Advanced Curriculum Studies

A comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.
Course Type(s): none

ED 670 **Cr. 3.0**
Qualitative Research: Principles and Practices

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

Appendix A: Course Descriptions

ED 680 **Cr. 3.0** **Advanced Professional Development Seminar for Teachers**

This capstone seminar will support candidates for the degree in producing electronic portfolios, teacher research plans for teaching improvement, presentation of research, and self-reflection for future professional growth.

Course Type(s): none

ED 698 **Cr. 3.0** **Special Topics in Curriculum and Instruction**

The subject matter varies with the interest of the candidates and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated on the candidate's transcript. The course curriculum will include a variety of readings, as well as a research-based summative course assessment. Prerequisite: Permission of the program director.

Course Type(s): none

ED 699 **Cr. 3.0** **Independent Study in Education**

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.

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

Course Type(s): none

EDC 500 **Cr. 3.0** **Introduction to Professional Counseling**

Designed as an introduction to the counseling profession with an emphasis on school counseling and student affairs. Traces the history of the school counseling profession, exposes the student to theoretical positions and approaches of counselors, orients the student to an initial understanding of legal and ethical obligations, prepares the student for school counseling, student affairs and the culture of schools and university, differentiates school counseling and student affairs from other counseling specialties and other school professionals, and provides the basis for continued studies in the counseling program.

Course Type(s): none

EDC 501 **Cr. 3.0** **Introduction to College Student Development and Student Affairs**

A foundational overview of the theory and practice of student affairs administration and college counseling with an emphasis on educating emerging professionals to facilitate development in postsecondary students and environments within higher education. This course will focus on college student development theory and developing supportive frameworks necessary to promote student success.

Course Type(s): none

EDC 505 **Cr. 3.0** **Counseling and Ethical Practice**

An intensive introduction to counseling skills and ethical principles within the school/university environment. Skills in counseling responses, feedback, goal setting, termination, and follow-up are practiced in a clinical setting. Integration of ethical and legal procedures into school counseling/student affairs practice with children, families, and young adults is emphasized. A combination of theory and practice through role-play, videotape practice, and supervisory feedback.

Course Type(s): none

EDC 510 **Cr. 3.0** **Human Growth and Development**

A study of principles and concepts of cognitive, personality, and social development from conception through death. An overview of empirical research and theoretical frameworks used in the study of life-span human development with a special emphasis on school-age and young adult populations. Uses both lecture and seminar formats. Students should be able to discuss the major theoretical questions involved in the study of life-span development, as well as be able to discuss current findings in the areas of social, cognitive, personality, and moral development and the implications for student success in school and throughout the life span.

Course Type(s): none

EDC 515 **Cr. 3.0** **Risk and Resiliency in Children and Adolescents**

Examines the developmental trajectory for at-risk children and adolescents and factors that promote resilience. Thoroughly examines the etiology of alcohol and drug abuse. Factors that contribute to school failure and success will also be addressed. Candidates will be able to identify risk (e.g., poverty, disabilities, child maltreatment,

etc.) and protective factors and identify interventions that promote positive developmental outcomes.
Course Type(s): none

EDC 520 **Cr. 3.0**

Advanced Topics in Race and Racism

Targets advanced topics in race and racism. More specifically, the course will progress through discussions and education about the history of race and related racism in the United States; current systemic racial inequities; personal and societal racism and its impacts on People of Color and Whites; White cultural norms and related power and privilege; White ethnicity and its relation to race and racism; and skill building in antiracist advocacy for counselors. This is a pass/fail course.

Prerequisite: Educational Counseling 535.

Course Type(s): none

EDC 525 **Cr. 3.0**

Assessment for Counseling

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

Course Type(s): none

EDC 530 **Cr. 3.0**

Counseling Theory and Practice

Explores the major counseling theories and related techniques with emphasis on translating counseling theory into effective practice with children, adolescents, adults, and families in schools and universities. Special attention is given to experiential analysis and the demonstration of effective school counseling skills using the various theoretical modalities. Part theory and part counseling skills laboratory with intensive role-play, discussion and feedback.

Prerequisite: Educational Counseling 500.

Course Type(s): none

EDC 535 **Cr. 3.0**

Diversity and Social Justice

Experiential and clinical opportunities to become multiculturally competent school/university counselors as well as to understand students and their families within their

unique cultural, historical, and ethnic contexts. Emphasis is placed on individual, group and systemic counseling models and interventions to promote multicultural sensitivity, diversity, equity, and access for all students. Extensive personal development experiences, role-play, and Triad Model practice are provided.
Course Type(s): none

EDC 540 **Cr. 3.0**

Group Counseling

Designed to provide an overview of the basic process, dynamics, theoretical components, and developmental aspects of group counseling. It encompasses an increase in counselor skills, group leadership, and facilitation.

Emphasis is placed on understanding the diversity of students and their families. Combines the use of lectures, discussion, experiential exercises, readings, and journaling to advance students' knowledge and skills in group counseling. Emphasis on working with diverse groups is also integrated into the course. Students will explore group leader and member roles through participation in various group situations.

Prerequisites: Educational Counseling 500, 505, and 530.

Course Type(s): none

EDC 545 **Cr. 3.0**

Career Development and Counseling

Designed to explore career counseling, development theory, and practices with consideration for life roles, diversity issues, and nontraditional careers within the context of school and university settings. Theories, models, techniques, and resources including consultation relevant to decision making, assessment, career planning, and placement are addressed with attention to computer-based applications and Internet resources. Prerequisites: Educational Counseling 500, 505, and 530.

Course Type(s): none

EDC 550 **Cr. 3.0**

Counseling At-Risk Children and Families

Counseling, intervention, and referral techniques for at-risk children, adolescents, and their families with intensive practice in family counseling and crisis intervention skills. Family theory and applications for practical skills in the school environment are emphasized through various experiential learning activities. The school counselor's role as an advocate and direct-service provider for students and their families with multiple risk factors is emphasized.

Prerequisites: Educational Counseling 500, 505, and 530.

Course Type(s): none

Appendix A: Course Descriptions

EDC 555 **Cr. 3.0** ***School Counseling Program Planning and Consultation***

A comprehensive data-driven overview of the theory and practice for designing, implementing, and evaluating a comprehensive school counseling program P-12. Consultation within a school setting will be emphasized in this course. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Empirical research will be utilized in conjunction with school counseling programs based on national standards.

Prerequisites: Educational Counseling 500, 505, and 530.
Course Type(s): none

EDC 560 **Cr. 3.0** ***Consultation Procedures for Counseling***

Explores foundational concepts, theories, and models fundamental to school-based practices. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Consultation procedures are emphasized as a central part of the school counselor competencies in a multicultural environment. Includes consultation case conceptualization, role-play, clinical demonstrations, reflections, and course projects.

Prerequisites: Educational Counseling 500, 505, and 530.
Course Type(s): none

EDC 565 **Cr. 3.0** ***Supervision of Counselors***

Explore current foundational concepts, theories, and models fundamental to the administration of supervision of school counselors, and student service professionals within an educational environment. Multidimensional approaches to clinical supervision will be addressed using supervision models, including practical experience for counseling professionals who have responsibility directing the personal and professional development of school counselors. Critical analysis of theories of counselor supervision, techniques associated with theories, and assessment of supervision models will be examined. Also explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. Further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, research, and social justice.

Course Type(s): none

EDC 570 **Cr. 3.0** ***Alcohol and Drug Abuse Programs and Services***

A comprehensive study of alcohol and drug programs and services in the school and community including research-based prevention and intervention programs, chemical health curricula, policy, and staff development. Emphasis on the role of the substance awareness coordinator in organizing and coordinating intervention and referral services and multidisciplinary intervention teams.

Course Type(s): none

EDC 575 **Cr. 3.0** ***Alcohol and Drug Assessment and Counseling***

A comprehensive approach to assessment and treatment planning with alcohol and drug-affected students, including the intake interview, clinical assessment, and administration and interpretation of formal and informal instruments. Attention is given to the roles of the substance awareness coordinator and the counselor in assessment, referral, and intervention.

Course Type(s): none

EDC 580 **Cr. 3.0** ***Behavioral Issues in Counseling***

Designed to explore the contemporary behavioral issues that affect preschool- through university-level students and their families. Emphasis will be placed on a comprehensive understanding of commonly encountered behavioral issues such as ADD/ADHD, Persuasive Development Disorders, and Mood Disorders. Students will learn the process of identification, assessment, intervention, and follow-up of working with students with such issues.

Course Type(s): none

EDC 598 **Cr. 3.0** ***Special Topics in Educational Counseling***

The subject matter varies with the interest of the students and the professor. The exact nature of the topic covered in any given semester is indicated on the student's transcript.

Course Type(s): none

EDC 599 **Cr. 3.0** ***Independent Study in Educational Counseling***

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of a counseling faculty member. Written evaluation of the research is required. For students with superior ability.

Prerequisites: Prior permission of the directing professor

and department chair. Application must be filed before registration.

Course Type(s): none

EDC 600 **Cr. 3.0**
Practicum in Counseling

An intensive supervised 100-hour field-based experience in the school or university, which provides an orientation to the school counselor's role within a school counseling program or student affairs program. Provides supervised opportunities to practice individual and group counseling skills along with day-to-day tasks of the school counselor/student affairs professional. Additionally, intensive individual and group supervision is provided through videotaped and/or audiotaped sessions.

Prerequisites: Educational Counseling 500, 505, 530, and 535.

Course Type(s): none

EDC 601A **Cr. 3.0**
Internship in Counseling I: School Counseling

An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audiotaped sessions. Students in the school counseling track should register for EDC 601A and students in the student affairs/college counseling track should register for EDC 601B.

Prerequisites: Educational Counseling 500, 505, 520, 530, 535, 540, 600, and completion of twenty-four credits. Corequisite: EDC Comprehensive Exam.

Course Type(s): none

EDC 601B **Cr. 3.0**
Internship in Counseling I: Student Affairs/College Counseling

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

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

Prerequisites: Educational Counseling 500, 505, 520, 530, 535, 540, 600, and completion of twenty-four credits. Corequisite: EDC Comprehensive Exam. Course Type(s): none

EDC 602A **Cr. 3.0**
Internship in Counseling II: School Counseling

An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC 602A, and students in the student affairs/college counseling track should register for EDC 602B.

Prerequisite: Educational Counseling 601A or 601B. Corequisite: EDC Comprehensive Exam. Course Type(s): none

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

An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC 602A, and students in the student affairs/college counseling track should register for EDC 602B.

Prerequisite: Educational Counseling 601A or 601B. Corequisite: EDC Comprehensive Exam. Course Type(s): none

EDC 604 **Cr. 3.0**
Clinical Practice in Addiction

Evaluates the clinical implications of substance use and

Appendix A: Course Descriptions

abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiology, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented, and evaluated. On a mezzo level, the effects of the extended family and systemic community of those who use substances are addressed. Strategies for meeting those needs will be researched and evaluated. Lastly, on the macro level, existing resources available and active policy regarding substance abuse will be critically studied, and potential proposed changes will be discussed. Also listed as Social Work 604.

Course Type(s): none

EDC 605 **Cr. 3.0**

Clinical Practice with Families and Children

Provides a historical perspective on family-centered practice. Introduces major theories and intervention types that are the foundation for clinical work with diverse families. Also listed as Social Work 605.

Course Type(s): none

EDC 610 **Cr. 3.0**

SAC Internship

A supervised three-credit, 300-hour field-based supervised experience in the school, which allows students to intern as a student assistance coordinator. This is the culminating activity of the student assistance coordinator program in which students will apply what they have learned in a school setting.

Prerequisites: Psychological Counseling 540, Psychological Counseling 515 or Educational Counseling 510 or Social Work 509; Psychological Counseling 542 or Educational Counseling 604 or Social Work 604; Psychological Counseling 510 or Social Work 518; Educational Counseling 555 and permission of the instructor.

Course Type(s): none

EDC CPE **Cr. 0.0**

Counseling Preparatory Comprehensive Examination

A comprehensive examination to demonstrate the knowledge of counseling in terms of CACREP professional standards of 1) Human Growth and Development, 2) Social and Cultural Foundations, 3) Helping Relationship, 4) Group Work, 5) Career and Lifestyle Development, 6) Appraisal, 7) Research and Program Evaluation, and 8) Professional Orientation and Ethics. Must be taken during Internship 1 and 2. This is a pass/fail course.

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. Fieldwork is required.

Course Type(s): none

EDL 504 **Cr. 3.0**

Introduction to Educational Leadership and Supervision for Student Learning P-12

An introduction to the conceptual, theoretical, and practical foundations of educational administration and supervision. Examines the knowledge and research base of learning theory and the role of administrators and supervisors as instructional leaders in transferring theory into best practices to enhance student learning and sustain professional learning communities.

Course Type(s): none

EDL 515 **Cr. 3.0**

Advanced Literacy Instruction

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

Course Type(s): MAT

EDL 516 **Cr. 3.0**

Literacy Strategies for All Learners I

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

Course Type(s): none

EDL 517 **Cr. 3.0**

Literacy Strategies for All Learners II

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

Course Type(s): none

EDL 521 **Cr. 3.0**

Early Childhood Family, School, and Community Collaboration in a Diverse Society

Focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture, and society. It identifies the members of teams designed to support and optimize children's health, growth, and development and the network of community services to individuals, families, and groups handicapped by social, environmental, health, and related problems.

Course Type(s): none

EDL 522 **Cr. 3.0**

Early Literacy and Language Development

Focuses on the early literacy and language development of regular and special education children, ages three through eight. The content includes the study of the theories and acquisition of language, the interrelated nature of reading and writing, the appropriate development and assessment of early literacy, methods for engaging and motivating young learners, and the importance of family

involvement.

Course Type(s): none

EDL 525 **Cr. 3.0**

Multicultural Literature and Literacy

Focuses on multicultural literature and how it is integrated into a classroom and/or school-wide literacy program. A wide array of multicultural literature and other genres for children and young adults will be presented, studied, and integrated into a Teacher Work Sample. Coaching colleagues and paraprofessionals is emphasized.

Prerequisite: Educational Leadership 515.

Course Type(s): none

EDL 526 **Cr. 3.0**

Strategies for Teaching Writing, K-12

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

Course Type(s): none

EDL 527 **Cr. 3.0**

Literacy Trends and Issues

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

Prerequisite: Educational Leadership 515.

Course Type(s): none

EDL 530 **Cr. 3.0**

School Law and Policy

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

Course Type(s): none

EDL 531 **Cr. 3.0**

Economics and School Business Leadership

Should be thought of as an applied economics course. It will focus on the topics that are of the greatest interest and importance to school business administrators. Applies topics in economic theory to administrative decision making. This course is concerned with the relationships between schools, consumers, and the economic

Appendix A: Course Descriptions

environment in which they operate.
Course Type(s): none

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

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

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

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

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

EDL 537 **Cr. 3.0**
Technology for School Leaders
Focuses on the practical applications and the authentic

use of technology to provide instructional and administrative support of the learning community.
Course Type(s): none

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

EDL 541 **Cr. 3.0**
Leadership and Administration of Campus Environments
A complete overview of administration, organization, and governance models of American higher education institutions. Through gaining a conceptual understanding of the college and university campus as an environment, this course will focus on leadership and social justice systems approaches necessary to facilitate a culture to promote the retention and persistence of postsecondary students within campus environments.
Course Type(s): none

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

EDL 552 **Cr. 3.0**
Creative Technology: Utilizing Technology to Ignite a Passion for Learning
Through graphic design and the integration of digital photography, Flip Video, software such as PowerPoint, the Print Shop, and multi-media projection devices, the opportunity to use technology for stimulating, engaging,

and motivating students will be explored. Enables students to explore and develop exciting learning experiences. Includes ways to utilize resources in routine lesson planning and to make technology an exciting aspect of all lesson plans.

Course Type(s): none

EDL 553 **Cr. 3.0**

Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom

Expands further upon the various forms of technology available for classroom use. Students will develop engaging learning activities designed to meet the diverse learning needs within a classroom. Opportunities will be provided to explore the various possibilities for modifications and adaptations made possible via specific technology tools. Helps students maximize learning opportunities through the use of Podcasts, instant messaging, text-to-speech capabilities, WebQuests, and more.

Prerequisites: Educational Leadership 551 and 552.

Course Type(s): none

EDL 554 **Cr. 3.0**

A Proactive Approach to Technology Implementation Across the Curriculum

Focus is on helping students infuse teaching with meaningful technology across the curriculum. Students will have the opportunity to create, share, demonstrate, and showcase a portfolio of resources, strategies, methods, and varied options for technology integration through the creation of an authentic classroom technology plan. Through collaboration, guidance practice, then independent work, students will embrace all aspects of technology integration and work step-by-step to create a ready-to-use plan.

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

Appendix A: Course Descriptions

EDL 572 **Cr. 3.0**

Current Topics in Educational Psychology

Several important contemporary theoretical, applied, and methodological issues in various areas of educational psychology are selected by the instructor for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

Course Type(s): none

EDL 575 **Cr. 3.0**

Methods of Teaching Language Arts and Content Literacy at the Elementary Level

Provides candidates with the knowledge of language as a medium for teaching and learning. Candidates will be introduced to strategies that facilitate an integrated approach to language arts and content literacy instruction. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the elementary level. Fieldwork is required.

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**

Topics in School Leadership, Supervision, and Curriculum P-12

Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary

school administrator and/or supervisor will be discussed in conjunction with the ELCC Standards including curriculum review and revisions. Practical application of these concepts will be the primary focus of the course and the course assessments.

Prerequisite: Educational Leadership 569. Corequisite: Educational Leadership 590A.

Course Type(s): none

EDL 589 **Cr. 3.0**

Advanced Topics in School Leadership, Supervision, and Curriculum P-12

Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator and/or supervisor will be discussed in conjunction with the ELCC Standards. Further extending the practical application of the concepts in EDL 588 will be the primary focus of the course and the course assessments.

Prerequisite: Educational Leadership 588. Corequisite: Educational Leadership 590B.

Course Type(s): none

EDL 590A **Cr. 1.0**

Internship for School Leadership (P-12) I

Designed to occur over one semester and culminate in the accruing of 150 internship hours out of the required 300 internship hours required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal. The first 150 hours may be done in the candidate's own building. The second 150 hours must be done in a diverse school setting different from the candidate's previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

Corequisite: Educational Leadership 588.

Course Type(s): none

EDL 590B **Cr. 1.0**

Internship for School Leadership (P-12) II

Designed to occur over one semester and culminate in the accruing of 150 internship hours out of the required 300 internship hours required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal. The first 150 hours may be done in the candidate's own building. The second 150 hours must be done in a diverse school setting different from the candidate's previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

Corequisite: Educational Leadership 589.
Course Type(s): none

EDL 593 **Cr. 3.0**
Administration and Supervision of Literacy Practices and Professional Development for School Leaders

Focuses on the principles, methods, and materials applicable to the administration, organization, and supervision of literacy programs as well as the coaching of staff and colleagues. Students are involved in observation, supervision, and a long-term staff development program in schools.

Prerequisite: Educational Leadership 569.
Course Type(s): none

EDL 598 **Cr. 3.0**
Special Topics in Educational Leadership

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisite: Permission of the program director is required.

Course Type(s): none

EDL 599 **Cr. 3.0**
Independent Study in Education

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.

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

Course Type(s): none

EDL 600 **Cr. 3.0**
Professional Issues in Speech-Language Pathology

Presents professional practice issues in speech-language pathology including scope of practice, certification and licensure as well as healthcare legislation and regulation. Code of ethics and ethical decision making will also be addressed. Students will have the opportunity to explore contemporary service delivery topics using case studies focusing on ethical dilemmas and controversial practices that may arise in professional settings. Students will also be exposed to multicultural perspectives to contemporary issues as well as evidence-based practice.

Course Type(s): none

EDL 601 **Cr. 3.0**
Research Methodology and Applications I

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

Course Type(s): none

EDL 602 **Cr. 3.0**
Research Methodology and Applications II

This course is designed to extend students' understanding of research methodological knowledge and techniques presented in Educational Leadership 601 Research Methodology and Applications I. Beginning with an in-depth examination of the various types of quantitative and qualitative research designs in education, the course will present students with inferential statistical procedures, experimental vs. non-experimental studies, and an analysis of results and their implications. Students will use the information garnered through this course, along with their completed research proposal, to gather, analyze, and present their data and findings in the form of a research thesis.

Prerequisite: Educational Leadership 601.

Course Type(s): none

EDL 603 **Cr. 3.0**
Individual Research Study

Techniques of educational research including: types of research, problem definition, variables and controls, data collection, data analysis and communication of results.

Course Type(s): none

EDL 604 **Cr. 3.0**
Clinical Methods in Speech-Language Pathology

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

Course Type(s): none

Appendix A: Course Descriptions

EDL 606 **Cr. 3.0** **Research-Based Program Evaluation and Decision Making**

Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the basic principles and practices in educational program evaluation as well as the process of using evaluations to make decisions on the implementation of new programs or on the continuation of existing programs. Research of best practices, data-driven assessment that is unique to each student's particular school, statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. Presents students with the larger political, administrative, and financial issues that occur in program evaluation.

Prerequisite: Educational Leadership 569.

Course Type(s): none

EDL 610 **Cr. 3.0** **Neurological Language Disorders and Aphasia**

Addresses the nature, etiology, and clinical management of adults with acquired language disorders, with primary emphasis on aphasia and related cognitive disorders. Students will study the structures and functions of the central and peripheral nervous system as they relate to human speech, language, and cognition.

Course Type(s): none

EDL 614 **Cr. 3.0** **Assessment and Treatment of Dysphagia**

Examines assessment and intervention for feeding and swallowing disorders in children and adults. Addresses the implementation of clinical examination procedures and interpretation of instrumental diagnostic procedures. Instructional strategies for rehabilitation and compensatory feeding strategies will be provided.

Course Type(s): none

EDL 620 **Cr. 3.0** **Practicum in Executive Leadership**

Issues, principles, and responsibilities of the executive leader at the district level are focused on. Using the ELCC Standards as a guide, the practical applications of contemporary principles of educational leadership through a 150-hour internship experience are explored.

Prerequisite: Educational Leadership 589.

Course Type(s): none

EDL 625 **Cr. 3.0** **Assessment Procedures in Speech-Language Pathology**

Presents an overview of diagnostic tests and procedures used in assessment of speech and language disorders across the lifespan. Students will learn the principles of measurement, including reliability and validity, the calculation and interpretation of standardized test results, and standard deviation.

Course Type(s): none

EDL 630 **Cr. 3.0** **Pediatric Language Disorders**

Examines the communicative behaviors of infants, toddlers, and preschoolers and school-age children at risk or diagnosed as having a communication disorder. Students will learn etiologies, characteristics, assessment, and intervention strategies that are appropriate for treating children with language disorders. Particular emphasis will be placed on academic, cognitive, and augmentative aspects of language use with populations who are culturally and linguistically diverse.

Course Type(s): none

EDL 636 **Cr. 3.0** **Communication in Autism Spectrum Disorders**

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

Course Type(s): none

EDL 645 **Cr. 3.0** **Disorders of Articulation and Phonology**

Examines both typical and disordered phonetic and phonological development in children, the nature of non-organic articulation and phonological disorders, the evaluation process, and appropriate intervention strategies for linguistically diverse populations.

Course Type(s): none

EDL 650 **Cr. 3.0** **Fluency Disorders**

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

Course Type(s): none

EDL 655 **Cr. 3.0**

Disorders of Voice and Resonance

Examines normal and abnormal laryngeal function. The nature and etiology of a variety of vocal pathologies will be explored. Identification, assessment, as well as evidence-based treatment strategies for functional, neurogenic and organic voice disorders will be presented. Case studies and guided observations will be used. Designed to extend the foundation knowledge of the speech-language pathology student relevant to the nature of resonance disorders including cleft palate.

Course Type(s): none

EDL 660 **Cr. 3.0**

Motor Speech Disorders

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

Course Type(s): none

EDL 664 **Cr. 3.0**

Audiology and Aural Rehabilitation

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

Course Type(s): none

EDL 665 **Cr. 3.0**

Augmentative and Alternative Communication

Provides information about augmentative and alternative communication (AAC) assessment and intervention practices related to providing services for clients with AAC needs. Students will learn concepts, strategies, techniques, and issues in the field of AAC. Focus will include research that has been conducted in the field of AAC, assessment and clinical procedures, meeting the AAC needs of clients with developmental and acquired disabilities across the lifespan, and hands-on training with devices and methods of AAC.

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 is 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 675 **Cr. 3.0**

Traumatic Brain Injury

Examines neurophysiological, cognitive, neuropsychological, and social/emotional issues associated with traumatic

Appendix A: Course Descriptions

brain injury. Assessment and treatment for cognitive disorders associated with traumatic brain injury will be addressed.

Course Type(s): none

EDL 679 **Cr. 3.0**

Diagnostic Practicum in Speech-Language Pathology

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

Course Type(s): none

EDL 680 **Cr. 3.0**

Research Methods

Teaches students the history of research and role of the IRB, ethical practices in research, APA style, development of a research question based on clinical needs, how to conduct a literature search on a topic, and develop a literature review. Students will also learn the difference between quantitative and qualitative research, research strategies, and designs for communication sciences and disorders, data analysis, commonly used statistical tests, and methods for reporting results. Finally, students will learn to compare and contrast findings from various studies and to apply research findings to clinical practice.

Course Type(s): none

EDL 681 **Cr. 3.0**

Clinical Practicum I

Provides supervised clinical practicum hours in therapeutic management of speech and language disorders. Prerequisite: Educational Leadership 604.

Course Type(s): none

EDL 682 **Cr. 3.0**

Clinical Practicum II

Provides supervised clinical practicum hours in therapeutic management of speech and language disorders. Prerequisite: Educational Leadership 681.

Course Type(s): none

EDL 683 **Cr. 3.0**

External Clinical Practicum I

Provides supervised clinical practicum at an off-campus facility serving a variety of populations. Examples of placement sites include acute-care hospitals, rehabilitation centers, long-term care facilities, and private practices. Prerequisite: Educational Leadership 682.

Course Type(s): none

EDL 684 **Cr. 3.0**

External Clinical Practicum II

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

Prerequisite: Educational Leadership 683.

Course Type(s): none

EDL 699 **Cr. 1.0 - 3.0**

Independent Study in Educational Leadership

Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.

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

Course Type(s): none

EDL CPE **Cr. 0.0**

Comprehensive Examination

Students will complete a comprehensive project demonstrating their clinical and research skills. This is a pass/fail course. Prerequisite: Educational Leadership 680.

Course Type(s): none

EDS 500 **Cr. 3.0**

Integrated Approach to Foundations of Special Education

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

Course Type(s): MAT

EDS 502 **Cr. 3.0**

Autism: Characteristics, Etiology, and Current Issues

Content includes an overview of various characteristics and learning traits of students who are served within the category of autism spectrum disorders. Candidates will examine definitions, eligibility criteria, incidence rates, etiology, and historical perspectives on autism. Perspectives

on the roles and responsibilities of students, families, educational professionals, community personnel, and employers in relation to individuals with autism are also explored.
Course Type(s): none

EDS 522 **Cr. 3.0**
Accommodating Learners with Special Needs in Inclusive Settings

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

EDS 530 **Cr. 3.0**
Research Issues and Trends in Special Education

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

EDS 532 **Cr. 3.0**
Physiological Aspects of Learning

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

EDS 534 **Cr. 3.0**
Classroom Management in Inclusive Settings

Includes the study of the principles of behavior and a focus on the practical application strategies for teachers in inclusive settings. Factors that influence the behavior of students with disabilities and research-based techniques to facilitate positive teacher-student and peer relationships in a classroom environment are discussed.

Fieldwork is required.
Prerequisite: Special Education 572.
Course Type(s): MAT

EDS 535 **Cr. 3.0**
Technology and Students with Disabilities

Focus is on instructor-centered and learner-centered integration of technology to provide a technological supportive environment to meet the special needs of students.
Course Type(s): MAT

EDS 537 **Cr. 3.0**
Collaborating with Families, Students, and Professionals in Community and Educational Settings

A study of social, legal, and educational issues related to diverse students across the life span, research-based approaches for assessment, intervention, and remediation for students with disabilities, and technology applications in the classroom; the impact of disability on the family system; communication skills needed for collaborating with diverse families; identifying and researching community resources for persons with disabilities and their families; and strategies for involving the families in the referral and evaluation and development process of transition and career planning as well as the selection of transition resources and services.
Course Type(s): none

EDS 542 **Cr. 3.0**
Communication and Social Competence Skills

Focuses on the development and improvement of speech, language, and social competence skills for individuals with autism. Also included are research-based approaches to assessment, intervention, and remediation of communication disorders for individuals with autism. The functional relationship between communication skills and behavior is also examined. (Field experience is required.)
Course Type(s): none

EDS 550 **Cr. 3.0**
Learning Theories and Applications in Educational Settings

Covers various classical and contemporary philosophies, aspects, and models of learning. Emphasis will be placed upon such topics as multiple intelligences, learning styles, teaching styles, information processing critical thinking skills, brain-based learning, and other learning theories. Students will review and critique general learning theories, as well as investigate how people organize, encode,

Appendix A: Course Descriptions

process, transform, utilize, and articulate information presented in an instructional environment.

Course Type(s): none

EDS 552 **Cr. 3.0**

Methods of Teaching Students with Disabilities

Methods in the field of special education are emphasized. Focus on identifying and creating accommodations and modification to meet the needs of all students in special education and inclusive settings. (Field experience is required.)

Prerequisites: Special Education 500, 535, 537, and 572.
Course Type(s): none

EDS 566 **Cr. 3.0**

Assessment and Interventions for Individuals with Autism I

Assessment processes such as screening, diagnosis, and identification of developmental skills for individuals with autism are included. Focus is on assessment of specific skills in developmental domains, such as sensory, oral, motor, play, and communication and practical strategies detailing what to teach based on assessment data. Research-based interventions that promote progress in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism are examined. An overview of numerous curricula approaches and materials for individuals with autism are also included. Methods for monitoring the impact of interventions are explored in a variety of service delivery models. (Field experience is required.)

Course Type(s): none

EDS 567 **Cr. 3.0**

Assessment and Interventions for Individuals with Autism II

Various assessment processes such as screening, diagnosis, and identification of specific skills for individuals with autism are included. Focus is on using assessment data from various developmental domains to plan, choose, and implement appropriate intervention strategies based on specific needs of an individual with autism. An overview of numerous curricula approaches and materials for individuals with autism is included in this course. (Field experience is required.)

Prerequisite: Special Education 566.

Course Type(s): none

EDS 568 **Cr. 3.0**

Advanced Instructional Methods in Special Education

A focus on the physical and instructional dimensions of

teaching to include research-based strategies and techniques for learners with special needs; effective instruction for students with disabilities across the content area; accommodations and adaptations; technology across the curriculum; as well as the learning implications of classroom organization and planning. This course requires demonstration that enrollees are able to evaluate, design, structure, and implement instructional techniques and curriculum adaptations for students with learning problems. (Field experience is required.)

Prerequisite: Special Education 500.

Course Type(s): none

EDS 570 **Cr. 3.0**

Assessment and Curricula Interventions and Strategies

A supervised clinical course where candidates develop assessment plans and conduct assessments of students (P-12) who are at risk or who have learning problems. Content includes: evaluation of sound assessment; reliability and validity; formal and informal assessment techniques; administration of norm-referenced and informal tests; analysis of data; and the interpretation of assessment for educational intervention and instructional planning. The knowledge and skills of the educational diagnostician are also emphasized.

Course Type(s): none

EDS 571 **Cr. 3.0**

Management of Challenging Behaviors

An overview of the use of applied behavior analysis (ABA) for individuals with autism is the main focus of the course. Included are methods to increase behaviors, decrease behaviors, maintain behaviors, and generalize behaviors. Observation skills, data collection, and monitoring effectiveness of interventions are practiced. (Field experience is required.)

Course Type(s): none

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 cur-

riculum; and learning implications of classroom assessments, classroom organization, and planning. Candidates must demonstrate that they are able to create informal assessments, analyze data and structure, and collaborate about instructional techniques and curriculum adaptations for students with learning problems. (Field experience is required.)

Course Type(s): none

EDS 580 **Cr. 3.0**

Research Seminar in Autism

Research in the field of autism is emphasized. An overview of various types of research and methodologies is included in the course. Candidates will locate, interpret, analyze, and synthesize the research base on autism. Candidates will prepare and implement a comprehensive research project and share the results. (Field experience is required.)

Course Type(s): none

EDS 590 **Cr. 3.0**

Diagnosis and Correction of Learning Disabilities

Focuses on the legal and ethical foundations for assessment of school-age students. Strategies for the selection, administration, and scoring of formal and classroom-based educational and social assessments are addressed. Assessing students' levels of performance, interpreting results to enhance learner functioning and identifying service and programming options are explored. Collaboration with families and other professionals to assist in writing Individual Education Plans (IEP) is addressed.

Prerequisites: Special Education 568, 570, and completion of eighteen graduate credits.

Course Type(s): none

EDS 598 **Cr. 3.0**

Special Topics in Special Education

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisite: Permission of the program director is required.

Course Type(s): none

EDS 599 **Cr. 3.0**

Independent Study in Special Education

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written

evaluation of the research is required. For students with superior ability.

Course Type(s): none

EDS 601 **Cr. 3.0**

Applied Behavior Analysis: Selecting, Defining, and Measuring Behavior and Evaluating Behavior Change

Includes an overview of basic concepts associated with applied behavior analysis. Candidates will examine selecting, defining, and measuring target behaviors, as well as learning to evaluate and analyze behavior change. Ethical considerations for behavior analysts and interpreting research related to behavior analytic principles are also explored.

Course Type(s): none

EDS 602 **Cr. 3.0**

Applied Behavior Analysis: Reinforcement, Punishment, and the Development of the New Behavior

Includes detailed information on types of reinforcement and reinforcement schedules, punishment by stimulus presentation and removal, and antecedent variables. Developing new behaviors by utilizing imitation, shaping, and chaining is also discussed.

Prerequisite: Special Education 601.

Course Type(s): none

EDS 603 **Cr. 3.0**

Applications of Applied Behavior Analysis (ABA) Principles

Includes detailed information on decreasing behavior utilizing nonpunishment procedures, verbal behavior, self-management, contingency contracting, and generalization of behavior. Ethical considerations for behavior analysts and functional behavior assessments are also discussed. Field experience required.

Prerequisites: Special Education 601 and 602; and students must be enrolled in the Applied Behavior Analysis or the Basics of Applied Behavior Analysis certificate program.

Course Type(s): none

EDS 604 **Cr. 3.0**

Assessment and Analysis of Behavior Change

Includes detailed information on conducting functional behavior assessments (FBA) and choosing the appropriate treatment package based on the results of the FBA. Emphasis is also placed on identification of appropriate

Appendix A: Course Descriptions

replacement behaviors based on the function of the behavior and intervention development. (Field experience is required.)

Prerequisites: Special Education 601, 602, and 603.

Course Type(s): none

EDS 605 **Cr. 3.0**

Research and Advanced Topics: in Autism and ABA

Includes detailed information on evidence-based practices associated with autism spectrum disorders. Emphasis is also placed on interpretation/analysis of peer-reviewed journal articles associated with autism interventions. (Field experience is required.)

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

Course Type(s): none

EDS 606 **Cr. 3.0**

Ethics and Professionalism For Behavioral Analysis

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

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

Course Type(s): none

EDS 610 **Cr. 3.0**

Internship in Learning Disabilities Teacher-Consultant

Teacher consultation in a public or private agency as part of a Child Study Team under the supervision of a certified Learning Disabilities Teacher-Consultant (LDTC) and a faculty member.

Prerequisites: Special Education 570 and 590; and approval of the program director.

Course Type(s): none

EN 500 **Cr. 3.0**

Critical Theory

Introduction to a variety of critical approaches to literature. Theories will be applied to texts: poetry, fiction, and drama, and the interpretation developed from these theories will be considered.

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

EN 502 **Cr. 3.0**

Seminar in Literary Research

Methods and materials for composing and presenting graduate research centered upon selected texts chosen by the instructor; bibliography, reference resources, critical analysis, and evaluation of sources; techniques, forms, and formats for research projects and papers.

Course Type(s): none

EN 509 **Cr. 3.0**

Middle English Literature

Study of selected works from the twelfth through the fifteenth centuries in the context of contemporary cultural and literary developments.

Course Type(s): EN.1, EN.LT

EN 511 **Cr. 3.0**

The English Renaissance

Intensive study of the major genres and authors of English literature from 1550-1660, the age of Spenser, Johnson, and Milton. Lyric and epic poetry, drama, prose fiction, and the essay are represented.

Course Type(s): EN.1, EN.LT

EN 513 **Cr. 3.0**

Shakespeare, His Contemporaries, and Renaissance Society

Study of selected Shakespeare plays along with works by Marlowe, Webster and others in order to place Shakespeare's achievement within aesthetic, critical, and historical contexts.

Course Type(s): EN.1, EN.LT

EN 525 **Cr. 3.0**

Eighteenth-Century British Literature

Intensive study of selected works of prose, poetry, and drama, which represent the Ages of Dryden, Pope, Johnson, and Hume.

Course Type(s): EN.1, EN.LT

EN 528 **Cr. 3.0**

Foundations of World Literature

The oral and written traditions of the foundation of the non-Western world: Africa, the African Diaspora, Asia, and the Middle East.

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

EN 530 **Cr. 3.0**

Contemporary World Literature

Major literary texts from three broad areas of the non-Western world (African Diaspora, Asia, and the Middle East) will be critically examined, including literary trends, theories, and criticism. Selections will be drawn from poetry, fiction, nonfiction, and drama.

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

EN 533 **Cr. 3.0**

Literature of Immigration

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

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

EN 535 **Cr. 3.0**

The Novel in English

The development of long prose fiction from the eighteenth century to the present with consideration of criticism that defines the novel as a genre.

Course Type(s): EN.2, EN.LT

EN 537 **Cr. 3.0**

British Romanticism

Investigation of British Romanticism as a self-consciously defined movement in literature. Will also consider how Romanticisms have been read and defined historically.

Course Type(s): EN.2, EN.LT

EN 538 **Cr. 3.0**

Victorian Novel

Through a close thematic and formal analysis, this course will study how British Victorian novels responded to the momentous social, political, and intellectual changes of their time.

Course Type(s): EN.2, EN.LT

EN 540 **Cr. 3.0**

Modernism in Britain and Ireland

Study of British and Irish modernism in the context of twentieth-century culture and history.

Course Type(s): EN.2, EN.LT

EN 541 **Cr. 3.0**

Utopias

The significance of utopian proposals and attempts to create utopian communities in the history of ideas. From the utopias of Plato and More to dystopian visions of Brave New World to 1984 and science fiction as a utopian genre.

Course Type(s): EN.LT

EN 542 **Cr. 3.0**

Contemporary American/British Literature

This course will explore American and/or British literature written in English from the contemporary period. These works will be critically examined via close readings and discussions within a literary, historical, cultural, and/or theoretical framework.

Course Type(s): EN.2, EN.LT

EN 544 **Cr. 3.0**

Irish Literary Studies

Ireland's literary tradition in English from the eighteenth century to today. Different semesters may focus on a particular period, genre or theme within Irish literature, such as Irish drama, the eighteenth-century tradition, W.B.

Yeats and his circle or James Joyce and Irish Modernism.

Course Type(s): EN.2, EN.LT

EN 546 **Cr. 3.0**

Historical Persuasion and Argumentation

Examines important texts in the history of persuasion and argumentation. Covers the era when Rhetoric - the study and practice of persuasion and argumentation - was one of the fundamental disciplines (the Trivium) that every educated person had to learn.

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

EN 547 **Cr. 3.0**

Definitions of Contemporary Rhetoric

Examines the use of language in a number of key spheres of human communication with the ultimate objective of constructing a usable definition of modern rhetoric. Work in the course is especially concerned with defining more precisely the boundaries of contemporary rhetoric and language theories to gain a deeper understanding of the richness and dangers of language in our own written expression.

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

Appendix A: Course Descriptions

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 550 **Cr. 3.0**

Feminist Theory and Criticism

Examines the theories and strategies developed and used by feminist theorists and literary critics to explore a range of visual and written texts. Includes focus on gender-related experiences in literature and culture.

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

EN 558 **Cr. 3.0**

Teaching Composition

The scholarship and methods of teaching composition with a focus on the collaboration experience of the writing process, one-on-one conferencing, and integration of language skills.

Course Type(s): EN.RW

EN 560 **Cr. 3.0**

Early American Literature

The development of American literature in various genres through the Colonial, Revolutionary War, and Early Republic periods.

Course Type(s): EN.1, EN.LT

EN 561 **Cr. 3.0**

Nineteenth-Century American Literature

Major works of American literature from 1830 to World War I will be critically examined to place them in their literary context and discover the techniques used by their authors.

Course Type(s): EN.2, EN.LT

EN 563 **Cr. 3.0**

Linguistics and the English Language

Includes grounding in the structural aspects of general linguistics: morphology, syntax, semantics, phonology, and pragmatics. Examines the structure of the English language, including nouns and noun classes, ways of talking about actions and states, how ideas are combined into complex sentences, and how context and purpose affect how we use language. Also considers differences

between learning a first and second language.

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

EN 565 **Cr. 3.0**

New Jersey's Literary Heritage

The development of New Jersey's literary heritage in various genres from the Colonial period to the present, through analyses of representative works from different regions of the state, with emphasis on their local significance and their relationship to national literary trends.

Course Type(s): EN.2, EN.LT

EN 571 **Cr. 3.0**

Modern American Literature

Major works of American literature written between 1910 and 1945 will be critically examined and placed within a literary context in order to discuss techniques used by their authors.

Course Type(s): EN.2, EN.LT

EN 581 **Cr. 3.0**

Women in Literature

Investigates the role of women in literature as writers, readers, and subjects. Includes theoretical consideration of gender. Topics vary by semester.

Course Type(s): EN.LT

EN 598 **Cr. 3.0**

Special Topics in English

The subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Course Type(s): none

EN 599 **Cr. 3.0**

Independent Study in English

Reading and research under the direction of a member of the English faculty.

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

Course Type(s): none

EN 607 **Cr. 3.0**

Seminar in Creative Writing: Nonfiction

Students will analyze, in a workshop setting readings in creative non-fiction to understand and become aware of the variant forms, techniques, and approaches used. As workshop participants, students will write and analyze their own creative nonfiction pieces. This course may be

retaken for credit.

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

EN 609 **Cr. 3.0**
Seminar in Creative Writing: Poetry

Students analyze in a workshop setting readings in contemporary poetry to observe techniques in craft, and present their own poetry for intensive examination by workshop participants. The course may be retaken for credit.
 Course Type(s): EN.CW

EN 611 **Cr. 3.0**
Seminar in Creative Writing: Fiction

Students will analyze in a workshop setting readings in both American and World fiction to observe techniques in craft and present their own short stories for intensive examination by workshop participants. This course may be retaken for credit.
 Course Type(s): EN.CW

EN 613 **Cr. 3.0**
Seminar in Creative Writing: Playwriting

In a workshop format, students will write, critique, and perform stage readings of their classmates' plays. This course may be retaken for credit.
 Course Type(s): EN.CW

EN 615 **Cr. 3.0**
Seminar in Creative Writing: Writer's Craft

An in-depth study of the creative writing process. Students may develop a craft workbook that focuses on both traditional and contemporary literary forms and strategies. Students write by assignment and develop techniques of reviewing in order to compare and contrast major authors' aesthetics with their own creative gestures. This course may be retaken for credit.
 Course Type(s): EN.CW

EN 617 **Cr. 3.0**
Advanced Academic Writing

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

EN 619 **Cr. 3.0**
Writing and the World Wide Web

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

EN 644 **Cr. 3.0 – 6.0**
Manuscript Seminar

Completion of a single-genre manuscript under the direction of a first reader in consultation with a second reader, both of whom are full-time faculty members, and at least one of whom must be a Graduate Faculty member of the Monmouth University Department of English. The manuscript will consist of at least forty pages of poetry or prose, or approximately eighty pages of drama, half of which may be work begun in previous graduate creative writing courses and substantially revised for this course. The manuscript will include a three to five-page Introduction. In addition, a twenty-item annotated bibliography of at least twenty pages must be submitted. Once the manuscript has been judged as satisfactory by both readers, the Graduate Program will schedule an oral defense to be attended by both readers as well as the Graduate Program Director. This is a pass/fail course. Prerequisites: Completion of twenty-one credits with a minimum GPA of 3.00 and a minimum of six credits in course type EN.CW.
 Course Type(s): none

EN 691 **Cr. 3.0**
English Thesis Development

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

Appendix A: Course Descriptions

EN 692 **Cr. 3.0**

English Thesis Writing

Completion of the writing of the thesis under the continuing direction of a thesis advisor. The thesis must comprise of between thirty and sixty pages (not including works cited) and will be evaluated by the thesis advisor in consultation with another full-time faculty member, at least one of whom must be a member of the Graduate Faculty in the Monmouth University Department of English. Once the thesis has been judged as satisfactory by both readers, the Graduate Program will schedule an oral defense to be attended by both readers as well as the Graduate Program Director.

Prerequisites: Satisfactory completion of Thesis Development (EN 691), completion of twenty-one credits, and a minimum GPA of 3.00. Students may not register for Thesis Writing (EN 692) in a summer session.

Course Type(s): none

FF 511 **Cr. 3.0**

Intensive Study: French

Readings and research on an area or topic in the field of French, chosen under the guidance of the instructor; weekly conferences and written reports.

Prerequisites: Undergraduate major in French and the permission of the department.

Course Type(s): none

FO 598 **Cr. 3.0**

Special Topics in Foreign Languages

Students study text in the original language at an advanced level. Course content will vary from semester to semester.

Course Type(s): none

FO 599 **Cr. 3.0**

Independent Studies in the Teaching of World Languages

Curriculum development in foreign languages at the elementary and secondary level; the study and application of teaching methods and materials.

Course Type(s): none

FO LTI0PI **Cr. 0.0**

Oral Proficiency Interview

Language Testing International Examination for graduate students; requires one-hour preparation a week. This is a pass/fail course.

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 study 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

GO 500 **Cr. 3.0**

Theories and Methods of Geographic Information Systems

Provides students with a solid foundation in the theories and methods of Geographic Information Systems. Students gain knowledge of important applications as well as the acquisition, accuracy, formatting, management, analysis, and manipulation of data. When students complete this course, they are expected to know what GIS is, what GIS can and cannot do, how data is stored, and how data in GIS is manipulated and analyzed to satisfy a project's goals.

Course Type(s): none

GO 501 **Cr. 3.0**
Advanced GIS Applications and Project Implementation

Enables students to deepen their understanding of the software, theory, and applications of GIS. Upon completion of the course, students will have developed two projects as part of their portfolio: one in GIS implementation and one in project design and analysis within their particular area of study.

Prerequisite: Geography 500.

Course Type(s): none

GO 510 **Cr. 3.0**
Cartography in GIS

Introduction to the study of cartography within Geographic Information Systems. Topics will include map types, the content and structure of maps, map interpretation, the history of mapping, map propaganda, the use of maps in society, and sources of data. Students will learn to make maps using GIS software.

Course Type(s): none

GO 515 **Cr. 3.0**
Visual Basic for GIS

Visual Basic is becoming the primary programming tool for developing Windows applications in most GIS environments. Students will learn fundamental programming techniques and advanced methodologies, including component programming and object-oriented data structures. They will have hands-on experience and at the end of the semester will be able to customize and expand GIS functions for different GIS applications.

Prerequisite: Geography 500.

Course Type(s): none

GO 520 **Cr. 3.0**
Spatial Database Design and Management in GIS

Spatial databases make up the foundation for Geographic Information Systems. This course focuses on proper design, implementation, and management of spatial databases. Students will consider both logical and physical design. Students will get the theoretical training as well as hands-on experience.

Prerequisite: Geography 500.

Course Type(s): none

GO 524 **Cr. 3.0**
Introduction to Geographical Information Systems (GIS)

Provides both the theoretical and methodological background for proficient use of Geographical Information

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

Course Type(s): TL

GO 530 **Cr. 3.0**
Advanced Techniques and Technology in GIS

Covers current topics within the field of Geographic Information Systems. The topics will change each semester depending on the changes within the discipline and the needs of students. Such areas of study will include ArcInfo, Geomedia, Avenue Programming, Visual Basic for GIS, and Arcview extensions.

Prerequisite: Geography 500.

Course Type(s): none

GO 540 **Cr. 3.0**
Spatial Analysis

Focuses on methods of spatial analysis and various kinds of modeling within GIS. Included are such topics as 3-D terrain visualization and analysis, locational and network modeling, map algebra, and spatial statistics.

Prerequisite: Geography 500.

Course Type(s): none

GO 559 **Cr. 3.0**
Remote Sensing and GPS

Students will learn the principles of remote sensing, digital image processing, and image analysis. Students will also learn the basic principles of GPS, how to integrate GPS data with other GIS data sets, and how quality can affect problem solving and decision making.

Course Type(s): none

GO 580 **Cr. 3.0**
GIS and Society

Examines the political, economic, legal, ethical, and social implications of GIS. Students will learn how GIS influences policy decisions. Topics include societal effects of GIS including issues of privacy, representation, and access to technology.

Course Type(s): none

Appendix A: Course Descriptions

GO 595 **Cr. 3.0** ***Geographic Information Systems Internship Seminar***

Provides the capstone experience for the GIS Certificate, in which students undertake an internship and participate in a seminar. Through the internship, students will get hands-on experience in a field related to their academic and career interests, working ten to fifteen hours per week in public, private, or 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

HE 584 **Cr. 3.0** ***Curriculum and Instruction in Health Education***

Examination of theoretical bases for health education including program development and implementation, educational strategies, behavioral objectives, learner characteristics, instructional assessment, and classroom management. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Course Type(s): none

HLS 610 **Cr. 3.0** ***Foundations of Homeland Security***

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

Course Type(s): none

HLS 620 **Cr. 3.0** ***Terrorism: Causes and Consequences: The Unconventional Threat***

Provides students with an in-depth examination of the

unconventional threat of terrorism and its impact on the Homeland Security enterprise by exploring the overall phenomenon of terrorism as well as the complex motivations, ideologies, goals, and tactics of various domestic and international groups. Cultural, religious, and economic influences on terrorism, and media impact, will be considered. Students will analyze these groups in light of historical, contemporary, and potential future acts of terrorism in order to understand the causes, consequences, and impact terrorism has on our society. Balances out topical issues related to state terrorism, political terrorism, religious and apocalyptic violence, the media and terrorism, weapons of mass destruction, terrorist tactics and targeting, and the operational and organizational dynamics of terrorism.

Course Type(s): none

HLS 630 **Cr. 3.0** ***Homeland Security Intelligence***

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

Course Type(s): none

HLS 640 **Cr. 3.0** ***Interdisciplinary Approach to Homeland Security***

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

government administrators.
Course Type(s): none

HLS 650 **Cr. 3.0**
Cyber Security

Examines current and emerging cyber threats and vulnerabilities. Focuses on policies and practices that govern cyberspace. Information systems technologies impact every aspect of twenty-first-century society and governance. At the same time, cyber capabilities hazard personal liberties, privacy, and homeland security. Students will explore emerging technologies that can facilitate and strengthen capability-specific national priorities to secure our cyberspaces and the homeland.
Course Type(s): none

HLS 660 **Cr. 3.0**
Psychology of Fear Management and Terrorism

Discusses the psychology of fear and provides students with an in-depth examination of the psychological consequences of terrorism on a community. Students will be exposed to the neurobiology of fear including predictors of maladaptive/pathological response.
Prerequisites: Homeland Security 610, 620, 630, and 640.
Course Type(s): none

HLS 662 **Cr. 3.0**
Psychopathology of Crime and Terrorism

Discusses the psychology of criminal behavior and the development of the terrorist. Provides students with an in-depth examination of the psychological consequences of terrorism on a community and the impact of criminal behavior on a victim. Students will be exposed to the neurobiology of fear including predictors of maladaptive/pathological response, and the biological correlates of criminal behavior. Also listed as CJ 662.
Course Type(s): none

HLS 665 **Cr. 3.0**
Emergency Management for Homeland Security

Examines the core principles of emergency management: prevention, mitigation, communication, response, and recovery. Focuses on the Federal Emergency Management Agency's 2011 Whole of Community approach to emergency management. Will assess emergency management's civil defense legacy to the current all-hazards role applied at the federal, state, and local levels. Students will examine the role of emergency managers in the homeland security framework through case studies. Incorporates real-world catastrophes that may

occur immediately prior to/during the course semester.
Course Type(s): none

HLS 670 **Cr. 3.0**
Constitutional Issues in Homeland Security

Provides students with an in-depth examination of the U.S. Constitution and statutory authorities in the Homeland Security Era. Students will analyze the manner in which the U.S. Government balances public security and individual rights during homeland security crises. Balances out topical issues related to national security threats and Constitutional and statutory authorities that impact fundamental freedoms in the Homeland Security Era.
Prerequisites: Homeland Security 610, 620, 630, and 640.
Course Type(s): none

HLS 675 **Cr. 3.0**
Technology for Homeland Security

Provides students with an overview of myriad technologies that have helped to shape the homeland security enterprise. Students will examine critical infrastructure and key resources threats and vulnerabilities that characterize the homeland security operational environment. Students will explore how past, present, and emerging technologies have been used and how they might be used in the future. Balances out topical issues related to risk, perception of risk, technological capabilities, security, cyber-attacks, health issues, and legal issues that impact homeland security. Students will explore elements of cyberterrorism and emerging technologies that can facilitate and strengthen capability-specific national priorities in order to improve national preparedness.
Prerequisites: Homeland Security 610, 620, 630, and 640.
Course Type(s): none

HLS 680 **Cr. 3.0**
Comparative Government for Homeland Security

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

Appendix A: Course Descriptions

HLS 685 **Cr. 3.0**

Strategic Plan for Homeland Security

Provides students with an in-depth examination of strategic planning, especially as it relates to the homeland security enterprise. Students will explore how organizations identify, plan, and implement their strategy objectives. Students will analyze past, current, and future homeland security strategy objectives and identify both lessons learned and not learned. Students will develop a comprehensive strategic homeland security strategy to make safe and secure the nation.

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

HLS 690 **Cr. 3.0**

Policy Analysis and Research Methods in Homeland Security

Requires students to construct an original research proposal that critically analyzes one aspect of the homeland security field within the United States of America. To do so, the course begins with a review of the tenets of sound research in the social sciences and proceeds with the development of a research proposal that includes the formulation of a research question and subsequent hypothesis, a review of the pertinent literature, and the development of a detailed methodology with which to conduct the research. Additional attention is devoted to the practical, ethical, and political issues that arise when conducting research and evaluation within the agencies, organizations, practices, and policies that fall under the auspices of the Department of Homeland Security.

Course Type(s): none

HLS 695 **Cr. 3.0**

Knowledge into Practice: Homeland Security Capstone Course

Provides students with a synthesis and an evaluation of Monmouth University's Masters in Homeland Security core curriculum functions and competencies: (1) Political, legal, and managerial context of homeland security, (2) Technology and its applications in homeland security, (3) Research, program evaluation, and needs assessment and their application to homeland security, and (4) Current and emerging homeland security threats. Students prepare an evidence-based research paper that applies the core curriculum functions and competencies to a related homeland security issue.

Prerequisite: Homeland Security 690.

Course Type(s): none

HLS 699 **Cr. 3.0**

Independent Study in Homeland Security

Provides students the opportunity to focus on a specific area of interest within homeland security. Research, reading, and faculty-student communications will result in a significant written project. The supervising faculty member will meet weekly with the student to monitor progress and provide feedback.

Prerequisite: Prior permission of the selected faculty member, program director, and chair.

Course Type(s): none

HLS CPE **Cr. 0.0**

Homeland Security Comprehensive Examination

The Homeland Security Comprehensive Examination is a zero-credit course that will allow students who have completed thirty-three credits of graduate course work in homeland security to take a comprehensive examination and complete their degree. This is a pass/fail course.

Prerequisite: Thirty-three credits successfully completed in homeland security.

Course Type(s): none

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 Philosophy of History

Analysis and appraisal of representative writings and philosophies of great historians from Classical Antiquity to modern times, reflecting the development of history as a scholarly discipline.

Course Type(s): none

HS 503 **Cr. 3.0**

Introduction to the Study of World History

Introduces students to the growing field of World History, surveying the developments in the field since the nineteenth century. Examines key concepts and methods, and explores major themes and categories of analysis, including empire, nationalism, gender, and law. Required of all students in the World History specialization.

Course Type(s): HSNW, HSWLD

HS 504 **Cr. 3.0**

Ancient Civilizations of Native America

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

HS 505 **Cr. 3.0**

U.S. Women's History

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

HS 506 **Cr. 3.0**

Historical Archeology

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

HS 510 **Cr. 3.0**

Seminar in American History

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

HS 511 **Cr. 3.0**

Readings on American Colonial History

Readings in recent writings in monographs and periodicals devoted to social, economic, and political aspects of American colonial history.
Course Type(s): HSUS

HS 512 **Cr. 3.0**

American Revolution and Constitutional Issues, 1763-1789

Problems of Empire; the causes, course, and consequences of the American Revolution; the continuing revolution within the states and under the Articles of Confederation; and postwar struggles resulting in the adoption of the Constitution.
Course Type(s): HSUS

HS 515 **Cr. 3.0**

The Civil War and Reconstruction

The economic, social, and political forces in the United States during the years 1850 to 1877 relating to the onset, nature, and impact of the Civil War and Reconstruction, and the Black Revolution.
Course Type(s): HSUS

HS 516 **Cr. 3.0**

Readings on Populism and Progressivism in America

A critical analysis of the reform impulses of the late nineteenth and early twentieth centuries with an emphasis on the various schools of interpretation.
Course Type(s): HSUS

HS 517 **Cr. 3.0**

Readings on Modern America, 1933-Present

Readings of pertinent historical literature (monographs and journal articles) dealing with United States history since the administration of F.D. Roosevelt.
Course Type(s): HSUS

HS 518 **Cr. 3.0**

United States Family History

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

HS 520 **Cr. 3.0**

Field Methods Arch

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

HS 521 **Cr. 3.0**

All the Livelong Day: The Meaning of Work in Modern America

Examination of content changes in the meaning of work in America through the twentieth century.
Course Type(s): HSUS

Appendix A: Course Descriptions

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 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 war-time economics, life on the home fronts, the experience of combat, the dynamics of occupation, and the roles of morality and immorality in the conduct of the war.
Course Type(s): HSEU, HSUS

HS 526 **Cr. 3.0**

The Cold War

Examines the rivalry between the United States and the Soviet Union that organized global politics for forty-five years; the roles of ideology, economy, and security that fueled it; the diplomacy, propaganda, and armed might used to wage it; and the impact it had on participants' politics and culture.
Course Type(s): HSEU, HSUS, HSWLD

HS 527 **Cr. 3.0**

United States Military History

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

HS 528 **Cr. 3.0**

History of Consumerism in America

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

HS 529 **Cr. 3.0**

History of Sexuality in America

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

HS 530 **Cr. 3.0**

New Jersey History

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

HS 531 **Cr. 3.0**

Studies in Ancient History

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

HS 532 **Cr. 3.0**

Native American History and Prehistory

Examines North America's native people in the area north of the Rio Grande. It combines North American prehistory with a historical overview of Native American experiences since contact. Evidence from archaeology, oral histories, and written sources are all presented. Challenges facing

modern Native Americans are also examined. Also listed as Anthropology 532.

Course Type(s): HSNW, HSWLD

HS 533 Cr. 3.0

The History of Public Policy in the United States

The objective is to survey major issues in domestic public policy. The emphasis is on changes in the process of 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; and the ideals and goals of the European enlightenment, developing social and political tensions, and enlightened despotism.

Course Type(s): HSEU, HSPRE

HS 541 Cr. 3.0

Graduate Seminar in European History

Selected topics in European history, with emphasis on techniques of independent historical research and writing.

Course Type(s): HSEU

HS 542 Cr. 3.0

French Revolution

The causes of the Revolution; its relationship to the Enlightenment; the political, economic, social, and cultural consequences of the moderate phase and of the Terror.

Course Type(s): HSEU

HS 544 Cr. 3.0

The German Empire, 1871-1914

The unification of the Empire; the political and social 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

Appendix A: Course Descriptions

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 572 **Cr. 3.0**

The History of Tourism

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

Course Type(s): HSEU, HSWLD

HS 573 **Cr. 3.0**

Ecological Imperialism

Ecological History will examine the relationship between human society(ies) and the natural world over recorded time. As an interdisciplinary exercise, this class will draw on the natural sciences, anthropology, and history to bet-

ter understand the biological, cultural, imperial, ethical, economic, religious, political, and global ramifications of the relationship between humanity and humanity's natural surroundings. Also listed as Anthropology 573.

Course Type(s): HSWLD

HS 575 **Cr. 3.0**

Civilization of the Andes

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

Course Type(s): HSNW, HSWLD

HS 581 **Cr. 3.0**

Seminar in East Asian History

A study of selected topics in Chinese or Japanese history, with emphasis on techniques of historical research.

Course Type(s): HSNW

HS 585 **Cr. 3.0**

Seminar in African History

Analysis and appraisal of colonialism in Africa, reflecting on the political, economic, and sociocultural transformations, that occurred in Africa between 1880 and 1960.

Also listed as Anthropology 585.

Course Type(s): HSNW

HS 587 **Cr. 3.0**

Nationalism in Africa

Examines a major episode that transformed the political history of Africa in the twentieth century. It discusses how nationalism became an instrument of political change that led to the independence of African states. Begins by examining the concept of nationalism in Europe, how it was applied in Africa, and how it contributed to the struggle for independence.

Course Type(s): HSNW, HSWLD

HS 588 **Cr. 3.0**

Decolonization in Africa, 1940-1960

Examines the process of transfer of power from colonial powers to Africans; the emergence of education elites; the rise of nationalism; implications of decolonization; and

African expectations of independence.
Course Type(s): HSNW, HSWLD

HS 590 **Cr. 3.0**

Paris, 1919: A World History

Offers an examination of the Paris Peace Conference following World War I taking into account the ideologies and global themes of the time. Of particular interest, the course will examine nationalism, imperialism, state formation, militarism, and racism.
Course Type(s): HSEU, HSWLD

HS 591 **Cr. 3.0**

Graduate Seminar in the Modern History of Islamic Peoples

Selected topics in Islamic history in the Middle East, North Africa, and some areas of the Balkan Peninsula; political, social, and intellectual change; the rise of nation states; and cultural interaction with the West.
Course Type(s): HSNW

HS 595 **Cr. 3.0**

History Internship/Practicum

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

HS 598 **Cr. 3.0**

Special Topics in History

Allows students to study a specific aspect of history. The subject matter varies from semester to semester, and depends on the professor who teaches the course.
Course Type(s): none

HS 599 **Cr. 3.0**

Independent Study in History

Reading and research leading to significant written work under the direction of a member of the History faculty.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): none

HS 690 **Cr. 3.0**

History Master's Thesis

Reading and research leading to significant written work

under the direction of a history faculty member, for the completion of the Master's program in the history department. Each thesis will be supervised by a first reader and a second reader. First readers must be full-time faculty with terminal degrees in the field. Registration for thesis credits is completed after a successful defense of a prospectus (thesis proposal). This is a pass/fail course.
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.
This is a pass/fail course.
Course Type(s): none

HS 692 **Cr. 3.0**

History Master's Thesis II

Reading and research leading to significant written work under the direction of a member of the history faculty.
This is a pass/fail course.
Course Type(s): none

HS CPE **Cr. 0.0**

History Comprehensive Exam

History Comprehensive Exam. This is a pass/fail course.
Course Type(s): none

HS THD **Cr. 0.0**

Thesis Defense

Prerequisites: History 691 and 692. This is a pass/fail course.
Course Type(s): none

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

Appendix A: Course Descriptions

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

MA 501 **Cr. 3.0**

C++ for Numerical Applications

Teaches C++ in the UNIX/Cygwin development environment. It specializes on practicalities of coding large applications utilizing software libraries containing numerical methods such as LAPACK/TNT/GSL and data structures such as STL.

Prerequisite: Permission of the director of the MSFM or department chair.

Course Type(s): none

MA 510 **Cr. 3.0**

Numerical Methods for Financial Mathematics

Teaches numerical methods aimed at implementing the mathematics developed in financial engineering. This includes practical implementation in C++ of numerical methods used in finance such as tree-based methods, finite differences, and Monte Carlo simulation.

Prerequisite: Mathematics 501, passed with a grade of C- or higher.

Course Type(s): none

MA 520 **Cr. 3.0**

Introduction to Financial Mathematics

An introduction that combines the topics of finance to mathematics. Topics include: introduction to pricing of derivative securities markets; futures; swaps; options; and bonds.

Prerequisite: Permission of the director of the MSFM or department chair.

Course Type(s): none

MA 530 **Cr. 3.0**

Stochastic Calculus

Exposes students to some of the techniques from sto-

chastic analysis that are employed in mathematical finance. This includes the importance in the revolution that has taken place in the financial markets over the last twenty-five years. Topics include developing the relationship between Brownian motion and stochastic calculus.

Prerequisite: Permission of the director of the MSFM or department chair.

Course Type(s): none

MA 540 **Cr. 3.0**

Statistical Theory in Finance and Economics

Covers topics related to multiple regression techniques, including testing the assumptions required for each to be valid. This includes applications to yield curve smoothing, pricing, and investment models. Also covered are techniques for the analysis and modeling of time series data, forecasting, and market risk measures. In addition, factor analysis, structural equation modeling, and other multivariate techniques will be covered. Prerequisites: Mathematics 520 and 530, both passed with a grade of C- or higher.

Course Type(s): none

MA 550 **Cr. 3.0**

Computation and Simulation in Finance

Teaches the most fundamental aspect of financial mathematics and numerical implementation from a practical business. Topics include Black Scholes equations; Tree-based and Monte Carlo methods and products. Prerequisites: Mathematics 520 and 530, both passed with a grade of C- or higher.

Course Type(s): none

MA 595 **Cr. 3.0**

Financial Mathematics Practicum

Team work on substantial projects submitted by corporate sponsors. Students address practical quantitative problems from first formulation to final presentation, making full use of their modeling and computing skills. Projects will result in a final written report, formal defense, and presentation to corporate sponsor, faculty, and other students in the course.

Prerequisites: Finance 511 and Mathematics 540, passed with a grade of C- or higher, and permission of the director of the MSFM or department chair.

Course Type(s): none

MA 598 **Cr. 3.0**

Special Topics in Mathematics

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature

of the topic covered in any given semester is indicated in the student's transcript. For the course to count for credit toward a particular graduate program outside mathematics, prior permission of the chair of graduate studies in that program must also be obtained.

Course Type(s): none

MA 599 **Cr. 3.0**

Independent Study in Mathematics

Independent study in a topic not substantially treated in a regular graduate course; weekly consultation. Prior permission of directing professor and the chair of the department is required. For the course to count for credit toward a particular graduate program outside mathematics, prior permission of the chair of graduate studies in that program must also be obtained.

Course Type(s): none

MIS 514 **Cr. 3.0**

Networks

An introductory-level course on the hierarchy of networking software and hardware. Particular emphasis on Medium Access Control, Network layer, Transport layer, and Session layer. Several MAC-layer protocols, TCP/IP. Also listed as Computer Science 514.

Course Type(s): none

MIS 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. Also listed as Computer Science 517.

Prerequisite: Computer Science 503, passed with a grade of B or higher.

Course Type(s): none

MIS 525 **Cr. 3.0**

Information System Architecture

Serves as an introduction to information systems architecture. The topics covered deal with an introduction to database systems, data models, the relational database model, the entity relation model, normalization, advanced data modeling, SQL, database design, transactions, performance, distributed database systems, and data warehouses. For MSIS students only.

Prerequisite: Management Information Systems 565 or Software Engineering 565.

Course Type(s): none

MIS 550 **Cr. 3.0**

Software Project Management

Project Management techniques and their application to the management of software projects. How to develop a software development plan and its associated tasks, milestones and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Tasks, dependencies, and conflict resolution. Resource management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of large software projects. For MSIS students only.

Prerequisite: Software Engineering 504.

Course Type(s): none

MIS 551 **Cr. 3.0**

Software Organization Management

Management issues regarding the software process. Authority and delegation. Leadership and leadership paradigms. Software team management organization, staffing and evaluation. Organizational alternatives. Centralized vs. decentralized organizations. Managing design, development, and testing teams. Managing software support organizations. Strategies for staffing: minimal vs. redundant staffing. Combining generalists and specialists to achieve an optimal staff configuration. Staff development and growth. Fostering professional growth within the organization. Evaluation strategies and techniques. Compensation and reward issues. For MSIS students only.

Prerequisite: Software Engineering 504.

Course Type(s): none

MIS 565 **Cr. 3.0**

Software System Requirement

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 requirement tools will be provided throughout the course.

Appendix A: Course Descriptions

For MSIS students only. Prerequisites: Computer Science 501A and Software Engineering 504.

Course Type(s): none

MIS 575 **Cr. 3.0** **Software Verification, Validation, and Maintenance**

Explores the techniques employed to insure quality in a software product developed in a controlled and disciplined environment. Detailed examination of software testing and inspection principles and methodologies. Provides specific methods for test case selection and inspection development leading to optimization of resource management in the software environment. For MSIS students only.

Prerequisites: Computer Science 501A and Software Engineering 504.

Course Type(s): none

MIS 623 **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. Also listed as Software Engineering 623. Not open to students who have successfully completed BM 520.

Course Type(s): none

MIS 691 **Cr. 3.0** **Management Information System Thesis I**

First semester of independent research in management information systems, spanning a period of two consecutive semesters in an area not substantially covered in a regular course offering, under the supervision of a faculty member. A formal thesis is required. An oral defense of the thesis before a committee of two faculty members who teach MIS courses, plus the advising professor is required. Depending on the topic, a reviewer from outside the program faculty may be asked to serve as a committee member. For MSIS students only. Prerequisites: Management 520, Management Information Systems 525 and 565, and either Management Information Systems 517 and 514 and 575 or Management 565 and Management Information System 550 and 551.

Course Type(s): none

MIS 692 **Cr. 3.0** **Management Information System Thesis II**

Second semester of independent research in management information systems, 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 who teach MIS courses, plus the advising professor is required. Depending on the topic, a reviewer from outside the program faculty may be asked to serve as a committee member. For MSIS students only.

Prerequisite: Management Information System 691.

Course Type(s): none

MIS 695A **Cr. 3.0** **Management Information System Practicum I**

A two-semester course sequence with major emphasis on a hands-on, team-oriented software development project. Students will be asked to form groups of three to five persons, which will work as a team whose purpose will be propose, plan, develop, and market a software product. The teamwork exercise will be accompanied by readings, lectures, and seminar discussions on economics, organizational behavior and management, managerial and financial accounting, finance, marketing, quantitative business modeling, electronic commerce, logistics, ethics, law, and social responsibility. For MSIS students only.

Prerequisites: All core Information Management System courses.

Course Type(s): none

MIS 695B **Cr. 3.0** **Management Information System Practicum II**

A two-semester course sequence with major emphasis on a hands-on, team-oriented software development project. Students will be asked to form groups of three to five persons, which will work as a team whose purpose will be to propose, plan, develop and market a software product. The teamwork exercise will be accompanied by readings, lectures, and seminar discussions on economics, organizational behavior and management, managerial and financial accounting, finance, marketing, quantitative business modeling, electronic commerce, logistics, ethics, law, and social responsibility. For MSIS students only.

Prerequisites: All core Information Management System courses.

Course Type(s): none

MS 598A **Cr. 1.0 - 3.0** **Special Topics in Marine Sciences**

Marine science education in the K-12 classroom. A brief history of marine science and education is followed by a review of current marine education projects.

Course Type(s): none

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): AT

NU 508 **Cr. 3.0**

Factors Affecting Healthcare

Examine models and contexts for health promotion and disease prevention; examine the influence of culture on health beliefs and practices; and ethical dilemmas.

Investigate factors such as access to care, health and social policy, healthcare finance and economics, and legislative influences on health.

Course Type(s): none

NU 509 **Cr. 3.0**

Health Informatics

Introduction to the concept of informatics and its impact on decision making in nursing and allied health sciences. Review of the methodology of analyzing, formalizing, and processing information applicable to all components of health and nursing practice: clinical practice, management, education, and research; and investigating determinants, conditions, elements, models, and processes in order to design, implement, and test the effectiveness and efficiency of computerized information as it relates to nursing and health practice. Includes (1) an overview of the basic computer skills required to process electronic information, (2) identification of the nature and types of health, nursing, and medical information available on the World Wide Web, (3) development of search skills associated with finding health, nursing, and medical information on the World Wide Web, and (4) linking electronic information to decision making processes in nursing, medical, and allied health sciences.

Course Type(s): none

NU 512 **Cr. 3.0**

Nursing Research for Advanced Nursing Practice

Critical appraisal of the role of nursing research and research methods of inquiry in the development of nursing theory and practice. Qualitative and quantitative research methods; research designs; measurement theory and strategies; methods of data analysis; read, critique, and write research reports; ethics, application of research techniques for outcomes evaluation and evidence-based practice.

Prerequisite: Nursing 509.

Course Type(s): none

NU 514 **Cr. 3.0**

Data Management for Advanced Nursing Practice

Planning for and collection of outcome data; preparation of data for hypothesis testing; use of the SPSS statistical computer package for data management and analysis; selection and interpretation of appropriate parametric and nonparametric descriptive and inferential statistics for outcome evaluation. Quantitative and qualitative data analysis.

Prerequisites: Nursing 509 and 512.

Course Type(s): none

NU 518 **Cr. 3.0**

Education and Motivation of Nursing Clients

Role of the nurse in fostering health promotion via education of clients, families, and professional colleagues. Essential factors for successful teaching and learning. Motivating the client to make behavioral changes to promote health and development. Development, presentation, and evaluation of a formal teaching plan.

Course Type(s): NU.EL,

NU 521 **Cr. 3.0**

Pathophysiology and Histology

Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the life span. Emphasizes the laboratory identification of vertebrate tissue. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Course Type(s): none

NU 524 **Cr. 3.0**

Pharmacology for Advanced Nursing Practice

Historical perspective, legal regulations and standards, the Controlled Substances Act; pharmacokinetics; pharmacodynamics; choice and use of pharmacotherapeutics; nursing responsibilities in drug prescription; client education with respect to drug-desired effects, side effects, interactions, toxicity, dependence, and addiction. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisite: Nursing 521.

Course Type(s): none

Appendix A: Course Descriptions

NU 535

Cr. 3.0

Advanced Health Assessment

Theory and practice of health assessment skills, identification of deviations from the normal, and documentation of findings are refined. Advanced-level assessment includes the comprehensive history, physical, and psychological variations of the client. The client is viewed holistically, incorporating cultural, nutritional, and developmental variations. Application of techniques is practiced in the college laboratory and with clients in outside agencies. Students translate assessment data into differential diagnosis and interpret laboratory and diagnostic data. Relationship of health assessment to the role and responsibilities of the nurse is examined. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisite: Nursing 524.

Course Type(s): none

NU 541

Cr. 3.0

Primary Care

Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research-based clinical outcomes, promotion and maintenance of health, disease prevention, and treatment modalities for individuals are explored. Content is presented in weekly clinical case studies related to common alterations in health. Factors influencing health care systems, patterns of human responses, and cultural and epidemiological influences will be discussed in weekly clinical case studies. Performing assessments and screenings related to common alterations in health are also included in a weekly, faculty-supervised clinical practice. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course.

Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisites: Nursing 521, 524, and 535. Corequisite: Nursing 542.

Course Type(s): none

NU 542

Cr. 1.0

Primary Care Laboratory

This clinical course is designed to be taken with the lec-

ture 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 healthcare, ethical and legal issues in clinical practice, application of research-based clinical outcomes, and promotion and maintenance of health, disease prevention, and treatment modalities for individuals are explored. Content is presented in weekly clinical case studies related to common alterations in health. Factors influencing healthcare systems, patterns of human responses, and cultural and epidemiological influences will be discussed in weekly clinical case studies. Performing assessments and screenings related to common alterations in health are also included in a weekly, faculty-supervised clinical practice. This is a pass/fail course. Prerequisites: Nursing 521, 524, and 535. Corequisite: Nursing 541.

Course Type(s): none

NU 543

Cr. 3.0

Diagnosis and Treatment of Psychopathology

Provides the basic foundations of clinical management of common psychiatric/mental health problems in adults. For students in the Adult Psychiatric Mental Health APN Track. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Corequisite: Nursing 544.

Course Type(s): none

NU 544

Cr. 1.0

Diagnosis and Treatment of Psychopathology Clinical Laboratory

Provides the basic foundations of clinical management of common psychiatric/mental health problems in adults. The student will deliver mental health care to adults with mental health problems including collection of subjective and objective data using the techniques of interview; establishing a psychiatric diagnosis utilizing the DSMIV-TR classification system; and completing an initial psychiatric assessment and identifying psychopharmacologic interventions as appropriate. Establishment of collaborative role with other healthcare providers. Restricted to Psychiatric and Mental Health Nurse Practitioner students only. This is a pass/fail course.

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

Course Type(s): none

NU 562**Cr. 3.0*****Tests and Measures***

Considers evaluation methods related to norm-referenced and criterion-referenced evaluation methods in education. Students will investigate criteria used to develop reliable and valid evaluation measures. Current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in education will be discussed. Students will explore measurement theory and evaluate measures that are used to identify cognitive, affective, and psychomotor domains as they relate to education. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Course Type(s): none

NU 564**Cr. 3.0*****Curriculum Development and Instruction in Nursing Education***

The primary focus of this course is the process of curriculum development in nursing. Factors influencing curriculum development, the process of curriculum development, and evaluation methods are emphasized. Instruction and evaluation in didactic nursing courses and clinical experiences are addressed. Individuals completing this course will be prepared for the role of nurse educator in academic settings. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisite: Nursing 518.

Course Type(s): none

NU 566P**Cr. 3.0*****Nurse Educator Practicum***

Focuses on the application of teaching and learning principles in academic and clinical settings. Instruction and evaluation in didactic nursing courses and clinical experiences are applied in nursing programs providing generic nursing education, in cooperation with a preceptor. This is a pass/fail course.

Corequisite: Nursing 566S.

Course Type(s): none

NU 566S**Cr. 3.0*****Nurse Educator Seminar***

Provides a forum for reflection on student teaching experiences in the classroom and clinical settings. Through discussion and sharing, students refine the application of theory and research to practice as an educator. Topics relevant to the academic faculty role and current issues in nursing education are explored. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Corequisite: Nursing 566P.

Course Type(s): none

NU 575**Cr. 3.0*****Issues in Forensic Nursing***

The principles of forensic science and forensic nursing will be introduced. The advanced practice role of the forensic nurse and the use of nursing process in forensic decision making for the management of victims of crimes and their perpetrators are illustrated. The relationship between various sociocultural factors and psychosocial issues related to violent crimes is analyzed. Additionally, philosophies of clinical forensics are identified. Roles of the nurse in forensic science and scopes and standards of forensic nursing practice are discussed. Techniques in collection of forensic evidence and preservation are demonstrated. Ethical responsibilities of the forensic nurses' responsibilities in the identification, prevention, and treatment of victims of violent crime are recognized. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Course Type(s): none

NU 576**Cr. 3.0*****Interpersonal Violence***

Examines the various types and patterns of violence related to cultural values, beliefs, biases, and societal issues, as well as the historical perspective of violence. Content includes: family, community, youth, and workplace violence, and child, domestic, elder, and sexual abuse. Theories concerning gender violence, gangs, bias and hate crimes, and terrorism are challenged. Public health and health care issues related to violence, and primary, secondary, and tertiary level interventions for vic-

Appendix A: Course Descriptions

tims and offenders of violence are discussed. Individual responsibilities associated with identification and reporting violence are identified. Healthcare measures to identify and prevent violence are analyzed. Methods of treatment for victims and perpetrators of violence are evaluated. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Course Type(s): NU.EL

NU 577 **Cr. 3.0**

Forensic Pathology

Designed to introduce students to concepts of forensic pathology with an emphasis on the recognition and interpretation of diseases and injuries in the human body that are the basis for medico-legal investigations. It presents an overview of the medico-legal 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.

Prerequisites: Nursing 521, 524, and 535, all passed with a grade of B or higher.

Course Type(s): none

NU 578P **Cr. 2.0**

Forensic Nursing Practicum

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

practicum. This is a pass/fail course.

Prerequisites: Nursing 521, 535, 543, 575, 576, and

Criminal Justice 585. Corequisite: Nursing 578S.

Course Type(s): none

NU 578S **Cr. 1.0**

Forensic Nursing Seminar

Explores forensic theory and research and their application to forensic nursing practice. Forensic nurses practice as sexual assault examiners, educators, nurse coroners, death investigators, correctional nurses, and clinical specialists in pediatrics, gerontology, and domestic violence. Issues addressing systematic analysis of pertinent data and the physical/psychological issues related to forensic nursing and pathology will be discussed in seminar and reinforced in clinical practicum. Identification of outcomes and plans of action that provide effective coordination and communication in managing clients will be addressed. A scientific and conceptual knowledge of nursing, as well as forensic and criminal justice, will assist students to recognize appropriate techniques for the identification, prevention, and management of victims of violent crime, as well as collection, preservation, and documentation of evidence as identified in scopes and standards of forensic nursing practice. Students will attend a one-hour weekly seminar and a weekly eight-hour clinical practicum. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisites: Nursing 521, 535, 543, 575, 576, and Criminal Justice 585. Corequisite: Nursing 578P.

Course Type(s): none

NU 585 **Cr. 4.0**

School Nursing I

Examines and analyzes the role of the school nurse as a healthcare provider, health educator, health counselor, child advocate in the school community, and interdisciplinary team member. Explores financial, legal, and administrative issues as they relate to school nursing. Reviews normal growth and developmental patterns. Describes common health problems, special needs, and interventions appropriate for school nurses. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Course Type(s): none

NU 586 Cr. 4.0

School Nursing II

A continuation of the examination and analysis of the role of the school nurse as healthcare provider, health educator, health counselor, and interdisciplinary team member. An expansion of the role of the nurse as child advocate in the community and as public health nurse. Explores external and internal environmental influences that impact on the health of children. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.
Course Type(s): none

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 or 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. This is a pass/fail course.
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 healthcare provider, health counselor, administrator and member of the interdisciplinary school team. Students who are employed as a school nurse should take this two-credit seminar to fulfill the New Jersey Board of Education's requirement of a minimum six semester-hour credits in school nursing, including school health services, physical assessments, organization, and administration of the school health program. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course. Prerequisite: Nursing 585. Corequisite: Nursing 587P.
Course Type(s): none

NU 588P Cr. 2.0

Practicum: School Nurse II

A continuation of the clinical experience for the school

nurse. The student functions in the role of the school nurse as a health educator. This is a pass/fail course.
Prerequisites: Nursing 586, 587S, and Health 584.
Corequisite: Nursing 588S.
Course Type(s): none

NU 588S Cr. 2.0

Seminar: School Nurse II

Discusses the school nurse's role as a health educator. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.
Prerequisites: Nursing 586, 587S, and Health 584.
Corequisite: Nursing 588P.
Course Type(s): none

NU 598 Cr. 3.0

Special Topics in Nursing

Allows students to study a specific aspect of nursing. The subject matter varies from semester to semester and depends on the professor who teaches the course.
Course Type(s): none

NU 599 Cr. 1.0 – 4.0

Independent Study in Nursing

Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member.
Course Type(s): none

NU 621 Cr. 3.0

Advanced Practice Nursing I: Adult Gerontology

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

Appendix A: Course Descriptions

specialty area. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisites: Nursing 521, 524, 535, 541, and 542.

Corequisites: Nursing 622P and 622S.

Course Type(s): none

NU 622P **Cr. 3.0**

Advanced Practice Nursing Practicum I: Adult Gerontology

Delivery of primary healthcare to adults and geriatric clients with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving differential and final diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of interdisciplinary practice with other healthcare providers. This is a pass/fail course. Corequisites: Nursing 621 and 622S.

Course Type(s): none

NU 622S **Cr. 1.0**

Advanced Practice Nursing Seminar I: Adult Gerontology

Delivery of primary health care to adults and older adults with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving differential and final diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of interdisciplinary practice with other healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Corequisites: Nursing 621 and 622P.

Course Type(s): none

NU 623 **Cr. 3.0**

Advanced Practice Nursing II: Adult Gerontology

A continuation of Nursing 621. Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weaknesses of assessment data collection, diagnostic process, planning, intervention, and

evaluation. Interview and physical examination techniques for collecting subjective and objective data in primary, acute, and chronic illness in culturally diverse populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health maintenance. Expansion of the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. A process-driven course that will require extensive reading in the student's specialty area. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisite: Nursing 621. Corequisites: Nursing 624P and 624S.

Course Type(s): none

NU 624P **Cr. 3.0**

Advanced Practice Nursing Practicum: Adult Gerontology

Delivery of primary healthcare to adult/gerontological and adolescent clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving diagnoses; planning care for acute and chronic illness using community resources; communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of interdisciplinary practice with other healthcare providers. This is a pass/fail course. Prerequisites: Nursing 621, 622S, and 622P. Corequisites: Nursing 623 and 624S.

Course Type(s): none

NU 624S **Cr. 1.0**

Advanced Practice Nursing Seminar II: Adult Gerontology

Delivery of primary healthcare to adult/gerontological and adolescent clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving diagnoses; planning care for acute and chronic illness using community resources; use of communication for age-appropriate health teaching, counseling, and motivating clients for positive health maintenance. Establishment of collaborative role with other healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the

course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisites: Nursing 621, 622S, and 622P.

Corequisites: Nursing 623 and 624P.

Course Type(s): none

NU 631

Cr. 3.0

Advanced Practice Nursing I: Family

Detailed case study analysis of common health problems of the adult and older adult 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 the primary-care and long-term care settings; deriving diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health maintenance will be explored. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics will be discussed. A process-driven course that will require extensive reading in the student's specialty area. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisite: Nursing 521, 524, 535, 541, and 542.

Corequisites: Nursing 632P and 632S.

Course Type(s): none

NU 632P

Cr. 3.0

Advanced Practice Nursing Practicum I: Family

Delivery of primary healthcare to the family unit with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving differential and final 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 healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to

continue in programs requiring this course. This is a pass/fail course.

Corequisites: Nursing 631 and 632S.

Course Type(s): none

NU 632S

Cr. 1.0

Advanced Practice Nursing Seminar I: Family

Delivery of primary healthcare to adults and older adults with common health problems include collection of subjective and objective data using the techniques of interview and physical examination; deriving differential and final 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 healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Corequisites: Nursing 631 and 632P.

Course Type(s): none

NU 633

Cr. 3.0

Advanced Practice Nursing II: Family

Detailed case study analysis of health problems, including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in primary, acute and long-term care settings; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. A process-driven course that will require extensive reading in the student's specialty area. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisite: Nursing 631. Corequisites: Nursing 634P and 634S.

Course Type(s): none

Appendix A: Course Descriptions

NU 634P

Cr. 3.0

Advanced Practice Nursing Practicum II: Family

A continuation of NU 632. Delivery of healthcare 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 healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course. This is a pass/fail course. Prerequisites: Nursing 631, 632S and 632P. Corequisites: Nursing 633 and 634S. Course Type(s): none

NU 634S

Cr. 1.0

Advanced Practice Nursing Seminar II: Family

This course is a continuation of NU 632. Discussion of delivery of healthcare 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 healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course. Prerequisites: Nursing 631, 632S, and 632P. Corequisites: Nursing 633 and 634P. Course Type(s): none

NU 635

Cr. 2.0

Advanced Practice Nursing Pediatrics

Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in pediatric care, both acute and chronic illness in culturally diverse pediatric populations

utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. The course is process-driven and will require extensive reading in the student's specialty area. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course. Corequisite: Nursing 635P. Course Type(s): none

NU 635P

Cr. 1.0

Advanced Practice Nursing Pediatrics Practicum

Deliver primary care to pediatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; diagnose and plan care for acute and chronic illness in culturally diverse pediatric populations utilizing community resources; use communication skills for health teaching and counseling and to motivate pediatric clients and their families for positive health maintenance. Expand the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. Establish collaborative relationships with other healthcare providers for comprehensive care. This is a pass/fail course. 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 healthcare 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. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Corequisites: Nursing 662P and 662S.
Course Type(s): none

NU 662P **Cr. 2.0**
Nursing Administration I Practicum

Students observe and participate in the middle-level management/administrative process in a variety of healthcare organizations. For the required practicum, the student selects a nursing service compatible with the student's individual goals. Socialization into the middle management and administrative roles permits students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services. This is a pass/fail course.
Corequisites: Nursing 661 and 662S.
Course Type(s): none

NU 662S **Cr. 1.0**
Nursing Administration I Seminar

Students analyze the middle-level-management/administrative process in a variety of healthcare organizations. Socialization into the middle management and administrative roles permits students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.
Corequisites: Nursing 661 and 662P.
Course Type(s): none

NU 663 **Cr. 3.0**
Nursing Administration II

Students are prepared to practice in the role of middle-level administration and nursing case manager. Students will build on the information obtained in Nursing Administration I. In addition, nurses will learn the role of the nursing case manager. Students learn how to provide quality healthcare along a continuum, decrease fragmentation of care across multiple settings, enhance the client's quality of life, and address issues concerning cost containment. Communication and collaboration techniques are utilized to assess, plan, implement, coordinate, monitor, and evaluate the options and services available to meet individual health needs. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once.

A second grade below a B will make students ineligible to continue in programs requiring this course.
Prerequisites: Nursing 661, 662S, and 662P.
Corequisites: Nursing 664P and 664S.
Course Type(s): none

NU 664P **Cr. 2.0**
Nursing Administration II Practicum

Students observe and participate in the human resources and the nursing case management roles. Students build on the information obtained in Nursing Administration I. Students investigate the integration of the nursing administrator role and human resource elements and observe the relationship through direct observation of the HR staff and the Executive Team. This is a pass/fail course.
Prerequisites: Nursing 661, 662S, and 662P.
Corequisites: Nursing 663 and 664S.
Course Type(s): none

NU 664S **Cr. 1.0**
Nursing Administration II Seminar

Students analyze the human resource role and the nursing case management role and their relationship to nursing administration. Students build on the information obtained in Nursing Administration Seminar I. Students assess, plan, and implement their effectiveness as administrative-level nursing personnel and delve into the knowledge required to comprehend the role of case management and human resources and their relation to nursing administration. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course. Prerequisites: Nursing 661, 662S, and 662P. Corequisites: Nursing 663 and 664P.
Course Type(s): none

NU 669 **Cr. 3.0**
Psychiatric Mental Health Nursing I: Practice with Children and Adolescents

Examines psychological theories, assessment techniques, and psychopharmacologic interventions for working directly with children, adolescents, and their caretakers. Emphasizes evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents, and their families. Treatment planning and specific methodologies for work-

Appendix A: Course Descriptions

ing therapeutically with children and adolescents will be evaluated. In view of the reliance on direct practice experiences with children and adolescents, students will be placed in clinical sites concurrently with this course (NU 670). Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

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

Corequisites: Nursing 670P and 670S.

Course Type(s): none

NU 670P **Cr. 2.0**

Psychiatric Mental Health Nurse Practitioner Nursing I:

Practice with Children and Adolescents Practicum
Delivery of mental healthcare to children and adolescents with mental health problems including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term problem-focused psychotherapy, group therapy, and psychopharmacologic modalities. Establishment of collaborative role with other healthcare providers. This is a pass/fail course. Prerequisites: Nursing 521, 524, 533, 543, and 544. Corequisites: Nursing 669 and 670S.
Course Type(s): none

NU 670S **Cr. 1.0**

Psychiatric Mental Health Nursing I: Practice with Children and Adolescents Seminar

Delivery of mental health care to children and adolescents with mental health problems including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term problem-focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.
Prerequisites: Nursing 521, 524, 535, 543, and 544.

Corequisites: Nursing 669 and NU 670P.

Course Type(s): none

NU 671 **Cr. 3.0**

Advanced Practice Psychiatric/Mental Health Nursing I

Focuses on advanced knowledge of psychiatric/mental health nursing. Assessment, treatment planning and therapeutic interventions with individuals, families and groups will be introduced. Offers various treatment models including the classic schools and current developments in individuals, families, and groups. Each therapeutic modality will be presented using key concepts, an explanation of the therapeutic process and application of techniques. In view of the reliance on direct practice experiences with individuals, families, and groups, students will be placed in clinical sites concurrently with the courses Nursing 672P and 672S. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

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

Corequisites: Nursing 672P and 672S.

Course Type(s): none

NU 672P **Cr. 3.0**

Advanced Practice Psychiatric/Mental Health Practicum I

Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term problem-focused psychotherapy, group therapy, and psychopharmacologic modalities. Establishment of collaborative role with other healthcare providers. This is a pass/fail course.

Corequisites: Nursing 671 and 672S.

Course Type(s): none

NU 672S **Cr. 1.0**

Advanced Practice Psychiatric/Mental Health Nursing Seminar I

Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community

resources; use of interventions including short-term problem-focused psychotherapy, group therapy, and psychopharmacologic modalities. Establishment of collaborative role with other healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Corequisites: Nursing 671 and 672P.

Course Type(s): none

NU 673 **Cr. 3.0**
Advance Practice Psychiatric/Mental Health Nursing II

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 the courses (NU 674P and NU674S). Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisites: Nursing 671, 672P, and 672S.

Corequisites: Nursing 674P and 674S.

Course Type(s): none

NU 674P **Cr. 3.0**
Advanced Practice Psychiatric Mental Health Nursing Practicum II

A continuation of NU 672P. Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term, problem-focused psychotherapy, group therapy, and psychopharmacologic modalities. Establishment of collaborative role with other healthcare providers. This is a pass/fail course.

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 healthcare providers. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course.

Prerequisites: Nursing 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, and treating and counseling victims will be discussed. This is a pass/fail course.

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

Appendix A: Course Descriptions

informatics, databases, multidisciplinary best practices, and systematic reviews of randomized clinical trials will be included in an approach to a clinical question or problem for a practice change. Strategies for creating a culture of evidence-based practice for individuals and clinical systems will be explored. Tools for diffusing the change or innovation are included. The concept of translational science will prepare students to begin formulation of a capstone project. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

NU 702 **Cr. 3.0**

Health Promotion in Diverse Populations

Examines the influence of culture on nursing care delivery. Explores the DNP's role in providing culturally appropriate care for increasingly diverse populations. The focus of the course is on global health issues, factors affecting health, disparities in healthcare, 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. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

NU 703 **Cr. 3.0**

Epidemiology and Genetics/Genomics

Explores key features of epidemiological and genetic concepts and theories in relation to populations. Epidemiological principles will be examined in relation to public health issues to plan and evaluate strategies to prevent illness and study diseases. Provides investigation into regional and national databases regarding health disparities, disease entities, and genetic problems. Enables the student to identify risk factors for genetic disease and determine optimal treatment approaches to clinical practice utilizing evidence-based practice. The student will explore the influence of genetics and genomics on human diseases as they relate to the ethical, legal, and financial responsibilities of the advanced practice nurse. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

NU 704 **Cr. 3.0**

Issues in Aging

Explores concepts and principles of aging using a systems approach to examine chronic disease, variations in presentation of the aged in disease, and evidence-based practice implications for health promotion, education, healthcare interventions, and ethical, legal, and practice responsibilities of the nurse in advanced practice. Healthcare delivery systems and barriers to healthcare access among older adults will be examined. Leadership roles in creating change and implementing models of care for aging populations are incorporated. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

NU 715 **Cr. 3.0**

Organizational Leadership in Healthcare

Examines organizational systems and processes that emphasize the demand for clinical practice leadership, improvement of health outcomes, and ensured patient safety. Students are provided the tools to develop expertise in assessing the vision, mission, and organizational strategic plans. Emphasis is placed on executive decision making, leading change efforts, and instituting innovative methodologies for system improvement. Organizational behaviors directed towards quality improvement, negotiation, conflict resolution, performance evaluation and ethical conduct in a business environment. Enhances the student's ability to use power and influence to achieve goals, build teams and alliances, establish strong communication channels, and empower others. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

NU 716 **Cr. 3.0**

HealthCare Policy for Advocacy in Healthcare

Examines healthcare economics, political and public health issues, and their relation to development and implementation of health policies at regional, national, and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, healthcare financing, and issues of equity and social justice in the delivery of healthcare. The DNP role will be discussed in the creation of such policies. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

NU 717

Cr. 3.0

Emerging Healthcare Risks

Provides an exploration of the risks healthcare personnel deal with: environmental catastrophes (chemical, biological, radiation), nuclear attacks, disease outbreaks, and global conflicts. Focus is on identification/detection, impact on health and healthcare resources, and principles of remediation. The course analyzes local, regional, national, and international response preparedness and effectiveness, and the role of public health workers in the prevention, and management of these threats. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

NU 718

Cr. 3.0

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

Course Type(s): none

NU 730

Cr. 2.0

Capstone Seminar I

The DNP capstone culminates in a practice immersion experience that affords the student the opportunity to integrate and synthesize information from a variety of areas and previous course work to exhibit mastery of an advanced specialty within nursing practice. Students will demonstrate synthesis of their DNP education and advanced nursing practice specialty to evoke practice improvement and change in a practice setting and/or an organizational system. Students will share their journey toward developing their capstone project through class discussion using a variety of communication modalities. In consultation with the DNP faculty advisor and clinical site preceptor, students will select an area of specialty practice and propose a change project. The end result will be a project based on the principles of evidence-based practice. This will provide a foundation for continued scholarship while making significant contributions in the student's area of interest in practice or administration. Students must earn a grade of B or higher in this course or it will have to be repeated. Prerequisites: Nursing 701,

702, 703, 704, 715, 716, 717, and 718, all passed with a grade of B or higher. Corequisite: Nursing 731.

Course Type(s): none

NU 731

Cr. 4.0

Practicum I

This course engages students in advanced nursing practice in the clinical and administrative arenas to develop their nursing specialty expertise at the highest level of complexity. Students will use scholarly evidence to develop and plan a DNP project for improvement or change in their practice or administrative area. The final DNP project will serve to advance nursing practice, improve patient or population outcomes, and enhance organizational system change. The DNP practicum documents outcomes of the student's educational experiences and guides the direction of the capstone project. It provides a 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 work site, with the stipulation that the student, in collaboration with the school, will work with their employer and preceptor to design a special experience, assume new responsibilities, and complete a special project. It is expected that students will complete 250 hours in the fall semester and 250 hours in the spring semester, for a total of 500 hours. Weekly journals document the student's progress. Students will keep a log of clinical hours. Students must earn a grade of B or higher in this course or it will have to be repeated. This is a pass/fail course. Prerequisites: Nursing 701, 702, 703, 704, 715, 716, 717, and 718, all passed with a grade of B or higher. Corequisite: Nursing 730.

Course Type(s): none

NU 732

Cr. 2.0

Capstone Seminar II

The DNP Capstone II seminar builds on the content and processes developed in the Capstone I seminar for implementation of the DNP project. Students will share their journey of implementation and evaluation of their DNP project through class discussion using a variety of communication modalities. Weekly seminars are an integral part in the success of the project. In consultation with the DNP faculty advisor and clinical site preceptor, students will implement and evaluate their change proj-

Appendix A: Course Descriptions

ect. This course is a continuation of Capstone Course I. Students will continue to integrate and apply information from a variety of areas to demonstrate expertise in an advanced specialty within nursing practice. Students will continue to demonstrate synthesis of the DNP education and advanced nursing practice specialty to evoke practice improvement and change in their practice settings. Students will gain an in-depth and integrative experience resulting in a practice-related written project outcome at their clinical site, which is subjected to peer and professional scrutiny. Students will disseminate the outcomes of their project through peer-reviewed professional publication and presentations. Students must earn a grade of B or higher in this course or it will have to be repeated. Prerequisites: Nursing 730 and 731, both passed with a grade of B or higher. Corequisite: Nursing 733. Course Type(s): none

NU 733 **Cr. 4.0** **Practicum II**

A continuation of Practicum I. Students continue to develop their advanced nurse practitioner and nursing administrative skills at the highest level of complexity while they implement their project for improvement or change in a practice setting. Students will complete their project and evaluate outcomes. The DNP Practicum will continue to document outcomes of the student's educational experiences, provide a measureable medium for evaluating the immersion experience, and summarize the student's growth in knowledge and expertise. Students will continue to apply and analyze evidence to improve practice with patient and population health outcomes or system quality improvement. Weekly journals show the progression of the student's progress. Students need to keep a log of all their hours. DNP Essentials state that graduates should have 1000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addition to the 500 hours completed in their master's level program. Nurse Practitioners and Nurse Administrator students may continue to work in their own work site, with the stipulation that the student, in collaboration with the school, will work with their employer and preceptor to design a special experience, assume new responsibilities, or complete a special project. It is expected that students will complete 250 hours in the fall semester and 250 hours in the spring semester, for a total of 500 hours. Students must earn a grade of B or higher in this course or it will have to be repeated. Prerequisites: Nursing 730 and 731, both passed with a grade of B or higher. Corequisite: Nursing 732. Course Type(s): none

PC 505 **Cr. 3.0**

Mental Health Counseling

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

PC 506 **Cr. 3.0**

Testing and Assessment in Counseling

An overview of test administration and validity. Students will be introduced to tests of intelligence, personality and interests. Limited to Psychological Counseling majors. Course Type(s): none

PC 510 **Cr. 3.0**

Community Mental Health

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

PC 512 **Cr. 3.0**

Psychopathology

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

PC 515 **Cr. 3.0**

Human Development Through the Life Span

Provides students with an overview of human development, with comprehensive coverage of all major developmental stages (prenatal period and infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood) and focuses on both normal and abnor-

mal physical, mental health, and social development. Emphasis on the interaction of biological, psychological, and sociological forces that influence development. Limited to Psychological Counseling majors.
Course Type(s): none

PC 516 **Cr. 3.0**

Counseling and Sexuality

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

PC 517 **Cr. 3.0**

Counseling and Religion

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

PC 519 **Cr. 3.0**

Theories of Learning, Behavior Change, and Exceptionality

An exploration of classical conditioning, operant conditioning, and major cognitive/behavioral theories. Major principles of learning will be reviewed as to their application to modern counseling techniques and behavior change. Additional focus on individuals on both ends of the spectrum of exceptionality - gifted and talented as well as those with cognitive disabilities.
Course Type(s): none

PC 520 **Cr. 3.0**

Behavior Management Techniques

An exploration of major causes of behavioral difficulties and behavior management techniques appropriate for applications in homes and residential settings as well as in classrooms.
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, and 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. Focus on applications in counseling agencies as well as residential and educational settings. Limited to Psychological Counseling majors.
Course Type(s): none

PC 525 **Cr. 3.0**

Counseling Theory and Techniques

Study of the prominent theories that underlie the techniques of counseling psychology. Emphasis will be on the specific techniques utilized in the context of a therapeutic relationship. Limited to Psychological Counseling majors.
Course Type(s): none

PC 526 **Cr. 3.0**

Case Conceptualization

Allows students to put into practice all aspects of case conceptualization. Students will enter this class with the

Appendix A: Course Descriptions

basic understanding of counseling theories, assessment, and psychopathology. Techniques and approaches for chosen theories, basic skills, and differential diagnosis will be reviewed and practiced. Students will develop an approach or style, based on known theory and technique. They will be able to identify how and why an intervention is chosen according to theory and knowledge in the field. Limited to Psychological Counseling majors.

Prerequisites: Psychological Counseling 505, 512, and 525.

Course Type(s): none

PC 528 **Cr. 3.0**

Family Counseling: Theory and Technique

Enables students to examine the historical development, theoretical foundations, and contemporary conceptual directions in the field of family counseling. Clinical concerns are interwoven with theoretical literature and counseling techniques. Limited to Psychological Counseling majors.

Prerequisite: Psychological Counseling 525.

Course Type(s): none

PC 529 **Cr. 3.0**

Multicultural Counseling

Examines counseling theories and techniques as they relate to diversity in the client population. Limited to Psychological Counseling majors.

Course Type(s): none

PC 530 **Cr. 3.0**

Crisis Intervention

A review of crisis intervention theory and techniques, with a focus on the role of the counselor as part of the crisis intervention team. Students learn and practice counseling intervention skills for clients in crisis. Limited to Psychological Counseling majors.

Course Type(s): none

PC 532 **Cr. 3.0**

Counseling for Grief and Loss

Reviews the relevant knowledge and skill base needed to counsel individuals and families coping with a range of loss experiences including death, dying, and bereavement. The grief process and factors relevant to work with grieving children, adolescents, and adults are covered, and the assessment of complicated grief reactions and counselor's roles and tasks in facilitating the grief process are considered.

Prerequisite: Psychological Counseling 525.

Course Type(s): none

PC 533 **Cr. 3.0**

Couples Counseling

Students are provided with an overview of the historical development, theoretical framework, and conceptual directions in the field of marriage and couples counseling. Also provides students with methods of marital/couples assessment and counseling techniques related to various clinical issues that are often encountered in counseling settings. Limited to Psychological Counseling majors.

Prerequisite: Psychological Counseling 525.

Course Type(s): none

PC 534 **Cr. 3.0**

Wellness and Counseling

Exploration of the human condition from a strength-based wellness perspective, to further enhance counselor identity. Through self-exploration, hands-on experiences, and interactive discussions, students explore human motivation, unconscious drives, anxieties, aspects of personality, and spiritual and existential meaning within a wellness context. Allows students to become more aware of their own drives toward health and wellness and translate that understanding to the therapeutic relationship and counseling. For Psychological Counseling students only.

Course Type(s): none

PC 540 **Cr. 3.0**

Introduction to Alcohol and Drug Abuse

An overview of models of addiction: medical, sociocultural, familial, and psychological. Definitions and diagnostic implications; an overview of basic treatment approaches.

Course Type(s): none

PC 542 **Cr. 3.0**

Treatment of Alcohol and Drug Abuse

An examination of various treatment models within the alcohol and drug treatment field. The basics of individual, group, family, and couples counseling with alcoholic and addicted patients. Provides specific counseling techniques. This course can be used toward the Substance Awareness Coordinator Certificate. Prerequisite: Psychological Counseling 540.

Course Type(s): none

PC 544 **Cr. 3.0**

Advanced Alcohol and Drug Counseling

Covers advanced topics that are introduced in Psychological Counseling 542 and is therefore dedicated to addiction counselor skill building. Advanced topics include skill building in areas of counselor ethics,

motivational interviewing and motivational enhancement skills, group counseling skills, community and professional skills, counseling skills needed to work effectively with individuals impacted by HIV/AIDS, and counseling skills needed to work with those impacted by gambling addictions and clinical supervision skills. Limited to Psychological Counseling majors.
Prerequisites: Psychological Counseling 540 and 542.
Course Type(s): none

PC 545 **Cr. 3.0**

Psychopharmacology

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

PC 546 **Cr. 3.0**

Substance Awareness in the Schools

A comprehensive study of the role of the Substance Awareness Coordinator in the schools K-12. The areas that will be included for study will be a review of research-based awareness and prevention programs as related to Alcohol, Tobacco, and Other Drug (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 549 **Cr. 3.0**

Nutritional and Herbal Interventions in Counseling

An overview of nutritional and herbal interventions as relevant to common psychological disorders, focusing specifically on those approaches and compounds which have at least some scientific evidence to support their use. Issues such as the pharmacology of action, desired and adverse reactions, interactions with other treatments, and potential for tolerance, dependency, and withdrawal are

explored. Limited to Psychological Counseling majors.
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.
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-four graduate credits. Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator. This is a pass/fail course.
Prerequisites: Successful completion with a grade of B or higher in Psychological Counseling 505, 512, 525, 526, and 550.
Course Type(s): none

Appendix A: Course Descriptions

PC 598 **Cr. 3.0**

Special Topics in Psychological Counseling

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Limited to Psychological Counseling majors only.

Course Type(s): none

PC 599 **Cr. 1.0 - 3.0**

Independent Study in Psychological Counseling

Reading and research leading to significant written work under the direction of a faculty member. Limited to Psychological Counseling majors only.

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

Course Type(s): none

PC 601 **Cr. 3.0**

Understanding Statistics in Counseling Research

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

Course Type(s): none

PC 603 **Cr. 3.0**

Research Methods in Counseling

Reviewing the literature, problem hypothesis research, naturalistic observation, survey and interview procedures, and experimental methods are discussed. Limited to Psychological Counseling majors.

Course Type(s): none

PC 671 **Cr. 3.0**

Advanced Practice With Children

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

Course Type(s): none

PC 672 **Cr. 3.0**

Advanced Theory in Play Therapy

Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted.

Also listed as Educational Leadership 672 and Social Work 672.

Course Type(s): none

PC 673 **Cr. 3.0**

Advanced Techniques in Play Therapy

Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short-term play therapy, and sand tray/sand play therapy.

Additionally, diversity and multicultural considerations are highlighted. Also listed as Educational Leadership 673 and Social Work 673.

Course Type(s): none

PC 674 **Cr. 3.0**

Play Therapy for Children at Risk

Focus is on play therapy with vulnerable and high-risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations are highlighted. Special attention is given to social issues that can lead to or exacerbate trauma or crisis.

Also listed as Educational Leadership 674 and Social Work 674.

Course Type(s): none

PC 675 **Cr. 3.0**

Play Therapy Practicum Seminar I

First of a two-course sequence focusing on the application of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques that can be used toward the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment, and treatment planning during individual and group supervision in the university seminar through videotaped sessions and discussion.

The therapeutic relationship is emphasized. Limited to Play Therapy (C.P.SW.PT.) program majors. Students cannot enroll in SW/PC 676 at the same time. Also listed as Social Work 675.

Prerequisite: Prior permission of the C.P.SW.PT. Program Coordinator.
Course Type(s): none

PC 676 **Cr. 3.0**
Play Therapy Practicum Seminar II

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

PC 680 **Cr. 3.0**
Clinical Internship in Professional Counseling

Designed to provide students intensive experience where they can integrate their academic learning during clinical experience. In addition to the requirement of 300 hours of supervised field service in an approved counseling agency, they also attend class each week. The weekly class consists of group supervision and a review of relevant professional, ethical, and legal issues in counseling (for example assessment procedures, treatment planning, best empirically proven interventions, confidentiality, etc.). Limited to Psychological Counseling majors who have completed at least thirty graduate credits.
Prerequisites: Psychological Counseling 540 and 595, and approval of the department. Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator. This is a pass/fail course.
Course Type(s): none

PC 691 **Cr. 3.0**
Psychological Counseling Research Study

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

PC 692 **Cr. 3.0**
Psychological Counseling Thesis

Independent investigation of special topics related to counseling, reflecting the research interests of the sponsoring professor. Provides students with an opportunity to do extended quantitative or qualitative research in collaboration with or under the supervision of a faculty member. Limited to Psychological Counseling majors.
Prerequisites: Psychological Counseling 501, completion of twenty-seven total credits within the program, permission of the sponsoring instructor, and departmental approval.
Course Type(s): none

PC CPE **Cr. 0.0**
Psychological Counseling Comprehensive Examination

Comprehensive Examination in Professional Counseling. Limited to Psychological Counseling majors. Prerequisite: Successful completion of thirty-nine credits, including Psychological Counseling 506, 510, 529, and 570.
Corequisite: PC 680. This is a pass/fail course.
Course Type(s): none

PHA 601 **Cr. 5.0**
Human Anatomy

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

PHA 602 **Cr. 3.0**
Human Physiology

Provides a basic understanding of human physiology while covering the processes of how the body functions. This lecture-based class will lead to an understanding of how the body responds to stimuli and how it maintains homeostasis while exposed to a varying environment.
Course Type(s): none

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

Students will be introduced to basic history taking and

Appendix A: Course Descriptions

physical examination techniques, psychosocial development and behavior, and the effective relationship between the physician assistant, other health professionals, and the patient. Techniques of physical examination and use of examining equipment are introduced. Students are assigned to preceptors for the purpose of taking complete histories and performing a complete physical examination on patients.

Course Type(s): none

PHA 604 **Cr. 2.0**

Behavioral Medicine

Provides an overview of psychiatric concepts and an introductory approach to the evaluation of patients with behavioral issues. Includes a discussion of various psychiatric syndromes, with a review of causal factors and clinical presentation. Provides an overview of normal human behavior development over the life span. The impact that psychological problems have on the total health care of the patient will be emphasized.

Course Type(s): none

PHA 605 **Cr. 3.0**

Health Promotion

Designed to prepare students to provide healthcare and patient education using a patient-centered approach. Students will receive in-depth instruction in the principles of the patient-provider relationship, disease and the illness experience, health promotion, and disease prevention. Includes an overview of basic nutrition standards and guidelines, fundamentals of nutrition assessment, and nutrition throughout the life cycle.

Course Type(s): none

PHA 606 **Cr. 4.0**

Physical Diagnosis

Continuation on the focus of Introduction to Patient Assessment on developing physical examination skills and the process of clinical data collection. Introduces the process of clinical reasoning and decision making. Attention will be provided to the recognition and appropriate description of common abnormal physical findings. Emphasis will be placed on the analysis and interpretation of clinical data that occurs during the process of formulating a differential diagnosis.

Course Type(s): none

PHA 607 **Cr. 5.0**

Diagnostic and Clinical Procedures

Instruction in interpretation of and indications for clinical laboratory tests, electrocardiography, and diagnostic radi-

ography. Identification and understanding of normal and abnormal results, and correlation with medical cases will be emphasized. The final exam emphasizes critical thinking with case-based analysis.

Course Type(s): none

PHA 608 **Cr. 2.0**

Pharmacology for Physician Assistants

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

Corequisite: Physician Assistant 609.

Course Type(s): none

PHA 609 **Cr. 2.0**

Clinical Therapeutics

Designed to demonstrate the practical application of pharmaceutical science as utilized for the formulation of drug therapy decisions.

Corequisite: Physician Assistant 608.

Course Type(s): none

PHA 610 **Cr. 3.0**

Pathophysiology

Focuses on the fundamentals of the pathologic changes that occur in different organs of the body. Gross and microscopic specimens are used to provide a clear understanding of the disease processes that affect the human body. Conducted as a lecture series that is supplemented by readings, lecture notes that will be emailed to the student, and a review of pathologic slides and specimens when appropriate. Provides an understanding of the pathologic process that leads to clinical signs and symptoms of diseases.

Course Type(s): none

PHA 611 **Cr. 3.0**

Neuroscience

Covers the basic structure, organization, and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma, or diseases of the various parts of the CNS. Neuroscience is a foundational course addressing basic anatomy and physiology of the nervous system.

Neuroscience incorporates the view that individuals actively use their bodies in typical and adaptive strategies to achieve mastery in life roles. Behaviors are learned and generated through normal functioning of the nervous system. With damage to the central nervous system, behavior - and therefore function - is altered. The central nervous system has the capacity to adapt or compensate behaviorally. Prepares students in programs of occupational therapy, physical therapy, and physician assistant with knowledge about normal function, the effects of damage, and neural plasticity in preparation for clinical intervention.

Course Type(s): none

PHA 612 **Cr. 1.0**

Introduction to the Physician Assistant Profession

Introduces the student to the physician assistant profession and professional practice issues. Includes the history of the Physician Assistant profession, significance of the PA-physician team, professional organizations, professionalism, and professional development.

Course Type(s): none

PHA 621 **Cr. 5.0**

Topics in Medicine and Surgery

Instructs students in the various disease entities in preparation for clinical internships. Students will develop their knowledge base in the etiology, clinical presentation, differential diagnoses, and therapeutic approach to disease processes. This course is composed of a series of lectures provided by primary care practitioners and specialists. Topics covered include a full range of adult and pediatric health problems. An introduction to the fields of Obstetrics/Gynecology, Ophthalmology, and Surgery is included. Attention is focused on data collection, problem solving, clinical decision making, and the importance of incorporating patient education and preventive counseling in the clinical encounter.

Corequisite: Physician Assistant 622.

Course Type(s): none

PHA 622 **Cr. 2.0**

Clinical Management

Using literature searches, critical analysis, and newly acquired medical information, students study various clinical patient scenarios and apply basic medical knowledge in an effort to evaluate and recommend appropriate treatment. Students will employ all the tools acquired in previous courses to analyze these scenarios to develop realistic diagnoses, problem lists, and plans incorporating the proper ancillary clinical and diagnostic methods

appropriate for supporting the diagnosis. The student will also be required to recommend therapeutic measures as deemed necessary. This is the first student effort to organize all of the knowledge gained to date and to exercise this knowledge in true patient management.

Corequisite: Physician Assistant 621.

Course Type(s): none

PHA 625 **Cr. 2.0**

Research Methods I

An exploration in the fundamental concepts of research in the health sciences. Problem finding, formulation of a research question, research methodology, design, and data collection and interpretation will be addressed. Ethical considerations in research will be discussed. Published research articles will be critically analyzed. At the conclusion of the course, the students will have developed the framework of an original study, which will be further developed in Physician Assistant 626.

Course Type(s): none

PHA 626 **Cr. 2.0**

Biostatistics for Physician Assistant's Research

The goal of this course is to enhance each student's understanding and effective use of the techniques used to describe and analyze data in health sciences. The intention is not to produce the sophistication in statistics, computer programming, or psychomotor application needed to develop and carry out major research projects. Rather, it is an introductory-level course with the objective of developing students' competence in the application of the basic statistical techniques used to explore, describe, and analyze information for research or evaluation purposes.

Course Type(s): none

PHA 632 **Cr. 2.0**

Biomedical Ethics

The application of human and professional values, judgments, and choices to selective ethical dilemmas that arise in clinical practice. Traditional and contemporary approaches to resolving professional dilemmas will be discussed as well as ethics related to the delivery of healthcare.

Course Type(s): none

PHA 633 **Cr. 2.0**

Epidemiology for Physician Assistants

Provides a basic understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses

Appendix A: Course Descriptions

by analytical epidemiologic research, the determination of casualty, and the value of epidemiologic research in developing disease-prevention programs.

Course Type(s): none

PHA 635 **Cr. 1.0**

Research Methods II

Many of the tasks of this course are related to the completion of the research study, which was begun in Research Methods I (PHA 625). Much of the work of this single-credit course is accomplished through small group activities outside of formal class sessions. Class sessions for the course are infrequent. These will be lecture-discussion sessions in which we will meet to discuss topics designed to facilitate the completion of the research study and to enhance knowledge of medical research in general. Reading assignments should be completed prior to these meetings so that class discussions can be meaningful. Lecture notes, assignments, and announcements will be posted on the e-Campus course site. Students should check both class and Web-based discussions.

Prerequisite: Physician Assistant 625.

Course Type(s): none

PHA 636 **Cr. 2.0**

Healthcare Policy

The overall goal of this course is to provide the student with information regarding the various topics related to the U.S. healthcare delivery system. The student will also be made aware of the impact that healthcare policy and managed care has on the total health of a patient. The course is given during the final semester of the third professional year so the student can incorporate clinical skills with an analytical perspective on those issues that drive the current health care system. Classes will be conducted as a series of group discussions supported by the required textbook readings, e-Campus posted articles, and small group-led discussions on those articles with analysis focused on how each affects cost, quality, and access to medical care. Attention will be given to the current events surrounding the issue of healthcare reform. Additionally, the course will be augmented by occasional guest lecturers.

Course Type(s): none

PHA 651 **Cr. 5.0**

Clinical Clerkships I

Clinical Clerkship year 1 is the first of two years of clinical clerkships providing the physician assistant student with the real-time patient/clinician exposures across required core and elective clinical experiences. In all experiences

the student will be a member of either a healthcare delivery team and/or paired with a licensed practitioner in each medical discipline or service. Students are at all times held to the highest standards of professionalism and personal integrity.

Course Type(s): none

PHA 652 **Cr. 12.0**

Clinical Clerkships II

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

Course Type(s): none

PHA 653 **Cr. 10.0**

Clinical Clerkships III

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

Course Type(s): none

PHA 654 **Cr. 12.0**

Clinical Clerkships IV

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

Course Type(s): none

PL 518 **Cr. 3.0**

Religious Foundations of Contemporary Values

Systematic study of major contemporary value themes and their derivation from religious, mythic, and quasi-philosophic roots.

Course Type(s): none

PL 529 Cr. 3.0

Personal Identity, Ethics, and Social Order

An exploration of how the social formation of personal life and moral character is represented in social science, fiction, and philosophy.

Course Type(s): none

PL 532 Cr. 3.0

Professional and Organizational Ethics

Applies ethical concepts and theories to moral issues in professional and organizational life. Special attention is given to professional and corporate social responsibility.

Course Type(s): none

PS 510 Cr. 3.0

Policy Analysis

An overview of the field of public policy studies with particular attention paid to the role of the policy analyst in the field of public policy. This course provides a solid foundation for the study of public policy analysis by concentrating on the five stages of the policy process, including agenda setting, policy formulation, budgeting, policy implementation, and policy evaluation.

Course Type(s): TPS

PS 514 Cr. 3.0

Public Opinion and Polling

Students are taught how to use social science research methods to critique and create polling surveys. Particular attention is paid to the data collection and sample design, survey research methods, questionnaire development, and data collection and analysis. Students are taught how to evaluate the quality of survey research methods. Students will also be expected to design, implement, and analyze an original polling survey.

Course Type(s): none

PS 515 Cr. 3.0

Public Policy Research Design

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

Course Type(s): none

PS 516 Cr. 3.0

Research Methods

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

Course Type(s): none

PS 518 Cr. 3.0

Theory, Policy, Ethics

Seeks to enable students to develop a critical understanding of the moral and political values that come into play in public policy. Topics include the tensions between ethics and politics in the tradition of political theory as well as how they feature in contemporary public policy debates in American and global politics. Students gain an understanding of the role of ethics as a matter of social justice as well as ethical issues and dilemmas in professional ethics.

Course Type(s): none

PS 522 Cr. 3.0

History of Urbanization in America

Provides an interdisciplinary study of the history of urbanization and industrialization in the United States from the mid-nineteenth century to the early twentieth century. Using the themes of community, technology, public policy, and immigration, students will examine the development and changes in the social, physical, political, and economic urban landscape. Also listed as History 522.

Course Type(s): none

PS 524 Cr. 3.0

Public Opinion and the Media

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

Course Type(s): none

Appendix A: Course Descriptions

PS 525

Cr. 3.0

Political Communication

The study of traditional and contemporary theories of rhetoric as applied in research and analysis of political campaigns. The rhetorical creation, maintenance, application, and legitimization of symbolic power. A survey of analytic models of political communication and application of the models to case studies. The role of the political communication specialist. Practicum in political communication strategies and techniques. Also listed as Communication 525.

Course Type(s): none

PS 530

Cr. 3.0

Environmental Policy

A survey of the process by which environmental politics, planning, and public policy is conducted in the United States and around the world. We will examine the nature and scope of environmental, energy, and natural resource problems; contrasting perspectives on their severity and policy implications; the goals and strategies of the environmental movement and public opinion on the environment; scientific, economic, political, and institutional forces that shape policymaking and implementation; approaches to environmental policy analysis; and selected issues in environmental policy in the global community. In addition to the covering of certain ecological science terms, the interplay between international organizations, non-governmental organizations, and traditional states and the ways in which these actors seek diplomatic solutions to environmental problems is also covered.

Course Type(s): none

PS 533

Cr. 3.0

The History of Public Policy in the United States

The objective is to survey major issues in domestic public policy. The emphasis is on changes in the process of policy formation in both the public and private sectors. Also listed as History 533.

Course Type(s): HSUS

PS 553

Cr. 3.0

Gender, Family, and Policy

Examines how policies affect a diverse spectrum of families based on class, race, gender, sexuality, age, and nationality. It begins with a historical perspective on how families have developed because of historical factors such as changing economy and technology. It also examines how social structures such as race, class, gender, and sexuality have shaped families. It then focuses on current issues facing families and the policies that regu-

late those issues, such as the balance between work and family, welfare, reproductive issues, violence, healthcare, and educational issues. A comparative approach will be taken to examine policies both in the U.S. and within other countries. Also discussed will be family activism aimed at affecting policy in the 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 **Cr. 3.0**
Political Science Practicum

An opportunity to apply classroom theory in practice through actual work experience. Students have the opportunity to apply the theories and concepts of public policy to actual work settings.
Course Type(s): none

PS 597 **Cr. 0.0**
Portfolio

Enables students to complete their portfolios for the Master of Arts in Public Policy (MAPP). The portfolio displays academic and professional development and learning gained from the MAPP program and related experiences. The portfolio contains collections of academic and professional goal statements, term papers, reflective essays, and artifacts gathered in various classes and colloquiums and connected work.
Course Type(s): none

PS 598 **Cr. 3.0**
Special Topics/Special Projects

Offered occasionally to match the interest of the students' and the professor teaching the course. The instruction will follow classroom lectures and discussions on the topic. The exact nature of the topic covered in any given semester is indicated on the student's transcript. Permission of program director required.
Course Type(s): none

PS 599 **Cr. 3.0**
Readings and Research

An independent research study based on relevant research and the writing of a substantial paper designed and executed by the student in consultation with a supervising professor. The subject matter should cover public policy and related areas.
Course Type(s): none

PS 618 **Cr. 3.0**
Social Work Administration

Designed to deepen the student's knowledge of the information and skills needed to organize and manage a modern human service not-for-profit organization. Except for those in private practice, most social workers function within an organization or agency environment - very often in the not-for-profit sector. Within five years, many holding

MSW degrees will hold management positions in those organizations. Allows students to gain some preparation for this future possibility, while at the same time providing them with the tools to understand administrative processes in their organizations. Also listed as Social Work 618.
Course Type(s): TPS

PS 692 **Cr. 3.0**
Public Policy Master's Thesis

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

PS CPE **Cr. 0.0**
Public Policy Comprehensive Exam

Public Policy Comprehensive Exam
Prerequisites: Political Science 510, 516, 518, and 691.
This is a pass/fail course.
Course Type(s): none

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 soft-

Appendix A: Course Descriptions

ware, 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 565 **Cr. 3.0** **Software System Requirements**

Students will learn advanced methods in software system requirements. Ideally, these methods should be applied at the system, enterprise, or global levels of software development. Methods in requirements elicitation, modeling of enterprises, prioritization, and negotiation of requirements will be emphasized. Methods for including Commercial Off-the Shelf (COTS) 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 501A and Software Engineering 504.
Course Type(s): none

SE 570 **Cr. 3.0** **Software Systems Design**

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

SE 575 **Cr. 3.0** **Software Verification, Validation, and Maintenance**

Covers software verification, validation, and maintenance. The first half of the course includes inspections of requirements, design, and code as well as testing. The second half addresses the handling of change requests, software

evolution, code comprehension, and change management. It will include hands-on experience with a change management system and an automated testing tool.
Prerequisites: Computer Science 501A and Software Engineering 504.
Course Type(s): none

SE 580 **Cr. 3.0** **The Process of Engineering Software**

Students will learn how to define, apply, and improve a software process. The basic components of a software process will be introduced, as well as the most influential process models. Students will experiment with both plan-based and agile methods of software development. The need for continuous process quality assessment and improvement will be described. Models such as CMM, ISO9001 will be introduced as reference models for organizations process models.
Prerequisites: Computer Science 503 and Software Engineering 504.
Course Type(s): none

SE 588 **Cr. 1.0** **Software Practice and Experience**

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

SE 601 **Cr. 3.0** **Outsourcing: Specifications and Strategies**

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

SE 602 **Cr. 3.0** **Technology Assessment**

Covers the practicalities of assessing a technology for use in delivery of products. It examines how new tools, processes, and training fit into an overall technolo-

gy-adoption decision.

Prerequisites: Software Engineering 565 and 570.

Course Type(s): none

SE 603 **Cr. 3.0**

MOST Implementation

A practical application of MOST concepts by following the process of adopting a new technology and putting the appropriate elements into an organization. Focuses on technology assessment, cost, scheduling, training, and project management.

Prerequisites: Software Engineering 565 and 570.

Course Type(s): none

SE 605 **Cr. 3.0**

Software Implementation and Reuse

Explores contemporary topics in systematic software implementation and reuse. Includes the impact of Object-Based and Object-Oriented Design and Programming with Ada83, Ada95, and C++ along with Domain Engineering on the software development process.

Concentrates on the practical aspects of applying architecture-centric, domain-specific, library-based reuse methodologies integrated with the software development process to create software systems in an efficient, cost-effective manner. Illustrates how object-oriented and domain-engineering techniques coupled with domain-specific libraries can be used to effectively develop significant software systems in a short period of time, frequently realizing reuse on the order of 70% or more. Libraries of object-based reusable software components will be used to design and implement solutions to problems.

Prerequisites: Software Engineering 565 and 570.

Course Type(s): none

SE 610 **Cr. 3.0**

Software Systems Security

Threats, vulnerabilities, and attacks to network-based systems, Heuristic procedures for breaking systems. UNIX and Internet case studies. Security modeling techniques including Bell-Lapadula, Biba, and Clark-Wilson. Composition of non-deducibility and noninterference security. Safeguard techniques including cryptographic protocols, online auditing and intrusion detection, access control, Internet firewalls, authentication, security kernel design, and trusted software development. Case studies in database security and secure network design.

Prerequisites: Software Engineering 565 and 570.

Course Type(s): none

SE 611 **Cr. 3.0**

Secure Web Services Design

Web applications present a complex set of security issues for architects, designers, and developers. The most secure and hack-resilient Web applications are those that have been built from the ground up with security in mind. This course focuses on principles of secure Web applications design. Topics include threats and counter measures, security in Web service frameworks, session control, access control, and data protection. Prerequisite: Software Engineering 565.

Course Type(s): none

SE 615 **Cr. 3.0**

Usability Engineering/Human-Computer Interaction

Explores the requirements analysis, design, and evaluation of the Computer User Interface in the context of Software Engineering Processes. Specific methods and design problems will be illustrated with real-world examples in information technology, the Internet, communications, mobility, multimedia, and speech technologies. Prepares students to perform usability tasks directly or to successfully manage and collaborate with usability experts.

Prerequisite: Software Engineering 565.

Course Type(s): none

SE 616 **Cr. 3.0**

Extensible Markup Language (XML)

Presents XML fundamental concepts, XML as a document format, XML as a data format, and special topics in using XML. Prerequisite: Computer Science 501B.

Course Type(s): none

SE 620 **Cr. 3.0**

Networked Software Systems I

Network Computing Models, Concepts and Requirement specification; Techniques for Interprocess Communication; Message Passing; Remote Procedures Calls; Directory Service; Synchronization; Task Partition and Allocation; Threads; Security and Authentication; Time Management.

Prerequisites: Software Engineering 565 and 570.

Course Type(s): none

SE 621 **Cr. 3.0**

Networked Software Systems II

Distributed File Systems, Replication, Shared Data, Transactions, Distributed Operating Systems, Micro Kernels, Network Operating Systems, Computing Environments, and Toolkits: ONC, DCE, ISIS, Languages.

Appendix A: Course Descriptions

Prerequisite: Software Engineering 620.
Course Type(s): none

SE 623 **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 of the fundamentals of information systems and their integration into business organizations. Also listed as Management Information Systems 623. Not open to students who have successfully completed Management 520.
Course Type(s): none

SE 625 **Cr. 3.0** **Information Systems Architecture**

Theoretical and practical issues related to the modeling and design of information systems to support medium to large organizations. The Target Architecture and its roles in building enterprise-wide information systems. Operational, warehouse, departmental, and individual-level data. Data modeling levels and associated constructs: Entity-Relationship Diagrams, Data Item Sets, Physical Data Models. Process modeling levels and 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 or MIS 565.
Course Type(s): none

SE 626 **Cr. 3.0** **Information Systems Engineering**

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

SE 630 **Cr. 3.0** **Real-Time Software Analysis and Specification**

Scheduling policies and mechanisms. Classification of Real-Time Systems: hard, soft; uniprocessor, multipro-

cessor, distributed. Kernels and executives. Real-time programming languages and their tasking systems. Real-time distributed systems; processor and communication scheduling domains, priority inversions and mappings, global time synchronization. Real-Time Structured Analysis (TTSA), CASE tools for RTSA, Real-Time Object Oriented Analysis methods. Comparison to RTSA. Prototyping real-time software systems. Using prototype tools like CAPS (Computer Aided Prototyping System) to establish and validate system requirements. Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 631 **Cr. 3.0** **Real-Time Software Design and Implementation**

Criteria and trade-off for partitioning the functions of a real-time system among the hardware, firmware, and software. The interfaces of a real-time system to the external environments such as sensors and actuators. Designing real-time systems: structured and object-oriented methods. Case studies and comparison between the two. Design verification and validation. Implementation of real-time Systems. Development environments and tools: Simulators, Emulators, and Debuggers. Testing real-time systems. Test coverage and regression testing. Special approaches for real-time software testing. Engineering and organizational issues in real-time software development. Performance testing and its importance in real-time systems. Prerequisite: Software Engineering 630.
Course Type(s): none

SE 650 **Cr. 3.0** **Software Project Management**

Project management techniques and their application to the management of software projects. How to develop a software development plan and its associated tasks, milestones, and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Tasks, dependencies and conflict resolution. Resource management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of large software projects. Also listed as MIS 550. For Software Engineering students only. Prerequisite: Software Engineering 504.
Course Type(s): none

SE 651 **Cr. 3.0**

Software Organization Management

Management issues regarding the software process. Authority and delegation. Leadership and leadership paradigms. Software Team management: organization, staffing and valuation, organizational alternatives. Centralized vs. Decentralized organizations. Managing design, development, and testing teams. Managing software support organizations. Strategies for staffing: minimal vs. redundant staffing. Combining generalists and specialists to achieve an optimal staff configuration. Staff development and growth. Fostering professional growth within the organization. Evaluation strategies and techniques. Compensation and reward issues. Prerequisite: Software Engineering 504.
Course Type(s): none

SE 652 **Cr. 3.0**

Software Quality Management

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

SE 660 **Cr. 3.0**

Computer System Architecture

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

SE 691 **Cr. 3.0**

Software Engineering Thesis Research

Independent research in software engineering, spanning a period of two consecutive semesters in an area not substantially covered in a regular course offering, under the supervision of a software engineering faculty member.

A formal thesis is required. An oral defense of the thesis before a committee of two faculty members, plus the advising professor, is required. Depending on the topic, a reviewer from outside the software engineering department may be asked to serve as a committee member. Limited to Software Engineering majors.
Prerequisites: Software Engineering 565, 570, and 580 and prior permission of the advising professor.
Course Type(s): none

SE 692 **Cr. 3.0**

Software Engineering Thesis Research

Independent research in software engineering, spanning a period of two consecutive semesters in an area not substantially covered in a regular course offering, under the supervision of a software engineering faculty member. A formal thesis is required. An oral defense of the thesis before a committee of two faculty members, plus the advising professor is required. Depending on the topic, a reviewer from outside the software engineering department may be asked to serve as a committee member. Limited to Software Engineering majors.
Prerequisites: Software Engineering 691 and prior permission of the advising professor.
Course Type(s): none

SE 695A **Cr. 3.0**

Software Engineering Practicum

A two-semester course sequence with major emphasis on hands-on, team-oriented large software development projects. Students will be asked to form groups of three to five persons, who 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 document process addresses work products, roles, activities, entry and exit criteria, reviews and audits, documented procedures, and training. The practicum will also include the use of a set of approved tools. Additional software project management topics such as planning, estimation, and tracking will be covered. Project management techniques and their application to the management of software projects. How to define a software development plan, its associated tasks, milestones, and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Task dependencies and conflict resolution. Resource management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact

Appendix A: Course Descriptions

in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of large software projects. The students will be asked to serve in team roles, hold oral reviews, and prepare documentation appropriate to their project. Students in the class will participate in the reviews of other teams in the class. At the end of the second semester, each team will give a formal presentation on the project. Limited to Software Engineering majors. Prerequisites: Software Engineering 565, 570, and 580. Course Type(s): none

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

A two-semester course sequence with major emphasis on hands-on, team-oriented large software development projects. Students will be asked to form groups of three to five persons, who 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. Resource management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of a large software project. Students will be asked to serve in team roles, hold oral reviews, and prepare documentation appropriate to their project. Students will participate in the reviews of other teams in the class. At the end of the second semester, each team will give a formal presentation on the project. Limited to Software Engineering majors. Prerequisite: Software Engineering 695A. Course Type(s): none

SE 698 **Cr. 3.0**

Special Topics in Software Engineering

The subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Prerequisite: Approval of the department. Course Type(s): none

SE 699 **Cr. 3.0**

Individual Research Project in Software Engineering

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

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

SW 503 **Cr. 3.0**

Social Work Practice with Individuals and Families

This beginning practice course introduces students to the basic processes of social work and the roles and skills needed for foundation practice. Relevant theories of social work practice with individuals and families are explored in relation to interviewing skills and assessment strategies. The course integrates ethical/value standards, multicultural and diverse contexts, and populations at risk. Effective practice methods, ethical issues, and the problem-solving process are incorporated. As of Fall 2013, students must earn a grade of B or higher in this course or it will have to be repeated. Course Type(s): none

SW 505 **Cr. 3.0**

Social Welfare Policy and Services I

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

SW 507 **Cr. 3.0**

Social Work Research

Develops the student's ability to use and engage in both quantitative and qualitative research in order to inform and evaluate his or her own social practice. Addresses key research concepts and procedures, such as hypothesis formulation, measurement, sampling, research design, and data collection.

Course Type(s): none

SW 509 **Cr. 3.0**

Human Behavior in the Social Environment I

This is the first semester of a two-semester course sequence within which students use theory and empirical data to assess human behavior as it develops in a variety of sociopolitical environments. A strengths-based, empowerment-focused paradigm is introduced to help students conceptualize biological, psychological, cognitive, and social factors as they influence human growth and development within families.

Course Type(s): none

SW 510 **Cr. 3.0**

Field Practicum I

This is the first part of a yearlong seminar required of all first-year MSW students completing a field internship.

The purpose of the seminar is to integrate experiences from the field with course work, discussion, and personal reflections. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

SW 513 **Cr. 3.0**

Social Work Practice in Groups

Builds on social work practice, knowledge, skills, and techniques. Describes social work practice with groups. It begins by delving into the history of group work in social work practice. Essentially, the course will explain the stages of group development, as well as concepts and theories related to group work treatment. In addition, different styles of group leadership will be presented, as well as group member roles. Students will be expected to role-play various stages of group development. Group process will also incorporate an ecosystems perspective, with overall emphasis on empowerment utilizing a strengths perspective. Special attention will be given to human rights, social and economic justice, diversity, and cultural issues with respect to social work practice with groups. Students must earn a grade of B or higher or it will have to be repeated.

Course Type(s): none

SW 515 **Cr. 3.0**

Social Welfare Policy and Services II

Theories and frameworks are used to analyze the development, operation, impact, and strategies for change in today's social welfare policies and services. Students apply analytic skills, scientific knowledge and research concepts to deepen their knowledge about different settings, populations, and issues that are influenced and shaped by social needs, social policy, ethical questions, oppression, and concerns for social justice. Prerequisite: Social Work 505.

Course Type(s): none

SW 518 **Cr. 3.0**

Global Community Practice

Required of all graduate Social Work majors, this course focuses on the community as the unit of intervention. Students will be introduced to the spectrum of macro social work practice from a global perspective. Students will learn the skills necessary for conceptualizing and facilitating social change, whether at the agency, neighborhood, state, federal, or international level. Direct action (grassroots) organizing will be the framework for learning about social change. Examines international organizing movements and how these compare to organizing efforts in the United States. Students must earn a grade of B or higher in this course or it will have to be repeated.

Prerequisite: Social Work 509.

Course Type(s): none

SW 519 **Cr. 3.0**

Human Behavior in the Social Environment II

This is the second semester of a two-semester course sequence within which students use theory and empirical data to assess human behavior as it develops within a variety of sociopolitical environments. A strengths-based, empowerment - focused paradigm is developed to help students conceptualize the interactions among social identities, such as race, class, ethnicity, sexual orientation, and gender expression, as they influence human behavior in larger sociopolitical entities, such as groups, organizations, and communities.

Prerequisite: Social Work 509.

Course Type(s): none

SW 520 **Cr. 3.0**

Field Practicum II

The second part of a yearlong seminar required of all first-year MSW students completing a field internship. The seminar is generalist in focus. Students must earn a grade of B or higher in this course or it will have to be

Appendix A: Course Descriptions

repeated.

Prerequisite: Social Work 510 passed with a grade of B or higher. Corequisites: Social Work 503, 513, and 518.

Course Type(s): none

SW 598 **Cr. 3.0**

Special Topics in Social Work

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisite: Permission of the department chair required.

Course Type(s): none

SW 599 **Cr. 3.0**

Independent Study in Social Work

Reading and research under the direction of a member of the Social Work faculty.

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

Course Type(s): none

SW 602 **Cr. 3.0**

Domestic Violence

Highlights the issues of power and control with respect to violence. The societal beliefs and mores of different cultures that condone violence will be examined. The patterns of domestic violence will be studied from the points-of-view of the victims as well as the abusers. Methods of social work practice with family violence as well as current treatment procedures with abusers and victims are included.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 603 **Cr. 3.0**

Addictions Considerations

Deals with the practice of social work with substance abusing clients. It is meant to supplement material covered in SW 604 (Clinical Practice in Addictions) to fulfill the obligations of licensure from the state of New Jersey.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 604 **Cr. 3.0**

Clinical Practice in Addictions

Evaluates the clinical implications of substance use and abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiol-

ogy, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented, and evaluated. On a mezzo level, the effects on, and needs of, the extended family and systemic community of those who use substances will be addressed. Strategies for meeting those needs will be researched and evaluated. Lastly, on the macro level, existing resources available and active policy regarding substance abuse will be critically studied, and potential proposed changes will be discussed. Also listed as Educational Counseling 604. Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 605 **Cr. 3.0**

Clinical Practice with Families and Children

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

Also listed as Educational Counseling 605. Students must earn a grade of B or higher in this course or it will have to be repeated.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 606 **Cr. 3.0**

Working with Trauma in Child Welfare

Develops clinical practice skills in child welfare, especially related to trauma assessment and intervention. Prepares students by teaching them the latest theories, research, and assessment and intervention strategies designed to assist youth and their families recover from traumatic experiences that may include sexual abuse, neglect, physical abuse, poverty, and parental substance abuse. A review of the historical, legal, and ethical issues provides students with enhanced personal and professional understanding of the complexities of working with youth and families with multiple problems in the child welfare system.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 614 **Cr. 3.0**

Grant Writing

Provides students with the opportunity to develop grant-writing skills and to apply for a grant for their field internship agency. Emphasis will be placed on writing skills, concept development, program development, and budget preparation.

Prerequisite: Must be an advanced-standing student or

equivalent.
Course Type(s): TPS

SW 615 **Cr. 3.0**
Issues in International and Community Social Work

This is the first course in the concentration on International and Community Development. It is designed to introduce the student to global arenas for social work activities. Different perspectives on and realities of development and underdevelopment; policies and practices of international aid and humanitarian agencies; and the role of social work in addressing human rights and needs are critically examined. Emphasis is to give the impact of social welfare policy decisions upon oppressed population groups including their implications for human rights and social and economic justice. The relationship and tensions between Global North and Global South development and practice are explored. Policy areas for international and community development include: health-care, income, social security and social welfare, housing, transportation, environment, education, social justice and corrections, employment (both formal and informal sectors), and peace and security. Knowledge skills and awareness for community practice work in multicultural and transnational settings are emphasized in this course. Understanding the generic community practice process is a critical component of learning to work in this field and to achieve socially just policies with individual, families, organizations, and communities in a global context. Special attention is given to social diversity in community development with oppressed populations i.e., overcoming sexism, ageism, racism, abilism, ethnocentrism, classism, and militarism. Students must earn a grade of B or higher or the course will have to be repeated.
Prerequisite: Must be an advanced-standing student or equivalent.
Course Type(s): none

SW 616 **Cr. 3.0**
Social Work Practice with the Aged

Designed for students specializing in practice with the aged and their families. Examines normative and pathological aging personality. Emphasis is placed on the development of specialized knowledge and skills for assessment, intervention, and evaluation of a variety of issues and needs common in later life. Discussions on the applicability of certain interventions with the older adult and the family will be presented along with ethno-cultural and gender considerations.
Prerequisite: Must be an advanced-standing student or equivalent.
Course Type(s): none

SW 617 **Cr. 3.0**
Seminar on Emerging Challenges in International and Community Social Work

Addresses some of the emerging challenges facing social workers in international and community arenas. Many of these challenges are related to the rapidly changing nature of life in the twenty-first century. Focuses on these emerging challenges as they relate to the quality of life for people around the world. Special attention will be made to conceptualize emerging challenges, themes, and issues using a social justice and human rights framework. Will run as a seminar where students will be involved in the generation of topics and discussions related to those topics. Students must earn a grade of B or higher in this course or it will have to be repeated. Prerequisite: Must be an advanced-standing student or equivalent.
Course Type(s): none

SW 618 **Cr. 3.0**
Social Work Administration

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

SW 619 **Cr. 3.0**
Social Work Supervision

Familiarizes students with the basic concepts of supervision as a vital component of social work practice in three areas: practice skills, administrative needs and evaluation. Covers a historical and theoretical view of supervision, techniques, styles, supervise counter transference, authority, power, and the supervision process. Emphasis is placed on the dynamics of supervision, ethical and value principles, professional boundaries and supervision as a leadership function.
Prerequisite: Must be an advanced-standing student or equivalent.
Course Type(s): none

Appendix A: Course Descriptions

SW 625 **Cr. 3.0**

Program Planning and Evaluation

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

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 626 **Cr. 3.0**

Evaluation of Practice Effectiveness

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

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 627 **Cr. 3.0**

Implications of Social Justice and Human Rights for Social Work

First of a two-course sequence examining the implications and applications of social justice and human rights within social work. Within this course, students develop their knowledge of social justice and human rights principles and theories. Students analyze the implications of those principles and theories for the profession of social work as they develop a proposal for the implementation of social justice and human rights in either an agency-based, creative, or research-focused project.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 628 **Cr. 3.0**

School Social Work

Designed for students in the MSW program who are either in a school social work field internship, who currently work in the school system, or who anticipate becoming a school

social worker in the future. Provides a conceptual framework for understanding social work services in schools. It will also cover educational policy, pupil rights, and the current social issues that school personnel handle.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 629 **Cr. 3.0**

Spirituality and Social Work

Provides a forum in which students will explore spirituality in social work practice. Through a critically reflective approach, this course prepares students to respond competently and ethically to diverse spiritual perspectives in relation to themselves, their clients, and the helping relationships they create with them.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 630 **Cr. 3.0**

Field Practicum III FC

Required for advanced-standing students and those in the second year of the MSW program in the CPFC concentration. Focuses on advanced skills and particular techniques used with vulnerable and oppressed populations at each stage of the direct practice helping process and with difficult practice situations, such as resistant and involuntary clients, divorced families, child abuse and neglect, and other serious social problems affecting individuals, client groups, dyads, and family systems. Case examples representing complex client situations are drawn from the populations served by students in their fieldwork placements with a specific emphasis placed on working from a social justice and human rights perspective in the field. Students must earn a grade of B or higher in this course or it will have to be repeated.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 631 **Cr. 3.0**

Field Practicum III CI

The semester is spent examining issues and methods in international and community practice. Some time will be spent considering an internship overseas in the spring semester. To this end, the course will expose all students to issues in living and working overseas and on cross-cultural understanding. Special attention is given to strategies that specifically target human rights issues, both in the United States and abroad. Designed to relate specif-

ically to students completing their third semester of field practicum in a macro setting. Students must earn a grade of B or higher in this course or it will have to be repeated. Prerequisite: Must be an advanced-standing student or equivalent.
Course Type(s): none

SW 632 **Cr. 3.0**

Crisis Intervention

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

SW 633 **Cr. 3.0**

Trauma-Informed Practice with Children and Adolescents

Teaches social workers basic knowledge, skills, and values about working with children who have experienced traumatic stress. Introduces students to traumatic stress and its impact on children, assessment tools that can help identify children affected by traumatic stress, and provides ways that child welfare workers can manage professional stress caused by secondary trauma. It also teaches how to use this knowledge to support children's safety, permanency, and well-being through case analysis and corresponding interventions tailored for them and their biological and resource families. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events - including abuse and neglect and witnessing interpersonal crime (e.g., domestic violence), community violence, and other traumatic events - who have come into contact with the child welfare system. Students are given a general overview of child traumatic stress, trained on the Essential Elements of trauma-informed child welfare practice, and provided practical strategies that social workers can use when they encounter children who have experienced trauma.
Course Type(s): none

SW 635 **Cr. 3.0**

Suicide Prevention and Intervention

Designed to provide the student with an introduction to the fundamental knowledge and skills necessary for the understanding of and working in clinical practice with

individuals at risk for suicidal thoughts, attempts, and completions. Myths and facts of suicide will be reviewed along with providing information on the state of the evidence base for epidemiology, risk factors, prevention, intervention and postvention with the school-aged child and adolescent, elderly, and special high-risk populations such as Native Americans. Open only to MSW students. Students from other majors must get permission of the professor to enroll.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 640 **Cr. 3.0**

Field Practicum IV FC

This second course in advanced fieldwork practice focuses on the application of social justice and human rights in practice with individuals, families, and groups. It will focus on how culture and the global environment influence assessment and intervention. Students must earn a grade of B or higher in this course or it will have to be repeated. Prerequisite: Social Work 630 passed with a grade of B or higher. Corequisites: Social Work 605, 645, and 665.
Course Type(s): none

SW 641 **Cr. 3.0**

Field Practicum IV CI

Designed to relate specifically to students completing their fourth semester of field practicum in a macro setting. Students are completing 250 hours of fieldwork during this semester while taking this class. It will covers a topic of current interest in social work: cultural competency in the organization and best practice content and readings related to each student's specific field internship. Students must earn a grade of B or higher in this course or it will have to be repeated.

Prerequisites: Social Work 631 passed with a grade of B or higher. Corequisites: Social Work 615, 617, and 655.
Course Type(s): none

SW 645 **Cr. 3.0**

Clinical Social Work Assessment Diagnosis and Intervention Planning

Addresses advanced assessment, diagnosis and intervention planning with adults. Examines the use of advanced theory in understanding problem formulation, assessment, diagnosis, and intervention planning utilizing a clinical social work approach. Attention is directed to sociocultural factors, policy issues, and global environment considerations that impact diagnosis and intervention with persons seeking clinical social work services.

Appendix A: Course Descriptions

The impact of poverty, racism, sexism, homophobia and various manifestations of institutionalized oppression upon clients and clinicians is considered. Intervention methods that enhance adaptive functioning and resiliency are explored. Provides students with an understanding of social work values and ethics as directly related to clinical work, the relevance of critical thinking skills, and the importance of collaborative intervention planning and evaluation of treatment effectiveness. Students must earn a grade of B or higher in this course or it will have to be repeated.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 654 **Cr. 3.0**

Humanitarian Issues in War and Armed Conflict

Challenges students to explore and discuss important questions around protecting the rights of vulnerable people during the times of war. International humanitarian law is a set of rules that seeks, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. International humanitarian law is also known as the law of war or the law of armed conflict. Only open to MSW students. Students from other majors must get permission of the professor to enroll.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 655 **Cr. 3.0**

Comparative International and Community Policy and Practice

Designed to broaden students' exposure to world problems and to the existence of alternative solutions to social problems through an economic and social justice approach. The interrelationship between domestic and international social welfare issues will be highlighted, and the functions and contributions of social work internationally will be examined. This course will also make students aware of the opportunities for international collegial exchange through participation in international social work organizations. Students must earn a grade of B or higher in this course or it will have to be repeated.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 665 **Cr. 3.0**

Advanced Clinical Practice with Children

Builds upon the foundation of individual, family, and group work, with advanced practice applications for social work with children. Assessment and intervention skills used with children and adolescents are taught in relation to special issues that impact upon children today nationally and internationally. Students must earn a grade of B or higher in this course or it will have to be repeated.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

SW 669 **Cr. 3.0**

Applications of Social Justice and Human Rights in Social Work

Second of a two-course sequence examining the implications and applications of social justice and human rights within social work. Guides students in the practice and application of social justice and human rights theories within their concentration-specific engagement with social work. Students undertake the implementation of a project that advances social justice and human rights as appropriate to their concentration area and practice interests.

Prerequisites: Must be an advanced-standing student or the equivalent, and Social Work 627.

Course Type(s): none

SW 671 **Cr. 3.0**

Advanced Practice with Children

Designed for play therapy students and builds on the foundation course on individual, family, and group counseling, with advanced clinical applications for work with children. Assessment and intervention skills are used with children and adolescents with special emphasis on expressive therapies such as art, play, sand tray, and music. Also listed as Educational Leadership 671 and Psychological Counseling 671.

Prerequisite: Prior permission of the CP.SW.PT. program coordinator or MSW Director is required.

Course Type(s): none

SW 672 **Cr. 3.0**

Advanced Theory in Play Therapy

Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as Educational Leadership 672 and

Psychological Counseling 672.
Course Type(s): none

SW 673 **Cr. 3.0**

Advanced Techniques in Play Therapy

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

SW 674 **Cr. 3.0**

Play Therapy for Children at Risk

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

SW 675 **Cr. 3.0**

Play Therapy Practicum Seminar I

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

SW 676 **Cr. 3.0**

Play Therapy Practicum Seminar II

Second of a two-course sequence focusing on the application of play therapy theories and techniques. Students will acquire experience using play therapy theories and

techniques that can be used toward the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment, and treatment planning during individual and group supervision in the university seminar through videotaped sessions and discussion. Legal and ethical issues, transference/countertransference, and working with parents/caregivers are emphasized. Limited to Play Therapy (C.P.SW.PT.) program majors. Cannot enroll in SW/PC 675 at the same time. Also listed as Psychological Counseling 676.
Prerequisite: Prior permission of the C.P.SW.PT. Program Coordinator.
Course Type(s): none

SW 698 **Cr. 3.0**

Special Topics in Social Work

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

SW 699 **Cr. 3.0**

Independent Study in Social Work

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

TH 526 **Cr. 3.0**

Comedy and Drama in Western Culture

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

TH 598 **Cr. 3.0**

Special Topics in Theatre

To equip teachers with the ability to use creative dramatics in the classroom. The emphasis is on the participant and participation. Dramatic play and play-making are

Appendix A: Course Descriptions

integral to the class. Techniques will be taught that can be transferred to many other subjects and disciplines. Students should attend comfortably dressed.
Course Type(s): none

TH 599

Cr. 3.0

Independent Study in Theatre

Reading and research leading to significant written work under the direction of a member of the theatre faculty.
Course Type(s): none

Appendix B: Graduate Curriculum Charts

Monmouth University's 2015-2016 official curriculum charts (as of June 2015) appear in this appendix. Degree programs begin on page B4, and certificate programs begin on page B79. Please visit the Registrar's pages within the Academics section of Monmouth University's website (<http://www.monmouth.edu/university/academics.aspx>) or WebStudent (<https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html>) for curriculum charts and additional information.

Graduate Programs

MA Anthropology – Thesis Track.....	B4	MS Computer Science—Computer Networks Non-Thesis Track.....	B15
MA Anthropology – Non-Thesis Track	B5	MS Computer Science—Databases and Intelligent Information Systems Thesis Track.....	B16
MBA.....	B6	MS Computer Science—Databases and Intelligent Information Systems Non-Thesis Track.....	B17
MBA—with a Concentration in Accounting	B7	MS Computer Science—Security of Computer Systems and Networks Thesis Track.....	B18
MBA—with a Concentration in Finance	B8	MS Computer Science—Security of Computer Systems and Networks Non-Thesis Track.....	B19
MBA – with a Concentration in Management.....	B9	MA Corporate and Public Communication Thesis Track.....	B20
MBA – with a Concentration in Marketing.....	B10	MA Corporate and Public Communication Non-Thesis Track.....	B21
MBA—with a Concentration in Real Estate	B11	MA Criminal Justice—Thesis	B22
MS Computer Science – Thesis Track	B12		
MS Computer Science – Non-Thesis Track.....	B13		
MS Computer Science—Computer Networks Thesis Track.....	B14		

Appendix B: Curriculum Charts 2015-2016

MA Criminal Justice—Non-Thesis.....	B23	MAT Initial Certification—K-12 Track, Spanish or Chinese, Endorsement in English as a Second Language (ESL).....	B44
MA Criminal Justice – Homeland Security Track	B24	MAT Initial Certification – K-12 Track, K-12 Certification in Health and Physical Education	B45
MS Education - Literacy	B25	MAT Initial Certification – Secondary Track, Endorsement in Teacher of Students with Disabilities	B46
MS Education - Principal/Supervisor.....	B26	MA English with a Concentration in Creative Writing.....	B47
MS Education - Principal/School Administrator/ Supervisor	B27	MA English with a Concentration in Literature – ..	B48
MS Education—School Counseling	B28	MA English with a Concentration in Rhetoric and Writing	B49
MS Education – Speech – Language Pathology	B29	MA History.....	B50
MS Education – Student Affairs and College Counseling Track	B30	MA History—European Specialization	B51
MS Education - Special Education – Autism Track	B31	MA History—U.S. Specialization.....	B52
MS Education – Special Education – Learning Disabilities Teacher-Consultant Track	B32	MA History—World Specialization.....	B53
MS Education – Special Education – Teaching in Inclusive Settings Track	B33	MS Homeland Security	B54
MS Education – Special Education – Teacher of Students with Disabilities Track	B34	MS Information Systems – Management Track, Thesis.....	B55
MAT Initial Certification—Early Childhood Elementary Track.....	B35	MS Information Systems – Management Track, Non-Thesis.....	B56
MAT Initial Certification—Elementary Track	B36	MS Information Systems – Technology Track, Thesis.....	B57
MAT Initial Certification – Elementary Track K5 with an Endorsement in English as a Second Language (ESL).....	B37	MS Information Systems – Technology Track, Non-Thesis.....	B58
MAT Initial Certification—Elementary Track and Middle School Endorsement.....	B38	MS Nursing—Administration	B59
MAT Initial Certification – Elementary Track K5 with an Endorsement in Teacher of Students with Disabilities.....	B39	MS Nursing—Adult and Gerontological Primary Care Nurse Practitioner.....	B60
MAT Initial Certification – Secondary Track.....	B40	MS Nursing—Family Nurse Practitioner	B61
MAT Initial Certification – Secondary Track, Art or Music.....	B41	MS Nursing—Psychiatric and Mental Health Nurse Practitioner	B62
MAT Initial Certification—Secondary Track, Spanish or Chinese.....	B42	MS Nursing—Forensic Nursing.....	B63
MAT Initial Certification—Secondary Track, Endorsement in English as a Second Language (ESL).....	B43	MS Nursing—Nursing Education.....	B64
		MS Nursing—School Nursing for Certified School Nurses.....	B65

MS Nursing – School Nursing – Non-Certified School Nurses.....	B66
MS Physician’s Assistant	B67
MS Mental Health Counseling.....	B68
MA Psychological Counseling.....	B69
MA Psychological Counseling – Addiction Studies Track	B70
MA Public Policy – Thesis Track.....	B71
MA Public Policy – Non-Thesis Track.....	B72
MSW—Clinical Practice with Families and Children.....	B73
MSW—International and Community Development.....	B74
MS Software Engineering.....	B75
MS Software Engineering—Advanced Track.....	B76
MS Software Engineering—Non-Thesis Track	B77

Doctorate Programs

DNP – Doctor of Nursing Practice	B78
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Graduate Certificates

Certificate: Accounting	B79
Certificate: Applied Behavior Analysis	B80
Certificate: Autism	B81
Certificate: Computer Science Software Design & Development.....	B82
Certificate: Forensic Nursing.....	B83
Certificate: Homeland Security.....	B84
Certificate: Human Resources Management and Communication	B85
Certificate: Strategic Public Relations and New Media	B86
Certificate: Public Service Communication Specialist.....	B87

Certificate: School Nursing.....	B88
Certificate: School Nursing—Non-Instructional	B89
Certificate: Software Development.....	B90
Certificate: Software Engineering.....	B91
Certificate: Teaching English to Speakers of Other Languages	B92

Post-Master’s Certificates

Post-Master’s Certificate: Adult Gerontological Primary Care Nurse Practitioner	B93
Post-Master’s Certificate: Family Nurse Practitioner	B94
Post-Master’s Certificate: Psychiatric and Mental Health Nurse Practitioner	B95
Post-Master’s Certificate: Nursing Administration.....	B96
Post-Master’s Certificate: Nursing Education.....	B97
Post-Master’s Certificate: Play Therapy	B98

Graduate Subject Endorsement

Chinese – Certificate of Eligibility with Advanced Standing (CEAS).....	B99
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Graduate Endorsements

Bi-Lingual/Bi-Cultural.....	B100
Early Childhood.....	B101
English as a Second Language (ESL).....	B102
Student Assistance Coordinator.....	B103
Teacher of Students with Disabilities	B104

Post-Master’s Endorsements

Director of School Counseling Services.....	B105
Learning Disabilities Teacher-Consultant.....	B106
Supervisor	B107

Catalog Year 2015-2016: MA.AN.TT.15

Master of Arts in Anthropology (Thesis Track)	
REQUIREMENTS: 30 Credits	Credits
AN-501: Anthropological Theory	3.0
Take 2 courses from the following:	6.0
AN-520: Field Methods in Archaeology	
AN-522: Ethnographic Methods	
AN-524: Introduction to Geographical Information Systems (GIS)	
Take 2 courses from the following:	6.0
AN-506: Historical Archaeology	
AN-513: Origin of Civilization and the State	
AN-540: Psychological Anthropology	
AN-542: Economic Anthropology	
AN-589: Formation of the Global System: 15th to 16th Centuries	
AN-598: Special Topics in Anthropology	
Take 2 courses from the following:	6.0
AN-504: Ancient Civilizations of Native America	
AN-532: Native American History and Prehistory	
AN-575: Civilizations of the Andes	
AN-585: Seminar in African History	
AN-586: Pre-Columbian Civilizations: The Aztec and Inka States	
AN-595: Anthropology Internship/Practicum	
Choose an additional course from any Topical, Regional, or Methods Course	3.0
AN-691: Anthropology Thesis (Research)	3.0
and AN-692: Anthropology Thesis (Writing)	3.0
AN-THD: Thesis Defense	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN ANTHROPOLOGY = 30.0	

Catalog Year 2015-2016: MA.AN.NTT.15

Master of Arts in Anthropology (Non-Thesis Track)	
REQUIREMENTS: 30 Credits	Credits
AN-501: Anthropological Theory	3.0
Take 2 courses from the following:	6.0
AN-520: Field Methods in Archaeology	
AN-522: Ethnographic Methods	
AN-524: Introduction to Geographical Information Systems (GIS)	
Take 2 courses from the following:	6.0
AN-506: Historical Archaeology	
AN-513: Origin of Civilization and the State	
AN-540: Psychological Anthropology	
AN-542: Economic Anthropology	
AN-589: Formation of the Global System: 15th to 16th Centuries	
AN-598: Special Topics in Anthropology	
Take 2 courses from the following:	6.0
AN-504: Ancient Civilizations of Native America	
AN-532: Native American History and Prehistory	
AN-575: Civilizations of the Andes	
AN-585: Seminar in African History	
AN-586: Pre-Columbian Civilizations: The Aztec and Inka States	
AN-595: Anthropology Internship/Practicum	
Choose an additional course from any Topical, Regional, or Methods Course	3.0
Take 6 additional Credits in Anthropology	6.0
and AN-CPE: Anthropology Comprehensive Exam	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN ANTHROPOLOGY = 30.0	

Master of Business Administration	
FOUNDATION REQUIREMENTS: 21 Credits	
	Credits
BU-510: Business Analysis, Research and Communication	3.0
BE-511: Microeconomics	1.5
BE-512: Macroeconomics	1.5
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BF-515: Financial Markets	1.5
BF-516: Business Finance	1.5
BK-520: Foundations of Marketing Management	1.5
BM-517: Introduction to Management	1.5
BM-518: Graduate Business Statistics Using Microsoft Excel	3.0
BM-519: Production & Operations Management	3.0
CORE REQUIREMENTS: 21 Credits	
	Credits
BA-610: Accounting for Managers	3.0
BE-611: Managerial Economics	3.0
BF-612: Corporate Finance	3.0
BM-613: Managing and Leading in Organizations	3.0
BK-614: Marketing Management	3.0
BM-660: Corporate Governance and Organizational Ethics	3.0
BM-670: Strategic Management	3.0
REQUIREMENTS: 15 Credits	
	Credits
<p>DATA ANALYSIS:</p> <p>Take 3 Credits from the Following:</p> <p>BK-620: Marketing Research</p> <p>BM-620: Management Science & Business Analytics</p> <p>BM-622: Applied Information Systems Management</p> <p>BE-620/BF-620: Econometrics</p>	3.0
<p>GLOBAL:</p> <p>Take 3 Credits from the Following:</p> <p>BE-650: Globalization</p> <p>BF-650: International Finance</p> <p>BK-650: International Marketing Management</p> <p>BR-650: International Real Estate</p> <p>BM-650: International Business</p>	3.0
<p>GUIDED ELECTIVES:</p> <p>Take 9 Credits of Guided Free Electives</p>	9.0
Minimum Credits for Master of Business Administration = 57.0	

Catalog Year 2015-2016: MBA.BA.15

Master of Business Administration with a Concentration in Accounting	
FOUNDATION REQUIREMENTS: 21 Credits	Credits
BU-510: Business Analysis, Research and Communication	3.0
BE-511: Microeconomics	1.5
BE-512: Macroeconomics	1.5
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BF-515: Financial Markets	1.5
BF-516: Business Finance	1.5
BK-520: Foundations of Marketing Management	1.5
BM-517: Introduction to Management	1.5
BM-518: Graduate Business Statistics Using Microsoft Excel	3.0
BM-519: Production & Operations Management	3.0
CORE REQUIREMENTS: 15 Credits	Credits
BA-610: Accounting for Managers	3.0
BF-612: Corporate Finance	3.0
BM-613: Managing and Leading in Organizations	3.0
BM-660: Corporate Governance and Organizational Ethics	3.0
BM-670: Strategic Management	3.0
CONCENTRATION REQUIREMENTS: 21 Credits	Credits
BA-632: Business Income Tax	3.0
BA-634: Selected Topics in Financial Accounting	3.0
BA-636: Advanced Accounting Topics	3.0
BA-638: Auditing Practices and Cases	3.0
BL-631: Legal Environment of Business	3.0
DATA ANALYSIS:	3.0
Take 3 Credits from the Following:	
BE/BF-620: Econometrics	
BM-620: Management Science & Business Analytics	
BM-622: Applied Information Systems Management	
GLOBAL:	3.0
Take 3 Credits from the Following:	
BE-650: Globalization	
BK-650: International Marketing Management	
BR-650: International Real Estate	
BM-650: International Business	
Minimum Credits for Master of Business Administration with a Concentration in Accounting = 57.0	

Master of Business Administration with a Concentration in Finance	
FOUNDATION REQUIREMENTS: 21 Credits	Credits
BU-510: Business Analysis, Research, and Communication	3.0
BE-511: Microeconomics	1.5
BE-512: Macroeconomics	1.5
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BF-515: Financial Markets	1.5
BF-516: Business Finance	1.5
BK-520: Foundations of Marketing Management	1.5
BM-517: Introduction to Management	1.5
BM-518: Graduate Business Statistics Using Microsoft Excel	3.0
BM-519: Production & Operations Management	3.0
CORE REQUIREMENTS: 21 Credits	Credits
BA-610: Accounting for Managers	3.0
BE-611: Managerial Economics	3.0
BF-612: Corporate Finance	3.0
BM-613: Managing and Leading in Organizations	3.0
BK-614: Marketing Management	3.0
BM-660: Corporate Governance and Organizational Ethics	3.0
BM-670: Strategic Management	3.0
CONCENTRATION REQUIREMENTS: 15 Credits	Credits
DATA ANALYSIS: BE-620/BF-620: Econometrics	3.0
GLOBAL: BE-650: Globalization *OR* BF-650: International Finance	3.0
Choose 9 Credits from the Following: BF-630: Investments BF-631: Derivatives BF-632: Financial Markets and Risk Management BF-698: Special Topics in Finance BE-698: Special Topics in Economics	9.0
Minimum Credits for Master of Business Administration with a Concentration in Finance = 57.0	

Catalog Year 2015-2016: MBA.BM.15

Master of Business Administration with a Concentration in Management	
FOUNDATION REQUIREMENTS: 21 Credits	
	Credits
BU-510: Business Analysis, Research and Communication	3.0
BE-511: Microeconomics	1.5
BE-512: Macroeconomics	1.5
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BF-515: Financial Markets	1.5
BF-516: Business Finance	1.5
BK-520: Foundations of Marketing Management	1.5
BM-517: Introduction to Management	1.5
BM-518: Graduate Business Statistics Using Microsoft Excel	3.0
BM-519: Production & Operations Management	3.0
CORE REQUIREMENTS: 21 Credits	
	Credits
BA-610: Accounting for Managers	3.0
BE-611: Managerial Economics	3.0
BF-612: Corporate Finance	3.0
BM-613: Managing and Leading in Organizations	3.0
BK-614: Marketing Management	3.0
BM-660: Corporate Governance and Organizational Ethics	3.0
BM-670: Strategic Management	3.0
CONCENTRATION REQUIREMENTS: 15 Credits	
	Credits
DATA ANALYSIS:	3.0
BM-620: Management Science & Business Analytics	
OR BM-622: Applied Information Systems Management	
GLOBAL:	3.0
BK-650: International Marketing Management	
OR BM-650: International Business	
BM-631: Logistics Supply Chain Management	3.0
BM-630: Project Management	3.0
BM-635: Human Resource and Organizational Development	3.0
Minimum Credits for Master of Business Administration with a Concentration in Management = 57.0	

Master of Business Administration with a Concentration in Marketing	
FOUNDATION REQUIREMENTS: 21 Credits	Credits
BU-510: Business Analysis, Research and Communication	3.0
BE-511: Microeconomics	1.5
BE-512: Macroeconomics	1.5
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BF-515: Financial Markets	1.5
BF-516: Business Finance	1.5
BK-520: Foundations of Marketing Management	1.5
BM-517: Introduction to Management	1.5
BM-518: Graduate Business Statistics Using Microsoft Excel	3.0
BM-519: Production & Operations Management	3.0
CORE REQUIREMENTS: 21 Credits	Credits
BA-610: Accounting for Managers	3.0
BE-611: Managerial Economics	3.0
BF-612: Corporate Finance	3.0
BM-613: Managing and Leading in Organizations	3.0
BK-614: Marketing Management	3.0
BM-660: Corporate Governance and Organizational Ethics	3.0
BM-670: Strategic Management	3.0
CONCENTRATION REQUIREMENTS: 15 Credits	Credits
DATA ANALYSIS: BK-620: Marketing Research	3.0
GLOBAL: BK-650: International Marketing Management	3.0
Take 9 Credits from the Following: BK-639: Promotional Strategy BK-640: Consumer Behavior BK-641: Advertising and Media Management BK-698: Special Topics in Marketing BK-699: Independent Research in Marketing	9.0
Minimum Credits for Master of Business Administration with a Concentration in Marketing = 57.0	

Catalog Year 2015-2016: MBA.RL.15

Master of Business Administration with a Concentration in Real Estate	
FOUNDATION REQUIREMENTS: 21 Credits	
	Credits
BU-510: Business Analysis, Research and Communication	3.0
BE-511: Microeconomics	1.5
BE-512: Macroeconomics	1.5
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BF-515: Financial Markets	1.5
BF-516: Business Finance	1.5
BK-520: Foundations of Marketing Management	1.5
BM-517: Introduction to Management	1.5
BM-518: Graduate Business Statistics Using Microsoft Excel	3.0
BM-519: Production & Operations Management	3.0
CORE REQUIREMENTS: 15 Credits	
	Credits
BE-611: Managerial Economics	3.0
BM-613: Managing and Leading in Organizations	3.0
BK-614: Marketing Management	3.0
BM-660: Corporate Governance and Organizational Ethics	3.0
BM-670: Strategic Management	3.0
CONCENTRATION REQUIREMENTS: 21 Credits	
	Credits
DATA ANALYSIS: BE-620/BF-620: Econometrics	3.0
GLOBAL: Take 3 Credits from the Following: BR-650: International Real Estate BF-650: International Finance BE-650: Globalization	3.0
BR-630: Environmental Land Use & Planning Law & Regulation	3.0
BR-631: Capital Markets & Real Estate	3.0
BR-633: Real Estate Accounting, Taxation & Insurance	3.0
BR-640: Strategic Case Studies in Real Estate	3.0
Take 3 Credits from the Following:	3.0
BR-632: Real Estate Valuation and Analysis	
BR-634: Real Estate Lease Negotiations and Analysis	
BR-635: Real Estate Property Management	
BR-636: Real Estate Sales and Marketing	
BR-637: Real Estate Construction	
BR-638: Real Estate Planning and Design	
BR-698: Special Topics in Real Estate	
BR-699: Independent Study in Real Estate	
Minimum Credits for Master of Business Administration with a Concentration in Real Estate = 57.0	

Catalog Year 2015-2016: MS.CS.TT.15

Master of Science in Computer Science - Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	
	Credits
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	
	Credits
CS-512: Algorithm Design	3.0
CS-514: Networks	3.0
CS-517: Database Design and Management	3.0
CS-520: Introduction to Intelligent Systems	3.0
Choose: 12 Credits from CS-511 or higher	12.0
CS-691: Computer Science Thesis I	3.0
CS-692: Computer Science Thesis II	3.0
Total Credits for Master of Science in Computer Science - Thesis Track = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

Catalog Year 2015-2016: MS.CS.NTT.15

Master of Science in Computer Science - Non-Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS-512: Algorithm Design	3.0
CS-514: Networks	3.0
CS-517: Database Design and Management	3.0
CS-520: Introduction to Intelligent Systems	3.0
Choose: 12 Credits from CS-511 or higher	12.0
Choose: 6 Credits from 600+ level Computer Science (CS) courses	6.0
Total Credits for Master of Science in Computer Science - Non-Thesis Track = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

Catalog Year 2015-2016: MS.CSCN.TT.15

Master of Science in Computer Science Computer Networks - Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS-512: Algorithm Design	3.0
CS-514: Networks	3.0
CS-517: Database Design and Management	3.0
CS-520: Introduction to Intelligent Systems	3.0
CS-535: Telecommunications	3.0
CS-635: Wireless Network Systems and Security	3.0
Take 3 Credits from the Following Courses:	3.0
CS-518: Fundamentals of Computer Security and Cryptography	
CS-525: Simulation	
CS-526: Performance Evaluation	
CS-528: Database and Transactions Security	
CS-537: Client-Server Interfaces	
CS-550: Computer System Architecture	
CS-551: Parallel Processing	
CS-628: Security of E-Systems and Networks	
Choose:	
3 credits from CS-511 or higher	3.0
CS-691: Computer Science Thesis I	3.0
CS-692: Computer Science Thesis II	3.0

Total Credits for Master of Science in Computer Science Computer Networks - Thesis Track = 45.0

***Up to 15 credits may be waived upon evaluation of prior academic preparation**

Catalog Year 2015-2016: MS.CSCN.NTT.15

Master of Science in Computer Science Computer Networks Non-Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS-512: Algorithm Design	3.0
CS-514: Networks	3.0
CS-517: Database Design and Management	3.0
CS-520: Introduction to Intelligent Systems	3.0
CS-535: Telecommunications	3.0
CS-635: Wireless Network Systems and Security	3.0
CS-525: Simulation	3.0
Take 3 Credits from the Following Courses: CS-526: Performance Evaluation CS-528: Database and Transactions Security CS-533: Database System Implementation CS-535: Telecommunications CS-537: Client-Server Interfaces CS-550: Computer System Architecture CS-551: Parallel Processing CS-628: Security of E-Systems and Networks	3.0
Choose: 6 credits from CS-511 or higher with at least 3 credits at the 600 level	6.0

Total Credits for Master of Science in Computer Science Computer Networks Non-Thesis Track = 45.0

***Up to 15 credits may be waived upon evaluation of prior academic preparation**

Catalog Year 2015-2016: MS.CSII.TT.15

Master of Science in Computer Science Databases and Intelligent Information Systems - Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS-512: Algorithm Design	3.0
CS-514: Networks	3.0
CS-517: Database Design and Management	3.0
CS-520: Introduction to Intelligent Systems	3.0
Take 6 Credits from the Following:	6.0
CS-521: Artificial Intelligence	
CS-523: Networked Information Systems	
CS-529: Web Services and .NET	
CS-530: Knowledge-Based Systems	
CS-531: Intelligent Interfaces	
CS-533: Database System Implementation	
CS-618: Data Mining	
CS-625: Internet Crawler	
Choose:	
6 credits from CS-511 or higher	6.0
CS-691: Computer Science Thesis I	3.0
CS-692: Computer Science Thesis II	3.0

**Total Credits for Master of Science in Computer Science Databases and Intelligent Information Systems
- Thesis Track = 45.0**

***Up to 15 credits may be waived upon evaluation of prior academic preparation**

Catalog Year 2015-2016: MS.CSII.NTT.15

Master of Science in Computer Science Databases and Intelligent Information Systems Non-Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	
	Credits
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	
	Credits
CS-512: Algorithm Design	3.0
CS-514: Networks	3.0
CS-517: Database Design and Management	3.0
CS-520: Introduction to Intelligent Systems	3.0
CS-533: Database System Implementation	3.0
Take 6 Credits from the Following:	6.0
CS-521: Artificial Intelligence	
CS-522: Knowledge Fusion	
CS-523: Networked Information Systems	
CS-529: Web Services and .NET	
CS-530: Knowledge-Based Systems	
CS-531: Intelligent Interfaces	
CS-618: Data Mining	
CS-625: Internet Crawler	
Choose: 6 credits from CS-511 or higher	6.0
Choose: 3 credits from 600+ level	3.0
Total Credits for Master of Science in Computer Science Databases and Intelligent Information Systems Non-Thesis Track = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

Catalog Year 2015-2016: MS.CSIS.TT.15

Master of Science in Computer Science Security of Computer Systems & Networks - Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS-512: Algorithm Design	3.0
CS-514: Networks	3.0
CS-517: Database Design and Management	3.0
CS-518: Fundamentals of Computer Security and Cryptography	3.0
CS-520: Introduction to Intelligent Systems	3.0
CS-628: Security of E-Systems and Networks	3.0
Choose 3 credits from the following courses:	3.0
CS-525: Simulation	
CS-526: Performance Evaluation	
CS-528: Database and Transactions Security	
CS-533: Database System Implementation	
CS-537: Client-Server Interfaces	
CS-550: Computer System Architecture	
CS-551: Parallel Processing	
CS-635: Wireless Network Systems and Security	
Choose:	
3 credits from CS-511 or higher	3.0
CS-691: Computer Science Thesis I	3.0
CS-692: Computer Science Thesis II	3.0

**Total Credits for Master of Science in Computer Science Security of Computer Systems & Networks
- Thesis Track = 45.0**

***Up to 15 credits may be waived up on evaluation of prior academic preparation**

Catalog Year 2015-2016: MS.CSIS.NTT.15

Master of Science in Computer Science Security of Computer Systems & Networks Non-Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS-512: Algorithm Design	3.0
CS-514: Networks	3.0
CS-517: Database Design and Management	3.0
CS-518: Fundamentals of Computer Security and Cryptography	3.0
CS-520: Introduction to Intelligent Systems	3.0
CS-628: Security of e-Systems & Networks	3.0
CS-635: Wireless Network Systems and Security	3.0
Choose: 6 credits from CS-511 or higher	6.0
Choose 3 Credits from the Following Courses:	3.0
CS-525: Simulation	
CS-526: Performance Evaluation	
CS-528: Database and Transactions Security	
CS-533: Database System Implementation	
CS-535: Telecommunications	
CS-537: Client-Server Interfaces	
CS-550: Computer System Architecture	
CS-551: Parallel Processing	
Total Credits for Master of Science in Computer Science Security of Computer Systems & Networks Non-Thesis Track = 45.0	

*Up to 15 credits may be waived upon evaluation of prior academic preparation

Master of Arts in Corporate and Public Communication (Thesis Track)	
REQUIREMENTS: 31 Credits	Credits
CO-COL: Colloquium in Communication	1.0
CO-501: Communication Theories for Professional Life	3.0
CO-502: Research Methods for Professional Life	3.0
CO509: Communication, Culture, and Community	3.0
THESIS or PROJECT:	6.0
CO-691: Communication Thesis Proposal and CO-692: Communication Thesis II	
OR	
CO-693: Communication Project Proposal and CO-694: Communication Project	
ELECTIVES:	
Take 15 Credits from Communication	15.0

TOTAL CREDITS FOR MASTER OF ARTS IN CORPORATE AND PUBLIC COMMUNICATION = 31.0

Catalog Year 2015-2016: MA.CPC.NTT.15

Master of Arts in Corporate and Public Communication (Non-Thesis Track)	
REQUIREMENTS: 31 Credits	Credits
CO-COL: Colloquium in Communication	1.0
CO-501: Communication Theories for Professional Life	3.0
CO-502: Research Methods for Professional Life	3.0
CO-509: Communication, Culture, and Community	3.0
CO-CPE - Communication Comprehensive Exam	0.0
ELECTIVES:	
Take 21 Credits in Communication	21.0
TOTAL CREDITS FOR MASTER OF ARTS IN CORPORATE AND PUBLIC COMMUNICATION = 31.0	

Catalog Year 2015-2016: MA.CJ.TT.15

Master of Arts in Criminal Justice - Thesis Track	
REQUIREMENTS: 30 Credits	Credits
CJ-502: Advanced Criminology	3.0
CJ-512: Psychopathology	3.0
CJ-525: Applied Data Analysis in Criminal Justice	3.0
CJ-545: Seminar: Ethics, Law, and Society	3.0
CJ-572: Civil Rights and Liberties	3.0
CJ-535: Evaluation Strategies For Criminal Justice	3.0
Take 6 Credits from the following Courses:	6.0
CJ-530: Criminal Justice Policy	
CJ-542: Computer Application in Criminal Justice	
CJ-550: Seminar: Police Administration	
CJ-555: Criminal Procedure and the Constitution	
CJ-560: Seminar: Leadership and Management	
CJ-562: Graduate Criminal Justice Internship	
CJ-565: Comparative Criminal Justice Systems	
CJ-575: Professionalism in Criminal Justice	
CJ-615: Terrorism: Crisis and Trauma	
CJ-625: Terroristic Crime Scene Investigation	
CJ-635: Weapons of Mass Destruction	
CJ-650: Cyber Terrorism	
HLS-610: Foundations of Homeland Security	
CJ-691: Criminal Justice Thesis I	3.0
CJ-692: Criminal Justice Thesis II	3.0

Total Credits for Master of Arts in Criminal Justice - Thesis Track = 30.0

Catalog Year 2015-2016: MA.CJ.NTT.15

Master of Arts in Criminal Justice - Non-Thesis Track	
REQUIREMENTS: 30 Credits	Credits
CJ-502: Advanced Criminology	3.0
CJ-512: Psychopathology	3.0
CJ-525: Applied Data Analysis in Criminal Justice	3.0
CJ-545: Seminar: Ethics, Law, and Society	3.0
CJ-572: Civil Rights and Liberties	3.0
Take 15 Credits from the following Courses:	15.0
CJ-530: Criminal Justice Policy	
CJ-535: Evaluation Strategies for Criminal Justice	
CJ-542: Computer Application in Criminal Justice	
CJ-550: Seminar: Police Administration	
CJ-555: Criminal Procedure and the Constitution	
CJ-560: Seminar: Leadership and Management	
CJ-562: Graduate Criminal Justice Internship	
CJ-565: Comparative Criminal Justice Systems	
CJ-575: Professionalism in Criminal Justice	
CJ-615: Terrorism: Crisis and Trauma	
CJ-625: Terroristic Crime Scene Investigation	
CJ-635: Weapons of Mass Destruction	
CJ-650: Cyber Terrorism	
HLS-610: Foundations of Homeland Security	
CJ-CPE: Comprehensive Exam	0.0
Total Credits for Master of Arts in Criminal Justice - Non-Thesis Track = 30.0	

Catalog Year 2015-2016: MA.CJ.HLS.15

Master of Arts in Criminal Justice - Homeland Security Track	
REQUIREMENTS: 30 Credits	Credits
CJ-502: Advanced Criminology	3.0
CJ-512: Psychopathology	3.0
CJ-525: Applied Data Analysis in Criminal Justice	3.0
CJ-545: Seminar: Ethics, Law, and Society	3.0
CJ-572: Civil Rights and Liberties	3.0
HLS-610: Foundations of Homeland Security	3.0
HLS-620: Terrorism: Causes & Consequences: The Unconventional Threat	3.0
HLS-630: Homeland Security Intelligence	3.0
HLS-640: Interdisciplinary Approach to Homeland Security	3.0
HLS-650: Cyber Security	3.0
CJ-CPE: Comprehensive Exam	0.0
Total Credits for Master of Arts in Criminal Justice - Homeland Security Track = 30.0	

Catalog Year 2015-2016: MSED.EDL.15

Master of Science in Education: Literacy	
REQUIREMENTS: 30 Credits	Credits
EDL-515: Advanced Literacy Instruction	3.0
EDL-516: Literacy Strategy for All Learners I	3.0
EDL-517: Literacy Strategy for All Learners II	3.0
EDL-525: Multicultural Literature and Literacy	3.0
EDL-526: Strategies for Teaching Writing, K-12	3.0
EDL-527: Literacy Trends and Issues	3.0
EDL-564: Assessment & Instruction in Literacy I	3.0
EDL-565: Assessment & Instruction in Literacy II	3.0
EDL-585: Practicum in Literacy	3.0
EDL-593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0

Total Credits for Master of Science in Education: Literacy = 30.0
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Master of Science in Education: Principal/Supervisor	
REQUIREMENTS: 32 Credits	Credits
EDL504: Introduction to Educational Leadership & Supervision for Student Learning P-12	3.0
EDL536: Curriculum Development and Design	3.0
EDL569: Public School Supervision and Communication	3.0
EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0
EDL530: School Law and Policy	3.0
EDL532: Human Resource Management and School Finance	3.0
EDL533: Community Relations	3.0
EDL606: Research Based Program Evaluation & Decision Making	3.0
EDL588: Practicum in School Leadership, Supervision, and Curriculum (P-12) I	3.0
EDL589: Practicum in School Leadership, Supervision (P-12) II	3.0
EDL-590A: Internship for School Leadership (P-12) I	1.0
EDL-590B: Internship for School Leadership (P-12) II	1.0

TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: PRINCIPAL/SUPERVISOR = 32.0

MSED.EDPR.SA.15

Master of Science in Education: Principal/School Administrator/Supervisor	
REQUIREMENTS: 35 Credits	Credits
EDL504: Introduction to Educational Leadership and Supervision for Student Learning P-12	3.0
EDL536: Curriculum Development & Design	3.0
EDL569: Public School Supervision and Communication	3.0
EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0
EDL530: School Law and Policy	3.0
EDL532: Human Resource Management & School Finance	3.0
EDL533: Community Relations	3.0
EDL606: Research Based Program Evaluation & Decision Making	3.0
EDL588: Practicum in School Leadership, Supervision, and Curriculum P-12 I	3.0
EDL589: Practicum in School Leadership and Supervision P-12 II	3.0
EDL-590A: Internship for School Leadership (P-12) I	1.0
EDL-590B: Internship for School Leadership (P-12) II	1.0
EDL620: Practicum in Executive Leadership	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: PRINCIPAL/SCHOOL ADMINISTRATOR/SUPERVISOR = 35.0	

Catalog Year 2015-2016: MSED.COUNSEL.15

Master of Science in Education: School Counseling	
REQUIREMENTS: 48 Credits	Credits
EDC-500: Introduction to Professional Counseling	3.0
EDC-505: Counseling and Ethical Practice	3.0
EDC-510: Human Growth & Development	3.0
EDC-540: Group Counseling	3.0
EDC-530: Counseling Theory and Practice	3.0
EDC-520: Advanced Topics in Race and Racism	3.0
EDC-545: Career Development and Counseling	3.0
EDC-535: Diversity and Social Justice	3.0
EDC-550: Counseling At-Risk Children and Families	3.0
EDC-525: Assessment for Counseling	3.0
EDC-600: Practicum in Counseling	3.0
EDC-555: School Counseling Program Planning and Consultation	3.0
EDC-601A: Internship in Counseling I: School Counseling	3.0
EDC-602A: Internship in Counseling II: School Counseling	3.0
EDC-CPE: Counseling Preparatory Comprehensive Exam	0.0
EDC-580: Behavioral Issues in Counseling	3.0
EDL-601: Research Methodology and Applications I	3.0

TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SCHOOL COUNSELING = 48.0

NOTE:

* Completion of this program does not qualify student for LPC Certification.

Catalog Year 2015-2016: MSED.SLP.15

Master of Science in Education Speech - Language Pathology	
ADVANCED COURSE REQUIREMENTS: 60 Credits	Credits
EDL-600: Professional Issues in Speech-Language Pathology	3.0
EDL-604: Clinical Methods in Speech-Language Pathology	3.0
EDL-610: Neurological Language Disorders and Aphasia	3.0
EDL-614: Assessment and Treatment of Dysphagia	3.0
EDL-625: Assessment Procedures in Speech-Language Pathology	3.0
EDL-630: Pediatric Language Disorders	3.0
EDL-636: Communication in Autism Spectrum Disorders	3.0
EDL-645: Disorders of Articulation and Phonology	3.0
EDL-650: Fluency Disorders	3.0
EDL-655: Disorders of Voice and Resonance	3.0
EDL-660: Motor Speech Disorders	3.0
EDL-664: Audiology and Aural Rehabilitation	3.0
EDL-665: Augmentative and Alternative Communication	3.0
EDL-675: Traumatic Brain Injury	3.0
EDL-679: Diagnostic Practicum in Speech-Language Pathology	3.0
EDL-680: Research Methods	3.0
EDL-681: Clinical Practicum I	3.0
EDL-682: Clinical Practicum II	3.0
EDL-683: External Clinical Practicum I	3.0
EDL-684: External Clinical Practicum II	3.0
EDL-CPE: Comprehensive Exam	0.0

Total Credits For Master of Science in Education Speech - Language Pathology = 60.0

Catalog Year 2015-2016: MSED.SACC.15

Master of Science in Education: Student Affairs and College Counseling	
REQUIREMENTS: 48 Credits	Credits
EDC-505: Counseling and Ethical Practice	3.0
EDC-510: Human Growth & Development	3.0
EDC-540: Group Counseling	3.0
EDC-530: Counseling Theory and Practice	3.0
EDC-520: Advanced Topics in Race and Racism	3.0
EDC-545: Career Development and Counseling	3.0
EDC-535: Diversity and Social Justice	3.0
EDC-525: Assessment for Counseling	3.0
EDC-600: Practicum in Counseling	3.0
EDC-601B: Internship in Counseling I: SACC	3.0
EDC-602B: Internship in Counseling II: SACC	3.0
EDC-CPE: Counseling Preparatory Comprehensive Exam	0.0
EDC-580: Behavioral Issues in Counseling	3.0
EDL-601: Research Methodology and Applications I	3.0
EDC-501: Intro to College Student Development & Student Affairs	3.0
EDC-500: Introduction to Professional Counseling	3.0
EDL-541: Leadership & Administration of Campus Environments	3.0

TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: STUDENT AFFAIRS AND COLLEGE COUNSELING = 48.0

NOTE:

* Completion of this program does not qualify student for LPC Certification or K-12 School Counselor Certification.

Catalog Year 2015-2016: MSED.YI.AUT.15

Master of Science in Education: Special Education - Autism Track	
REQUIREMENTS: 12 Credits	Credits
EDL-515: Advanced Literacy Instruction	3.0
EDS-530: Research Issues and Trends in Special Education	3.0
EDS-535: Technology and Students with Disabilities	3.0
EDS-537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
AUTISM REQUIREMENTS: 18 Credits	Credits
EDS-502: Autism: Characteristics, Etiology, and Current Issues	3.0
EDS-542: Communication and Social Competence Skills	3.0
EDS-566: Assessment and Interventions for Individuals with Autism I	3.0
EDS-567: Assessment and Interventions for Individuals with Autism II	3.0
EDS-571: Management of Challenging Behaviors	3.0
EDS-580: Research Seminar in Autism	3.0
Total Credits for Master of Science in Education: Special Education - Autism Track = 30.0	

Catalog Year 2015-2016: MSED.YI.LDTC.15

Master of Science in Education: Special Education - Learning Disabilities Teacher - Consultant Track	
REQUIREMENTS: 12 Credits	Credits
EDL-515: Advanced Literacy Instruction	3.0
EDS-530: Research Issues and Trends in Special Education	3.0
EDS-535: Technology and Students with Disabilities	3.0
EDS-537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
LDTC REQUIREMENTS: 18 Credits	Credits
EDS-532: Physiological Aspects of Learning	3.0
EDS-550: Learning Theories and Applications in Educational Settings	3.0
EDS-568: Advanced Instructional Methods in Special Education	3.0
EDS-570: Assessment and Curricula Interventions and Strategies	3.0
EDS-590: Diagnosis and Correction of Learning Disabilities	3.0
EDS-610: Internship in Learning Disabilities Teacher-Consultant	3.0
Total Credits for Master of Science in Education: Special Education - Learning Disabilities Teacher - Consultant Track = 30.0	

Catalog Year 2015-2016: MSED.YI.INCL.15

Master of Science in Education: Special Education - Teaching In Inclusive Settings	
REQUIREMENTS: 12 Credits	Credits
EDL-515: Advanced Literacy Instruction	3.0
EDS-530: Research Issues and Trends in Special Education	3.0
EDS-535: Technology and Students with Disabilities	3.0
EDS-537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
INCLUSIVE SETTINGS REQUIREMENTS: 18 Credits	Credits
EDS-522: Accommodating Learners with Special Needs in Inclusive Settings	3.0
EDS-534: Classroom Management in Inclusive Settings	3.0
EDS-550: Learning Theories and Applications in Educational Settings	3.0
EDS-568: Advanced Instructional Methods in Special Education	3.0
EDS-572: Assessment Strategies and Applications in the Classroom	3.0
Elective course in Special Education or Literacy	3.0
Total Credits for Master of Science in Education: Special Education - Teaching In Inclusive Settings = 30.0	

Catalog Year 2015-2016: MSED.YI.TSD.15

Master of Science in Education - Special Education with an Endorsement in Teacher of Students with Disabilities	
REQUIREMENTS: 12 Credits	Credits
EDL-515: Advanced Literacy Instruction	3.0
EDS-530: Research Issues and Trends in Special Education	3.0
EDS-535: Technology and Students with Disabilities	3.0
EDS-537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS: 18 Credits	Credits
EDS-534: Classroom Management in Inclusive Settings	3.0
EDS-572: Assessment Strategies & Applications in the Classroom	3.0
EDS-500: Integrated Approach to Foundations of Special Education	3.0
EDS-522: Accommodating Learners with Special Needs in Inclusive Settings	3.0
EDS-552: Methods of Teaching Students with Disabilities	3.0
Elective course in Special Education or Literacy	3.0
Total Credits for Master of Science in Education - Special Education with an Endorsement in Teacher of Students with Disabilities = 30.0	

Catalog Year 2015-2016: MAT.EDEP.15

Master of Arts in Teaching - Initial Certification Early Childhood Elementary Track (P-3 Early Childhood Certification with Elementary K-6 Certification)	
REQUIREMENTS: 40 Credits	Credits
ED-510: Foundations of Education	3.0
EDL-502: Development and Learning in Early Childhood	3.0
EDL-522: Early Literacy and Language Development	3.0
EDL-521: Early Childhood Family, School and Community Collaboration in a Diverse Society	3.0
ED-550: Teaching Diverse Populations	3.0
EDL-560: Early Childhood Curriculum Assessment for Inclusive Environments	4.0
ED-556: Teaching Elementary Mathematics	3.0
ED-562: Methods of Teaching Science at the Elementary Level	3.0
EDL-575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
ED-576: Teaching Social Studies at the Elementary Level	3.0
ED-593: Student Teaching (a)	9.0
OR ED-594: Supervised Student Teaching (a)	
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.</i>	

**Total Credits for Master of Arts in Teaching - Initial Certification Early Childhood Elementary Track
(P-3 Early Childhood Certification with Elementary K-6 Certification) = 40.0**

NOTE:

The P-3, K-6 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-6 Elementary Certification)	
REQUIREMENTS: 36 Credits	Credits
ED-510: Foundations of Education	3.0
ED-552: Child and Adolescent Development	3.0
ED-550: Teaching Diverse Populations	3.0
EDL-503: Literacy Instruction	3.0
ED-556: Teaching Elementary Mathematics	3.0
ED-562: Methods of Teaching Science at the Elementary Level	3.0
EDL-575: Methods of Teaching Language Arts & Content Literacy at the Elementary Level	3.0
ED-576: Teaching Social Studies at the Elementary Level	3.0
Choose: 1 course from among: ED-606, ED-583, EDS-534, EDS-535, or ED-524	3.0
ED-593: Student Teaching (a)	9.0
OR ED-594: Supervised Student Teaching (a)	
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>	

Total Credits for Master of Arts in Teaching - Initial Certification Elementary Track (K-6 Elementary Certification) = 36.0
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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.

Catalog Year 2015-2016: MAT.EDE.ESL.15

Master of Arts in Teaching - Initial Certification Elementary Track (K-6) with an Endorsement in English as a Second Language	
REQUIREMENTS: 45 Credits	Credits
ED-510: Foundations of Education	3.0
ED-552: Child and Adolescent Development	3.0
ED-550: Teaching Diverse Populations	3.0
EDL-503: Literacy Instruction	3.0
ED-556: Teaching Elementary Mathematics	3.0
ED-562: Methods of Teaching Science at the Elementary Level	3.0
EDL-575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
ED-576: Teaching Social Studies at the Elementary Level	3.0
EN-563: Linguistics and the English Language	3.0
OR ED-536: Applied Linguistics for Language Teaching	
ED-583: Theories and Practice of ESL Instruction Part I	3.0
ED-606: Diversity in Education	3.0
ED-584: Theories and Practice of ESL Instruction Part II	3.0
ED-593: Student Teaching (a)	9.0
OR ED-594: Supervised Student Teaching (a)	
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>	

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK (K-6)
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.

Appendix B: Curriculum Charts 2015-2016

Catalog Year 2015-2016: MAT.EN.EDM.15
 Catalog Year 2015-2016: MAT.MA.EDM.15
 Catalog Year 2015-2016: MAT.SC.EDM.15
 Catalog Year 2015-2016: MAT.SS.EDM.15

Master of Arts in Teaching - Initial Certification Elementary Track with Middle School Endorsement (K-6 Certification with Content Specialization Endorsement 5-8)	
REQUIREMENTS: 39 Credits	Credits
ED-510: Foundations of Education	3.0
ED-550: Teaching Diverse Populations	3.0
ED-552: Child and Adolescent Development	3.0
ED-528: Middle Level Learning and Teaching	3.0
EDL-503: Literacy Instruction	3.0
ED-556: Teaching Elementary Mathematics	3.0
ED-562: Methods of Teaching Science at the Elementary Level	3.0
EDL-575: Methods of Teaching Language Arts & Content Literacy at the Elementary Level	3.0
ED-576: Teaching Social Studies at the Elementary Level	3.0
Content Methods I:	3.0
Program	Content Methods I
<u>English</u>	ED-578
<u>Mathematics</u>	ED-564
<u>Science</u>	ED-566
<u>Social Studies</u>	ED-579
ED-593: Student Teaching (a)	9.0
OR ED-594: Supervised Student Teaching (a)	
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.</i>	

TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK & MIDDLE SCHOOL ENDORSEMENT = 39.0

NOTE

*Fifteen (15) semester hour credits in a Content Area related to the NJ Core Curriculum Content Standards required.

Catalog Year 2015-2016: MAT.EDE.TSD.15

Master of Arts in Teaching - Initial Certification Elementary Track (K-6) with an Endorsement in Teacher of Students with Disabilities	
REQUIREMENTS: 48 Credits	Credits
ED-510: Foundations of Education	3.0
ED-552: Child and Adolescent Development	3.0
ED-550: Teaching Diverse Populations	3.0
EDL-503: Literacy Instruction	3.0
ED-556: Teaching Elementary Mathematics	3.0
ED-562: Methods of Teaching Science at the Elementary Level	3.0
EDL-575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
ED-576: Teaching Social Studies at the Elementary Level	3.0
EDS-535: Technology and Students with Disabilities	3.0
EDS-537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
EDS-534: Classroom Management in Inclusive Settings	3.0
EDS-572: Assessment Strategies and Applications in the Classroom	3.0
EDS-552: Methods of Teaching Students with Disabilities	3.0
ED-593: Student Teaching (a)	9.0
OR ED-594: Supervised Student Teaching (a)	
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>	

Total Credits for Master of Arts in Teaching - Initial Certification Elementary Track (K-6) 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.

Appendix B: Curriculum Charts 2015-2016

Catalog Year 2015-2016: MAT.SCI.EDS.15
 Catalog Year 2015-2016: MAT.MA.EDS.15
 Catalog Year 2015-2016: MAT.EN.EDS.15
 Catalog Year 2015-2016: MAT.SS.EDS.15

Master of Arts in Teaching - Initial Certification Secondary Track (9-12 Certification and Subject Endorsement)		
REQUIREMENTS: 36 Credits		Credits
ED-510: Foundations of Education		3.0
ED-550: Teaching Diverse Populations		3.0
ED-552: Child and Adolescent Development		3.0
ED-529: Content Literacy		3.0
Content Methods I & II:		6.0
<u>Program</u>	<u>Content Methods I</u>	<u>Content Methods II</u>
Sciences	ED-566	ED-567
English	ED-578	ED-585
Mathematics	ED-564	ED-565
Social Studies	ED-579	ED-580
Choose:		
9 Credits from the Following Courses: ED-606, ED-583, EDS-534, EDS-535, ED-599, ED-524		9.0
ED-593: Student Teaching (a)		
OR ED-594: Supervised Student Teaching (a)		9.0
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.</i>		

**Total Credits for Master of Arts in Teaching - Initial Certification Secondary Track
(9-12 Certification and Subject Endorsement) = 36.0**

Catalog Year 2015-2016: MAT.AR.ED.15
 Catalog Year 2015-2016: MAT.MU.ED.15

Master of Arts in Teaching - Initial Certification in Art or Music (K-12 Certification and Subject Endorsement)	
REQUIREMENTS: 36 Credits	Credits
ED-510: Foundations of Education	3.0
ED-550: Teaching Diverse Populations	3.0
ED-552: Child & Adolescent Development	3.0
ED-529: Content Literacy	3.0
ED-587: Integrated Methods in K-12 Education	3.0
ED-599: Independent Study	3.0
OR AR-599: Independent Study (Art)	
OR MU-599: Independent Study (Music)	
ELECTIVES: Take 9 Credits from the Following Courses:	9.0
ED-524: Research in Teaching Practice	
ED-583: Theories & Practice of ESL Instruction I	
ED-599: Independent Study in Education	
ED-606: Diversity in Education	
EDS-534: Classroom Management in Inclusive Settings	
EDS-535: Technology and Students with Disabilities	
ED-593: Student Teaching (a)	9.0
OR ED-594: Supervised Student Teaching (a)	
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>	
Total Credits for Master of Arts in Teaching - Initial Certification in Art or Music (K-12 Certification and Subject Endorsement) = 36.0	

Catalog Year 2015-2016: MAT.FO.ED.15

Master of Arts in Teaching - Initial Certification - Spanish or Chinese (K-12 Certification and Subject Endorsement)	
REQUIREMENTS: 36 Credits	Credits
ED-510: Foundations of Education	3.0
ED-550: Teaching Diverse Populations	3.0
ED-552: Child & Adolescent Development	3.0
ED-529: Content Literacy	3.0
FO-599: Independent Study in the Teaching of World Languages	3.0
ED-599: NCATE for Chinese	3.0
OR FS-599: Introduction to Linguistics for Spanish	
ED-582: World Language Education	3.0
FO-LTIOPI: Oral Proficiency: (a) Spanish (Advanced Low) Chinese (Interm. High)	0.0
Electives: Take 2 courses from among: ED-524: Research in Teaching Practice ED-583: Theories & Practice of ESL Instruction I ED-599: Independent Study in Education ED-606: Diversity in Education EDS-534: Classroom Management in Inclusive Settings EDS-535: Technology and Students with Disabilities	6.0
ED-593: Student Teaching (b)	9.0
OR ED-594: Supervised Student Teaching (b)	
<p><i>(a) LTI-OPI taken with Language Testing International at www.languagetesting.com</i></p> <p><i>(b) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.</i></p>	

**Total Credits for Master of Arts in Teaching - Initial Certification - Spanish or Chinese
(K-12 Certification and Subject Endorsement) = 36.0**

Catalog Year 2015-2016: MAT.SCI.EDS.ESL.15
 Catalog Year 2015-2016: MAT.MA.EDS.ESL.15
 Catalog Year 2015-2016: MAT.EN.EDS.ESL.15
 Catalog Year 2015-2016: MAT.SS.EDS.ESL.15

Master of Arts in Teaching - Initial Certification Secondary Track (9-12 Certification & Subject Endorsement) with Endorsement in English as a Second Language		
REQUIREMENTS: 39 Credits		Credits
ED-510: Foundations of Education		3.0
ED-550: Teaching Diverse Populations		3.0
ED-552: Child and Adolescent Development		3.0
ED-529: Content Literacy		3.0
Content Methods I & II:		6.0
<u>Program</u>	<u>Content Methods I</u>	<u>Content Methods II</u>
Sciences	ED-566	ED-567
English	ED-578	ED-585
Mathematics	ED-564	ED-565
Social Studies	ED-579	ED-580
EN-563: Linguistics and the English Language		3.0
OR ED-536: Applied Linguistics for Language Teaching		
ED-583: Theories and Practice of ESL Instruction Part I		3.0
ED-606: Diversity in Education		3.0
ED-584: Theories and Practice of ESL Instruction Part II		3.0
ED-593: Student Teaching (a)		9.0
OR ED-594: Supervised Student Teaching (a)		
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.</i>		

TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SECONDARY TRACK WITH AN ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE = 39.0
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Catalog Year 2015-2016: MAT.FO.ED.ESL.15

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	Credits
ED-510: Foundations of Education	3.0
ED-550: Teaching Diverse Populations	3.0
ED-552: Child & Adolescent Development	3.0
ED-529: Content Literacy	3.0
FO-599: Independent Study in the Teaching of World Languages	3.0
ED-599: NCATE for Chinese	3.0
OR FS-599: Introduction to Linguistics for Spanish	
ED-582: World Language Education	3.0
FO-LTIOPI: Oral Proficiency: (a) Spanish (Advanced Low) Chinese (Interm. High)	0.0
EN-563: Linguistics and the English Language	3.0
OR ED-536: Applied Linguistics for Language Teaching	
ED-606: Diversity in Education	3.0
ED-584: Theories and Practice of ESL Instruction Part II	3.0
ED-593: Student Teaching (b)	9.0
OR ED-594: Supervised Student Teaching (b)	
<p><i>(a) LTI-OPI taken with Language Testing International at www.languagetesting.com</i></p> <p><i>(b) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.</i></p>	

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SPANISH OR CHINESE K-12
CERTIFICATION WITH ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE = 39.0**

Catalog Year 2015-2016: MAT.HEPE.ED.15

Master of Arts in Teaching - Initial Certification with Endorsements in K-12 Education in Health and Physical Education	
REQUIREMENTS: 36 Credits	Credits
ED-510: Foundations of Education	3.0
ED-550: Teaching Diverse Populations	3.0
ED-552: Child & Adolescent Development	3.0
ED-529: Content Literacy	3.0
ED-596: Methods of Teaching Health K-12	3.0
ED-597: Methods of Teaching Physical Education K-12	3.0
Electives:	
Take 3 courses from among: ED-606, ED-583, EDS-534, EDS-535, ED-524	9.0
ED-593: Student Teaching (a)	9.0
OR ED-594: Supervised Student Teaching (a)	
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.</i>	

Total Credits for Master of Arts in Teaching - Initial Certification with Endorsements in K-12 Education in Health and Physical Education = 36.0

Appendix B: Curriculum Charts 2015-2016

Catalog Year 2015-2016: MAT.SCI.EDS.TSD.15
 Catalog Year 2015-2016: MAT.MA.EDS.TSD.15
 Catalog Year 2015-2016: MAT.EN.EDS.TSD.15
 Catalog Year 2015-2016: MAT.SS.EDS.TSD.15

Master of Arts in Teaching - Initial Certification Secondary Track with Endorsements in 9-12 Subject Specific and Teacher of Students with Disabilities		
REQUIREMENTS: 42 Credits		Credits
ED-510: Foundations of Education		3.0
ED-550: Teaching Diverse Populations		3.0
ED-552: Child and Adolescent Development		3.0
ED-529: Content Literacy		3.0
Content Methods I & II:		6.0
<u>Program</u>	<u>Content Methods I</u>	<u>Content Methods II</u>
Sciences	ED-566	ED-567
English	ED-578	ED-585
Mathematics	ED-564	ED-565
Social Studies	ED-579	ED-580
Electives:		
EDS-534: Classroom Management in Inclusive Settings		3.0
EDS-535: Technology and Students with Disabilities		3.0
EDS-537: Collaborating with Families, Students, and Professionals in Community and Educational Settings		3.0
EDS-552: Methods of Teaching Students with Disabilities		3.0
EDS-572: Assessment Strategies and Applications in the Classroom		3.0
ED-593: Student Teaching (a)		9.0
OR ED-594: Supervised Student Teaching (a)		
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.</i>		

Total Credits for Master of Arts in Teaching - Initial Certification Secondary Track with Endorsements in 9-12 Subject Specific and Teacher of Students with Disabilities = 42.0

Catalog Year 2015-2016: MA.EN.CW.15

Master of Arts in English with a Concentration in Creative Writing	
REQUIREMENTS: 30 Credits	Credits
EN-502: Seminar in Literary Research	3.0
Literature Before 1800: Choose 1 Course Designated with the Course*Type: EN.1	3.0
Literature After 1800: Choose 1 Course Designated with the Course*Type: EN.2	3.0
World Literature: Choose 1 Course Designated with the Course*Type: EN.3	3.0
Creative Writing: Take 5 Courses in Creative Writing* Designated with Course*Type: EN.CW <i>*(may be repeated for credit)</i>	15.0
EN-644: Manuscript Seminar	3.0
Total Credits for Master of Arts in English with a Concentration in Creative Writing = 30.0	

Catalog Year 2015-2016: MA.EN.LIT.15

Master of Arts in English with a Concentration in Literature	
REQUIREMENTS: 30 Credits	Credits
EN-502: Seminar in Literary Research	3.0
Literature Before 1800: Choose 1 Course Designated with the Course*Type: EN.1	3.0
Literature After 1800: Choose 1 Course Designated with the Course*Type: EN.2	3.0
World Literature: Choose 1 Course Designated with the Course*Type: EN.3	3.0
Language and Theory: Choose 1 Course Designated with the Course*Type: EN.4	3.0
ELECTIVES: Three additional English courses at the 500+ level; Two of which must be Designated with the Course*Type: EN.LT	9.0
THESIS: EN-691: Thesis Development	3.0
EN-692: Thesis Writing	3.0
Total Credits for Master of Arts in English with a Concentration in Literature = 30.0	

Catalog Year 2015-2016: MA.EN.RW.15

Master of Arts in English with a Concentration in Rhetoric and Writing	
REQUIREMENTS: 30 Credits	Credits
EN-502: Seminar in Literary Research	3.0
Literature Before 1800: Choose 1 Course Designated with the Course*Type: EN.1	3.0
Literature After 1800: Choose 1 Course Designated with the Course*Type: EN.2	3.0
World Literature: Choose 1 Course Designated with the Course*Type: EN.3	3.0
EN-546: Historical Persuasion and Argumentation *OR* EN-547: Definitions of Contemporary Rhetoric	3.0
EN-558: Teaching Composition	3.0
Rhetoric and Writing: Take 2 courses Designated with Course*Type: EN.RW	6.0
Thesis: EN-691: English Thesis Development	3.0
EN-692: English Thesis Writing	3.0

Total Credits for Master of Arts in English with a Concentration in Rhetoric and Writing = 30.0

Catalog Year 2015-2016: MA.HS.NTT.15
 Catalog Year 2015-2016: MA.HS.TT.15

Master of Arts in History	
REQUIREMENTS: 30 Credits	Credits
HS-501: Historical Criticism	3.0
OR HS-502: The Philosophy of History	
1 U.S. History course designated with Course*Type: HSUS	3.0
1 European History course designated with Course*Type: HSEU	3.0
One World or Non-Western History course designated with Course*Types: HSWLD or HSNW	3.0
CHOOSE:	
15 Credits of History Electives	15.0
3 credits of History Coursework	3.0
and HS-CPE: Comprehensive Exam	0.0
OR	
HS-690: History Master's Thesis	3.0
and HS-THD Thesis Defense	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY = 30.0	

*Students interested in pursuing the thesis option must consult with the department before submitting the e-FORM to change their program.

Catalog Year 2015-2016: MA.HS.EURO.NTT.15

Catalog Year 2015-2016: MA.HS.EURO.TT.15

Master of Arts in History: European Specialization	
REQUIREMENTS: 30 Credits	Credits
HS-501: Historical Criticism *OR* HS-502: The Philosophy of History	3.0
European Specialization: Take 5 courses designated with Course*Type: HSEU	15.0
Take one U.S. History course designated with Course*Type: HSUS	3.0
Take one World or Non-Western History course designated with Course*Types: HSWLD or HSNW	3.0
6 credits of History Coursework	6.0
and HS-CPE: Comprehensive Exam	0.0
OR	
3 credits of History Coursework	3.0
HS-690: History Master's Thesis	3.0
and HS-THD Thesis Defense	0.0
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 submitting the e-FORM to change their program.

Catalog Year 2015-2016: MA.HS.US.NTT.15
 Catalog Year 2015-2016: MA.HS.US.TT.15

Master of Arts in History: U.S. Specialization	
REQUIREMENTS: 30 Credits	Credits
HS-501: Historical Criticism	3.0
OR HS-502: The Philosophy of History	
United States Specialization: Take 5 courses designated with Course*Type: HSUS	15.0
1 European History course designated with Course*Type: HSEU	3.0
1 World or Non-Western History course designated with Course*Types: HSWLD or HSNW	3.0
6 credits of History Coursework	6.0
and HS-CPE: Comprehensive Exam	0.0
OR	
3 credits of History Coursework	3.0
HS-690: History Master's Thesis	3.0
and HS-THD Thesis Defense	0.0

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 submitting the e-FORM to change their program.**

Catalog Year 2015-2016: MA.HS.WLD.NTT.15

Catalog Year 2015-2016: MA.HS.WLD.TT.15

Master of Arts in History: World Specialization	
REQUIREMENTS: 30 Credits	Credits
HS-501: Historical Criticism	3.0
OR HS-502: The Philosophy of History	
HS-503: Introduction to the Study of World History	3.0
World History Specialization:	6.0
Take 2 courses designated with Course*Type: HSWLD	
Take 2 World or Non-Western History courses designated with the Course*Types: HSWLD or HSNW	6.0
Take 2 U.S. or European History courses designated with the Course*Types: HSUS or HSEU	6.0
Take 6 credits of History Coursework	6.0
and HS-CPE: Comprehensive Exam	0.0
OR	
Take 3 credits of History Coursework	3.0
HS-690: History Master's Thesis	3.0
and HS-THD Thesis Defense	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 submitting the e-FORM to change their program.**

Master of Science in Homeland Security	
REQUIREMENTS: 33 Credits	Credits
HLS-610: Foundations of Homeland Security	3.0
HLS-620: Terrorism: Causes & Consequences: The Unconventional Threat	3.0
HLS-630: Homeland Security Intelligence	3.0
HLS-640: Interdisciplinary Approach to Homeland Security	3.0
HLS-650: Cyber Security	3.0
HLS-660: Psychology of Fear Management and Terrorism	3.0
HLS-665: Emergency Management for Homeland Security	3.0
HLS-675: Technology for Homeland Security	3.0
HLS-685: Strategic Planning for Homeland Security	3.0
HLS-690: Policy Analysis and Research Methods in Homeland Security	3.0
HLS-695: Knowledge into Practice: Homeland Security Capstone	3.0
HLS-CPE: Homeland Security Comprehensive Exam	0.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN HOMELAND SECURITY = 33.0	

Catalog Year 2015-2016: MS.IS.M.TT.15

Master of Science in Information Systems - Management Track (Thesis)	
FOUNDATION REQUIREMENTS: 13.5 Credits*	Credits
CS-501A: Computer Programming Essentials	3.0
BM-517: Introduction to Management	1.5
SE-504: Principles of Software Engineering	3.0
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BE-511: Microeconomics	1.5
BE-512: Macroeconomics	1.5
PROGRAM REQUIREMENTS: 30 Credits	Credits
MIS-623/BM-520: Management Information Systems	3.0
MIS-565: Software System Requirement	3.0
MIS-525: Information System Architecture	3.0
SE-603: MOST Implementation	3.0
MIS-550: Software Project Management	3.0
MIS-551: Software Organization Management	3.0
Choose 6 credits from the following:	6.0
BK-520: Foundations of Marketing Management	
BL-631: Legal Environment of Business	
BM-635: Human Resource and Organizational Development	
CS-520: Introduction to Intelligent Systems	
CS-529: Web Services and .NET	
CS-618: Data Mining	
CS-628: Security of E-Systems and Networks	
SE-602: Technology Assessment	
SE-615: Usability Engineering/Human-Computer Interaction	
MIS-514: Networks	
MIS-517: Database Design and Management	
MIS-575: Software Verification, Validation & Maintenance	
MIS-691: Management Information System Thesis I	3.0
MIS-692: Management Information System Thesis II	3.0

Total Credits For Master of Science in Information Systems - Management Track (Thesis) = 43.5

***Up to 13.5 credits may be waived up on evaluation of prior academic preparation**

Catalog Year 2015-2016: MS.IS.M.NTT.15

Master of Science in Information Systems - Management Track (Non-Thesis)	
FOUNDATION REQUIREMENTS: 13.5 Credits*	Credits
CS-501A: Computer Programming Essentials	3.0
BM-517: Introduction to Management	1.5
SE-504: Principles of Software Engineering	3.0
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BE-511: Microeconomics	1.5
BE-512: Macroeconomics	1.5
PROGRAM REQUIREMENTS: 30 Credits	Credits
MIS-623/BM-520: Management Information Systems	3.0
MIS-565: Software System Requirement	3.0
MIS-525: Information System Architecture	3.0
SE-603: MOST Implementation	3.0
MIS-550: Software Project Management	3.0
MIS-551: Software Organization Management	3.0
Choose 6 credits from the Following Courses:	6.0
BK-520: Foundations of Marketing Management	
BL-631: Legal Environment of Business	
BM-635: Human Resource and Organizational Development	
CS-520: Introduction to Intelligent Systems	
CS-529: Web Services and .NET	
CS-618: Data Mining	
CS-628: Security of E-Systems and Networks	
SE-602: Technology Assessment	
SE-615: Usability Engineering/Human-Computer Interaction	
MIS-514: Networks	
MIS-517: Database Design and Management	
MIS-575: Software Verification, Validation & Maintenance	
MIS-695A: Management Information System Practicum I	3.0
MIS-695B: Management Information System Practicum II	3.0

Total Credits for Master of Science in Information Systems - Management Track (Non-Thesis) = 43.5

***Up to 13.5 credits may be waived up on evaluation of prior academic preparation**

Catalog Year 2015-2016: MS.IS.T.TT.15

Master of Science in Information Systems - Technology Track (Thesis)	
FOUNDATION REQUIREMENTS: 13.5 Credits*	Credits
CS-501A: Computer Programming Essentials	3.0
CS-501B: Program Development	3.0
BM-517: Introduction to Management	1.5
SE-504: Principles of Software Engineering	3.0
CS-503: Data Structures and Algorithms	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
MIS-623/BM-520: Management Information Systems	3.0
MIS-565: Software System Requirement	3.0
MIS525: Information System Architecture	3.0
MIS-517: Database Design and Management	3.0
MIS-575: Software Verification, Validation and Maintenance	3.0
MIS-514: Networks	3.0
Choose 6 credits from among:	6.0
BK-520: Foundations of Marketing Management	
BL-631: Legal Environment of Business	
BM-525: Management for Human Resources	
BM-635: Human Resource & Organizational Development	
CS-520: Introduction to Intelligent Systems	
CS-529: Web Services and .NET	
CS-618: Data Mining	
CS-628: Security of E-Systems and Networks	
SE-602: Technology Assessment	
SE-615: Usability Engineering/Human-Computer Interaction	
MIS-550: Software Project Management	
MIS-551: Software Organization Management	
MIS-691: Management Information System Thesis I	3.0
MIS-692: Management Information System Thesis II	3.0

Total Credits For Master of Science in Information Systems - Technology Track (Thesis) = 43.5

***Up to 13.5 credits may be waived up on evaluation of prior academic preparation**

Catalog Year 2015-2016: MS.IS.T.NTT.15

Master of Science in Information Systems - Technology Track (Non-Thesis)	
FOUNDATION REQUIREMENTS: 13.5 Credits*	Credits
CS-501A: Computer Programming Essentials	3.0
CS-501B: Program Development	3.0
BM-517: Introduction to Management	1.5
SE-504: Principles of Software Engineering	3.0
CS-503: Data Structures and Algorithms	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
MIS-623/BM-520: Management Information Systems	3.0
MIS-565: Software System Requirement	3.0
MIS-525: Information System Architecture	3.0
MIS-517: Database Design and Management	3.0
MIS-575: Software Verification, Validation and Maintenance	3.0
MIS-514: Networks	3.0
Choose 6 credits from among:	6.0
BK-520: Foundations of Marketing Management	
BL-631: Legal Environment of Business	
BM-525: Management for Human Resources	
BM-635: Human Resource & Organizational Development	
CS-520: Introduction to Intelligent Systems	
CS-529: Web Services and .NET	
CS-618: Data Mining	
CS-628: Security of E-Systems and Networks	
SE-602: Technology Assessment	
SE-615: Usability Engineering/Human-Computer Interaction	
MIS-550: Software Project Management	
MIS-551: Software Organization Management	
MIS-695A: Management Information System Practicum I	3.0
MIS-695B: Management Information System Practicum II	3.0

Total Credits For Master of Science in Information Systems - Technology Track (Non-Thesis) = 43.5

***Up to 13.5 credits may be waived up on evaluation of prior academic preparation**

Catalog Year 2015-2016: MSN.ADMIN.15

Master of Science in Nursing: Nursing Administration	
GRADUATE NURSING CORE: 15 Credits	Credits
NU-508: Factors Affecting Healthcare NU-509: Health Informatics NU-512: Nursing Research for Advanced Nursing Practice NU-514: Data Management for Advanced Nursing Practice NU-518: Education and Motivation of Nursing Clients	3.0 3.0 3.0 3.0 3.0
NURSING ADMINISTRATION CONCENTRATION: 9 Credits	Credits
BE-501: Economics for Management *OR* BH-572: Health Care Economics BM-502: Management and Organizational Behavior BA-503: Financial Accounting	3.0 3.0 3.0
NURSING ADMINISTRATION SPECIALTY: 12 Credits	Credits
NU-661: Nursing Administration I (a) NU-662P: Nursing Administration Practicum I (a) NU-662S: Nursing Administration Seminar I (a) NU-663: Nursing Administration II (a) NU-664P: Nursing Administration Practicum II (a) NU-664S: Nursing Administration Seminar II (a)	3.0 2.0 1.0 3.0 2.0 1.0
<p>Bridge Program for Registered Nurses <i>Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (9 credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion if the student has already completed a college-level health assessment or an appropriate continuing education course.</i></p> <p>RN to MSN Direct Program <i>The RN to MSN Direct Program is designed to allow nurses to quickly attain a MSN degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree on upon successful completion of courses totaling 150 credits. Students are accepted into the RN to MSN Direct Program as graduate students. Successful completion of the Undergraduate Nursing Certificate is a prerequisite for taking graduate nursing (NU) courses. See the School of Nursing section of the current graduate catalog for additional acceptance criteria. Depending on the selected MSN track, students are required to complete 30 undergraduate preparatory credits, and 36 to 48 graduate nursing credits, 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.</i></p> <p>(a) Must be passed with a grade of "B" or better.</p>	
Minimum Credits for Master of Science in Nursing: Nursing Administration = 36.0	

Catalog Year 2015-2016: MSN.ADULT.15

Master of Science in Nursing: Adult-Gerontological Primary Care Nurse Practitioner	
GRADUATE NURSING CORE: 15 Credits	Credits
NU-508: Factors Affecting Healthcare NU-509: Health Informatics NU-512: Nursing Research for Advanced Nursing Practice NU-514: Data Management for Advanced Nursing Practice NU-518: Education and Motivation of Nursing Clients	3.0 3.0 3.0 3.0 3.0
APN CONCENTRATION: 13 Credits	Credits
NU-521: Pathophysiology and Histology (a) NU-524: Pharmacology for Advanced Nursing Practice (a) NU-535: Advanced Health Assessment (a) NU-541: Primary Care (a) NU-542: Primary Care Laboratory	3.0 3.0 3.0 3.0 1.0
CLINICAL SPECIALTY ADULT: 14 Credits	Credits
NU-621: Advanced Practice Nursing I: Adult-Gero (a) NU-622P: Advanced Practice Nursing Practicum I: Adult-Gero NU-622S: Advanced Practice Nursing Seminar I: Adult-Gero (a) NU-623: Advanced Practice Nursing II Adult-Gero (a) NU-624P: Advanced Practice Nursing Practicum II: Adult-Gero NU-624S: Advanced Practice Nursing Seminar II: Adult-Gero (a)	3.0 3.0 1.0 3.0 3.0 1.0
<p>Bridge Program for Registered Nurses</p> <p><i>Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (9 credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion if the student has already completed a college-level health assessment or an appropriate continuing education course.</i></p> <p>RN to MSN Direct Program</p> <p><i>The RN to MSN Direct Program is designed to allow nurses to quickly attain a MSN degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree on upon successful completion of courses totaling 150 credits. Students are accepted into the RN to MSN Direct Program as graduate students. Successful completion of the Undergraduate Nursing Certificate is a prerequisite for taking graduate nursing (NU) courses. See the School of Nursing section of the current graduate catalog for additional acceptance criteria. Depending on the selected MSN track, students are required to complete 30 undergraduate preparatory credits, and 36 to 48 graduate nursing credits, 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.</i></p> <p><i>(a) Must be passed with a grade of "B" or better.</i></p>	

Minimum Credits for Master of Science in Nursing: Adult-Gerontological Primary Care Nurse Practitioner = 42.0
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Catalog Year 2015-2016: MSN.FAMILY.15

Master of Science in Nursing: Family Nurse Practitioner	
GRADUATE NURSING CORE: 15 Credits	Credits
NU-508: Factors Affecting Healthcare NU-509: Health Informatics NU-512: Nursing Research for Advanced Nursing Practice NU-514: Data Management for Advanced Nursing Practice NU-518: Education and Motivation of Nursing Clients	3.0 3.0 3.0 3.0 3.0
APN CONCENTRATION: 16 Credits	Credits
NU-521: Pathophysiology and Histology (a) NU-524: Pharmacology for Advanced Nursing Practice (a) NU-535: Advanced Health Assessment (a) NU-541: Primary Care (a) NU-542: Primary Care Laboratory (a) NU-635: Advanced Practice Nursing Pediatrics (a) NU-635P: Advanced Practice Nursing Pediatrics Practicum	3.0 3.0 3.0 3.0 1.0 2.0 1.0
CLINICAL SPECIALTY FAMILY: 14 Credits	Credits
NU-631: Advanced Practice Nursing I Family (a) NU-632P: Advanced Practice Nursing Practicum I Family (a) NU-632S: Advanced Practice Nursing Seminar I Family (a) NU-633: Advanced Practice Nursing II Family (a) NU-634P: Advanced Practice Nursing Practicum II Family (a) NU-634S: Advanced Practice Nursing Seminar II Family (a)	3.0 3.0 1.0 3.0 3.0 1.0
<p>Bridge Program for Registered Nurses</p> <p><i>Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (9 credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion if the student has already completed a college-level health assessment or an appropriate continuing education course.</i></p> <p>RN to MSN Direct Program</p> <p><i>The RN to MSN Direct Program is designed to allow nurses to quickly attain a MSN degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree on upon successful completion of courses totaling 150 credits. Students are accepted into the RN to MSN Direct Program as graduate students. Successful completion of the Undergraduate Nursing Certificate is a prerequisite for taking graduate nursing (NU) courses. See the School of Nursing section of the current graduate catalog for additional acceptance criteria. Depending on the selected MSN track, students are required to complete 30 undergraduate preparatory credits, and 36 to 48 graduate nursing credits, 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.</i></p> <p><i>(a) Must be passed with a grade of "B" or better.</i></p>	
Minimum Credits for Master of Science in Nursing: Family Nurse Practitioner = 45.0	

Master of Science in Nursing: Psychiatric Mental Health	
GRADUATE NURSING CORE: 15 Credits	Credits
NU-508: Factors Affecting Healthcare NU-509: Health Informatics NU-512: Nursing Research Advanced Nursing Practice NU-514: Data Management for Advanced Nursing Practice NU-518: Education & Motivation of Nursing Clients	3.0 3.0 3.0 3.0 3.0
APN CONCENTRATION: 13 Credits	Credits
NU-521: Pathophysiology and Histology (a) NU-524: Pharmacology for Advanced Nursing Practice (a) NU-535: Advanced Health Assessment (a) NU-543: Diagnosis & Treatment of Psychopathology (a) NU-544: Diagnosis & Treatment of Psychopathology Clinical Lab (a)	3.0 3.0 3.0 3.0 1.0
CLINICAL SPECIALTY: 20 Credits	Credits
NU-669: Psychiatric/MHN I: Practice with Children & Adolescents (a) NU-670P: Psychiatric/MHN I: Practice with Children & Adolescents Practice Practicum NU-670S: Psychiatric/MHN I: Practice with Children & Adolescents Practice Seminar (a) NU-671: Advanced Practice Psychiatric/MHN I (a) NU-672P: Advanced Practice Psychiatric/MHN Practicum I NU-672S: Advanced Practice Psychiatric/MHN Seminar I (a) NU-673: Advanced Practice Psychiatric/MHN II (a) NU-674P: Advanced Practice Psychiatric/MHN Practicum II NU-674S: Advanced Practice Psychiatric/MHN Lab & Seminar II (a)	3.0 2.0 1.0 3.0 3.0 1.0 3.0 3.0 1.0
<p>Bridge Program for Registered Nurses</p> <p>Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (9 credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion if the student has already completed a college-level health assessment or an appropriate continuing education course.</p> <p>RN to MSN Direct Program</p> <p>The RN to MSN Direct Program is designed to allow nurses to quickly attain a MSN degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree on upon successful completion of courses totaling 150 credits. Students are accepted into the RN to MSN Direct Program as graduate students. Successful completion of the Undergraduate Nursing Certificate is a prerequisite for taking graduate nursing (NU) courses. See the School of Nursing section of the current graduate catalog for additional acceptance criteria. Depending on the selected MSN track, students are required to complete 30 undergraduate preparatory credits, and 36 to 48 graduate nursing credits, 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.</p> <p>(a) Must be passed with a grade of "B" or better.</p>	

Minimum Credits for Master of Science in Nursing: Psychiatric Mental Health = 48.0

Catalog Year 2015-2016: MSN.FO.15

Master of Science in Nursing: Forensic Nursing	
GRADUATE NURSING CORE: 15 Credits	
	Credits
NU-508: Factors Affecting Healthcare NU-509: Health Informatics NU-512: Nursing Research for Advanced Nursing Practice NU-514: Data Management for Advanced Nursing Practice NU-518: Education and Motivation of Nursing Clients	3.0 3.0 3.0 3.0 3.0
ADVANCED PRACTICE CONCENTRATION: 15 Credits	
	Credits
NU-521: Pathophysiology and Histology (b) NU-524: Pharmacology for Advanced Nursing Practice (b) NU-535: Advanced Health Assessment (b) NU-543: Diagnosis and Treatment of Psychopathology (b) NU-577: Forensic Pathology (b)	3.0 3.0 3.0 3.0 3.0
FORENSIC NURSING SPECIALTY: 9 Credits	
	Credits
NU-575: Issues in Forensic Nursing (b) NU-576: Interpersonal Violence (b) NU-578P: Forensic Nursing Practicum NU-578S: Forensic Nursing Seminar (b) NU-SANE: Sexual Assault Nurse Examiner (SANE) or Medicolegal Death Investigation college level course or Continuing Education course of at least 40 hours.	3.0 3.0 2.0 1.0 0.0 0.0
<p>Bridge Program for Registered Nurses</p> <p><i>Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (9 credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion if the student has already completed a college-level health assessment or an appropriate continuing education course.</i></p> <p>RN to MSN Direct Program</p> <p><i>The RN to MSN Direct Program is designed to allow nurses to quickly attain a MSN degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree on upon successful completion of courses totaling 150 credits. Students are accepted into the RN to MSN Direct Program as graduate students. Successful completion of the Undergraduate Nursing Certificate is a prerequisite for taking graduate nursing (NU) courses. See the School of Nursing section of the current graduate catalog for additional acceptance criteria. Depending on the selected MSN track, students are required to complete 30 undergraduate preparatory credits, and 36 to 48 graduate nursing credits, 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.</i></p>	

Minimum Credits for Master of Science in Nursing: Forensic Nursing = 39.0
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Master of Science in Nursing: Nursing Education	
GRADUATE NURSING CORE: 15 Credits	Credits
NU-508: Factors Affecting Healthcare NU-509: Health Informatics NU-512: Nursing Research Advanced Nursing Practice NU-514: Data Management for Advanced Nursing Practice NU-518: Education and Motivation of Nursing Clients	3.0 3.0 3.0 3.0 3.0
ADVANCED PRACTICE CONCENTRATION: 9 Credits	Credits
NU-521: Pathophysiology and Histology (a) NU-524: Pharmacology for Advanced Nursing Practice (a) NU-535: Advanced Health Assessment (a)	3.0 3.0 3.0
NURSING EDUCATION SPECIALTY: 12 Credits	Credits
NU-562: Tests and Measures (a) NU-564: Curriculum Development and Instruction in Nursing (a) NU-566P: Nurse Educator Practicum NU-566S: Nurse Educator Seminar (a)	3.0 3.0 3.0 3.0
<p>Bridge Program for Registered Nurses</p> <p>Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (9 credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion if the student has already completed a college-level health assessment or an appropriate continuing education course.</p> <p>RN to MSN Direct Program</p> <p>The RN to MSN Direct Program is designed to allow nurses to quickly attain a MSN degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree on upon successful completion of courses totaling 150 credits. Students are accepted into the RN to MSN Direct Program as graduate students. Successful completion of the Undergraduate Nursing Certificate is a prerequisite for taking graduate nursing (NU) courses. See the School of Nursing section of the current graduate catalog for additional acceptance criteria. Depending on the selected MSN track, students are required to complete 30 undergraduate preparatory credits, and 36 to 48 graduate nursing credits, 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.</p> <p>(a) Must be passed with a grade of "B" or better.</p>	
Minimum Credits for Master of Science in Nursing: Nursing Education = 36.0	

Catalog Year 2015-2016: MSN.SCH.CERT.15

Master of Science in Nursing: School Nursing for Certified School Nurses	
GRADUATE NURSING CORE: 12 Credits	
	Credits
<p style="text-align: center;"> NU-508: Factors Affecting Healthcare NU-509: Health Informatics NU-512: Nursing Research for Advanced Nursing Practice NU-514: Data Management for Advanced Nursing Practice </p>	<p>3.0 3.0 3.0 3.0</p>
SCHOOL NURSING CONCENTRATION: 9 Credits	
	Credits
<p style="text-align: center;"> NU-521: Pathophysiology and Histology (a) NU-524: Pharmacology for Advanced Nursing Practice (a) NU-535: Advanced Health Assessment (a) </p>	<p>3.0 3.0 3.0</p>
SCHOOL NURSING SPECIALTY: 11 Credits	
	Credits
<p style="text-align: center;"> NU-585: School Nursing I (a) NU-586: School Nursing II (a) HE-584: Curriculum & Instruction in Health Education (a) </p>	<p>4.0 4.0 3.0</p>
<p>Bridge Program for Registered Nurses</p> <p><i>Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (9 credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion if the student has already completed a college-level health assessment or an appropriate continuing education course.</i></p> <p><i>(a) Must be passed with a grade of "B" or better.</i></p>	

Minimum Credits for Master of Science in Nursing: School Nursing for Certified School Nurses = 32.0
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Catalog Year 2015-2016: MSN.SCH.NI.15

Master of Science in Nursing: School Nursing for Non-Certified School Nurses	
GRADUATE NURSING CORE: 12 Credits	
	Credits
NU-508: Factors Affecting Healthcare NU-509: Health Informatics NU-512: Nursing Research for Advanced Nursing Practice NU-514: Data Management for Advanced Nursing Practice	3.0 3.0 3.0 3.0
SCHOOL NURSING CONCENTRATION: 9 Credits	
	Credits
NU-521: Pathophysiology and Histology (a) NU-524: Pharmacology for Advanced Nursing Practice (a) NU-535: Advanced Health Assessment (a)	3.0 3.0 3.0
SCHOOL NURSING SPECIALTY: 19 Credits	
	Credits
NU-585: School Nursing I (a) NU-586: School Nursing II (a) NU-587P: Practicum: School Nursing I NU-587S: Seminar: School Nursing I (a) NU-588P: Practicum: School Nursing II NU-588S: Seminar: School Nursing II (a) HE-584: Curriculum & Instruction in Health Education (a)	4.0 4.0 2.0 2.0 2.0 2.0 3.0
<p>Bridge Program for Registered Nurses</p> <p><i>Registered nurses with a bachelor's degree in a field other than nursing can bridge into the MSN program by taking three upper-division undergraduate nursing courses (9 credits) at Monmouth University prior to taking courses in the MSN track of his or her choice. One of the three courses may be waived, at the program director's discretion if the student has already completed a college-level health assessment or an appropriate continuing education course.</i></p> <p><i>(a) Must be passed with a grade of "B" or better.</i></p>	
Minimum Credits for Master of Science in Nursing: School Nursing for Non-Certified School Nurses = 40.0	

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation courses.

Catalog Year: 2015-2016: MS.PHA.15

Master of Science Physician Assistant	
PHA REQUIREMENTS: 95 Credits	Credits
PHA-601: Human Anatomy	5.0
PHA-602: Human Physiology	3.0
PHA-603: Introduction to Patient Assessment	5.0
PHA-604: Behavioral Medicine	2.0
PHA-605: Health Promotion	3.0
PHA-612: Introduction to Physician Assistant Profession	1.0
PHA-606: Physical Diagnosis	4.0
PHA-607: Diagnostic and Clinical Procedures	5.0
PHA-608: Pharmacology for Physician Assistants	2.0
PHA-609: Clinical Therapeutics	2.0
PHA-610: Pathophysiology	3.0
PHA-611: Neuroscience	3.0
PHA-621: Topics in Clinical Medicine and Surgery	5.0
PHA-622: Clinical Management	2.0
PHA-651: Clinical Clerkships I	5.0
PHA-652: Clinical Clerkships II	12.0
PHA-625: Research Methods I	2.0
PHA-626: Biostatistics for Physician Assistant Research	2.0
PHA-653: Clinical Clerkships III	10.0
PHA-632: Biomedical Ethics	2.0
PHA-633: Epidemiology for Physician Assistants	2.0
PHA-654: Clinical Clerkships IV	12.0
PHA-635: Research Methods II	1.0
PHA-636: Health Care Policy	2.0
Total Credits For Master of Science Physician Assistant = 95.0	

Catalog Year: 2015-2016: MS.MHC.15

Master of Science in Mental Health Counseling	
REQUIREMENTS: 60 Credits	Credits
PC-505: Mental Health Counseling	3.0
PC-506: Testing & Assessment in Counseling	3.0
PC-510: Community Mental Health	3.0
PC-512: Psychopathology	3.0
PC-515: Human Development Through the Lifespan	3.0
PC-525: Counseling Theory & Techniques	3.0
PC-526: Case Conceptualization	3.0
PC-529: Multicultural Counseling	3.0
PC-530: Crisis Intervention	3.0
PC-540: Introduction to Alcohol and Drug Abuse	3.0
PC-545: Psychopharmacology	3.0
PC-550: Group Counseling	3.0
PC-570: Career Counseling	3.0
PC-595: Psychological Counseling Practicum	3.0
PC-603: Research Methods in Counseling	3.0
CLINICAL INTERNSHIP: 6 Credits of PC-680: Clinical Internship in Professional Counseling	6.0
PC-CPE: Comprehensive Examination	0.0
ELECTIVES: Choose 9 credits from 500-600 level courses in Psychological Counseling	9.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING = 60.0	

Catalog Year: 2015-2016: MA.PC.15

Master of Arts in Psychological Counseling	
REQUIREMENTS: 30 Credits	Credits
PC-505: Mental Health Counseling	3.0
PC-506: Testing & Assessment in Counseling	3.0
PC-510: Community Mental Health	3.0
PC-512: Psychopathology	3.0
PC-525: Counseling Theory and Techniques	3.0
PC-550: Group Counseling	3.0
PC-595: Psychological Counseling Practicum	3.0
ELECTIVES: Choose counseling electives from among: PC-500, PC-600 level courses or other courses as approved by advisor	9.0

Total Credits for Master of Arts in Psychological Counseling = 30.0
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Catalog Year: 2015-2016: MA.PC.A.15

Master of Arts in Psychological Counseling - Addiction Studies Track	
REQUIREMENTS: 33 Credits	
PC-505: Mental Health Counseling	3.0
PC-510: Community Mental Health	3.0
PC-512: Psychopathology	3.0
PC-525: Counseling Theory and Techniques	3.0
PC-550: Group Counseling	3.0
PC-595: Psychological Counseling Practicum	3.0
PC-540: Introduction to Alcohol & Drug Abuse	3.0
PC-542: Treatment of Alcohol & Drug Abuse	3.0
PC-544: Advanced Alcohol & Drug Counseling	3.0
PC-545: Psychopharmacology	3.0
PC-546: Substance Awareness in Schools	3.0
Total Credits for Master of Arts in Psychological Counseling - Addiction Studies Track = 33.0	

Catalog Year 2015-2016: MA.PSPO.TT.15

Master of Arts in Public Policy - Thesis Track	
REQUIREMENTS: 30 Credits	Credits
PS-510: Policy Analysis	3.0
PS-515: Public Policy Research Design	3.0
PS-516: Research Methods	3.0
PS-518: Theory, Policy, and Ethics	3.0
PS-595: Public Policy Practicum (Internship)	3.0
PS-692: Public Policy Masters Thesis	3.0
PS-597: Portfolio	0.0
ELECTIVES:	
Take 12 Credits from the Following Courses:	12.0
PS-514: Public Opinion and Polling	
CO/PS-524: Public Opinion and the Media	
CO/PS-525: Political Communication	
SW-617: Advanced Practice in Planning and Social Policy	
SW/PS-618: Social Work Administration	
HS/PS-522: History of Urbanization in America	
PS-553: Gender, Family, and Policy	
PS-530: Environmental Policy	
PS-563: Global Policy and Issues	
PS-566: Comparative Public Policy	
PS-585: American Foreign Policy	
PS-598: Special Topics/Special Projects	
PS-599: Readings and Research	
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 submitting the e-FORM to change their program.

Catalog Year: 2015-2016: MA.PSPO.NTT.15

Master of Arts in Public Policy - Non-Thesis Track	
REQUIREMENTS: 30 Credits	Credits
PS-510: Policy Analysis	3.0
PS-515: Public Policy Research Design	3.0
PS-516: Research Methods	3.0
PS-518: Theory, Policy, and Ethics	3.0
PS-595: Public Policy Practicum (Internship)	3.0
PS-597: Portfolio	0.0
ELECTIVES:	
Take 15 Credits from the Following Courses:	15.0
PS-514: Public Opinion and Polling	
CO/PS-524: Public Opinion and the Media	
CO/PS-525: Political Communication	
SW-617: Advanced Practice in Planning and Social Policy	
SW/PS-618: Social Work Administration	
HS/PS-522: History of Urbanization in America	
PS-553: Gender, Family, and Policy	
PS-530: Environmental Policy	
PS-563: Global Policy and Issues	
PS-566: Comparative Public Policy	
PS-585: American Foreign Policy	
PS-598: Special Topics/Special Projects	
PS-599: Readings and Research	
PS-CPE: Public Policy Comprehensive Exam	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN PUBLIC POLICY - NON-THESIS TRACK = 30.0	

*Students interested in pursuing the thesis option must consult with the department before submitting the e-FORM to change their program.

Catalog Year 2015-2016: MSW.FC.15

Master of Social Work with a Concentration in Clinical Practice with Families and Children (CPFC)	
FOUNDATION COURSES: 30 Credits	Credits
SW-503: Social Work Practice with Individuals and Families (a)	3.0
SW-505: Social Welfare Policy and Services I	3.0
SW-507: Social Work Research	3.0
SW-509: Human Behavior in the Social Environment I	3.0
SW-510: Field Practicum I (a)	3.0
SW-513: Social Work Practice in Groups (a)	3.0
SW-515: Social Welfare Policy and Services II	3.0
SW-518: Global Community Practice (a)	3.0
SW-519: Human Behavior in the Social Environment II	3.0
SW-520: Field Practicum II (a)	3.0
ADVANCED CORE COURSES: 6 Credits	Credits
SW-627: Implications of Social Justice and Human Rights for Social Work	3.0
SW-669: Applications of Social Justice and Human Rights in Social Work	3.0
FAMILY AND CHILDREN CONCENTRATION: 18 Credits	Credits
SW-605: Clinical Practice with Families and Children (a)	3.0
SW-626: Evaluation of Practice Effectiveness	3.0
SW-645: Clinical Social Work Assessment Diagnosis and Intervention Planning (a)	3.0
SW-665: Advanced Clinical Practice with Children (a)	3.0
SW-630: Field Practicum III - FC (a)	3.0
SW-640: Field Practicum IV - FC (a)	3.0
ELECTIVES: 6 Credits	Credits
Take 2 courses from approved departmental selections 600+ level	6.0
<i>(a) Must be passed with a grade of "B" or better</i>	
Total Credits for Master of Social Work with a Concentration in Clinical Practice with Families and Children (CPFC) = 60.0	

Master of Social Work with a Concentration in International and Community Development (ICD)	
FOUNDATION COURSES: 30 Credits	
Credits	
SW-503: Practice with Individuals and Families (a)	3.0
SW-505: Social Welfare Policy and Services I	3.0
SW-507: Social Work Research	3.0
SW-509: Human Behavior in the Social Environment I	3.0
SW-510: Field Practicum I (a)	3.0
SW-513: Social Work Practice in Groups (a)	3.0
SW-515: Social Welfare Policy and Services II	3.0
SW-518: Global Community Practice (a)	3.0
SW-519: Human Behavior in the Social Environment II	3.0
SW-520: Field Practicum II (a)	3.0
ADVANCED CORE COURSES: 6 Credits	
Credits	
SW-627: Implications of Social Justice and Human Rights for Social Work	3.0
SW-669: Applications of Social Justice and Human Rights in Social Work	3.0
INTERNATIONAL CONCENTRATION: 18 Credits	
Credits	
SW-617: Seminar on Emerging Challenges in International and Community Social Work (a)	3.0
SW-615: Issues in International and Community Social Work (a)	3.0
SW-625: Program Planning and Evaluation	3.0
SW-655: Comparative International and Community Policy and Practice (a)	3.0
SW-631: Field Practicum III - CI (a)	3.0
SW-641: Field Practicum IV - CI (a)	3.0
ELECTIVES: 6 Credits	
Credits	
Take 2 courses from approved departmental selections 600+ level	6.0
<i>(a) Must be passed with a grade of "B" or better</i>	
Total Credits for Master of Social Work with a Concentration in International and Community Development (ICD) = 60.0	

Catalog Year 2015-2016: MS.SE.15

Master of Science in Software Engineering	
REQUIREMENTS: 42 Credits	Credits
FOUNDATION COURSES: (a)	
CS-501B: Program Development	3.0
CS-503: Data Structures and Algorithms	3.0
SE-504: Principles of Software Engineering	3.0
SE-510: Object-Oriented Analysis and Design	3.0
CORE COURSES:	
SE-565: Software Systems Requirements	3.0
SE-570: Software Systems Design	3.0
SE-575: Software Verification, Validation and Maintenance	3.0
SE-580: The Process of Engineering Software	3.0
ELECTIVE COURSES:	
Take 12 Elective Credits from the Following Courses:	12.0
SE-601: Outsourcing: Specifications and Strategies	
SE-602: Technology Assessment	
SE-603: MOST Implementation	
SE-605: Software Implementation and Reuse	
SE-610: Software Systems Security	
SE-611: Secure Web Services Design	
SE-615: Usability Engineering/Human-Computer Interaction	
SE-616: Extensible Markup Language (XML)	
SE-620: Networked Software Systems I	
SE-621: Networked Software Systems II	
SE-625: Information Systems Architecture	
SE-626: Information Systems Engineering	
SE-630: Real Time Software Analysis and Specification	
SE-631: Real-Time Software Design and Implementation	
SE-650: Software Project Management	
SE-651: Software Organization Management	
SE-652: Software Quality Management	
SE-660: Computer System Architecture	
SE-699: Individual Research Project in Software Eng.	
CS-514: Networks	
CS-517: Database Design and Management	
Choose Practicum or Thesis:	6.0
SE-695A: Software Engineering Practicum	
SE-695B: Software Engineering Practicum	
OR	
SE-691: Software Engineering Thesis Research	
SE-692: Software Engineering Thesis Research	

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 Computer Science and Software Engineering

Appendix B: Curriculum Charts 2015-2016

Catalog Year 2015-2016: MS.SE.ADV.TT.15

Master of Science in Software Engineering - Advanced Thesis Track	
REQUIREMENTS: Core Courses	Credits
SE-565: Software Systems Requirements	3.0
SE-570: Software System Design	3.0
SE-580: The Process of Engineering Software	3.0
REQUIREMENTS:	Credits
<p>Choose TWO SETS of guided electives from the following:</p> <p>SE-601: Outsourcing: Specifications and Strategies and SE-602: Technology Assessment</p> <p>SE-610: Software Systems Security and SE-611: Secure Web Services Design</p> <p>SE-620: Networked Software Systems I and SE-621: Networked Software Systems II</p> <p>SE-625: Information Systems Architecture and SE-626: Information Systems Engineering</p> <p>SE-630: Real-Time Software Analysis and Specification and SE-631: Real-Time Software Design and Implementation</p> <p>SE-650: Software Project Management and SE-651: Software Organization Management</p>	12.0
REQUIREMENTS: Electives	Credits
<p>Choose 3 credits from the Following:</p> <p>SE-601: Outsourcing: Specifications and Strategies SE-602: Technology Assessment SE-603: MOST Implementation SE-605: Software Implementation and Reuse SE-610: Software Systems Security SE-611: Secure Web Services Design SE-615: Usability Engineering/Human-Computer Interaction SE-616: Extensible Markup Language (XML) SE-620: Networked Software Systems I SE-625: Information Systems Architecture SE-626: Information Systems Engineering SE-630: Real-Time Software Analysis and Specification SE-631: Real-Time Software Design and Implementation SE-650: Software Project Management SE-651: Software Organization Management SE-652: Software Quality Management SE-660: Computer System Architecture SE-698: Special Topics in Software Engineering SE-699: Individual Research Project in Software Eng. CS-514: Networks CS-517: Database Design and Management CS-533: Database System Implementation BM-565: Management of Technology</p>	3.0
REQUIREMENTS: Two Semester Thesis	Credits
SE-691: Software Engineering Thesis Research	3.0
SE-692: Software Engineering Thesis Research	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN SOFTWARE ENGINEERING - ADVANCED THESIS TRACK = 30.0	

NOTE:

* This track is open only to students with an undergraduate degree in Software Engineering.

Catalog Year 2015-2016: MS.SE.ADV.NTT.15

Master of Science in Software Engineering - Advanced Non-Thesis Track	
REQUIREMENTS: Core Courses	Credits
SE-565: Software Systems Requirements	3.0
SE-570: Software System Design	3.0
SE-580: The Process of Engineering Software	3.0
REQUIREMENTS:	Credits
<p>Choose THREE SETS of guided electives from the Following:</p> <p>SE-601: Outsourcing: Specifications and Strategies and SE-602: Technology Assessment</p> <p>SE-610: Software Systems Security and SE-611: Secure Web Services Design</p> <p>SE-620: Networked Software Systems I and SE-621: Networked Software Systems II</p> <p>SE-625: Information Systems Architecture and SE-626: Information Systems Engineering</p> <p>SE-630: Real-Time Software Analysis and Specification and SE-631: Real-Time Software Design and Implementation</p> <p>SE-650: Software Project Management and SE-651: Software Organization Management</p>	18.0
REQUIREMENTS: Electives	Credits
<p>Choose 3 credits from the Following:</p> <p>SE-601: Outsourcing: Specifications and Strategies SE-602: Technology Assessment SE-603: MOST Implementation SE-605: Software Implementation and Reuse SE-610: Software Systems Security SE-611: Secure Web Services Design SE-615: Usability Engineering/Human-Computer Interaction SE-616: Extensible Markup Language (XML) SE-620: Networked Software Systems I SE-625: Information Systems Architecture SE-626: Information Systems Engineering SE-630: Real-Time Software Analysis and Specification SE-631: Real-Time Software Design and Implementation SE-650: Software Project Management SE-651: Software Organization Management SE-652: Software Quality Management SE-660: Computer System Architecture SE-698: Special Topics in Software Engineering SE-699: Individual Research Project in Software Eng. CS-514: Networks CS-517: Database Design and Management CS-533: Database System Implementation BM-565: Management of Technology</p>	3.0
Minimum Credits For Master of Science in Software Engineering - Advanced Non-Thesis Track = 30.0	

NOTE:

* This track is open only to students with an undergraduate degree in Software Engineering.

Catalog Year 2015-2016: DNP.15

Doctor of Nursing Practice	
DNP REQUIREMENTS: 36 Credits	Credits
NU-701: Translating Evidence to Clinical Practice	3.0
NU-702: Health Promotion in Diverse Populations	3.0
NU-703: Epidemiology and Genetics/Genomics	3.0
NU-704: Issues in Aging	3.0
NU-715: Organizational Leadership in Health Care	3.0
NU-716: Health Care Policy for Advocacy in Health Care	3.0
NU-717: Emerging Health Care Risks	3.0
NU-718: Health Care Economics and Financial Management	3.0
NU-730: Capstone Seminar I	2.0
NU-731: Practicum I	4.0
NU-732: Capstone Seminar II	2.0
NU-733: Practicum II	4.0
TOTAL CREDITS FOR DOCTOR OF NURSING = 36.0	

NOTE:

All courses must be passed with a grade of "B" or better.

Catalog Year 2015-2016: C.GR.MBA.BA.15

Graduate Certificate in Accounting	
REQUIREMENTS: 18 Credits	Credits
BA-513: Financial Accounting	1.5
BA-514: Managerial Accounting	1.5
BA-610: Accounting for Managers	3.0
BA-632: Business Income Tax	3.0
BA-634: Selected Topics in Financial Accounting	3.0
BA-636: Advanced Accounting Topics	3.0
BA-638: Auditing Practices and Cases	3.0

Minimum Credits for Graduate Certificate in Accounting = 18.0

Catalog Year 2015-2016: C.GR.ED.ABA.15

Graduate Certificate in Applied Behavior Analysis	
REQUIREMENTS: 18 Credits	Credits
EDS-601: Applied Behavior Analysis: Selecting, Defining and Measuring Behavior and Evaluating Behavior Change	3.0
EDS-602: Applied Behavior Analysis: Reinforcement, Punishment and the Development of the New Behavior	3.0
EDS-603: Applications of Applied Behavior Analysis (ABA) Principles	3.0
EDS-604: Assessment and Analysis of Behavior Change	3.0
EDS-605: Research and Advanced Topics: in Autism and Applied Behavior Analysis	3.0
EDS-606: Ethics and Professionalism for Behavioral Analysis	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS = 18.0	

Catalog Year 2015-2016: C.GR.ED.AUT.15

Graduate Certificate in Autism	
REQUIREMENTS: 18 Credits	Credits
EDS-502: Autism: Characteristics, Etiology, and Current Issues	3.0
EDS-530: Research Issues & Trends in Special Education	3.0
EDS-542: Communication and Social Competence Skills	3.0
EDS-566: Assessment & Interventions for Individuals with Autism I	3.0
EDS-567: Assessment & Interventions for Individuals with Autism II	3.0
EDS-571: Management of Challenging Behaviors	3.0

TOTAL CREDITS FOR GRADUATE CERTIFICATE IN AUTISM = 18.0

Catalog Year 2015-2016: C.GR.CS.SE.15

Graduate Certificate in Computer Science: Software Design & Development	
REQUIREMENTS: 18 Credits	Credits
CS-501A: Computer Programming Essentials	3.0
CS-501B: Program Development	3.0
CS-502: Theoretical Foundations of Computer Science	3.0
CS-503: Data Structures and Algorithms	3.0
CS-505: Operating Systems Concepts	3.0
CS-509: Advanced Object-Oriented Programming and Design	3.0

TOTAL CREDITS FOR GRADUATE CERTIFICATE IN COMPUTER SCIENCE: SOFTWARE DESIGN & DEVELOPMENT = 18.0

Catalog Year 2015-2016: C.GR.NU.FO.15

Graduate Certificate: Forensic Nursing	
FORENSIC CONCENTRATION: 15 Credits	Credits
NU-521: Pathophysiology and Histology (a)	3.0
NU-524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU-535: Advanced Health Assessment (a)	3.0
NU-543: Diagnosis and Treatment of Psychopathology (a)	3.0
NU-577: Forensic Pathology (a)	3.0
FORENSIC NURSING SPECIALTY: 9 Credits	Credits
NU-575: Issues in Forensic Nursing (a)	3.0
NU-576: Interpersonal Violence (a)	3.0
NU-578P: Forensic Nursing Practicum	2.0
NU-578S: Forensic Nursing Seminar (a)	1.0
NU-SANE: Sexual Assault Nurse Examiner (SANE) *OR* Mediocolegal Death Investigation college level course *OR* Continuing Education course of at least 40 hours.	0.0
<i>(a) Must be passed with a grade of "B" or better.</i>	

TOTAL CREDITS FOR GRADUATE CERTIFICATE: FORENSIC NURSING = 24.0
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Catalog Year 2015-2016: C.GR.CJ.HLS.15

Graduate Certificate in Homeland Security	
REQUIREMENTS: 12 Credits	Credits
CJ-610: Introduction to Homeland Security: Principles and Policies	3.0
CJ-620: Terrorism: Causes and Consequences: The Unconventional Threat	3.0
CJ-630: Intelligence for the Homeland Security Practitioner	3.0
CJ-640: Interdisciplinary Approach to Homeland Security	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN HOMELAND SECURITY = 12.0	

Catalog Year 2015-2016: C.GR.CO.HR.15

Graduate Certificate in Human Resources Management and Communication	
REQUIREMENTS: 18 Credits	Credits
CO-507: Organizational Communication	3.0
BM-635: Human Resource and Organizational Development	3.0
Take 12 Credits from among the Following Courses:	12.0
CO-505: Interpersonal Communication	
CO-508: Presentational Communication: Design and Delivery	
CO-510: Global Communication	
CO-512: Intercultural Communication and Diversity Management	
CO-514: Conflict Management and Negotiation	
CO-540: Organizational Training and Consulting	
CO-584: Leadership Communication	
CO-595: Corporate and Public Communication Internship*	
<i>*(strongly recommended for students with less than one year of professional experience)</i>	
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT AND COMMUNICATION = 18.0	

Catalog Year 2015-2016: C.GR.CO.PR.15

Graduate Certificate in Strategic Public Relations and New Media	
REQUIREMENTS: 18 Credits	Credits
CO-504: Principles of Public Relations	3.0
CO-526: Advanced Public Relations Planning	3.0
Take 9 Credits from the Following Courses:	9.0
CO-510: Global Communication	
CO-511: Strategic Digital Communication	
CO-516: Public Relations and Fundraising for Nonprofits	
CO-527: Crisis and Issues Management	
CO-561: Message Construction: Audio, Video and Web	
CO-565: Special Event Planning and Promotion	
CO-595: Corporate and Public Communication Internship*	
<i>*(strongly recommended for students with less than one year of professional experience)</i>	
Take 3 Credits from the Following Courses:	3.0
CO520: Communication Ethics	
CO524: Public Opinion and Media	
CO532: Global Media and New Technologies	
CO595: Corporate and Public Communication Internship*	
<i>*(strongly recommended for students with less than one year of professional experience)</i>	
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN STRATEGIC PUBLIC RELATIONS AND NEW MEDIA = 18.0	

Catalog Year 2015-2016: C.GR.CO.PSC.15

Graduate Certificate in Public Service Communication Specialist	
REQUIREMENTS: 18 Credits	Credits
<p>Take 18 Credits from the Following Courses:</p> <ul style="list-style-type: none"> CO-510: Global Communication CO-511: Strategic Digital Communication CO-512: Intercultural Communication and Diversity Management CO-514: Conflict Management and Negotiation CO-516: Public Relations and Fundraising for Nonprofits CO-520: Communication Ethics CO-523: Persuasion, Social Influence CO-525: Political Communication CO-527: Crisis and Issues Management CO-540: Organizational Training and Consulting CO-584: Leadership Communication PS-518: Theory, Policy, Ethics 	<p>18.0</p>

TOTAL CREDITS FOR GRADUATE CERTIFICATE IN PUBLIC SERVICE COMMUNICATION SPECIALIST = 18.0

Graduate Certificate: School Nursing	
REQUIREMENTS: 22 Credits	Credits
School Nurse Concentration:	
NU-535: Advanced Health Assessment	3.0
NU-585: School Nursing I (a)	4.0
NU-586: School Nursing II (a)	4.0
NU-587P: School Nursing I: Practicum	2.0
NU-587S: School Nursing I: Seminar (a)	2.0
NU-588P: School Nursing II: Practicum	2.0
NU-588S: School Nursing II: Seminar (a)	2.0
HE-584: Curriculum and Instruction in Health Education (a)	3.0
<i>(a) Must be passed with a grade of "B" or better.</i>	

TOTAL CREDITS FOR GRADUATE CERTIFICATE: SCHOOL NURSING = 22.0

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation nursing courses.

Catalog Year 2015-2016: C.GR.NU.SCNI.15

Graduate Certificate: School Nursing - Non-Instructional	
REQUIREMENTS: 15 Credits	Credits
School Nurse Non-Instructional Concentration:	
NU-535: Advanced Health Assessment	3.0
NU-585: School Nursing I (a)	4.0
NU-586: School Nursing II (a)	4.0
NU-587P: Practicum: School Nurse I	2.0
NU-587S: Seminar: School Nurse I (a)	2.0
<i>(a) Must be passed with a grade of "B" or better.</i>	

TOTAL CREDITS FOR GRADUATE CERTIFICATE SCHOOL NURSING - NON-INSTRUCTIONAL = 15.0

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation nursing courses.

Catalog Year 2015-2016: C.GR.SD.15

Graduate Certificate in Software Development	
REQUIREMENTS: 18 Credits	Credits
CS-501A: Computer Programming Essentials	3.0
CS-501B: Program Development	3.0
CS-503: Data Structures and Algorithms	3.0
SE-510: Object-Oriented Analysis	3.0
SE-504: Principles of Software Engineering	3.0
SE-699: Individual Research Project in Software Engineering	3.0

TOTAL CREDITS FOR GRADUATE CERTIFICATE IN SOFTWARE DEVELOPMENT = 18.0

Catalog Year 2015-2016: C.GR.SE.15

Graduate Certificate in Software Engineering	
REQUIREMENTS: 18 Credits	Credits
CS-502: Theoretical Foundations of Computer Science	3.0
SE-565: Software Systems Requirements	3.0
SE-570: Software Systems Design	3.0
SE-575: Software Verification, Validation & Maintenance	3.0
SE-580: The Process of Engineering Software	3.0
SE-650: Software Project Management	3.0

TOTAL CREDITS FOR GRADUATE CERTIFICATE IN SOFTWARE ENGINEERING = 18.0

Catalog Year 2015-2016: C.GR.ED.TESOL.15

Graduate Certificate in Teaching English to Speakers of Other Languages	
REQUIREMENTS: 18 Credits	Credits
EN-563: Linguistics and the English Language *OR* ED-536: Applied Linguistics for Language Teaching	3.0
ED-606: Diversity in Education	3.0
ED-529: Content Literacy *OR* EN-558: Teaching Composition	3.0
ED-550: Teaching Diverse Populations	3.0
ED-583: Theories and Practice of ESL Instruction Part I	3.0
ED-584: Theories and Practice of ESL Instruction Part II	3.0

TOTAL CREDITS FOR GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES = 18.0

NOTE:

*Non-native speakers of English are required to take and pass the English Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). Contact the Language Testing International Center (www.languagetesting.com). 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.

Catalog Year 2015-2016: C.P.APN.A.15

Post-Master's Certificate: Adult Gerontological Primary Care Nurse Practitioner	
APN CORE: 9 Credits (a) (b)	Credits
NU-521: Pathophysiology and Histology	3.0
NU-524: Pharmacology for Advanced Nursing Practice	3.0
NU-535: Advanced Health Assessment	3.0
APN CONCENTRATION: 4 Credits	Credits
NU-541: Primary Care (a)	3.0
NU-542: Primary Care Laboratory	1.0
CLINICAL SPECIALTY - ADULT: 14 Credits	Credits
NU-621: Advanced Practice Nursing I: Adult-Gero (a)	3.0
NU-622P: Advanced Practice Nursing Practicum I: Adult-Gero	3.0
NU-622S: Advanced Practice Nursing Seminar I: Adult-Gero (a)	1.0
NU-623: Advanced Practice Nursing II: Adult-Gero (a)	3.0
NU-624P: Advanced Practice Nursing Practicum II: Adult-Gero	3.0
NU-624S: Advanced Practice Nursing Seminar II: Adult-Gero (a)	1.0
<p>(a) Must be passed with a grade of "B" or better.</p> <p>(b) NU-521, NU-524, and/or NU-535 may be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.</p>	

Minimum Credits for Post-Master's Certificate: Adult Gerontological Primary Care Nurse Practitioner = 27.0

Catalog Year 2015-2016: C.P.APN.F.15

Post-Master's Certificate: Family Nurse Practitioner	
APN CORE: 9 Credits (a) (b)	Credits
NU-521: Pathophysiology and Histology	3.0
NU-524: Pharmacology for Advanced Nursing Practice	3.0
NU-535: Advanced Health Assessment	3.0
APN CONCENTRATION: 7 Credits	Credits
NU-541: Primary Care (a)	3.0
NU-542: Primary Care Laboratory (a)	1.0
NU-635: Advanced Practice Nursing Pediatrics (a)	2.0
NU-635P: Advanced Practice Nursing Pediatrics Practicum	1.0
CLINICAL SPECIALTY - FAMILY: 14 Credits	Credits
NU-631: Advanced Practice Nursing I: Family (a)	3.0
NU-632P: Advanced Practice Nursing Practicum I: Family	3.0
NU-632S: Advanced Practice Nursing Seminar I: Family (a)	1.0
NU-633: Advanced Practice Nursing II: Family (a)	3.0
NU-634P: Advanced Practice Nursing Practicum II: Family	3.0
NU-634S: Advanced Practice Nursing Seminar II: Family (a)	1.0
<p><i>(a) Must be passed with a grade of "B" or better.</i></p> <p><i>(b) NU-521, NU-524, and/or NU-535 may be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.</i></p>	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: FAMILY NURSE PRACTITIONER = 30.0	

Catalog Year 2015-2016: C.P.MSN.PSYC.15

Post-Master's Certificate: Psychiatric Mental Health Nurse Practitioner	
APN CORE: 9 Credits (a) (b)	Credits
NU-521: Pathophysiology and Histology	3.0
NU-524: Pharmacology for Advanced Nursing Practice	3.0
NU-535: Advanced Health Assessment	3.0
APN CONCENTRATION: 4 Credits	Credits
NU-543: Diagnosis & Treatment of Psychopathology (a)	3.0
NU-544: Diagnosis & Treatment of Psychopathology Clinical Laboratory (a)	1.0
CLINICAL SPECIALTY - Psychiatric/Mental Health: 20 Credits	Credits
NU-669: Psychiatric Mental Health Nursing I: Practice with Children & Adolescents (a)	3.0
NU-670P: Psychiatric Mental Health Nurse Practitioner Nursing I: Practice with Children & Adolescents Practicum	2.0
NU-670S: Psychiatric Mental Health Nursing I: Practice with Children & Adolescents Seminar (a)	1.0
NU-671: Advanced Practice Psychiatric/Mental Health Nursing I (a)	3.0
NU-672P: Advanced Practice Psychiatric/MHN Practicum I	3.0
NU-672S: Advanced Practice Psychiatric/MHN Seminar I (a)	1.0
NU-673: Advanced Practice Psychiatric/Mental Health Nursing II (a)	3.0
NU-674P: Advanced Practice Psychiatric/MHN Practicum II	3.0
NU-674S: Advanced Practice Psychiatric/MHN Seminar II (a)	1.0
<i>(a) Must be passed with a grade of "B" or better.</i>	
<i>(b) NU-521, NU-524, and/or NU-535 may be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.</i>	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER =	
33.0	

Catalog Year 2015-2016: C.P.MSN.AD.15

Post-Master's Certificate: Nursing Administration	
BUSINESS REQUIREMENTS: 9 Credits	Credits
BE-501: Economics for Management *OR* BH-572: Healthcare Economics	3.0
BM-502: Management and Organizational Behavior	3.0
BA-503: Financial Accounting	3.0
NURSING ADMINISTRATION SPECIALTY: 15 Credits	Credits
NU-661: Nursing Administration I (a)	3.0
NU-662P: Nursing Administration Practicum I	2.0
NU-662S: Nursing Administration Seminar I (a)	1.0
NU-663: Nursing Administration II (a)	3.0
NU-664P: Nursing Administration Practicum II	2.0
NU-664S: Nursing Administration Seminar II (a)	1.0
ELECTIVES: Take 3 Credits of Electives	3.0
<i>(a) Must be passed with a grade of "B" or better</i>	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: NURSING ADMINISTRATION = 24.0	

Catalog Year 2015-2016: C.P.MSN.ED.15

Post-Master's Certificate: Nursing Education	
CORE REQUIREMENTS: 9 Credits (a) (b)	Credits
NU-521: Pathophysiology and Histology	3.0
NU-524: Pharmacology for Advanced Nursing Practice	3.0
NU-535: Advanced Health Assessment	3.0
NURSING EDUCATION SPECIALTY: 15 Credits	Credits
NU-562: Tests and Measures (a)	3.0
NU-564: Curriculum Development and Instruction in Nursing Education (a)	3.0
NU-566P: Nurse Educator Practicum	3.0
NU-566S: Nurse Educator Seminar (a)	3.0
ELECTIVES: Take 3 Credits of Electives	3.0
<p><i>(a) Must be passed with a grade of "B" or better.</i></p> <p><i>(b) NU-521, NU-524, and/or NU-535 may be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.</i></p>	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: NURSING EDUCATION = 24.0	

Catalog Year 2015-2016: C.GR.SW.PT.15

Graduate Certificate: Play Therapy	
REQUIREMENTS: 18 Credits	Credits
SW-671: Advanced Practice with Children	3.0
SW-672: Advanced Theory in Play Therapy	3.0
SW-673: Advanced Techniques in Play Therapy	3.0
SW-674: Play Therapy for Children at Risk	3.0
SW-675: Play Therapy Practicum Seminar I	3.0
SW-676: Play Therapy Practicum Seminar II	3.0

TOTAL CREDITS FOR GRADUATE CERTIFICATE IN PLAY THERAPY = 18.0

Catalog Year 2015-2016: END.ED.GR.CEAS.15

Graduate *Subject Endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS)	
REQUIREMENTS: 24 Credits	Credits
ED-510: Foundations of Education	3.0
ED-550: Teaching Diverse Populations	3.0
ED-582: World Language Education	3.0
FO-599: Independent Study in the Teaching of World Languages	3.0
ED-599: NCATE for Chinese	3.0
FO-LTIOPI: Oral Proficiency: Chinese (Interm. High)(a)	0.0
ED-593: Student Teaching (b)	9.0
OR ED-594: Supervised Student Teaching (b)	
<p>(a) LTIOPI taken with Language Testing International at www.languageesting.com</p> <p>(b) Passing score required prior to student/supervised teaching</p>	
Total Credits for Graduate *Subject Endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) = 24.0	

NOTE:

Subject certification in Chinese requires a minimum of thirty credits in a coherent sequence in the language and cultures of China.

Catalog Year 2015-2016: END.ED.GR.BLBC.15

Graduate Bi-Lingual/Bi-Cultural Endorsement	
REQUIREMENTS: 12 Credits	Credits
EN-563: Linguistics and the English Language	3.0
OR ED-536: Applied Linguistics for Language Teaching	
ED-583: Theories and Practice of ESL Instruction Part I	3.0
ED-584: Theories and Practice of ESL Instruction Part II	3.0
ED-586: Bilingual Education: Theories and Practices	3.0
Total Credits for Graduate Bi-Lingual/Bi-Cultural Endorsement = 12.0	

Catalog Year 2015-2016: END.ED.GR.ECHILD.15

Graduate Early Childhood Endorsement	
REQUIREMENTS: 13 Credits	Credits
EDL-502: Development and Learning in Early Childhood	3.0
EDL-521: Early Childhood Family, School and Community Collaboration in a Diverse Society	3.0
EDL-522: Early Literacy and Language Development	3.0
EDL-560: Early Childhood Curriculum Assessment for Inclusive Environments	4.0
Total Credits for Graduate Early Childhood Endorsement = 13.0	

Catalog Year 2015-2016: END.ED.GR.ESL.15

Graduate Endorsement: English as a Second Language (ESL) Endorsement	
REQUIREMENTS: 18 Credits	Credits
EN-563: Linguistics and the English Language *OR* ED-536: Applied Linguistics for Language Teaching	3.0
ED-606: Diversity in Education	3.0
EDL-575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level *OR* ED-529: Content Literacy	3.0
ED-550: Teaching Diverse Populations	3.0
ED-583: Theories and Practice of ESL Instruction Part I	3.0
ED-584: Theories and Practice of ESL Instruction Part II	3.0
Total Credits for Graduate Endorsement: English as a Second Language (ESL) Endorsement = 18.0	

Catalog Year 2015-2016: END.ED.GR.SAC.15

Graduate Student Assistance Coordinator Endorsement	
REQUIREMENTS: 21 Credits	Credits
PC-540: Introduction to Alcohol and Drug Abuse	3.0
PC-515: Human Development Through the Life Span	3.0
OR ED-C510: Human Growth and Development	
OR SW-509: Human Behavior in the Social Environment I	
PC-546: Substance Awareness in the Schools	3.0
OR SW-628: School Social Work	
PC542: Treatment of Alcohol and Drug Abuse	3.0
OR EDC/SW-604: Clinical Practice in Addictions	
PC-510: Community Mental Health	3.0
OR SW-518: Global Community Practice	
PC-680: Clinical Internship in Professional Counseling	3.0
OR EDC-610: SAC Internship	
OR SW-630: Field Practicum III FC	
EDC-555: School Counseling Program Planning	3.0
Total Credits for Graduate Student Assistance Coordinator Endorsement = 21.0	

Catalog Year 2015-2016: END.ED.GR.TSD.15

Graduate Teacher of Students with Disabilities Endorsement	
REQUIREMENTS: 21 Credits	Credits
EDL-515: Advanced Literacy Instruction	3.0
EDS-535: Technology and Students with Disabilities	3.0
EDS-537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
EDS-500: Integrated Approach to Foundations of Special Education	3.0
EDS-534: Classroom Management in Inclusive Settings	3.0
EDS-552: Methods of Teaching Students with Disabilities	3.0
EDS-572: Assessment Strategies and Application in the Classroom	3.0
Total Credits for Graduate Teacher of Students with Disabilities Endorsement = 21.0	

Catalog Year 2015-2016: END.ED.P.DSCS.15

Post-Master's Endorsement: Director of School Counseling Services	
REQUIREMENTS: 9 Credits	Credits
EDL-530: School Law and Policy	3.0
EDC-565: Supervision of Counselors	3.0
EDL-536: Curriculum Development and Design	3.0

Total Credits for Post-Master's Endorsement: Director of School Counseling Services = 9.0

Catalog Year 2015-2016: END.ED.P.LDTC.15

Post-Master's Learning Disabilities Teacher-Consultant Endorsement	
REQUIREMENTS: 24 Credits	Credits
EDL-515: Advanced Literacy Instruction	3.0
EDS-532: Physiological Aspects of Learning	3.0
EDS-550: Learning Theories and Applications in Inclusive Settings	3.0
EDS-537: Collaborating with Families, Students, and Professionals in Community and Education Settings	3.0
EDS-568: Advanced Instructional Methods in Special Education	3.0
EDS-570: Assessment and Curricula and Interventions and Strategies	3.0
EDS-590: Diagnosis and Corrections of Learning Disabilities	3.0
EDS-610: Internship in Learning Disabilities Teacher-Consultant	3.0
Total Credits for Post-Master's Learning Disabilities Teacher-Consultant Endorsement = 24.0	

Catalog Year 2015-2016: END.ED.P.SPVR.15

Post-Master's Supervisor Endorsement	
REQUIREMENTS: 12 Credits	Credits
EDL-536: Instructional Theory and Curriculum Design, P-12	3.0
EDL-569: Public School Supervision	3.0
EDL-582: Practicum in Supervision and Curriculum, P-12	3.0
EDL-593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0

Total Credits for Post-Master's Supervisor Endorsement = 12.0

Appendix C: Monmouth University Academic Calendar

FALL SEMESTER 2015

September 2015

End of Continuing Registration.....	Thursday, September 3, 2015
CLASSES BEGIN (8:30 A.M.).....	Tuesday, September 8, 2015
Late Registration or Program Changes.....	Tuesday–Tuesday, September 8-15, 2015
Leave of Absence Deadline	Tuesday, September 15, 2015
“W”ithdrawal Deadline Pattern “A” Classes.....	Friday, October 2, 2015

October 2015

Fall Holiday for Non-Weekend Students	Saturday-Tuesday, October 17-20, 2015
Classes in Session for Weekend Students	Saturday and Sunday October 17-18, 2015
Pattern “A” Classes End.....	Monday, October 26, 2015
Pattern “B” Classes Begin	Tuesday, October 27, 2015
Undergraduate Midterm Grades Due in Office of the Registrar*.....	Tuesday, October 27, 2015

November 2015

Deadline to submit graduation applications for January 2016 Graduation.....	Sunday, November 1, 2015
Last Day to Withdraw with “W” Grade (semester-long classes)	Tuesday, November 5, 2015
Last Day to submit substitutions and/or waivers for January 2016 Graduation	Sunday, November 15, 2015
Last Day to Withdraw from Pattern “B” Classes.....	Friday, November 20, 2015
Thanksgiving Recess.....	Wednesday–Sunday, November 25-29, 2015

December 2015

Classes End.....	Monday, December 14, 2015
Reading Day.....	Tuesday, December 15, 2015
Final Examination Period.....	Wednesday-Tuesday, December 16-22, 2015
Final Grades Due 12:00 Noon*	Monday, December 28, 2015

* Grades will be posted on WEBstudent approximately 2 days after the Office of the Registrar has received all grades.

Appendix C: Academic Calendar

SPRING SEMESTER 2016

January 2016

- End of Continuing Registration..... Thursday, January 14, 2016
- COMMENCEMENTFriday, January 15, 2016
- Martin Luther King Holiday Monday, January 18, 2016
- CLASSES BEGIN 8:30 A.M. Tuesday, January 19, 2016
- Late Registration or Program Changes..... Tuesday–Tuesday, January 19-26, 2016
- Leave of Absence Deadline Tuesday, January 26, 2016

February 2016

- Last Day to Withdraw from Pattern “A” Classes..... Friday, February 12, 2016

March 2016

- Graduation Applications due for May 2016 Tuesday, March 1, 2016
- Undergraduate Midterm Grades Due in
Office of the Registrar* Tuesday, March 1, 2016
- Pattern “A” Classes EndMonday March 7, 2016
- Pattern “B” Classes Begin Tuesday March 8, 2016
- Spring Break Saturday-Friday, March 12-18, 2016
- “W”ithdrawal Deadline (semester-long classes) Monday, March 21, 2016

April 2016

- Academic Advising and Priority/Early Registration
for Summer, Fall and Spring Thursday-Friday, March 31-April 15, 2016 to
- Last day to submit substitutions and/or waivers
For May, 2016 graduation Friday, April 1, 2016
- Last Day to Withdraw from Pattern “B” Classes.....Monday, April 5, 2016
- Classes End.....Monday, April 25, 2016
- Reading Day Tuesday, April 26, 2016
- Final Examination Period..... Wednesday-Tuesday, April 27-May 3, 2016 to

May 2016

- Grades Due 10 P.M..... Thursday, May 5, 2016
- COMMENCEMENTWednesday, May 11, 2016

* Grades will be posted on WEBstudent approximately 2 days after the Office of the Registrar has received all grades.

Appendix D: Index

A

Academic Amnesty.....	48
Academic Calendars	Appendix C
Academic Definitions.....	47
Academic Dismissal	49
Academic Honesty	14, 48
Academic Probation	49
Academic Procedures	53
Academic Progress (Financial Aid)....	38
Academic Regulations.....	48
Academic Support Services	43
Academic Support Services for Students with Disabilities	44
Accelerated Programs.....	18
Accounting Courses	A7-A8
Accounting, Graduate Certificate	85, Appendix B
Accreditation.....	11
Add/Drop	53
Administration, University.....	113-124
Admission Requirements and Procedures.....	15
Adult Applicants.....	24
Adult and Gerontological Primary Care Nurse Practitioner	96, Appendix B
Alternative Loans.....	38
Americans with Disabilities Act	4
Anthropology Courses.....	A3-A6
Anthropology, MA.....	58, Appendix B
Appeals Process (Financial Aid)	39
Applicants with Disabilities	24
Application Deadlines.....	15
Application for Graduation.....	53
Application Process.....	15, 33
Application to the University.....	15
Art Courses	A6-A7
Assistantships.....	6, 38
Attendance Requirements.....	49
Auditing Courses	47
Awards	
Distinguished Teaching Award	12
Donald Warncke Award	13
Stafford Presidential Award	13

B

Bilingual/Bicultural Certification Endorsement.....	90, Appendix B
Biographical Data, Student.....	51
Biology Courses	A17
Business Law Courses.....	A12

C

Calendar (Academic).....	Appendix C
Campus Facilities	10
Campus Map	Appendix E
Career Services.....	43
Center for Student Success	43
Change of Grade Requests	47
Changing Majors	53
Chemistry Courses.....	A17-A18
Chinese Subject Endorsement.....	91, Appendix B
Communication Courses	A20-A25
Communication, MA Corporate and Public Communication	61, Appendix B
Computer Science Courses	A25-A30

Appendix D: Index

- Computer Science, MS Program 76
- Course Changes 53
- Course Descriptions Appendix A
- Course Withdrawals 50
- Course Load 47
- Credit Transfer 23
- Criminal Justice Administration
Certificate 62, Appendix B
- Criminal Justice Courses A18-A20
- Criminal Justice Homeland Security
Certificate 62, Appendix B
- Criminal Justice, MA Program 62
- Cultural Activities 110
- Curriculum Charts Appendix B
- Degree Programs B4-B78
- Certificate Programs B79-B98
- Curriculum of Record 48
- D**
- Degree Programs 41-43
- Directions Appendix E
- Directories 113
- Directory in Brief 5-7
- Disability Services 44
- Dismissal, Academic 49
- Dismissal, (DNP Program) 49
- Doctor of Nursing
Practice 96, Appendix B
- Drop/Add 53
- E**
- Early Childhood Certification
Endorsement 91, Appendix B
- Economics Courses A8-A9
- Education Courses A30-A36
- Education Certificate and Endorsement
Programs 90, Appendix B
- e-FORMS 55
- Endorsement Curriculum
Charts B99-B107
- Education, MAT Programs 89
- Education, MEd Programs 89
- Educational Counseling
Courses A36-A40
- Education, School of 87
- Educational Leadership
Courses A40-A48
- Educational Opportunity Fund
(EOF Grant) 36
- E-mail 55
- Emergency Closing 55
- Employment 38
- Endowed Scholarships 36
- English Courses A52-A56
- English as a Second Language (ESL)
Endorsement 91, Appendix B
- Equal Opportunity Policy 4
- F**
- Faculty 11, 12 & 124-135
- Family Educational Rights and
Privacy Act (FERPA) 4
- Family Nurse
Practitioner 96, Appendix B
- Federal Direct PLUS Loan for Graduate
Students 36
- Federal Direct Unsubsidized Loans ... 36
- Fees 28-29
- Final Examinations 50
- Finance Courses A9-A10
- Financial Aid 33
- Five Year Program Award 35
- Foreign Languages Courses A56
- Former Students Applying for
Readmission 24
- Forensic Nursing
Certificate 97, Appendix B
- Free Application for Federal Student Aid
(FAFSA) 33
- Full-time Students 47
- Funding Sources 33
- G**
- Geography Courses A56-A58
- Grade Point Average (GPA) 46
- Grade Reports 46
- Grades, Complaints About 46
- Grading System 45
- Graduate Admission Requirements
and Procedures 15
- Graduate Assistantships 6, 37
- Graduate Certificate in
Accounting 85 and Appendix B
- Graduate School 41
- Graduate Scholarships and Grants ... 34
- Graduation 50
- Graduation, Application for 53
- Grants (Financial Aid) 34-36
- H**
- Health Center 109
- Healthcare Management Courses ... A11
- History Courses A60-A65
- History, MA Program 64, Appendix B
- History of the University 11
- Homeland Security Courses A58-A60
- Housing Contract Refund Schedule ... 32
- Humanities and Social Sciences, Wayne
D. McMurray, School of 57
- Human Relations Philosophy
and Policy 4
- Human Resources Management
and Communication
Certificate 61, Appendix B
- I**
- Independent Study 51
- Information Technology
Courses A65-a66
- Instructional Technology Support 45
- International Applicants 24
- International Transfer Students 25
- International Student and Faculty
Services 109
- J**
- Joint Degree Program (Social Work/
Public Policy) 69, 104

L

Learning Disabilities Teacher-Consultant Certification Endorsement.....	91, Appendix B
Leave of Absence.....	53
Leon Hess Business School	81
Library, Monmouth University.....	44
Loans.....	36

M

MAC.....	10
Management Courses	A13-A14
Management Information Systems Courses.....	A67-A68
Map, Campus	Appendix E
Marine Science Courses	A68
Marketing Courses	A11-A12
Master of Arts in Anthropology	58, Appendix B
Master of Arts in Corporate and Public Communication (MA)	61, Appendix B
Master of Arts in Criminal Justice.....	62, Appendix B
Master of Arts in English	63, Appendix B
Master of Arts in History.....	64, Appendix B
Master of Arts in Psychological Counseling	71, Appendix B
Master of Arts in Psychological Counseling – Addiction Studies Track	71, Appendix B
Master of Arts Public Policy.....	69, Appendix B
Master of Arts in Teaching (MAT).....	88, Appendix B
Master of Business Administration (MBA).....	85, Appendix B
Master of Business Administration (MBA) with Concentration in Accounting	85, Appendix B
Master of Business Administration (MBA) with Concentration in Finance	85, Appendix B
Master of Business Administration (MBA) with Concentration in Management	85, Appendix B

Master of Business Administration (MBA) with Concentration in Marketing.....	85, Appendix B
Master of Business Administration (MBA) with Concentration in Real Estate.....	85, Appendix B
Master of Science in Computer Science (MS)	76, Appendix B
Master of Science in Education (MSEd) Literacy.....	90, Appendix B
Master of Science in Education (MSEd) Principal/Supervisor ...	90, Appendix B
Master of Science in Education (MSEd) Principal/School Administrator/Supervisor	90, Appendix B
Master of Science in Education (MSEd) School Counseling	90, Appendix B
Master of Science in Education (MSEd) Student Affairs College Counseling Track	90, Appendix B
Master of Science in Education (MSEd) Special Education - Teacher of Students with Disabilities Track	89, Appendix B
Master of Science in Education (MSEd) Special Education – Teaching in Inclusive Settings Track	89, Appendix B
Master of Science in Education (MSEd) Special Education – Learning Disabilities Teacher-Consultant Track	89, Appendix B
Master of Science in Education (MSEd) Special Education – Autism Track	89, Appendix B
Master of Science in Nursing (MSN).....	95, Appendix B
Master of Science in Homeland Security (MS)	62, Appendix B
Master of Science in Mental Health Counseling (MS)	71, Appendix B
Master of Science in Software Engineering (MS)	78, Appendix B
Master of Science in Speech-Language Pathology (MS)	90, Appendix B
Master of Social Work (MSW).....	103, Appendix B
Mathematics Courses.....	A66-A67
Matriculated Student	47
Maximum Course Load	47
Military Applicants	26

Mission Statement.....	2
Monmouth University Loan Fund	37
Multipurpose Activity Center (MAC) ...	10

N

Nondisclosure.....	26
Nonmatriculated Students	47
Nurse Faculty Loan Program (NFLP).....	37
Nursing Courses.....	A69-A82
Nursing, MSN Program ...	97, Appendix B
Nursing and Health Studies, Marjorie K. Unterberg School of.....	93

O

On-Campus Employment.....	38
Orientation	107
Outstanding Student Award	111

P

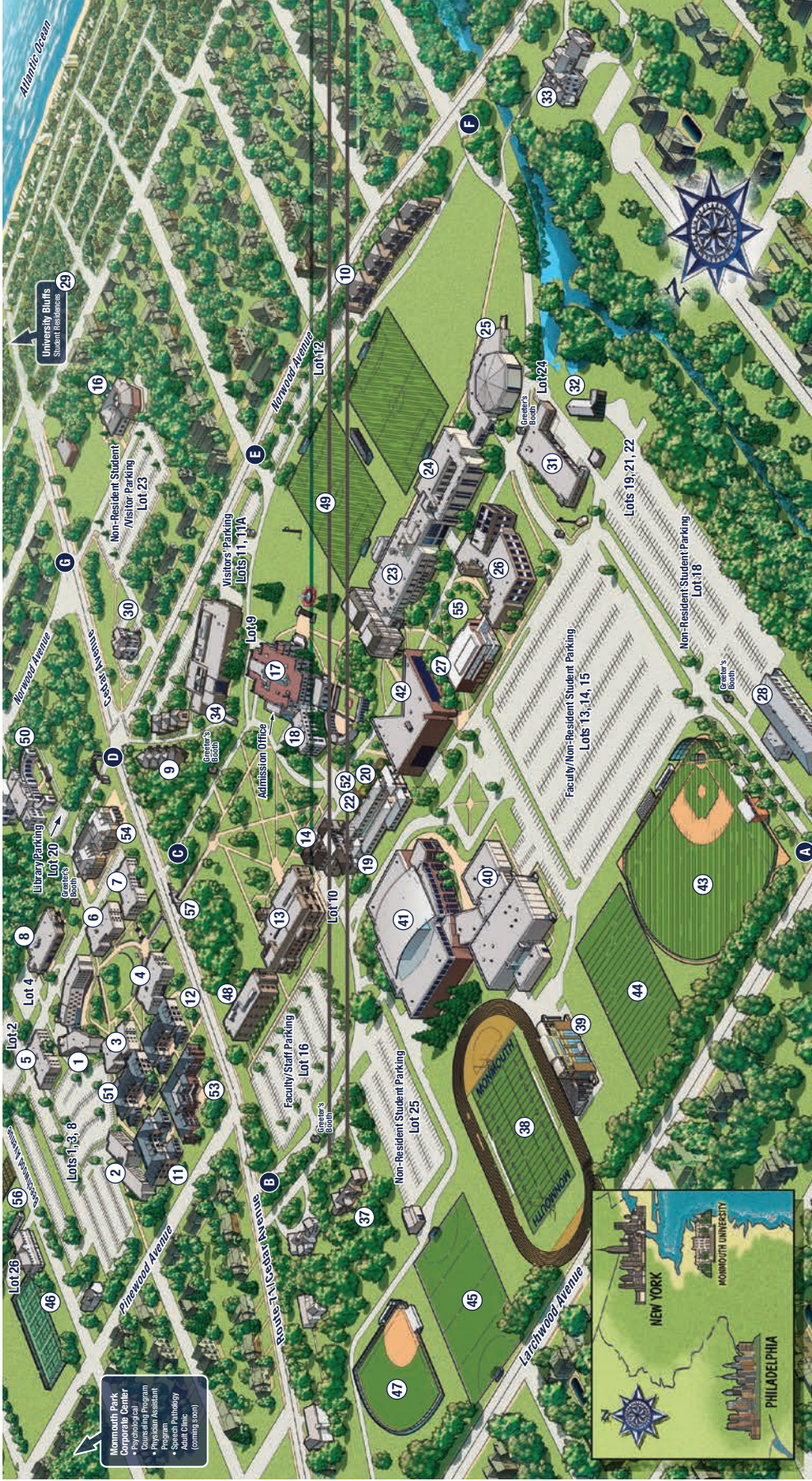
Parking Areas (see map)	Appendix E
Participation in Commencement	53
Part-time Students.....	47
Permission to Take Courses at Another Institution.....	51
Philosophy Courses	A90-A91
Physician's Assistant Program	98-99, Appendix B
Physician's Assistant Courses .	A87-A90
Play Therapy Graduate Certificate	103, Appendix B
Political Science Courses.....	A91-A93
Post-Master's Certificate in Adult and Gerontological Primary Care Nurse Practitioner	97, Appendix B
Post-Master's Certificate in Psychiatric and Mental Health Practitioner	97, Appendix B
Post-Master's Certificate in Family Nurse Practitioner	97, Appendix B
Post-Master's Certificate in Nursing Administration	97, Appendix B
Post-Master's Certificate in Nursing Education	97, Appendix B

Appendix D: Index

- Previous Course Work 52
- Probation Criteria 49
- Professional Counseling Graduate Certificate 71, Appendix B
- Program 65 (Adult Applicants) 24
- Psychiatric and Mental Health Nurse Practitioner 96, Appendix B
- Psychological Counseling Courses A82-A87
- Psychological Counseling MA Program 71, Appendix B
- Psychological Counseling Addiction Studies Track 71, Appendix B
- Public Service Communication Specialist Certificate 61, Appendix B
- R**
- Readmission to the University 24
- Real Estate Courses A15-A17
- Recreation 111
- Repeating a Course 46
- Refund Policies 30-32
- Refunding of Tuition and Fees 31
- Registration 54
- Rehabilitation Act of 1973 4
- Responsibility of the University 4
- RN to MSN Program 96
- S**
- Satisfactory Academic Progress 38
- Scholarships and Grants 34-35
- School Nursing Certificate 96, Appendix B
- School Nursing Non-Instructional Certificate 96, Appendix B
- School of Science 73
- Social Work Courses A98-A105
- Social Work Program (MSW) 103, Appendix B
- Social Work, School of 101
- Sociology Courses A98
- Software Development Certificate 79, Appendix B
- Software Systems Design and Development Certificate 77, Appendix B
- Software Engineering Certificate 79, Appendix B
- Software Engineering Courses.. A93-A98
- Software Engineering, MS Program.. 78
- Special Education Courses A48-A52
- Statement of Non-Discrimination 4
- Strategic Public Relations and New Media Certificate 61, Appendix B
- Student Assistance Coordinator Endorsement 91, Appendix B
- Student Biographical Data 51
- Student Code of Conduct 111
- Student Complaints About Grades 46
- Students with Disabilities 44
- Student Services 107
- Student Technology Assistant Program (STAP) 45
- Submission of the Same Paper or Computer Program for Two Courses 51
- Student Assistance Coordinator 91, Appendix B
- Substitution of Requirements 52
- Supervisor Certification Endorsement 91, Appendix B
- T**
- Taking Courses at Another Institution ..51
- TEACH Grant 35
- Teacher of Students with Disabilities Certification Endorsement 91, Appendix B
- Telephone Directory (Directory in Brief) 5
- Terms of Payment 30
- Theatre Courses A105-A106
- Theatre, Lauren K. Woods 10, 110
- Time Limitation 51
- Transcript Requests 54
- Transfer Applicants 23
- Trustees, Board of 113-114
- Tudor Loan 37
- Tuition and Fees 27-28
- Tuition and Fees, Explanation of... 29-30
- Tuition Payment Plan 30
- U**
- Use of Other Course Work Toward a Certificate 52
- Use of Other Course Work Toward a Degree Program 52
- University Description 9-12
- V**
- Veteran's and War Orphans 26
- Visiting Students 24
- W**
- WEBstudent 55
- Withdrawal from Courses 50
- Withdrawal from the University 56
- World Languages and Cultures, Department of 72
- Y**
- Yellow Ribbon Grant 35

Appendix E: Directions

- 1. From the Garden State Parkway:** Take Exit 105. The Parkway offramp leads directly onto Route 36 East. Continue on Route 36 East approximately three miles to Route 71 South. Go approximately one mile and Route 71 will fork left and become Cedar Avenue. Enter the campus through the Norwood Avenue entrance.
 - 2. From the NJ Turnpike:** From the South, take Turnpike North to Exit 7A. After the toll plaza, take I-195 East to Shore Points. Approaching Belmar, I-195 becomes NJ Route 138. After crossing the Garden State Parkway, exit right to NJ Route 18 North, marked Eatontown. Take the Deal Road exit and drive east to the intersection at Monmouth Road. Turn left and proceed to the third traffic light, which is Cedar Avenue. Turn right onto Cedar (also labeled NJ Route 71 South) and follow to campus. Enter the campus through the Norwood Avenue entrance.
 - 3. From the NJ Turnpike:** From the North, take Turnpike South to Exit 11 (Garden State Parkway South), Take Exit 105 as outlined in #1 above.
 - 4. From Trenton and Points West:** Take I-195 East, and follow instructions outlined in #2 above.
 - 5. From Freehold area:** Take US Route 9 South to I-195 East. Follow instructions outlined in #2 above.
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Monmouth Park
 • Physical Therapy
 • Counseling Program
 • Physician Assistant
 • Speech Pathology
 • Adult Clinic (coming soon)



VEHICULAR ENTRANCES	STUDENT RESIDENCES	ADMINISTRATION AND ACADEMIC BUILDINGS	RECREATION/FOOD SERVICE
1 Elmwood Hall	1 Elmwood Hall	8 Health Center/Birch Hall	30 University Police
2 Pinewood Hall	2 Pinewood Hall	13 Plangere Center for Communication	31 Facilities Management
3 Willow Hall	3 Willow Hall	14 Joan and Robert Rechinitz Hall	32 Greenhouse
4 Laurel Hall	4 Laurel Hall	16 Lauren K. Woods Theatre Complex	33 Doherty House
5 Beechwood Hall	5 Beechwood Hall	17 Woodrow Wilson Hall & Auditorium	34 Samuel Hays Magill Commons, The Club, Dining Hall
6 Spruce Hall	6 Spruce Hall	• Academic Registration & Records	38 Kessler Field
7 Cedar Hall	7 Cedar Hall	• President's Office	39 Proposed Stadium Building
8 Health Center/Birch Hall	8 Health Center/Birch Hall	• Human Resources	40 William T. Boylan Tennis Complex
9 Garden Apartments	9 Garden Apartments	• Financial Aid	46 Tennis Complex
10 Great Lawn Apartments	10 Great Lawn Apartments	• Controller's Office	47 Women's Softball Field
11 Oakwood Hall	11 Oakwood Hall	• External Affairs	49 Hesse Field on the Great Lawn
12 Redwood Hall	12 Redwood Hall		52 Lois Blonder Sculpture Garden
19 University Bluffs	19 University Bluffs		55 Torcivia Common
51 Maplewood Hall	51 Maplewood Hall		
53 Mullaney Hall	53 Mullaney Hall		
54 New Hall	54 New Hall		

MONMOUTH
UNIVERSITY