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GRADUATE CATALOG

Date of Publication: July 2024

Applicability of Catalog

The information outlined in this Catalog does not constitute a contract between Monmouth University and any student, parent, guardian or individual acting on a student's behalf. The information in this Catalog also does not constitute an unconditional promise of any kind. Monmouth University reserves the right, in its sole judgment, to make changes to any policy, procedure, academic program, curricular information, class schedules, class delivery method, class content or available courses, and any other published information without prior notice. If Monmouth University makes changes, it may provide for alternatives when reasonably practical under the circumstances. This reservation of rights includes changes the University makes that are necessary to address the global pandemic, unforeseen circumstances or acts of God.

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.

RESPONSIBILITY AND POLICIES OF 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, Harassment, and Nondiscrimination Statement

Monmouth University supports equal opportunity in every phase of our operation including recruitment, admission, educational programs, and employment practices of recruitment, hiring, promotion, reclassification, transfer, compensation, benefits, termination, layoff, and return from layoff, social and recreational programs and any other aspects of education or employment. The University does not discriminate on the basis of race, color, creed, ancestry, national origin, nationality, sex (including pregnancy and sexual harassment), affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, 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, including AIDS and HIV-related illnesses or any other protected category under applicable local, state, or federal law. 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 harassment, including 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 harassment, including sexual harassment, which describes the procedures for resolving such complaints, may be obtained from the Director of the Office of Equity and Diversity located at: 400 Cedar Avenue, Great Hall, Room 304, West Long Branch, NJ 07764, Phone: (732) 571-7577, Fax: (732) 263-5140.

Additionally, inquiries may be made externally to: Office of Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-1100. Customer Service Hotline Phone: (800) 421-3481, Fax (202) 453-6012, TDD: (877) 521-2172, by E-mail (OCR@ed.gov) or on their Web site (http://www.ed.gov/ocr/).

Equal Employment Opportunity Commission (EEOC) Web site. (http://www.eeoc.gov/)

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). To establish parents' eligibility to receive such a disclosure, the University must first obtain a copy of the parents' most recent tax return (at least the first page where dependents are listed, the financial portions may be redacted). If you have any questions regarding proof of such dependency, you may contact Monmouth University's Office of the General Counsel at (732) 571-3598. The student may also elect to grant access to academic information such as grades, financial records, and financial aid records to their parent(s) by completing a "FERPA Waiver Release" form from their e-FORMS account which is accessible from the Monmouth University student portal, *myMU.* Students may also elect to grant their parent(s) or another person proxy access to their grade reports (view only) using the Grades Self-Service (https://wlb-ssweb-01.monmouth.edu/Student/PersonProxy/) feature, which is also accessible from the student portal, *myMU.*

A copy of Student Records Policies and Procedures for Monmouth University, developed in support of the Family Educational Rights and Privacy Act, may be obtained from the Office of the General Counsel's Web page (https://www.monmouth.edu/general-counsel/ferpa/).

Directory Information

The following information may be released by the University without the student's permission unless the student states that they do not want their directory information released. The student must submit this request using the FERPA - Do Not Disclose e-FORM. The *"Do Not Disclose"* will remain in place indefinitely unless the student submits a written request to have it removed.

- Address
- Biographical data for public relations purposes
- Birth date
- Birthplace
- Class level
- Dates of attendance at Monmouth University
- Degrees and awards received at Monmouth University
- Degree candidacy
- Degree status
- Major field of study
- Most recent previous educational institution attended
- Participation in recognized activities and sports
- Photographs of student
- Registered credits for the current term
- Student's name
- Official student e-mail address
- Student's I.D. number
- Telephone number
- Veteran's status

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

The Director of Equity and Diversity, as the University's Americans with Disabilities Act Coordinator and Compliance Officer, has responsibility for issues related to Section 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 provide that no otherwise qualified individual with a disability (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 post secondary 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. Anyone having a complaint or observation about a possible discriminatory act or practice should contact the Office of Equity and Diversity at (732) 571-7577.

Human Relations Philosophy and Policy Statement

Monmouth University affirms the inestimable worth and dignity of every individual, regardless of their condition of life. We affirm, further, the right of each person to develop to their 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 achieving and sustaining 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, gender identity, physical characteristics, personal beliefs or any protected classes;
- 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 addresses provided below.

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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.

Seven 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; and the School of Social Work—provide a wide variety of academic programs at both the undergraduate and graduate levels. There are bachelor's degree programs in the arts and sciences and in the professional areas of business, computer science, criminal justice, education, nursing, social work, and software engineering. Co-curricular activities have been designed to complement the academic programs. Master's level programs include anthropology, business administration (M.B.A.), clinical mental health counseling, computer science, communication, creative writing (M.F.A.), criminal justice, education (M.Ed., M.S.Ed., and M.A.T.), English, history, information systems, nursing, physician assistant, social work, software engineering, and speech-language pathology. The School of Nursing and Health Studies offers doctorate level programs: Doctor of Nursing Practice (D.N.P.) and the Occupational Therapy Doctorate (2021). The School of Education offers a Doctor of Education (Ed.D.) in Educational Leadership and a Doctor of Education (Ed.D.) in Educational Leadership - Higher Education Track.

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, healthcare 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. The surrounding communities also offer opportunities for service activities in local schools and public agencies.

Campus Facilities

The University's 170-acre campus, considered to be one of the most beautiful in New Jersey, includes among its seventy-five buildings a harmonious blending of historic and traditional architectural styles.

The centerpiece building—and the University's identifying landmark—is the **Great Hall at Shadow Lawn**, the administrative center. Completed in 1931, 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 **Guggenheim Memorial 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, The Great Hall at Shadow Lawn 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 Athletic Training, the Department of Professional Counseling, the Physician Assistant Program, the Speech-Language Pathology Graduate 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 (MUSpeechCenter@monmouth.edu) the center with further questions.

The **OceanFirst Bank Center** is a 153,200-square-foot facility 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, and the School of Social Work; the state-of-the-art **Jules Plangere Center**, which houses the department of Communication, World Languages and Cultures, and a Faculty Resource Center; **Pozycki Hall**, provides several 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, Hesse, Laurel, Mullaney, Oakwood,**

Pinewood, Redwood, Spruce, and Willow 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**.**

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 could not afford to go away to college during the Depression. 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 ninety-five undergraduate and graduate degree programs and concentrations. Monmouth University also offers doctorate-level programs:

School of Nursing and Health Studies:

- Doctor of Nursing Practice (D.N.P.)
- Occupational Therapy Doctorate (OTD)

School of Education:

- Doctor of Education (Ed.D.) in Educational Leadership
- Doctor of Education (Ed.D.) in Educational Leadership - Higher Education Track

School of Humanities and Social Sciences:

- Doctor of Social Work (D.S.W.) in Human Rights Leadership

Within Monmouth's student body, thirty-two states and forty-eight foreign countries are represented. More than 1,600 undergraduates are resident students.

Accreditation

The University is licensed by the New Jersey Commission on Higher Education and accredited by the Middle States Commission on Higher Education (MSCHE) (https://www.msche.org/). In addition,

- the Leon Hess Business School is accredited by the AACSB International (https://www.aacsb.edu/)—the Association to Advance Collegiate Schools of Business;
- the Bachelor of Science in Software Engineering (BSSE) program is accredited by the Engineering Accreditation Commission of (ABET) (http://abet.org);
- the Bachelor of Science in Computer Science program is accredited by the Computing Accreditation Commission of (ABET) (http://abet.org);
- the Bachelor of Science in Chemistry with a Concentration in Advanced Chemistry is certified by the American Chemical Society (ACS) (https://www.acs.org/content/acs/en/education/policies/acs-approval-program.html);
- the baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate programs at Monmouth University are accredited by the Commission on Collegiate Nursing Education (CCNE) (https://www.aacnnursing.org/CCNE/);
- the undergraduate Bachelor of Social Work and graduate Master of Social Work programs are accredited by the Council on Social Work Education (CSWE) (https://www.cswe.org/);
- in the School of Education, the bachelor of arts and bachelor of science programs in Education, the Masters of Arts in Teaching (MAT) program in Education, the Master of Science in Education (MSEd) programs in Literacy, Principal/Supervisor, and Special Education, and the Learning Disabilities Teacher Consultant Post-Master's Endorsement are accredited by the Council for the Accreditation for Educator Preparation (CAEP) (http://caepnet.org/); the MSEd in School Counseling and the MSEd in Student Affairs and College Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (https://www.cacrep.org/);
- the Master of Science in Education (M.S.Ed.) education program in speech-language pathology (residential) at Monmouth University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700;
- the Department of Professional Counseling's Master of Arts in Addiction Studies program is accredited by the National Addiction Studies Accreditation Commission (NASAC) (https://nasacaccreditation.org/), and the Master of Science in Clinical Mental Health Counseling program is accredited by CACREP (https://www.cacrep.org/);
- Master of Science Physician Assistant (MSPA) Program **(**https://www.monmouth.edu/graduate/ms-physician-assistant/**)**
  - At its **September 2023** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **Monmouth University Physician Assistant Program** sponsored by **Monmouth University** on **Accreditation-Probation** status until its next review in **September 2025**.

    Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation – Provisional or Accreditation – Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

    Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at https://www.arc-pa.org/accreditation-history-monmouth-university/.

- The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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."

Distinguished Teaching Award

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:

Name	Year
Rose Mary Miller, Mathematics	1975
William P. Mitchell, Anthropology	1976
Richard Benjamin, Electronic Engineering	1977
Vernon Churchill, Biology	1978
Charles J. Lewis, Mathematics	1979
J. Emmett Collins, Marketing	1980
Robert J. Sipos, English	1981
Harris Drucker, Electronic Engineering	1982
Alicia E. Portuondo, Foreign Languages	1983
John A. Styslinger, English	1984
Everett L. Rich, Communication	1985
Doris K. Hiatt, Psychology	1986
Eugene S. Simko, Management	1987
Thomas S. Pearson, History	1988
Datta V. Naik, Chemistry	1989

Donald M. Moliver, Economics	1990
Robert S. Rouse, Chemistry	1991
Leonard Wollack, Marketing	1992
Arie van Everdingen, Art	1993
Mark Rodgers, Social Work	1994
Kenneth Campbell, History	1995
Margaret Del Guercio, English	1996
Marilyn Parker, Chemistry	1997
Gregory Coram, Criminal Justice	1998
Robyn Holmes, Psychology	1999
Robin Mama, Social Work	2000
Brian Garvey, English	2001
John Morano, Communication	2002
Rekha Datta, Political Science	2003
Judith Nye, Psychology	2004
Michael Palladino, Biology	2005
Bruce Normandia, Curriculum and Instruction	2006
Richard Veit, History and Anthropology	2007
Kelly Ward, Social Work	2008
Joseph Patten, Political Science	2009
David Tripold, Music and Theatre Arts	2010
Nancy Mezey, Political Science and Sociology	2011
Gary Lewandowski, Psychology	2012
Vincent Dimattio, Art and Design	2013
James Mack, Biology	2014
Kenneth Mitchell, Political Science	2015
Massimiliano Lamberto, Chemistry and Physics	2016
James Konopack, School of Nursing and Health Studies	2017
Christopher DeRosa, History and Anthropology	2018
Lisa Dinella, Psychology	2019
Pedram Daneshgar, Biology	2020
Michele Van Volkom, Psychology	2021
Tina Paone, Educational Counseling	2022
Kathy Lionetti, Biology	2023
Cathy (Chiu-Yin) Wong, Curriculum and Instruction	2024

Faculty Leadership Award

In 2019 Faculty Council established the Eugene Simko Faculty Leadership Award to honor the late Gene Simko, former Faculty Council Chair and Associate Professor in the Department of Management and Leadership. The award recognizes individuals who best capture Professor Simko's substantial, diverse, and enduring impact on Monmouth University.

Recipients since 2019, when the award was established:

Name	Year
Richard Veit, History and Anthropology	2019
James Mack, Biology	2020
Hettie Williams, History and Anthropology	2021
Datta Naik, Chemistry and Physics	2022
Saliba Sarsar, Political Science and Sociology	2023
Dr. Robin Mama, Social Work	2024

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 2020 are:

Name	Year
Ann Nowick	1980
Carol Giroud	1981
Jack Christie	1982
George Smith	1982
Richard Steadman	1983
Alfred Brown	1984
Jane Freed	1985
Della Garrabrant	1985
Philip C. Donahue	1986
William T. Boylan	1988
Mary Abate	1989
Aldean Davis	1990
Rose Iovino	1991
Demetrius Markov	1992
C. Dale Haase	1993
Carol Neuer	1993
Deanna Scherrer	1994
Sandra G. Epstein	1995
Gertrude Murphy	1996
Marilyn Parker	1996
Susan Kuykendall	1997
John Bolton	1998
James Mack	1999
Debbie Mellish	1999
Marianne Seitz	2000
Vernon Churchill	2001
Richard Guilfoyle	2002
Thomas Murtha	2003
Ella Elizabeth Boyington	2004
Koorleen Minton	2004
Linda Silverstein	2005
Franca Mancini	2006
Annette Gough	2007

Doreen Brown	2008
Sandy Villa	2008
William Mitchell	2009
Brian Garvey	2010
Heather Kelly	2011
Richard Veit	2012
Reenie Menditto	2013
Margaret Del Guercio	2014
Brian Greenberg	2014
Susan Douglas	2015
Karen Wyant	2015
Wayne Elliott	2016
Kelly Ward	2016
Datta Naik	2017
Danielle Schrama	2018
Rebecca Raffa	2019
Information Management Division	2020
Kathy Maloney and Harold Hillyard	2021
Steph Ambrozy and Clementine Stevenson	2022
John Morano	2023
Bill Schreiber	2024

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.

Name	Year
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
Neva Lozado	2016
Luann Russell	2017
Gregory Viscomi	2017
Kathleen Stein	2018
William Hill	2019
Amanda Klaus	2020
Claude E. Taylor	2021
Anne Marie Lavin	2022
Betsy Lunney	2023
Bea Rogers and David Tsang	2024

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 (https://www.monmouth.edu/apply-now/) for admission along with a nonrefundable $50 application fee ($60 after Fall 2023) 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

Date	Item
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.	
Speech-Language Pathology	Summer Start
Feb 1	
Master of Social Work (MSW)	Fall Start
July 15	
Physician Assistant Program	Fall start
October 1	
Occupational Therapy Doctorate	Summer start
March 15	
Doctor of Social Work	Fall Start
January 15	
Master of Science in Nursing (MSN)	Fall Start
July 15	
Doctor of Nursing Practice (DNP)	
May 1	Summer start
July 15	Fall start
Master of Arts in Teaching (MAT)	
May 1	Summer start
July 15	Fall Start
Doctor of Education (EdD)	
May 1	Summer start
July 15	Fall start
Educational Counseling	
July 15	Fall start
December 1	Spring start
Applied Behavioral Analysis (ABA) Certificate	Fall start
July 15	

Graduate Program Admission Requirements for Program Consideration

Intelligence Note: Graduate students are prohibited from matriculating in more than one graduate degree program at the same time, unless where allowed in approved dual degree programs. Students are permitted to pursue a degree program and a certificate/endorsement or two certificate/endorsements concurrently.

Master of Arts in Anthropology (M.A.) and Graduate Certificates:

- **Archaeology**
- **Geographic Information Systems (G.I.S.):**

1. Possession of a baccalaureate degree from an accredited college or university with a minimum 3.0 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 Communication (M.A.) Concentrations:

- **Interactive Digital Media**
- **Strategic Public Relations and Social Media, and**
- **Graduate Certificate in Public Service Communication**

1. Possession of a baccalaureate degree with a 3.0 overall GPA and a 3.0 GPA in the undergraduate major.
2. Two letters of recommendation. Letters from current or former professor recommended. If these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.
3. Personal essay of not more than 750 words that describes your preparation for study in the program and personal objectives for graduate study. Interactive and Digital Media concentration applicants are required to submit a digital portfolio with samples of your creative media, interactive media, transmedia design, computing, and/or technological projects that highlight and demonstrate your initiative and achievement in academic, professional, and/or community settings
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.
5. Résumé.

Master of Arts in Criminal Justice (M.A.) and

Optional tracks:

- **Homeland Security**
- **Leadership**
- **Intelligence Analyst**
- **Community - Law Enforcement Relations**

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major.
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 (M.A.)

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 15-20 page creative writing sample: poetry, fiction or creative non-fiction
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 (M.A.)

Master of Arts in English with a Concentration in Rhetoric and Writing (M.A.)

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.
4. A writing sample in the form of a paper (s) that best represents your academic work.

Master of Fine Arts (M.F.A.) – Creative Writing

For students applying for the dual M.A./M.F.A. degree program, Monmouth requires:

1. Possession of a bachelor's degree with a minimum 2.75 overall GPA, 15 or more credits in literature or a related field, and at least one course in creative writing (strongly recommended)
2. An application essay: 1,500 words describing your interest in creative writing, intent to continue study toward the M.F.A., what you hope to accomplish in the M.A./M.F.A. program, and how you think the program will fit into your academic and career goals
3. A creative writing sample: 15-20 pages of poetry, fiction or creative non-fiction
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.

Only students that have an overall graduate GPA of 3.25 at the completion of the M.A. in English Creative Writing program and have been approved by the program director will continue.

For current or former Monmouth University M.A. in English Creative Writing students applying to the third-year M.F.A degree program, Monmouth requires:

1. Possession of a Master's degree in English Creative Writing with a minimum 3.25 overall GPA, at least 12 credits in creative writing, and a creative thesis or equivalent
2. An application essay of 1,000 words describing your interest in creative writing, what your hope to accomplish in the program, and how you think the program will fit into your academic and career goals
3. A creative writing sample: 15 – 20 pages of poetry, fiction or creative non-fiction
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.
5. Interview with the program director may be required

For students applying to the 18-credit M.F.A. curriculum only, Monmouth requires:

Possession of a Monmouth University Master's degree in English with a Creative Writing Concentration with a minimum 3.25 overall GPA OR

1. Possession of a non-creative writing Master's degree along with a Monmouth University Graduate Certificate in Creative Writing with a 3.25 overall GPA.
2. An application essay of 1,000 words describing your interest in creative writing, what you hope to accomplish in the program, and how you think the program will fit into your academic and career goals.
3. A creative writing sample: 15 – 20 pages of poetry, fiction or creative non-fiction.
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.
5. Interview with the program director may be required.

Graduate Creative Writing Certificate

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA.
2. Fifteen or more credits in literature or a related field and at least one course in creative writing are strongly recommended.
3. An application essay of 1,000 words describing your interest in creative writing, what you hope to accomplish in the program, and how you think the program will fit into your academic and career goals.
4. A 15-20 page creative writing sample: poetry, fiction or creative non-fiction.
5. 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.
6. Pathway to the MFA: Students intending to obtain the MFA degree after completion of the Graduate Creative Writing Certificate may use 3 credits of Creative Writing Designated with Course Type EN.CW from their Certificate toward the 18-credit MFA. Students must apply to the MFA program before the completion of the Certificate. The 3 dual-counting credits cannot be used toward any other degree, such as the MA in English.

Master of Arts in History (M.A.) Thesis or Non-Thesis options

1. Possession of a baccalaureate degree from an accredited institution with a competitive GPA (2.5 overall and 3.0 in the major preferred but not required) with an academic record that demonstrates success.
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 Clinical Mental Health Counseling (M.S.)

1. Possession of a baccalaureate degree with a 3.0 overall GPA.
2. Two completed Monmouth University Professional Counseling recommendation forms.
3. Narrative (four to five pages, double spaced) in response to the questions outlined on the Admission Application Essay Form.
4. Participation in a group interview.

Applicants are reviewed for admission in a holistic manner reviewing their readiness to become a professional counselor, which extends beyond academics to factors including disposition, maturity, and intention for the profession.

Doctorate in Social Work in Human Rights Leadership (D.S.W)

1. ***Master's degree***: Applicants must have an earned master's degree in social work or social services (preferred). Official transcripts are required from each institution in which bachelor's and master's level credits were earned. Applicants who have a social work degree from outside of the United States must have their degree evaluated by the Council on Social Work Education.
2. Applicants with a graduate degree from another area of the social sciences may have to complete four core MSW courses in social work before entrance into the DSW. These courses are:
   a. SW-503 SW Practice with Individuals and Families or SW-513 SW Practice with Groups or equivalent
   b. SW-518 Global Community Practice or equivalent
   c. SW-627 Implications of Social Justice and Human Rights -
   d. SW-669 Applications of Social Justice and Human Rights
3. SW-627 and 669 must be taken at Monmouth. Both courses are offered online.
4. ***Grade Point Average***: Applicants must have a minimum grade point average of 3.00 out of 4, in a nationally/globally accredited Master's Program.
5. ***Resume/Curriculum Vitae***: A current resume/curriculum vitae should outline the applicant's educational background, employment history, professional activities, and other activities that provide support for admission.
6. ***Three letters of recommendation***: These letters should address the applicant's readiness for doctoral study.
7. ***Personal statement***: This 800-1,000 word essay should describe the applicant's preparation for study in the program and personal objectives for graduate study.
8. ***Interview***: Candidates may be selected for an interview by one or more members of the advisory board to determine the candidate's level of interest, aptitude, and career goals.
9. ***Writing sample***: At or near the time of their interview, candidates will be asked to provide a writing sample to be evaluated by the admission committee.
10. ***Post-MSW Experience:*** Applicants are expected to have at least 3-5 years post-MSW professional work experience before undertaking doctoral work.

Admissions requirements for International Students:

1. Required English proficiency test – A test of English as a Foreign Language (TOEFL) or International English Testing Systems (IELTS) score report is required for non-native English-speaking applicants.
2. Transfer Students:
3. Students who wish to transfer into the DSW program, can transfer up to 2 courses with a B or better from their current or past (within 5 years) doctoral program. Students would need to submit their doctoral syllabi to the DSW Program Director along with a justification as to how these courses fit with the Monmouth DSW curriculum.

Master of Social Work (M.S.W.) Specializations:

- **Global and Community Practice**
- **Clinical Practice with Families and Children**

Our graduate program is designed to prepare students for advanced practice in the field, equipping them with the necessary skills and knowledge to address complex social issues. The application process for these programs is comprehensive, reflecting the rigorous standards of the profession and the intensive nature of the coursework and field education involved. Prospective students must navigate a series of prerequisites and submission requirements to demonstrate their academic readiness, professional potential, and alignment with the

core values of social work. These requirements are designed to ensure that applicants have the necessary academic background, professional experience, and personal qualities to succeed in a rigorous graduate-level social work program grounded in human rights and social justice. Admission to the MSW program is competitive, utilizing a holistic evaluation process. The application review considers academic records, professional and volunteer experience, personal statements, and letters of recommendation to assess each applicant's suitability for the program and a career in social work.

Application Requirements

1. Possession of a baccalaureate degree with a preferred minimum 2.75 overall GPA and a minimum 3.0 GPA in the undergraduate major. If you have a GPA below these requirements, you are still encouraged to apply.
2. Three completed Monmouth University School of Social Work online recommendation forms. Recommendations must be submitted by professional references, and not by friends or relatives.
3. Narrative (four to five pages, double spaced) in response to the questions outlined on the Autobiographical Statement Form. Your essay should provide a reflection on your academic experience and readiness to succeed in graduate education.
4. In instances where the admissions committee has questions about an application, including references, personal statement, or academic record, an interview may be required as part of the admissions process.
5. Candidates for Advanced Standing must have completed their BSW within the last six years

Graduate Certificate: Play and Expressive Therapies

1. A master's degree in a medical or mental health discipline (for example, M.S.N., M.S.W., M.A.) and eligibility for licensure in that discipline.

Graduate Certificate: Clinical Social Work Licensure

1. Applicants must have a completed MSW degree from a CSWE accredited program and be a Licensed Social Worker (LSW) for admission to the certificate program.

Master of Science in Computer Science (M.S.)

Optional tracks:

- **Computer Networks**
- **Databases and Intelligent Information Systems**
- **Cybersecurity**

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of "C" or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth's CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.) and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of "B" or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

Master of Science in Data Science (M.S.)

1. An undergraduate degree in computer science, software engineering, information technology, information science, biology, mathematics, business administration, or a field that requires a substantial component of software development and/or business administration.

2. A minimum 2.75 overall GPA and a 3.0 GPA in the undergraduate major. Students who have little programming experience will be evaluated on a case-by-case basis. They may be required to complete foundation courses before entering the Master's program.

Master of Science in Information Systems (M.S.)

- **Management Track**
- **Technology Track**

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.
4. Applicants who have not completed one or more of these courses will be evaluated on a case by case basis. They may be required to complete foundation courses.

Master of Science in Software Engineering (M.S.)

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/ foundation courses as necessary. (Only foundation coursework will be applied towards 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 (M.B.A.)
Master of Business Administration (M.B.A.) with Concentrations:

- **Advanced Accounting,**
- **Finance,**
- **Management,**
- **Marketing**

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.75 and either:
   a. GMAT[1,2,3] or
   b. CPA or CFA licensure.
2. Possession of a four-year baccalaureate degree with a minimum GPA of 3.0 [2].
3. Possession of a Master's or Doctoral degree (MS, MD, JD, PhD, EdD, etc.).
4. Applicants to the Advanced Accounting concentration must have earned a baccalaureate degree in Accounting or completed courses equivalent to Intermediate Accounting, Advanced Accounting and Accounting Information Systems, Auditing or Individual Tax, Business Tax. Students must earn a grade of "C" or better in each of these courses.
5. Applicants to the Finance track must have completed courses equivalent to Quantitative Analysis for Business 1 and 2 with a grade of "C" or better.

Applicants must also provide:

1. Current résumé.
2. Essay explaining why the applicant wishes to pursue this graduate program (500 words or less).
3. Two letters of recommendation (optional)

[1] *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] *The GMAT will be waived for any applicant with a 3.0 or greater GPA*

Master of Arts in Teaching (M.A.T.)

1. Possession of a baccalaureate degree with a satisfactory overall GPA per NJ state requirements (https://www.nj.gov/education/) and a 3.0 GPA in the undergraduate major. Subject -specific content requirements are different depending on the area of study.
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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://praxis.ets.org/) for guidance on the NJ Praxis test and passing scores. A test score must meet the current passing score to satisfy the test requirement. Before you register for a test, please confirm your state's requirement.
   a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education website for details).

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 Education (M.Ed.)

1. Possession of a baccalaureate degree with an overall GPA per state requirement (see NJDOE website for details).

2. Two letters of recommendation related to the applicant's competence for graduate study.

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

4. Resume.

5. Teaching certification may be required based on program of study.

Master of Science in Education (M.S.Ed.)

Concentrations:

- **Principal/Supervisor**
- **Principal/ Supervisor/School Administrator**
- **School Counseling**
- **Student Affairs and College Counseling**
- **Literacy**
- **Special Education**

Special Education tracks include:

- **Teacher of Students with Disabilities (TSD)**
- **Learning Disabilities Teacher Consultant (LDTC)**
- **Supervisor Endorsement**
- **Autism/ABA**
- **Special Education- Advanced**

1. Applicant must be a certified teacher. (Does not apply to M.S.Ed. School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other M.S.Ed. programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
5. Students applying to the M.S.Ed. School Counseling and M.S.Ed. Student Affairs and College Counseling programs must participate in a group interview.

6. Students in the M.S.Ed. Special Education/Supervisor and L.D.T.C. tracks must submit a letter from their administrator stating that they have 3 years of full-time teaching experience in a public or an NJ approved private school for students with disabilities.

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 (M.S.Ed.) Speech-Language Pathology

Traditional Application Pathway:

1. Submit a completed application through the Communication Science and Disorders Centralized Application Service (CSDCAS (http://www.capcsd.org/csdcas-student-page/)) along with the signed SLP Communication Standards form and $60 application fee submitted to Monmouth University.
2. An earned baccalaureate degree with a minimum cumulative GPA of 3.0 on a 4.0 scale from all courses at all institutions; A minimum cumulative GPA of 3.0 in all Speech-Language Pathology prerequisite courses (does not include non-SLP prerequisites, e.g., statistics); and Competitive applicants have GPA's of 3.3 or better.
3. An essay and responses to all questions required on CSDCAS.
4. Two professional letters of recommendation from those who know the student and can address the student's ability to complete graduate studies. It is highly recommended that at least one letter is from a current or previous Instructor.
5. Submission of a professional résumé.
6. 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: (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/)*2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*.
7. Completion of eighteen (18) credits of speech-language pathology prerequisite courses with a minimum GPA of 3.0 across all SLP prerequisite courses. Applicants must also fulfill ASHA requirements listed at https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/.

Doctor of Education (Ed.D.)

Focus areas include P-12 and Higher Education

All applicants must have an earned master's degree in education, business, or related field. Official transcripts are required from each institution in which Bachelor's and Master's level credits were earned.

1. Applicants must have a minimum GPA of 3.25 out of 4.0 from a nationally accredited Master's Program.
2. A current resume/curriculum vitae should outline the applicant's educational background, employment history, professional activities, and other activities that provide support for admission.
3. Two letters of recommendation addressing the applicant's readiness for doctoral study.
4. A two-page personal statement describing the applicant's preparation for study in the program and personal objectives for graduate study.
5. Candidates may be selected for an interview by one or more members of the advisory board to determine the candidate's level of interest, aptitude, and career goals.
6. At or near the time of their interview, candidates may be asked to provide an onsite writing sample to be evaluated by the admission committee.

Master of Science in Nursing (M.S.N.)

Specializations:

- **Adult-Gerontological Primary Care Nurse Practitioner**
- **Psychiatric and Mental Health Nurse Practitioner**
- **Family Nurse Practitioner**
- **Nursing Education**

1. Possession of a BSN from an accredited program, with a minimum 3.0 GPA.
2. A current New Jersey RN license.
3. A personal statement (one page, double-spaced) outlining professional goals.
4. Resume/Curriculum Vitae.

The application deadline for the MSN and Post-Master's Nursing programs is July 15 for Fall.

Master of Science Physician Assistant (M.S.)

1. **CASPA Application**
   - Applicants must submit a completed Central Application Service for Physician Assistants (CASPA) application.
2. **Technical Standards Acknowledgement Form and Application Fee**
   - Applicants must be able to meet the program's technical standards.
   - Once your application has been verified by CASPA and imported by Monmouth University, you will receive an email with instructions on how to access your Applicant Portal. Through this portal, you will be able to upload the required Technical Standards Acknowledgement Form (https://www.monmouth.edu/graduate/documents/techstandards.pdf) as well as submit your $60.00 Monmouth University application fee.
3. **Baccalaureate Degree**
   - Possession of a baccalaureate degree from a regionally accredited college or university is required.
   - Applicants not having a baccalaureate degree by the time of the personal interview, if accepted into the program, will automatically fall into an *Accepted Conditional* status pending completion of their degree and evidence of meeting all GPA and prerequisite course requirements.
4. **GPA Requirements**
   - A minimum cumulative GPA of 3.0 on a 4.0 scale from all courses at all institutions
   - A minimum cumulative GPA of 3.0 in all prerequisite courses.
5. **Prerequisite Coursework**

- Successful completion, within 10 years before application, of the following prerequisite courses and associated semester credit hours (sch) with a grade of "C" or better (***pass/fail grading is unable to be accepted unless accompanied by an official letter grade***):
  - Human Anatomy with lab (4 sch) and Human Physiology with lab (4 sch) or Human Anatomy & Physiology I and II, each with lab and each 4 sch;
  - Chemistry I and II with lab, each 4 sch;
  - Biology I with lab (4 sch) or Biology 2 with lab (4 sch) or Cell Biology with lab (4 sch);
  - Microbiology with lab (4 sch);
  - General Psychology (3 sch) or Abnormal Psychology (3 sch) or Developmental Psychology (3 sch);
  - Medical Terminology (2 sch minimum): certificate courses and contact hour courses are not acceptable.
  - Statistics or Biostatistics (3 sch): statistics courses within social or natural science departments (e.g., psychology) are more than acceptable.
  - Advanced Placement (AP) or College Level Examination Program (CLEP) credit for any prerequisite courses is **not** accepted.
  - Online courses will be considered for acceptance in fulfilling admission requirements.
  - All courses must be completed at a regionally accredited College or University. Applicants who completed coursework from a college or university outside of the U.S. must submit a transcript evaluation from a reputable transcript evaluation service.

6. **English Language Proficiency**
   - Students whose native language is not English must provide an English proficiency score meeting the University's requirements by the time of application.
7. **Direct Patient Care Experiences**
   - A minimum of 200 hours of paid or unpaid (i.e., volunteer) direct patient care experience by the time of application (up to 20 shadowing hours with a PA can be included).
8. **Graduate Record Examination (GRE)**
   - The GRE, taken in the past five years, is required for all applicants by the time of application.
   - Competitive applicants have scores near or above the 50th percentile in each of the test areas.
   - Your GRE scores can be submitted directly to us through CASPA. Use the **Designated Institution Code 3880** and your scores will be included with your application.
9. **Letters of Reference**
   - All applicants are required to submit three specific letters of reference via the CASPA system by the time of application.
     - One letter must be from a current or former professor who has taught you in a class..
     - One letter must be form a paid or volunteer work supervisor. This should be someone that you have reported to directly and who can discuss your work ethic and performance. Letters from coaches are not counted as fulfilling this requirement.
     - One letter must be from a clinician.

*Note: Meeting minimal requirements does not guarantee a personal interview nor guarantees admission to the program. Additionally, no application requirements may be waived for any applicant. **See our** FAQ (https://www.monmouth.edu/graduate/ms-physician-assistant/faq/**) section for details on what makes an applicant more competitive**.

Occupational Therapy Doctorate (O.T.D)*

Application Requirements

1. **Bachelor's Degree** – A bachelor's degree (or US equivalent) must be completed at the time of application or completed by the time the program begins at the end of May/beginning of June. A degree in any area of study will be accepted.
2. **GPA** – At least a 3.0 cumulative GPA as well as in the prerequisite courses. (Note: All completed courses will be used in the GPA calculated by OTCAS.)
3. **Observation Hours** – 60 hours of observation in a minimum of two practice settings must be completed prior to admission to the program. Examples of settings are: adults, geriatrics, pediatric, wellness, LTC, hospitals, community centers, primary care, etc. An OT Observation Form (https://www.monmouth.edu/graduate/documents/doctor-of-occupational-therapy-program-observation-form.pdf) will be completed and submitted for each site observed.
4. **Completion of Pre-requisites** – Completion of all pre-requisites with a grade of B- or better. Competitive applicants will have no more than two outstanding prerequisite courses, including courses in progress, at the time of application. Applicants with outstanding prerequisite courses that are not shown as "in progress" on the OTCAS application, must submit a Word document outlining the completion plan (https://www.monmouth.edu/graduate/documents/occupational-therapy-pre-requisite-course-completion-plan.pdf) with their application. All incomplete prerequisite courses and observation hours must be completed by the time the program begins.
5. **Quality References** – Three references are required and can be from academic advisors, health care professionals such as licensed occupational therapists, and/or work managers. At least one reference must be from a health care professional in a role related to OT and rehabilitation ie: PT, OT, SLP, RN.
6. **Interview**- An interview with program faculty
7. **Essays-** a narrative in response to the OTD application questions (see current application for details)
8. **Criminal Background Check** – Required of all admitted students. Must have prior to first day of classes.
9. **Technical Standards**- A signed Occupational Therapy Technical Standards form must be received by the application deadline

Admission Requirements: International Students

- In addition to the admission requirements aforementioned, international applicants must be a permanent resident or eligible for an F-1 visa.
- Required English proficiency test – an official English proficiency score report meeting the University requirements is required for non-native English-speaking applicants. The required scores are found here: https://www.monmouth.edu/graduate/application-requirements/
- International applicants must submit to OTCAS an official course-by-course transcript evaluation completed by one of the member organizations of the National Association of Credential Evaluation Services (NACES). Please visit NACES.org (http://naces.org/) for a list of those participating organizations. Note that each organization will have its own instructions on how to submit required documents

for evaluation. The evaluation must also show that a bachelor's degree equivalent to one in the United States has been earned.

Technology Requirements

- The OTD program requires students to have access to personal technology such as a laptop computer, tablet, or PC throughout the duration of the program as well as a working webcam during the hybrid/online courses. Students should reference our Campus Technology Website (https://www.monmouth.edu/technology/new-to-mu/recommended-hardware-and-software/) for detailed suggestions before purchase.

Technology Competency Requirements

- The Monmouth OTD program requires completion of coursework in a predominantly traditional week day. However, there are a few courses that are delivered in hybrid/online format. Success in both the online and in person portions of the program requires students to have the ability to navigate the College's learning management system (eCampus), manage electronic communications, utilize research and information databases, and apply software. Online courses may consist of a combination of scheduled synchronous and asynchronous learning activities; synchronous sessions will require use of the Zoom platform. In person courses will maximize the use of technology with no seat time reduction, using the eCampus learning management system for administration, communication, assessment and content delivery to both supplement and enhance the face to face experience. Prior to starting coursework, all students will be required to complete an online orientation through eCampus that will prepare them to meet the technology requirements of the online portions of the program. Additionally, students will have ongoing access to the Help Desk (https://www.monmouth.edu/technology/support/) to manage questions or concerns with technology while in the program.

For information regarding OTD accreditation status, please visit monmouth.edu/OTD (https://www.monmouth.edu/graduate/otd/)

Doctor of Nursing Practice (D.N.P.)

1. Applicant must be a graduate of an accredited Master's in Nursing program or a related field (i.e., M.B.A., M.P.H., M.H.A.).
2. Possession of an active R.N. 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. Currently employed.
6. Statement of vision of her/his leadership role to improve healthcare outcomes.
7. Résumé that includes details of current practice.
8. Two professional and/or academic letters of recommendation.
9. Official transcripts from all previous college work.
10. Telephone or in person interview may be a part of the admission process.
11. Current liability and malpractice insurance of $1,000,000 to $3,000,000.
12. After admission, prior to starting classes, students must submit to the School of Nursing and Health Studies a certificate of good health from a primary care practitioner, including a health history and physical examination with associated laboratory studies, immunizations, and criminal background checks in accordance with the special requirements of affiliation contracts with clinical agencies.
13. After admission, students are required to show proof of 500 post baccalaureate hours or take an additional course to complete these hours prior to registering for leadership immersion courses.

Post-Master's Certificates:

- **Adult-Gerontological Primary Care Nurse Practitioner**
- **Psychiatric and Mental Health Nurse Practitioner**
- **Family Nurse Practitioner**

1. Possession of a baccalaureate degree with a 3.0 GPA and a Master's degree in Nursing.
2. A personal statement (one page, double spaced) outlining professional goals.
3. Résumé.

Graduate Admission Requirements for School of Education Certification and Endorsement Programs

Graduate Certificate: Teaching English to Speakers of Other Languages

1. Possession of a baccalaureate degree with a minimum 3.0 overall 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 the applicant's preparation for study in the program and personal objectives for graduate study.

Graduate Certificate: Autism

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

Graduate Certificate: Applied Behavior Analysis

1. Bachelor's degree from an accredited institution with a minimum 3.0 overall and in the undergraduate major.

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 from an accredited institution and have achieved a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a minimum 3.0 in the undergraduate major.

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. Note: Monmouth University students who are pursuing one of the above credentials can apply to this program and pursue it concurrent with this degree.
2. Applicant must submit an essay of 500 words or more explaining why applicant wishes to pursue a Student Assistance Coordinator (SAC) endorsement.
3. Official undergraduate and graduate transcripts.

Graduate Endorsement: English as a Second Language (ESL)

1. A bachelor's degree (BA or BS) with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details).
2. A standard or provisional New Jersey Instructional Certificate or a CEAS. If the applicant is not a certified teacher, the applicant must hold a New Jersey Certificate of Eligibility and be employed in an ESL position requiring certification.
3. Two letters of recommendation.
4. Resume
5. Personal statement of not more than 2 pages that describes the applicant's preparation for study and personal objectives for graduate study.

Note: Student's enrolled in Monmouth's Initial Teaching Certification Master's program (MAT) may also pursue this endorsement concurrently.

Graduate Endorsement: Early Childhood

1. Possession of a baccalaureate degree with an overall GPA 3.0 or higher
2. Two letters of recommendation related to the applicant's competence for graduate study
3. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program
4. Resume
5. Teaching Certificate (If the applicant is not a certified teacher, the applicant must hold an NJ Certificate of Eligibility (CE) P–3 and be employed in a P–3 position requiring certification)

Graduate Endorsement: Bilingual/ Bicultural

1. 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
2. Two letters of recommendation for graduate study
3. Résumé
4. Personal statement of not more than two pages that describes the applicant's preparation for study in the program and personal objectives for graduate study
5. A degree in a K-12 school curriculum content area other than foreign language or English as a Second Language.
6. Certificate of eligibility with advanced standing, or a standard New Jersey instructional certificate or a certificate of eligibility with a teaching position in an ESL/Bilingual setting.
7. 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 satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) 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 baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education website for details) 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.
5. A standard New Jersey instructional or educational services certificate

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. Students applying for the LDTC endorsement must submit a letter from their administrator stating that they have three (3) years of full-time teaching experience in a public or a NJ- approved private school for students with disabilities.
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 satisfactory overall GPA per state requirements (see New Jersey Department of Education website for details).
7. Official undergraduate and graduate transcripts.

Teacher Leadership Endorsement

1. Must possess a New Jersey Standard Instructional Certificate
2. 3 or more years of teaching experience
3. A document verifying an effective or highly effective summative rating in two of the most recent years of evaluation
4. One letter of recommendation

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.

Students in the M.B.A. 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."

Acceptance of "P" grades for the purposes of fulfilling transfer credit or waivers to be brought into or as part of a prerequisite for Monmouth University graduate course requirements will be determined on a program-by-program basis.

Students enrolled in the Monmouth University M.S.W. Program who must complete fifty-four (54) credits will be able to transfer a maximum of twenty-four (24) credits in foundation level courses of graduate work from another CSWE-accredited M.S.W. program. Students will be eligible for these credits provided that:

- the courses requested for transfer were completed with grades of "B" or better,
- the courses are offered only for graduate credit at the previous institution,
- the courses are judged appropriate by the M.S.W. Program Director,
- the courses were completed within the five years prior to admission into the M.S.W. Program at Monmouth University,
- the courses are foundational courses and do not include field placement or any of the Social Work practice sequence courses, and
- the credits were earned at a Council on Social Work Education (CSWE)-accredited graduate program.

Students who are enrolled in a Monmouth University M.S.W. Program with *advanced standing* and who request transfer credits will be evaluated on a case-by-case basis.

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 enrolling in the M.S.N., D.N.P., M.S.ED. Educational Leadership or Ed.D. program, with the permission of the student's program director and the school dean, unless otherwise specified, may transfer a maximum of 12 credits. 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 [1] of graduate work from another accredited graduate school, provided

1. the courses requested for transfer were completed with grades of "B" or better and were not applied toward another degree,
2. the courses are offered only for graduate credit at the previous institution, and,
3. the courses are judged appropriate by the program director for the degree program in which the student is matriculated at Monmouth University.
4. and the courses Pathophysiology (3 credits), Pharmacology (3 credits), and Advanced Health Assessment (3 Credits) are 5 years old or less*.

   * Applicable only to students in the M.S.N. Program. Waivers for actively practicing Nurse Practitioners will be considered on an individual basis if older than 5 years.

[1] *Students in the Master of Arts in History or Master of Arts in Anthropology may transfer a maximum of six (6) credits.*

Students who have successfully completed non-Monmouth English M.A. programs may submit an application for admission to the M.F.A. in Creative Writing. Their applications should include a work sample, letters of recommendation, a personal statement, and official transcripts.

- If accepted, they will be permitted to have 15 credits waived from the completed M.A. program.
- Complete the supplementary 15 credits of graduate level English courses designated with course type EN.CW.
- Complete the remaining M.A. in English required credits before continuing on to the 18-credit M.F.A. curriculum.
- The minimum grade requirement for the waived credits, as well as the 15 creative writing credits is a "B" or higher.
- Students must maintain the total of 48 credits fore the M.A./M.F.A. dual degree program as well as complete the same creative writing requirements.

The grades of transferred courses are not used in the computation of the grade point average.

Students intending to obtain the MFA degree after completion of the Graduate Creative Writing Certificate may use 3 credits of Creative Writing Designated with Course Type EN.CW from their Certificate toward the 18-credit MFA. Students must apply to the MFA program before the completion of the Certificate. The 3 dual-counting credits cannot be used toward any other degree, such as the MA in English.

Credit Transfer

Graduate credits earned at another accredited institution may be considered for transfer credit per institutional guidelines. 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 (G.P.A.).

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 can be found on the Monmouth University Web site (http://www.monmouth.edu/apply/). 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 to the program must be made through the Office of Admission and students should seek the support of the academic department in applying for amnesty or readmission.

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 or Graduate Admission based on a review of the student's academic credentials.

Adult Applicants

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

Program 65 affords opportunity for persons 65 years of age or older who meet admission criteria to enroll for study at Monmouth University at reduced tuition (please visit the Monmouth University website for current tuition discount). Admission requirements include the designated nonrefundable application fee and proof of age as well as all application requirements. 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 four basic criteria before being accepted and issued an I-20 Form:

- demonstration of academic ability,
- English language proficiency, and
- sufficient financial support, and
- a valid passport

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.

Standardized Test	Minimum Score Requirement
TOEFL (Test of English as a Foreign Language) [1]	79 (Internet-based version)
IELTS (International English Language Testing System) [1]	6 (with no less than a score of 5.5 on any section)
MELAB (Michigan English Language Assessment Battery) [1]	77

ESOL (Cambridge University English for Speakers of Other Languages 1	Certificate of Advanced English (CAE) – A B2 constitutes a passing grade
PTE (Pearson Test of English Academic) 1	55
TOEIC 1	Listening/Reading: 700; Speaking/ Writing: 7 or 270
ITEP 1	3.7 - 3.9
Duolingo	105

[1] *Note that exceptions may be made for graduate programs upon the recommendation of the graduate program director within the student's major department and with approval from the Provost's Office. Students must also 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 any of the following programs with our ESL School Partners in lieu of the TOEFL or other English proficiency exam.

ESL School Partnerships	Acceptance Level
Kaplan	Advanced Level
Zoni	Intensive English Program, Advanced Level Course
Rennert	Upper-high Intermediate level
ILSC	A1, A2 and A3
Global ESL Academy	Advanced level Academic program
ELS Center	Level 112
TALK International	University Placement Level 9 Program
Bridge Language Centers	English level C1
Converse International School of Language	English for Academic Program (EAP)
EF-Education First	Level C1-1
ELI	Advanced Level
New York Language	Upper-Intermediate Level
Universal English Center	TOEFL Exam
OHLA (Open Heart Language Academy)	Advanced 2
ELC	Upper Advanced (combined score of 1000 or greater)

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 the Monmouth University international graduate admission Web site. (http://www.monmouth.edu/admission/graduate/international.asp)

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 or ACT and meet regular standards for admission. To learn from which countries the SAT/ACT is required, please refer to the Monmouth University Admission Web page for international applicants (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 transferable, 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. Transcripts that are not in English must be translated and evaluated by a reputable credential evaluation service, such as members of the National Association of Credential Evaluation Services (NACES), and then sent directly from the agency to Monmouth University. A course-by-course evaluation is required for all non-English transcripts. Course descriptions in English of all completed course work are also required if not included in the course-by-course evaluation. Transcripts are considered official when sent directly to Monmouth University from the college/university at which the courses were taken and certified by the institution's Registrar's Office, Ministry of Education, or when sent directly from the evaluation agency along with the translation and evaluation to the Office of Admission Processing. Photocopied documents or transcripts marked "issued to student" are not accepted as official.

The records should list all courses the student has taken and grades received in each subject. Course descriptions and/or syllabi and the number of weeks and hours spent in lectures and laboratory work for each course are required of transfer applicants if transfer credit is expected. Only credits from recognized accredited institutions will be considered for direct transfer into any degree program. All course work is subject to approval by the department chair of the specific program chosen; not all courses may transfer. A maximum of sixty-nine credits will be allowed for undergraduates transferring from a two-year accredited institution; a maximum of ninety 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. See details referenced in the International Applicants section for English proficiency requirements. An international student transferring from an institution within the United States is asked to provide the following documentation:

- Admission application
- Nonrefundable application fee
- Official transcript(s)
- Official test scores (as applicable)

- Monmouth University's F-1 Transfer form (http://www.monmouth.edu/Student/grad/Transfer.pdf) if currently enrolled at a U.S. institution
- a copy of their passport and VISA
- any other documents listed in the specific program's application requirements

In addition, upon acceptance, 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 and passport (see details referenced in the International Applicants section).

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).

Veterans and War Orphans

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

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

Tuition and fees are billed by the Office of the Bursar each semester, based on the number of credits and the specific courses the student is registered for. The bill will include a comprehensive fee, any course-related lab fee(s), and room and meal charges for students living in University housing. Full-time undergraduate students (i.e., students taking 12-18 credits) are billed at a flat rate, while part-time undergraduate students (i.e., students taking less than 12 credits) and all graduate students are billed on a per credit basis.

It should be noted that more than 90 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 Financial Aid Office.

For a detailed schedule of the tuition and fees for graduate students, please review the following:

2024-2025 Rates:

Speech-Language Pathology / Physician Assistant (https://www.monmouth.edu/tuition/speech-language-pathology-physician-assistant/)

Master's Students Matriculating Prior to Summer 2023 (https://www.monmouth.edu/tuition/masters-students-matriculating-prior-to-summer-2023/)

Master's Students Matriculating in or after Summer 2023 (https://www.monmouth.edu/tuition/graduate-tuition-summer-2023-or-later/)

Doctoral Students Matriculating Prior to Summer 2024 (https://www.monmouth.edu/tuition/doctoral-students-matriculating-prior-to-summer-2024/)

Doctoral Students Matriculating in or After Summer 2024 (https://www.monmouth.edu/tuition/doctoral-tuition-for-students-entering-in-or-after-summer-2024/)

Housing and Meal Plans (https://www.monmouth.edu/tuition/housing-and-meal-plan/)

Program Costs and Other Fees (https://www.monmouth.edu/tuition/program-costs-and-fees/)

Financial Information

Tuition and fees are subject to annual increases at the discretion of the Board of Trustees. Tuition and fees listed in these schedules are in effect as of May 13, 2024. Monmouth University reserves the right to alter any and all charges and to do so within the academic year.

For more information regarding tuition and fees, billing, and payment, please contact the Office of the Bursar at 732-571-3454 or bursar@monmouth.edu.

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 from the Office of Undergraduate Admission before a change to full-time status can be processed.

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

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

Graduate students are assessed tuition on a per-credit basis. Students should be aware that the number of enrolled credits may affect Financial Aid eligibility.

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.

Comprehensive Fee: The Comprehensive Fee includes services provided by the Student Center, Student Engagement, Health Center, Intercollegiate and Intramural Athletics, Career Development, Counseling, the Fitness Center, and Registration. It also includes online services and campus technology programs.

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

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

Graduation Fee: This fee covers all costs associated with graduation from the University including diploma, diploma case, cap, gown and hood, processing, and electronic credentials issued the day of your graduation.

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.

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.

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

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.

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

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

Program Fee – BSN Students: This fee is charged to all Bachelor of Science in Nursing students to offset the expense of a supplemental learning solution that provides students with the tools and essential skills needed to be successful on the NCLEX.

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.

Second Year Residency Penalty Fee: All undergraduate students enrolled who are not commuting from or living in the home of the parent/guardian are required to live in Monmouth University housing for their second year. Students who elect to live off campus without an approved waiver will be responsible for a substantial off-campus housing fee.

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.

Veterans' Benefits Policy

In accordance with Title 38 U.S. Code 3679 subsection (e), Monmouth University has adopted the following additional provisions for any students using U.S. Department of Veterans' Affairs (VA) Post 9/11® G.I.Bill (Chapter 33) or Vocational Rehabilitation and Employment (VR&E) (Chapter 31) benefits, while payment to the institution is pending from Veterans' Affairs.

Monmouth University will not:

- Prevent the students enrollment;
- Assess a late penalty fee;
- Require VA students obtaining benefits to secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, Veterans' Affairs Vocational Rehabilitation and Employment (VR&E) contract with the school on VA Form 28-1905 by the first day of class. **Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or its equivalent) before the VA VR&E case manager issues it to the school.*
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

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 titled Payment Deadlines (https://www.monmouth.edu/bursar/general-information/payment-deadlines/). Billing statements will be sent electronically to students and authorized users designated by the student.

Electronic Check Payments: accepted online on the Student Bill & Payment Center. No additional fees will be assessed.

Credit Cards: Visa, MasterCard, Discover, and American Express are accepted online on the Student Bill & Payment Center. A nonrefundable service fee is assessed to all credit card payments remitted towards tuition, fees, room & board, and other charges posted onto students' accounts. It is currently 2.95% of the payment remitted for domestic transactions, 4.25% for international transactions, or a minimum of $3.00. Please note that this service fee is not collected by Monmouth University and may be subject to change.

Check or Money Order: accepted in person, as above, or mailed with remittance form found on the semester e-bills uploaded to the Student Bill & Payment Center. The student's ID number must be written on all checks and money orders.

Cash: accepted in person at the Cashier's Office located on the first floor of The Great Hall Annex, Room 110

To process payment online by electronic check (ACH) or credit card (see credit card fees above):

- Students can log into their MyMU portal (https://my.monmouth.edu/) and select "I Need To...Access My Student Bill & Payment Center" from the top menu. If you have a balance due, a button will appear on the screen to allow you to make an online payment.
- Designated Authorized Users can access TouchNet Solutions Payment Gateway (https://secure.touchnet.net/C21067_tsa/web/). Be prepared to enter an Authorized User ID and password.

A student who does not meet their financial obligations to the University by the payment due date, could be subject to deregistration from their courses for nonpayment. Subsequently, if a balance occurs that exceeds the set minimum, the student may not be allowed to register for future semesters/terms until the outstanding balance is cleared. All financial obligations should be satisfied for a student to receive their diploma document at graduation. If a balance remains due after graduation or separation from the University, the account will be considered in default

and may be assigned to an external party for collections. All collection costs and fees, including reasonable collection agency fees, attorney charges, and legal fees necessary for the collection of outstanding indebtedness, will be paid by the student.

Tuition Payment Plan

To accommodate students and parents who prefer to pay for educational expenses in monthly installments, payment plans are available through the Student Bill & Payment Center for the Fall, Spring, and Summer semesters. Plans range from three to six installments depending on the semester and the time of enrollment. All payment plans have a required and nonrefundable $45.00 enrollment fee that must be paid at the time of enrollment.

The Bursar's Office provides answers to a list of frequently asked questions (FAQs) regarding the payment plan on its web page (https://www.monmouth.edu/bursar/payment-plans-plus-faq/).

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 percent 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 percent 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.

Winter Session

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

- **Students who withdraw from the winter session** within the first two days of the session will receive 100 percent refunds. Withdrawals after the first two days 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 percent 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. Please refer to the Registration Information (http://www.monmouth.edu/registrar/registration_information/default.asp) online 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 the Registrar's Office (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, 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 for Partial Withdrawals

Fall and Spring Semesters

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

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

Part-time undergraduate students and all graduate students who withdraw from one or more courses during the semester while remaining registered for one or more courses are entitled to 100 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 or Reslife@monmouth.edu.

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 the Refund Appeal Process (https://www.monmouth.edu/bursar/refund-appeal-process/) is available from the Office of the Vice President of Finance at 732- 571-3427. Further information or explanation of the Refund Policy (http://www.monmouth.edu/campus_life/bursar/refund.asp) is available online from the Office of the Bursar (https://www.monmouth.edu/bursar/) or by calling 732-571-3454.

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 contact the Financial Aid Office to engage in this planning process. The Financial Aid Office is accessible by email (finaid@monmouth.edu) or by phone at 732-571-3463. On Monday through Friday from the hours of 10am to 2pm, students can also speak with a counselor in our Zoom room (https://monmouth.zoom.us/j/96690751230/?pwd=Y05IVnFmWWdrWTBHYmVyWmJsUHZVUT09#success); appointments are not necessary.

Application Process

The Free Application for Federal Student Aid (FAFSA) is the application for all federal financial aid programs; no supplementary applications are required. Students must apply online (https://www.fafsa.gov).

The FAFSA is completed each year using the student's and, as applicable, their spouse's federal income tax data and should also include Monmouth University's Title IV School Code (002616). Completed FAFSAs may be submitted to the U.S. Department of Education on or after October 1, 2023 and before June 30, 2025 for the 2024-25 academic year.

Financial data provided on the FAFSA will be forwarded electronically to the University and will be the basis for the creation of the student's financial aid package. The financial aid package will be sent to the student in a digital financial aid award letter; newly enrolling students will receive the award letter at the email address supplied on their application for admission, while continuing students will receive their award letter via e-mail to their University e-mail address. Continuing students may also review their financial aid package at any time on Self-Service section of the financial aid website. Students need not reply to the award letter email unless they are declining or reducing some portion of the aid being offered.

Typically the initial financial aid package doesn't change, but there are circumstances when it might, as noted below. In the event of a change, a new financial aid award letter will be issued.

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

Types of Financial Aid

The student's financial aid package may be comprised of a combination of grants and scholarships, loan funding, and employment (i.e., graduate assistantship). Grants and scholarships are forms of assistance that do not have to be repaid, while loans must be repaid with interest. Please refer to the University's financial aid website to learn more about the grants and scholarships (https://www.monmouth.edu/finaid/graduate-aid/grants-and-scholarships/), loans (https://www.monmouth.edu/finaid/graduate-aid/loans/), and employment (https://www.monmouth.edu/finaid/graduate-aid/employment/) that are available to graduate students.

Grants and Scholarships

Graduate Scholarships

Monmouth University established the Graduate Scholarship program to provide assistance to students who have demonstrated outstanding academic achievement. Partial-tuition scholarships are awarded by the Office of Graduate Admission to students in most degree programs (students in the Physician Assistant and Speech Language Pathology programs are not eligible) on the basis of the student's cumulative grade point average; master's degree candidates will be awarded on the basis of the undergraduate graduate grade point average, while doctoral degree candidates will be awarded on the basis of their master's degree cumulative grade point average. Award amounts vary as a function of the student's entering cumulative grade point average and the number of registered credits each term. International candidates' grade point averages are converted to the American grading system. All applicants for admission are automatically evaluated for scholarship eligibility; there is no separate application process. Awards are applicable only to tuition assessed by Monmouth University and are not made in combination with the following forms of assistance: tuition remission or exchange, Second Master's Scholarships, Math/Science Educator Scholarships, and senior citizen tuition discounts. The Graduate Scholarship may be combined with a Graduate Assistantship and/or employer tuition reimbursement, but the value of the combined awards cannot not exceed the amount of tuition and fees (fees do not include books) assessed to the student's account. Scholarships are renewable throughout the duration of the student's enrollment, as long as the student maintains a minimum cumulative grade point average of at least 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 a semester (note that summer coursework may be spread out across terms, as long as the cumulative total of registered credits is 6 or more).

The Graduate Scholarship has been discontinued for students entering master's-level programs in Summer 2023 and beyond. Graduate students who began their enrollment prior to Summer Session A 2023 will continue to receive the scholarship that they are otherwise entitled to for the duration of their current academic program, provided they meet all eligibility requirements and maintain continuous enrollment.

Doctoral scholarships will be awarded to qualified incoming students who maintain continuous enrollment in their current program and otherwise meet scholarship eligibility requirements.

Second Master's Scholarship

Partial-tuition scholarships are available to students who have completed a master's degree 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; there is no separate application process. Scholarships are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum grade point average of at least 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. The Graduate Scholarship may be combined with a Graduate Assistantship and/or employer tuition reimbursement, but the value of the combined awards cannot not exceed the amount of tuition and fees (fees do not include books) assessed to the student's account. Scholarships are renewable throughout the duration of the student's enrollment, as long as the student maintains a minimum cumulative grade point average of at least 3.00. Scholarships are available during the regular academic year (i.e., fall and spring semesters) and in the summer term(s).

Please note: This scholarship is not applicable to students in doctoral level programs (i.e., DNP, DSW, EDD, and OTD).

The Second Master's Scholarship has been discontinued for students entering master's-level programs in Summer 2023 and beyond. Graduate students who began their enrollment prior to Summer Session A 2023 will continue to receive the scholarship that they are otherwise entitled to for the duration of their current academic program, provided they meet all eligibility requirements and maintain continuous enrollment.

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; there is no separate application process. Scholarships are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum grade point average of at least 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. The Graduate Scholarship may be combined with a Graduate Assistantship and/or employer tuition reimbursement, but the value of the combined awards cannot not exceed the amount of tuition and fees (fees do not include books) assessed to the student's account. Scholarships are renewable throughout the duration of the student's enrollment, as long as the student maintains a minimum cumulative grade point average of at least 3.00. Scholarships are available during the regular academic year (i.e., fall and spring semesters) and in the summer term(s).

The Math/Science Educator Scholarship has been discontinued for students entering master's-level programs in Summer 2023 and beyond. Graduate students who began their enrollment prior to Summer Session A 2023 will continue to receive the scholarship that they are otherwise entitled to for the duration of their current academic program, provided they meet all eligibility requirements and maintain continuous enrollment.

Criminal Justice Scholarship

Partial tuition scholarships are available to students who are active duty law enforcement officers. Scholarship amounts vary as a function of tuition and the number of credits that you enroll in. Scholarships may not be combined with Monmouth University tuition remission benefits or Graduate Scholarships but may be combined with graduate assistantships and employer tuition reimbursement as long as the total funding does not exceed the cost of tuition and fees (fees do not include books). Scholarships are available during the fall, spring, and summer terms. All applicants for admission to the Criminal Justice program are evaluated for scholarship eligibility; students do not need to complete a separate scholarship application but may be asked to submit verification of employment. Scholarships are renewable for the duration of your enrollment, provided you maintain a minimum cumulative grade point average of at least 3.0 and remain employed as a law enforcement officer.

The Criminal Justice Scholarship has been discontinued for students entering master's-level programs in Summer 2023 and beyond. Graduate students who began their enrollment prior to Summer Session A 2023 will continue to receive the scholarship that they are otherwise entitled to for the duration of their current academic program, provided they meet all eligibility requirements and maintain continuous enrollment.

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 (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. The University provides funding for a total of forty (40) students, who may be either undergraduate or graduate students. Awards are made on a first come, first served basis and students are notified of their eligibility through a financial aid 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, continues to meet the eligibility criteria specified by the VA, and meets the standards of Satisfactory Academic Progress for federal awards.

Bachelor's + Master's Scholarship

(Formerly known as the Five Year Program Award)

One-time awards of up to $3,000 are made to Monmouth University undergraduates 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). The Office of Graduate Admission will advise the Financial Aid Office of eligible recipients and 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 conjunction with tuition remission or tuition exchange. 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.

Athletics Scholarships

The Department of Athletics offers a limited number of grants-in-aid, frequently called athletics 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 athletics 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 assignments or risk cancellation of their athletics aid; students who cease classroom attendance or participation in academically related activities before the end of the semester may be required to repay all or a portion of scholarship funds awarded for off-campus living expenses.

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), for a maximum of $8,000, to graduate students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. In exchange for receiving a TEACH Grant, the student must agree to serve as a full-time teacher in a high-need field (e.g., bilingual education and English language acquisition, foreign language, mathematics, reading specialist, science, special education, or other identified teacher shortage areas) in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, the student must teach for at least four academic years within eight calendar years of completing the program of study for which the TEACH grant was awarded.

IMPORTANT: If the student fails to complete this service obligation, all TEACH Grants will be converted to a federal Direct Unsubsidized 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 Educational Opportunity Fund (EOF) graduate program provides financial assistance and academic support for a small, select number of students. The objective of the program is to increase participation in graduate and professional study by New Jersey residents from backgrounds of historical economic disadvantage. Because funding is limited, students who received an EOF grant as an undergraduate (at Monmouth or any other New Jersey college or university) will be given priority consideration for a graduate EOF grant. They are presumed to have met the financial eligibility criteria for graduate EOF funding as long as they continue to demonstrate financial need according to federal methodology and meet all other eligibility criteria for the award. Students who did not receive EOF funding as an undergraduate are also eligible for consideration.

Graduate EOF grants at Monmouth range from $200 to $3,400 annually and are renewable provided that the student continues to meet the eligibility criteria. Individual award amounts are determined by the EOF Director, in conjunction with the Assistant Director of Financial Aid.

Interested students should contact the EOF Office at 732-571-3462 or by email at eof@monmouth.edu for additional information. It is important to note that students may only apply if they have not already received a graduate or professional degree at the same level of study for which they are intending to apply, and they cannot apply for an initial graduate grant in their last semester of enrollment in the graduate program.

Graduate Endowed Scholarships

The University offers a small number of annual 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

Federal Direct Unsubsidized Loan funding is available to all graduate students who have completed the FAFSA, enrolled as a matriculated student in an eligible degree program, registered for at least six credit hours per term, are U.S. citizens or resident aliens, and who are not in default on a prior student loan; creditworthiness and financial need are not eligibility requirements. Students may borrow up to $20,500 annually, Funding is 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 and must be registered for at least six credits during the course of the summer. For additional information (e.g., current interest rates, application process, disbursement information, repayment terms, etc.) please refer to the financial aid website (https://www.monmouth.edu/finaid/graduate-aid/loans/federal-direct-loan/).

Direct PLUS Loan for Graduate Students

Students who need additional funding after exhausting their annual Direct Unsubsidized Loan funding may borrow from the Federal Direct PLUS Loan for Graduate Students program. In addition to the general eligibility requirements noted for the Direct Unsubsidized loan, the students who want to borrow from the Federal Direct PLUS Loan for Graduate Students must also not have an adverse credit history. Students may borrow up to the cost of attendance, less other financial aid awarded. 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 and must be registered for at least six credits during the course of the summer. For additional information (e.g., current interest rates, application process, disbursement information, repayment terms, etc.) please refer to the financial aid website (https://www.monmouth.edu/finaid/graduate-aid/loans/federal-direct-loan/).

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. The terms and conditions of the loan are as follows:

- Interest on the loan is fixed at 7% 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 a minimum annual payment of 10% of the principle is 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.

Nurse Faculty Loan Program (NFLP)

Monmouth University is ending its participation in the Nurse Faculty Loan Program effective June 30, 2024. Borrowers who received funding during the 2023-24 academic year will be funded until they either complete or withdraw from their current academic program.

The US Department of Health and Human Services has made funding available to the University to loan to master's and doctoral degree candidates who are committed to becoming nurse educators in an academic setting. The program offers partial loan forgiveness for borrowers that graduate and serve as full-time nursing faculty. Awards are made by the Department of Nursing in consultation with the Financial Aid Office 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 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. To be eligible for the loan, students must be a US citizen or eligible non-citizen, enrolled as a student in good standing (i.e., registered for at least 3 credits per term) in the Nursing Education MSN program or the DNP 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 beginning three (3) months after the student graduates, withdraws from the program or the University, or fails to return to the University after an approved Leave of Absence of no longer than 9 months. Interest will accrue at the rate of 3% per annum for students who graduate from the program, while students who fail to complete the program will be assessed interest at the prevailing market rate.

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% of the remaining principle and interest will be cancelled. Starting with FY2017, under NFLP, "Full-time" nurse faculty employment is defined as being employed as a full-time faculty member at an accredited school of nursing or being employed as a part-time faculty member at an accredited school of nursing in combination with another part-time faculty position or part-time clinical preceptor position affiliated with an accredited school of nursing that together equate to full-time employment.

For additional information please refer to the financial aid website (https://www.monmouth.edu/finaid/graduate-aid/loans/federal-direct-loan/).

Alternative Loans

Alternative financing sources are available from private lenders and are a financing option 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 received. Alternative loans are not regulated by the federal government, and the terms and conditions of the loans may vary widely among lenders and, as such, students are encourage to carefully evaluate alternative loan options. Once you have chosen a lender, complete their recommended application process. The Financial Aid Office will then certify the loan, and once the semester begins, funds will be forwarded to the University and credited to the student's account.

Although alternative loans are generally not regulated by the U.S. Department of Education, the University is required to publish a Code of Conduct (http://catalog.monmouth.edu/graduate-catalog/financial-aid/loans/Code_of_Conduct.pdf) regarding loans.

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. The Graduate Assistantship (p. 42) page of this catalog provides more detailed information. The total amount of an assistantship combined with University scholarship(s) and grants will not exceed the cost of tuition and fees in any semester, and the assistantship in combination with all other sources of aid will not exceed the budgeted cost of attendance. Interested students should contact the Office of Graduate Studies for more information.

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. All course work is considered in the evaluation of students' academic progress, 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 in future terms. Students who are deemed ineligible will be offered the opportunity to submit an appeal for reinstatement of their financial aid; refer to the Appeals section below for the appeals procedure.

The standards for determining satisfactory academic progress for federal or state funding at Monmouth University are measured along three dimensions: cumulative grade point average, pace, and maximum time frame.

To remain in good standing, a student must meet each of the three requirements:

- **Cumulative Grade Point Average:** Consistent with the general academic requirements of the University, 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 grades of "W," "WF," "F," or "I" will not be counted as credits completed toward graduation but will be counted as attempted credits. "I"ncomplete grades that are later converted to a letter grade are factored into the next regular evaluation of academic progress. Credits transferred from another institution will count as both attempted and completed credits. Course work graded on a Pass / Fail basis and that counts toward degree requirements will count as attempted credits and courses in which the student receives a grade of "P" will count as completed credits.
- **Maximum Time Frame:** 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 in which they are enrolled. Course work attempted on a Pass/Fail basis and credits transferred from other institutions will be counted toward the maximum. Students who add majors and/or change majors or degree programs are still subject to the same maximum time frame requirements. Although students may attempt more credits than the 150% limit, federal will not be awarded for credits attempted in excess of the limit.

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

Students who fail to meet one or more of the standards (cumulative grade point average, pace, or maximum time frame) noted above are ineligible for financial aid. Students will be notified in writing that they are ineligible and offered the opportunity to appeal. All appeals must be submitted using the "Satisfactory Academic Progress" etrieve form and must be received by the stated deadline. Students who do not appeal will remain ineligible for federal and state financial aid. Students should note that the appeals process for Financial Aid Satisfactory Academic Progress is separate from the University's Academic Standards Review process for academic reinstatement to the University.

Circumstances that might merit an appeal include, but are not limited to: serious illness or injury to the student or a member of the student's immediate family, a death in the immediate family, or other special circumstances outside the student's control. 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; a student's aid will not be automatically re-instated.

The Associate Director of Financial Aid will review the appeal, and may elect to either grant the student a one semester probationary period and require the student to agree to an academic plan or uphold the determination of ineligibility (e.g., cancel the student's financial aid; University grants and scholarships may be reduced.

A probationary period may not last more than one semester and if, at the conclusion of the probationary semester, the student has not met the standards for academic progress their award(s) will be removed. If the student is offered an academic plan, the student must return a signed copy of it to the Financial Aid Office; funding will not be restored to the student's account until the plan has been received. The student's academic progress will be reviewed at the conclusion of each semester that the plan is in force.

Throughout the duration of their enrollment, students may submit a maximum of two appeals based upon the same circumstance. Additional appeals must include a description of what circumstances have changed that would enable the student to meet the requirements for satisfactory academic progress and the allowability of such appeals will be determined on a case by case basis by the Associate Director of Financial Aid.

Students who submit an appeal will receive written notification of outcome of the appeal. Documentation of the student's ineligibility and any subsequent appeals is maintained within the student's financial aid record. Students who leave the University and subsequently re-enroll will be evaluated based upon their status at the point they left.

Return of Financial Aid When a Student Withdraws

Financial aid is awarded under the assumption that the student will attend school for the entire period for which the aid is awarded; students must "earn" the aid they received by remaining enrolled in and attending classes. When a student withdraws (either officially or unofficially) or is dismissed from the University, the student may not have earned the full amount of aid that was initially awarded and may be responsible for repaying the unearned portion of their aid. Determining what aid is earned or unearned is known as the refund / recalculation process, and is separate from the process related to any tuition refund a student may be due after withdrawing. What follows is a description of the financial aid refund / recalculation process, including sample calculations, for federal, University, and NJ State Awards; awards from all other sources are recalculated as per the requirements of the source or, if the source doesn't specify how to recalculate awards, these funds would be processed in the same way as University awards. Although this is a summary, the complete Return of Funds Policy is also available for review upon request.

Process

1. Students are identified as either an "official" or "unofficial" withdrawal. Students who withdraw from all courses by completing either the "Withdrawal From Courses", "Leave of Absence", or "Total Withdrawal From the University" e-forms have withdrawn officially; students who are dismissed from the University are also classified as official withdrawals. If the student stops attending and doesn't notify the University or completes all courses with a combination of "W" and/or "F" grades, the student is an unofficial withdrawal.
2. The Financial Aid Office determines the number of days in the semester the student attended, based on either the withdrawal / dismissal date for official withdrawals or the last date of attendance, confirmed with the instructor for each of the student's courses, for unofficial withdrawals.
3. The percentage of the semester the student completed will be calculated by diving the number of days the student attended by the number of calendar days in the semester, less any break period of 5 or more days; where the last date of attendance can't be confirmed, the midpoint (50%) of the semester will be used in the calculation. If the percentage of the semester completed is 60% or more, all aid is considered "earned" and no further action will be taken. If the student completed less than 60% of the semester, then a portion of their financial aid is unearned and must be returned.
4. The Financial Aid Office completes a series of calculations to determine the type(s) and amount of aid to be returned to the program(s) from which it came. The methods for calculating the amount of federal, University, and/or state aid to be returned are described in detail on the financial aid website (https://www.monmouth.edu/finaid/after-monmouth/withdrawing/financial-aid-when-a-student-withdraws/).
5. Adjustments will be made to the student's account by either removing unearned aid or crediting earned funds not credited prior to the student withdrawing. Monmouth University must then return unearned funds to the aid program they came from; funds must be returned within 45 days of date the University became aware of the student's withdrawal.
6. The student will receive a revised, hard copy financial aid offer letter that documents the changes to their aid. The offer letter will be delivered to the mailing address that the student has on file with the University.

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.

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.

ACADEMIC PROGRAMS, SUPPORT SERVICES, AND REGULATIONS

Graduate Studies

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 (p. 117),
- The School of Education (p. 134),
- The Wayne D. McMurray School of Humanities and Social Sciences (p. 54),
- The Marjorie K. Unterberg School of Nursing and Health Studies (p. 183),
- The School of Science (p. 95),
- The School of Social Work (p. 220).

Graduate Student Life is committed to:

- Sponsoring events and activities designed to foster a sense of community among Monmouth graduate students across all disciplines and programs;
- Raising graduate students' awareness of resources and services available on campus;
- Assessing, addressing, and advocating for the distinct and diverse needs of graduate students at Monmouth;
- Providing opportunities that contribute to professional development and growth;
- Cultivating an environment in which the presence and contributions of graduate students are recognized, valued, and celebrated.

Signature Graduate Student Life programs include New Graduate Student Orientation, Graduate Student Appreciation Week, Grads Give Back day of service, Professional Development Workshop Series, De-Stress for Success, and the Graduate Assistant Appreciation Reception.

Degree Programs

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

Wayne D. McMurray School of Humanities and Social Sciences

Dean: David Golland, Ph.D.

Completion of the following programs leads to a Master of Arts (M.A.):

- Anthropology
- Communication
- Communication with a Concentration in Interactive Digital Media
- Communication with a Concentration in Strategic Public Relations and Social Media
- Criminal Justice
- English with a Concentration in Creative Writing
- English with a Concentration in Literature
- English with a Concentration in Rhetoric and Writing
- History

Completion of the following program leads to a Master of Fine Arts (M.F.A.):

- Creative Writing

Completion of the following program leads to a Master of Science (M.S.):

- Clinical Mental Health Counseling

Completion of these certificate programs leads to the following:

- Graduate Certificate in Archaeology
- Graduate Certificate in Geographic Information Systems (GIS)
- Graduate Certificate in Public Service Communication

School of Social Work

Interim Dean: Golam Mathbor, Ph.D.

Completion of the following programs lead to a Master of Social Work (M.S.W.):

- Clinical Practice with Families and Children Specialization
- Global and Community Practice Specialization

Completion of this graduate certificate program leads to the following:

- Graduate Certificate in Play and Expressive Therapies
- Graduate Certificate in Clinical Social Work Licensure

Completion of the following program leads to a Doctorate in Social Work (D.S.W.):

- Doctorate in Social Work in Human Rights Leadership

School of Science

Interim Dean: Joseph Coyle, Ph.D.

Completion of the following programs leads to a Master of Science (M.S.):

- Computer Science
- Data Science
- Information Systems
- Software Engineering

Leon Hess Business School

Dean: Raj Devasagayam, Ph.D.

Completion of the following programs leads to the Master of Business Administration (M.B.A.):

- Business Administration
- Business Administration with a Concentration in Advanced Accounting
- Business Administration with a Concentration in Finance
- Business Administration with a Concentration in Management
- Business Administration with a Concentration in Marketing

School of Education

Interim Dean Wendy Harriott, Ph.D.

Completion of the following program leads to the Master of Arts in Teaching (M.A.T.):

- Master of Arts in Teaching

Completion of the following program leads to the Master of Education (M.Ed.):

- Master of Education

Completion of the following programs leads to the Master of Science in Education (M.S.Ed.):

- Literacy
- Principal/Supervisor
- 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 Leadership
- 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

Completion of the following program leads to the Doctor of Education (Ed.D.):

- Doctor of Education (Ed.D.) in Educational Leadership
- Doctor of Education (Ed.D.) in Educational Leadership - Higher Education Track

School of Nursing and Health Studies

Acting Dean: Shannon Clifford, Ph.D.

Completion of the following program leads to the Master of Science in Nursing (M.S.N.):

- Nursing

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: Psychiatric and Mental Health Nurse Practitioner

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

- Physician Assistant (P.A.)

Completion of the following programs leads to the Doctor of Nursing Practice (D.N.P.):

- Doctor of Nursing Practice (D.N.P.)
- Occupational Therapy Doctorate (OTD)

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 undergraduate **transfer students** is coordinated in the CSS. The Center administers Monmouth's Early Warning System (MEWS) for several student populations including first year students, athletes, and **undeclared sophomores**. MEWS is used to identify students who are experiencing academic difficulty and connects them to their advisors and/or appropriate learning resources across campus. 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.

Career Development offers many services and resources in order to assist students with career exploration, career planning, part-time employment, internships, 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 Development**. In preparation, students are given both in-person career coaching services and online tools to support students. 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 available to students and alumni through Handshake (https://www.monmouth.edu/career-development/student-handshake-account/), (https://www.monmouth.edu/career-services/hawks-career-link/) our online job board.

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.

The **Office of Service Learning and Community Service** 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.

Student Success Services

Student Success 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.

Graduate level content-specific tutoring by peer tutors is available for general education M.B.A. classes such as financial and managerial accounting, statistics, economics, business finance, etc. Academic coaches offer weekly, one-on-one sessions focusing on executive functioning skills such as time management, note taking, test taking, and college level reading strategies. In addition, academic skills workshops on strategies for college success are offered throughout the semesters and are open to all graduate students. For more information, please contact **Tutoring Services** at 732-263-5721, by email (tutoringservices@monmouth.edu), or by visiting the Tutoring Services Web (http://www.monmouth.edu/tutoring/) site.

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 assistance with grammar and punctuation skills and documentation styles. For more information, please contact **Writing Services** at 732-571-7542, by email (writingservices@monmouth.edu) or by visiting the Writing Services Web site (http://www.monmouth.edu/writing/).

Peer-Assisted Learning (PAL) is a peer-facilitated academic assistance program designed to help students succeed in traditionally difficult courses. PAL 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. Professors will notify students if their course has PAL support. For more information about PAL, please call 732-571-3637or visit the PAL Web site (http://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

At Monmouth University we believe a supportive environment contributes to a students' success. Accommodations are available to qualified students with disabilities through the Department of Disability Services (DDS).

To begin the process of applying for services, students should complete the Confidential Registration Form (https://www.monmouth.edu/disability-services/current-students-2020/) located on the DDS website and submit appropriate documentation (https://www.monmouth.edu/disability-services/documentation-guidelines/). Please see the DDS webpage for details about documentation requirements. Students should contact the DDS office at dds@monmouth.edu and/or (732) 571-3460 with any questions related to eligibility of services.

Instructional Technology Support

Monmouth University fully supports the use of technology in teaching/learning through the comprehensive services of Information Management. All students are provided with an official email account and storage for course-related files and Web pages. 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, macOS, and Linux. A comprehensive complement of software is available throughout campus in these labs, and course-specific software is made available in departmental computing labs.

> **For all Information Management service needs, call the Help Desk at 732-923-4357 (HELP) or email helpdesk@monmouth.edu. Normal hours are Monday through Friday from 8 a.m. until 9 p.m. (5 p.m. on Fridays during the summer). **Please note Help Desk hours are subject to change; check the myMU Portal for the most recent schedule. Media technicians for classroom and event coverage are also on site until 10 p.m. Monday through Friday, with abbreviated availability on weekends. For more information on the services of Information Management, please visit their** Web page (http://www.monmouth.edu/Campus_Technology.aspx**).**

Student Technology Assistant Program (STAP)

The Student Technology Assistant Program (STAP) offered by the University provides students with the opportunity to gain practical experience in the field of technology. With positions available in various areas, STAP offers flexible employment for approximately 20 undergraduate and graduate students from all majors each semester. STAP allows students to stay up to date with technology trends by working in the University's open computer labs where they gain hands-on experience managing critical IT infrastructure. They may also work at the Student Help Desk providing technical support to fellow students, faculty, and staff, developing their problem-solving and customer service skills. STAP members acquire practical expertise in operating and troubleshooting multimedia equipment that is valuable in professional settings such as communications and media production. The experience gained through STAP is a valuable addition to their

résumé, demonstrating to potential employers that they have gained real-world experience in a technology-related role.

Guggenheim Memorial Library

The Guggenheim Memorial 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 cafe.

Serving our faculty and students with resource materials needed to support both curriculum and research needs, the Guggenheim Memorial Library is the center of learning and research. The 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.l billion holdings in over 72,000 libraries located in 170 countries around the world is only a request away.

Library online services (http://library.monmouth.edu) are available twenty-four hours per day, seven days per week, and include research guides customized by subject area that can be helpful in jump-starting 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 or e-mail (referenc@monmouth.edu) or one-on-one consultation by appointment.

Graduate Assistantships

The employment of Graduate Assistants (GA) is a well-established and successful practice in higher education. At Monmouth University we recognize the value of GAs for educating graduate students as developing professionals in training, for the important roles GAs serve in interacting with, mentoring, inspiring and helping undergraduate students and fellow graduate students, and for providing critical support to graduate faculty.

Applications are accepted through myMU (http://my.monmouth.edu/) under I Need To… -> Apply for a Graduate Assistantship (Students must be accepted to a graduate program, receive a student identification number and create a password to access University Information Systems before they can login to myMU (http://my.monmouth.edu/)). To be considered for a Graduate Assistantship, you must meet all of the conditions described below. If you should qualify, and are a current student or recently enrolled student please submit a GA application, together with your most recent resume, for consideration.

For further information, please contact the:

Office of Graduate Studies
Great Hall 210
Monmouth University
West Long Branch, NJ 07764-1898
Phone: 732-571-7550

Types of Graduate Assistantships

I. Graduate Assistants

Graduate Assistants (GA) may work in any division of the University in roles that do not necessarily provide direct, substantive or sustained support for teaching or research initiatives. These may include clinical or administrative duties but they must be inherently related to the student's graduate education and professional goals. Examples may include but are not limited to campus ambassador roles, support for special projects, peer mentoring and support etc. GA positions are not to be used for roles with primary responsibilities that are purely clerical or intended to provide routine secretarial, administrative or office staffing support.

II. Graduate Teaching Assistants

Graduate Teaching Assistants (GTA) are graduate students who have instructional assignments in classrooms or laboratories, under the supervision of a faculty member who has ultimate responsibility for the course.

GTAs do not replace faculty in the classroom but enhance and permit instruction and instructional support to provide a higher quality educational experience than would be possible otherwise. GTAs provide valuable support to faculty and GTAs benefit from developing teaching skills and a deeper understanding of the discipline by working closely under the supervision of an experience faculty member.

GTAs may have one or more of the following responsibilities:

1. coordinate or assist in instruction in laboratory courses, discussion, quiz or problems sessions, and writing experiences etc.
2. assist with classroom teaching (attending classes, taking notes, taking attendance, proctoring exams, tutoring undergraduate students, help to prepare lectures and discussion sessions), e-mail and other class correspondence, other duties as assigned.
3. meet with students or small groups, lead group discussions, and hold offices hours for supporting instruction, mentoring, consultation etc. Depending on the nature of the teaching assistantship, GTAs are encouraged to hold office hours.
4. support in-classroom activities under the supervision of a faculty member.
5. lead discussion, tutorial, or supplemental sessions of courses that are taught by a faculty member.
6. special sessions and class meetings under the supervision of a faculty member.
7. administer colloquium programs or other special session.
8. a GTA may have additional, related duties as assigned.

The faculty member of record for a course bears primary and ultimate responsibility for its instruction. To ensure that the involvement of GTAs in instruction is optimal, faculty members assume the following responsibilities:

- Determining the course content, producing the course syllabus etc.
- Determining the grading policy and assigning grades for the course
- Providing in-service training for GTAs
- Evaluating the progress of the GTA

GTAs cannot:

- Assign course grades or enter or submit course grades.
- Hold office hours as a replacement for faculty office hours.

- Be enrolled in courses for which they are assigned assistantship responsibilities.
- Provide direct instructional support in graduate courses.

III. Graduate Research Assistants

Graduate Research Assistants (GRA) assist in conducting research of a scholarly nature typically under faculty supervision. The work of a GRA may include but is not limited to developing specific research projects, theoretical analyses and models, gathering and analysis of data, special projects that require substantive research, externally funded projects that support GRA involvement, the production and/or publication of scholarly journals and research reports, and other examples.

Requirements for a Graduate Assistantship

1. An incoming graduate student must be duly matriculated in a program and have a GPA of not less than **3.0** in his/her undergraduate education.
2. After having matriculated in a program (for one or more semesters), a graduate student must have a GPA of not less than 3.0 in his/her graduate courses.
3. A student may be awarded an assistantship for a maximum of 6 credits or the actual credits registered (whichever is smaller). Graduate assistantships are compensated according to a rate scale based on credits. For example, a student awarded a 3 credit assistantship will perform work that occupies approximately 7 hours per week for a 14-week semester (total 100 hours) and will receive compensation equal to the cost of 3 credits plus 15% to cover Social Security and other mandatory tax contributions. Tuition payments and applicable deductions will be withheld from the student's pay and will be applied directly to the student's Accounts Receivable account. Please note that a graduate assistantship does not cover fees such as comprehensive fees, laboratory fees, graduation fees, etc.
4. If a graduate assistant is also receiving a graduate scholarship, then the sum of the scholarship amount and dollar equivalent of the graduate assistantship should not exceed the student's tuition for a semester.
5. Graduate assistants must be registered for the semester that they are receiving the assistantship (i.e., graduate assistants cannot credit hours worked in one semester toward tuition for another semester).
6. Upon receipt and acceptance of a graduate assistantship position, the student is responsible for the completion of all appropriate paperwork including approval by the sponsoring department for the graduate assistantship to be processed.
7. Assistants will be expected to work during the hours scheduled by the sponsoring department and Assistants are expected to be available for work at the start of the semester or this may impact their eligibility for an assistantship.
8. A new application is required for each semester that you wish to be considered for an assistantship. Applications are not renewed automatically.
9. The Office of Graduate Studies should be promptly notified if an application has to be withdrawn.

Grades

The grading system is as follows:

Grade	Description
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 (G.P.A.).
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 (G.P.A.).
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 (G.P.A.).

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 (G.P.A.).

Grade points are awarded for each credit on the basis of grades as follows:

Grade	Value
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 (G.P.A.) for a given semester, a student should divide the number of grade points awarded by the number of credits attempted (excluding withdrawals). The official G.P.A. is rounded to two decimal places.

To calculate the cumulative graduate G.P.A., 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 G.P.A. includes all courses taken within the major and courses cross-listed within a major. All graduate courses are included with the G.P.A. calculation, regardless of repeats.

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.

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 Graduate 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.

Repeating a Course: Impact on the G.P.A.

Repeat Policy: Repeating a Course

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

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

Repeating a Course: Impact on the G.P.A.

Students have one opportunity to repeat any regular course in which a grade of "F," "C-," "C," "C+," or "B-" has been assigned. On-demand or requested courses (independent studies, co-ops, special topics classes, etc.) are not grade repeatable, in that the second grade earned will not replace a prior grade. When a course is repeated, the second grade for the course will be used in calculating the cumulative grade point average, regardless of whether the second grade is higher or lower than the first. If both attempts of the course earned passing grades, only the most recent set of credits and grades will be applied to the student's academic record. Students cannot repeat a scheduled course using an independent study for G.P.A. improvement. A maximum of nine grade-replaceable credits will be allowed in the degree.

Academic Definitions

Graduate Student Classification

Matriculated/Non-Matriculated

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

1. Matriculated graduate students are:
   a. Degree-seeking;
   b. Regular admits;
   c. Conditional admits in a degree program or certificate program of at least eighteen (18) credits.
2. 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 M.S.W. students, carry at least nine credits in a regular semester. Full-time M.S.W. students carry fifteen credits per semester, which includes a field internship experience. Regular full-time M.S.W. students can complete the M.S.W. degree requirements in two calendar years. Students admitted to the Advanced Standing M.S.W. program as full-time students can complete the M.S.W. degree in one calendar year.

Part-time graduate students, excluding M.S.W. students, carry fewer than nine credits per semester. Part-time M.S.W. students carry fewer than fifteen (15) credits per semester. Regular part-time M.S.W. students can complete the M.S.W. degree in four calendar years. Students admitted to the Advanced Standing M.S.W. program as part-time students can complete the M.S.W. 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 Monmouth University portal, *myMU*. The permission form must be received prior to the third class meeting. Auditor registration is subject to course section availability. No more than two (2) courses may be audited per semester. Students may not change the status of their registration in a course to "audit" or to "for credit" during the term. Auditors may be removed from classes after registering if seats are needed for matriculating students.

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

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

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

Credit Hours Defined by Course Type

Information regarding credit hours by course type (http://www.monmouth.edu/university/credit-hours-defined.aspx) is available on the Monmouth University Web site.

This resource provides the following information for all lecture, seminar, laboratory, clinical, and art studio classes:

- Course-type definitions;
- Minimum contact time per week;
- Minimum instructional time total;
- Minimum out-of-class student work per week and total per semester;
- Total number of instructional contact hours and student work out-of-class hours.

Please visit the Monmouth University page to obtain the detailed information regarding this topic.

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 may review their curriculum requirements from their academic audit which is available through the University portal, *myMU*, under Self-Service, Student Planning, and locate My Progress.

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 through the student portal, *myMU*. 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.

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 (http://www.turnitin.com) for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin reference database (solely for the purpose of detecting plagiarism of such papers). Faculty are expected to inform students in advance about which assignments will be checked for originality using Turnitin. Use of the Turnitin service is subject to the Usage Policy posted on the Turnitin (http://www.turnitin.com) 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 Graduate 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 G.P.A. 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.

PROBATION

All graduate students will be placed on academic probation when their cumulative G.P.A. falls below 3.00. Students on probation should not be absent from any classroom exercise, scheduled class function, laboratory, or conference period. Furthermore, they may not compete in nor travel for varsity sports or hold office in any University organization. Students on academic probation are not permitted to self-register using WEBregistration, but instead must make all schedule changes with their academic advisor.

DISMISSAL

Students are reviewed for academic dismissal at the conclusion of the fall, spring, and summer terms. A student shall become subject to academic dismissal for failure to meet the minimum standards listed below*:

Credits Completed*	Minimum Cumulative GPA
3-9 credits	2.25
9.5-15 credits	2.50
15.5-21 credits	2.75
21.5 and more 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 Graduate Academic Standards and Review Committee.

* Independent academic standing policies exist for the Master of Science in Education – Speech Language Pathology, the Master of Science in Nursing, the Master of Science – Physician Assistant, and the Master of Arts in Psychological Counseling programs, and are outlined below.

*MASTER OF SCIENCE IN EDUCATION – SPEECH LANGUAGE PATHOLOGY

In addition to Monmouth University's general policies outlined in the Graduate Catalog, three additional policy areas may lead to dismissal from Monmouth University's M.S.Ed. in Speech-Language Pathology (SLP) Program: (1) poor academic/clinical performance, (2) inability to demonstrate the essential skills for a career in SLP, and (3) unprofessional or unethical conduct.

Poor Academic or Clinical Performance:

Satisfactory progress through the **SLP** program requires a minimum passing grade of 'C' (73%) in **each course** and a minimum **3.0 cumulative GPA**. Failing to receive a grade of 'C' or better in any course will automatically result in dismissal from the program. Failing to achieve a 3.0 semester GPA for the first time will automatically result in a student being placed on *Academic Warning*. Failing to achieve a 3.0 semester GPA for the second time, will automatically result in a student being placed on *Academic Probation*. Failing to achieve a 3.0 semester GPA for the third time will automatically result in a student being dismissed. Students cannot continue in clinical training if on *Academic Warning* or *Probation*, potentially changing the program completion date (i.e., students must have a cumulative 3.0 GPA to continue with their clinical phase of training). Students can have a maximum of one academic probation during the program (i.e., a second academic probation will result in automatic dismissal from the program).

Inability to Demonstrate the Essential Skills for a Career in SLP:

A student who cannot successfully demonstrate the essential functions, or essential skills, for clinical practice, cannot be endorsed for American Speech-Language-Hearing Association (ASHA) clinical certification. Upon application to the M.S.Ed. Program in speech-language pathology, students provide endorsement of their own ability to fulfill the essential skills and functions for clinical practice via signature. If the Program determines a student needs remediation in any essential skills area, a remediation plan will be developed and implemented. If, after remediation, the student continues to fail to demonstrate the essential functions in question, the Program must fulfill the ethical responsibility of recommending to the School of Education's Academic and Professional Dispositions Review Committee (APDRC) terminating a matriculation plan (dismissing the student) that is not leading to clinical competence sufficient for meeting the American Speech-Language-Hearing Association's Council for Clinical Certification (CFCC) certification standards.

Unprofessional or Unethical Conduct:

When signs of unprofessional or unethical conduct are identified, the Program will evaluate the severity of the ethical/professionalism violation. For most cases, the Program will develop a remediation plan and implement this plan with the student. If, after remediation, the student continues to demonstrate unethical/unprofessional behavior, the Program must fulfill the ethical responsibility of recommending to the School of Education's Academic and Professional Dispositions Review Committee (APDRC) terminating a matriculation plan (dismissing the student) that is not leading to clinical competence sufficient for meeting the American Speech-Language-Hearing Association's Council for Clinical Certification (CFCC) certification standards. Please note that any violation that places a client/patient/coworker/peer student/supervisor/instructor in any level of physical, psychological, or emotional danger is grounds for immediate dismissal without remediation. All Federal, State, and local laws must be followed at all times when participating in any aspect of the M.S.Ed. in Speech-Language Pathology Program. Failure to uphold applicable laws will result in immediate dismissal from the Program without intervention.

*MASTER OF SCIENCE IN NURSING

A grade of "B" or better in each Master of Science in Nursing course is required to satisfy the course work in the curriculum. The students 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 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 should be filed with the director of the program. If a student earns less than a 'B' in a repeated course, the student will be academically dismissed from the program. All courses must be completed with a grade of 'B' or better before starting the capstone sequence. A student in a doctoral program is required to maintain a minimum cumulative average of 3.00 during the program and meet all other academic standards of Graduate Studies.

*MASTER OF SCIENCE – PHYSICIAN ASSISTANT

Satisfactory progress through the Physician Assistant program requires a minimum passing grade of 'C' (73%) in each course and a minimum 3.0 cumulative GPA. Failing to receive a grade of 'C' or better in any course will automatically result in dismissal from the program. Failing to achieve a 3.0 semester GPA for the first time will automatically result in a student being placed on Academic Warning. Failing to achieve a cumulative 3.0 semester GPA for the second time, will automatically result in a student being placed on Academic Probation. Failing to achieve a cumulative 3.0 GPA for the third time will automatically result in a student being dismissed. Students cannot progress to the clinical phase of training if on Academic Probation (i.e., students must have a cumulative 3.0 GPA to progress to their clinical phase of training). Students can have a maximum of one academic probation during the program (i.e., a second academic probation will result in automatic dismissal from the program).

*MASTER OF ARTS – PSYCHOLOGICAL COUNSELING

Students must achieve a final grade of "B" in PC-505, PC-523, PC-526, PC-529, and PC-550, or they must repeat the course and achieve a minimum of a "B" to move on in the program.

Doctoral Academic Standing

A grade of "B" or better in each doctorate course 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 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 should be filed with the director of the program. If a student earns less than a 'B' in a repeated course, the student will be academically dismissed from the program. All courses must be completed with a grade of 'B' or better before starting the capstone sequence. A student in a doctoral program is required to maintain a minimum cumulative average of 3.00 during the program and meet all other academic standards of Graduate Studies.

* Independent academic standing policies for the Doctor of Occupational Therapy program are outlined below.

***DOCTOR OF OCCUPATIONAL THERAPY**

Satisfactory progress through the Doctor of Occupational Therapy program requires a minimum passing grade of 'C' (73%) in each course and a minimum 3.0 cumulative GPA. Failing to receive a grade of 'C' or better in any course will automatically result in dismissal from the program. Failing to achieve a 3.0 semester GPA for the first time will automatically result in a student being placed on Academic Warning. Failing to achieve a cumulative 3.0 semester GPA for the second time, will automatically result in a student being placed on Academic Probation. Failing to achieve a cumulative 3.0 GPA for the third time will automatically result in a student being dismissed. Students cannot progress to the clinical phase of training if on Academic Probation (i.e., students must have a cumulative 3.0 GPA to progress to their clinical phase of training). Students can have a maximum of one academic probation during the program (i.e., a second academic probation will result in automatic dismissal from the program).

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 "Grades (http://catalog.monmouth.edu/undergraduate-catalog/academic-programs-support-services-regulations/grades/)" 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.

Students who do not intend to complete one or more courses for which they are registered should submit an official withdraw e-FORM, Withdraw from Course (https://etcentral.monmouth.edu/) by the stated deadline on the academic calendar (https://www.monmouth.edu/registrar/academic-calendars/). The Withdraw from Course (https://etcentral.monmouth.edu/) e-FORM should also be used when withdrawing from ALL courses and intending to return to Monmouth University in the future.

Students withdrawing from ALL courses with NO intention to return to the University must use the Total Withdraw from University (https://etcentral.monmouth.edu/) e-FORM.

Except under unusual circumstances, such as prolonged illness, a student will not be permitted to withdraw from course work past the stated deadline in the academic calendar. All 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.

Fourteenth Week Class Schedule

Fourteenth week classes shall be held during a time scheduled by the University.

Fourteenth week information is available on the "Registration Information" (http://www.monmouth.edu/registrar/registration_information/default.asp) page of the Monmouth University Web site. A student who has three or more fourteenth week classes scheduled in one day may request that one of them be rescheduled to another day. It is normally the middle one of the three that is rescheduled. The class should be given at a time agreed upon by both the student and the faculty member on or before the end of the fourteenth week class period.

Graduation

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

Diplomas are mailed to students within two weeks after the actual date of graduation provided that all University obligations have been met. In addition, Monmouth University provides a ***Certified Electronic Diploma (CeDiploma)***, an official and verifiable PDF version of the diploma. A link to download the ***CeDiploma*** will be available for you to download on Commencement Day.

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, G.P.A. minimums, residency requirements, and the like, will be allowed to participate in Commencement.

Independent Study

Independent Study courses permit a student to pursue a research project or guided readings in a subject area not substantially covered in the curriculum. Normally, no more than one Independent Study course may be scheduled during a single academic term.

A student's advisor must submit the appropriate e-FORM, Undergraduate or Graduate Independent Student Application, on the student's behalf. The form will be routed by the Registrar's Office to the supervising professor, department chair, and school dean for their approval prior to registration in the course. 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. (http://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 Director 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.)

Time Limitation for Completion of Requirements

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

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 from their MyMU portal 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 a one-credit placeholder course (REG-500 for graduate students and REG-700 for doctorate students) that permits the student use of University facilities to complete this work. ***Continuation of Matriculation is limited to a period of four (4) consecutive years for a maximum of eight (8) credits.***

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 Monmouth University e-mail 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" (http://www.monmouth.edu/registrar/registration_information/default.asp) page of the Monmouth University Web site.

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.

* *Transfer and/or waived credits in the Forensic Nursing Graduate Certificate are treated differently. Please contact the Department of Nursing for additional information.*

Use of Course Work Toward Degree Programs

With permission of the program director and school dean, unless otherwise specified below, students can transfer a maximum of nine (9) credits of graduate work from another accredited graduate school, provided*

1. the courses requested for transfer were completed with grades of "B" or better and were not applied toward another degree,
2. the courses are offered only for graduate credit at the previous institution, and
3. 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.

*Students in the Master of Arts in History or Master of Arts in Anthropology may transfer a maximum of 6 credits.

M.B.A.

Students in the M.B.A. 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."

M.F.A.

Students who have successfully completed non-Monmouth English M.A. programs may submit an application for admission to the M.F.A. in Creative Writing. Their applications should include a work sample, letters of recommendation, a personal statement, and official transcripts.

- If accepted, they will be permitted to have 15 credits waived from the completed M.A. program.
- Complete the supplementary 15 credits of graduate level English courses designated with course type EN.CW.
- Complete the remaining M.A. in English required credits before continuing on to the 18-credit M.F.A. curriculum.
- The minimum grade requirement for the waived credits, as well as the 15 creative writing credits is a "B" or higher.
- Students must maintain the total of 48 credits for the M.A./M.F.A. dual degree program as well as complete the same creative writing requirements.

M.S.N.

For M.S.N. students, the courses Pathophysiology (3 credits), Pharmacology (3 credits), and Advanced Health Assessment (3 Credits) must be 5 years old or less.

Waivers for actively practicing Nurse Practitioners will be considered on an individual basis if older than 5 years.

M.S.W.

Students enrolled in the Monmouth University M.S.W. Program who must complete fifty-four (54) credits will be able to transfer a maximum of twenty-four (24) credits in foundation level courses of graduate work from another CSWE-accredited M.S.W. program. Students will be eligible for these credits provided that:

- the courses requested for transfer were completed with grades of "B" or better,
- the courses are offered only for graduate credit at the previous institution,
- the courses are judged appropriate by the M.S.W. Program Director,
- the courses were completed within the five years prior to admission into the M.S.W. Program at Monmouth University,
- the courses are foundational courses and do not include field placement or any of the Social Work practice sequence courses, and
- the credits were earned at a Council on Social Work Education (CSWE)-accredited graduate program.

Students who are enrolled in a Monmouth University M.S.W. Program with *advanced standing* and who request transfer credits will be evaluated on a case-by-case basis.

M.S.E.D.

Students in Educational Leadership programs may transfer up to 12 credits, following all other university criteria, with the approval of the M.S.E.D. program director.

E.D.D.

Students in the Doctor of Education in Education Leadership programs may transfer up to 12 credits, following all other university criteria, with the approval of the E.D.D. program director. For certification credits applied toward a previous M.S.E.D. degree, either from Monmouth University or another accredited institution, up to 12 credits may be waived.

Certificate Programs

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.

Academic Procedures

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.

Winter Session

The university offers one Winter Session, occurring between the Fall and Spring semesters. Offerings are online, and the maximum credit load for the winter session is 3 credits.

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 graduate students in the summer is nine (9) 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.

The Monmouth University Student Portal, *myMU*

All currently registered and deposited Monmouth students have established student accounts for use in schedule preparation, grade and transcript look-up, and academic audits and should login to the student portal, *myMU,* to become familiar with this account so they can retrieve their academic information. Questions concerning the account can be answered by the Help Desk (732-923-4357), or by utilizing the documentation and tutorials linked from the student menu. Examples of information obtainable online include:

- Instructions and Links (e-FORMS)
- Personal Academic Information (Grades, GPA, Schedules)
- Registration (Academic Audit, Search for Courses, Prerequisite Worksheet)
- Graduation (Apply to Graduate)
- Financial Information
- e-FORMS

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 (http://www.monmouth.edu/university/academic-calendars.aspx)), students will be withdrawn from the current term; otherwise the total withdraw will not be effective until the next regular term.

Application for Graduation

As you approach the completion of your program, students must review their academic audits through the Monmouth University portal, *myMU*, in order to monitor their degree progress. After the completion of eighteen (18) credits you are required to submit an "Application for Graduation" form to the Office of the Registrar or you will be blocked from all future registration activity. The application is linked from the main menu of WebAdvisor for students which is also accessible from the student portal. A graduation fee will be assessed prior to your final semester, in accordance with the university Tuition and Fees (https://www.monmouth.edu/tuition/) schedule.

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" (https://www.monmouth.edu/registrar/registration_information/default.asp) page of the Monmouth University Web site. Failure to meet any of the deadlines may impact inclusion in Commencement-related activities.

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.

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 regular (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 (https://www.monmouth.edu/registrar/academic-calendars/)) using Student Planning (https://wlb-ssweb-01.monmouth.edu/Student/?hideProxyDialog=false) or with the assistance of their academic advisor/department.

After the Add-Drop period, until the end of the 3rd week of the Fall and Spring semesters, students may request approval to add a course by

submitting the Add Open Course or Add Closed Course e-FORM, as appropriate. NOTE: One course per form. Faculty, department chair, and dean (for closed course) approval required. Adding courses that impact tuition also require approval from the Bursar's Office before a student can be registered.

If, after add/drop week, due to extenuating circumstances, students need to switch between sections of the same course, they should consult with their advisor.

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 through the Monmouth University student portal, *myMU*. The deadline to submit this request is by the conclusion of the course change (add/drop) period. Please consult the official University academic calendar (http://www.monmouth.edu/university/academic-calendars.aspx) 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 student portal, *myMU*. These students are provided with a unique User ID and password, which allows them to view their personal student information and to conduct their personal student business via the Web.

Continuing students who have met with their academic advisor and received permission to do so may self-register using the registration tools linked from the student portal during the registration period. Specific information for dates and times to register online will be distributed to each student in advance of this period. Other important information regarding registration is available on the "Registration Information (http://www.monmouth.edu/registrar/registration_information/default.asp)" page of the Monmouth University Web site. 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 must fulfill the most current prerequisite requirements prior to taking courses at Monmouth University.

Full time graduate students normally carry nine (9) credits per semester. Graduate students wishing to enroll in more than fifteen credits for a regular term (fall/spring) must first obtain permission from the department chair or graduate program director and the school dean. The maximum course load for the summer is limited to a total of nine credits.

Students must fulfill the most current prerequisite requirements prior to taking courses at Monmouth University.

Transcript Requests

Currently enrolled students, former students and alumni may obtain official printed or electronic copies of their transcript by submitting a request to the National Student Clearinghouse (https://tsorder.studentclearinghouse.org/school/select/). These transcripts are considered official copies and can be produced on demand. ***If a transcript is immediately required, an electronic copy must be chosen by students, former students, and alumni.***

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:

Station	Station Name
FM	
88.9	WMCX Monmouth University
92.7	WOBM Ocean County
94.3	WJLK The Point
104.1	Beach Radio
105.7	WCHR The Hawk
TV	
News 12 New Jersey	
Channel 4 WNBC News	

University E-mail

Monmouth University provides all students with a Monmouth University e-mail account. When communicating via e-mail with University offices, students should use their Monmouth e-mail account so as to easily establish identity. Official communications are sent exclusively to the student's Monmouth University e-mail account, such as:

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

THE WAYNE D. MCMURRAY SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Dean: David Hamilton Golland, Ph.D.
Interim Associate Dean: Kristin Bluemel, Ph.D.

The Wayne D. McMurray School of Humanities and Social Sciences offers thirteen master's degree programs (Addiction Studies, Anthropology, Clinical Mental Health Counseling, Communication, Communication with an Interactive Digital Media Concentration, Communication with a Strategic Public Relations and Social Media Concentration, Criminal Justice, English with a Concentration in Creative Writing, English with a Concentration in Rhetoric, English with a Concentration in Literature, History, and a Master of Fine Arts (M.F.A.) in Creative Writing, as well as twenty-three undergraduate degree programs. Graduate certificates are offered in creative writing, archaeology, geographic information systems (G.I.S.), professional counseling, and two 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.

Anthropology

Chair: Maryanne Rhett, Department of History and Anthropology

Master of Arts in Anthropolgy (M.A.)

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 (G.I.S.). 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 Ph.D. 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.

Graduate Certificate in Archaeology

The graduate certificate in archaeology is designed for graduate students pursuing careers in cultural resource management, public archaeology, historic preservation, or museum studies. Students will be provided practical training in these fields taught by skilled practitioners with active professional networks. The 18-credit certificate exists within the Anthropology Program and draws on the strengths of the department in anthropology, archaeology, geography, geographic information systems, and history.

Graduate Certificate in Geographic Information Systems (G.I.S.)

The 12-credit graduate certificate in G.I.S. is designed for graduate students in one of the many master's programs that use spatial data, such as Anthropology, Business, Computer Science, History, Social Work, and potentially other programs. In addition to master's students, the G.I.S. graduate certificate program will accommodate working professionals who need G.I.S. training to advance their careers.

Programs

Masters

- M.A. in Anthropology - Thesis Track (p. 57)

Certificates

- Graduate Certificate in Archaeology (p. 58)
- Graduate Certificate in Geographic Information Systems (p. 58)

Faculty

Veronica Davidov, Associate Professor and Anthropology Graduate Program Director (Graduate Faculty). Ph.D., New York University. Areas of research interest include cultures of Latin America and ecotourism in the Amazon. Teaching focus includes anthropological theory, ethnographic methods, area studies (Latin American), political ecology, and globalization.
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Hillary DelPrete, Associate Professor and Undergraduate Program Director (Graduate Faculty). B.S., Tulane University; M.A., Ph.D., 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.
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Adam Heinrich, Associate Professor (Graduate Faculty). B.S., M.A., Ph.D., Rutgers University. Historical and prehistoric archaeology; historical and prehistoric zooarchaeology; cultural and environmental variation in husbandry and meat consumption; taphonomy, African and European diaspora and cultural contact; 17th-19th century commemoration; Osteology/Forensics, Archaeobotany (macrobotanicals); experimental archaeology; development of mercantile systems; consumerism in archaeology; material culture and social process.
aheinric@monmouth.edu

Richard F. Veit, (Graduate Faculty).
Provost and Senior V.P. for Academic Affairs. B.A., Drew University; M.A., College of William and Mary; Ph.D., 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.
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Courses

AN-CPE Anthropology Comprehensive Exam **Credits: None**
Prerequisite(s): 30 graduate credits in Anthropology
Term Offered: All Terms
Course Type(s): None
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.

AN-THD Thesis Defense **Credits: None**
Prerequisite(s): AN-691 and AN-692
Term Offered: All Terms
Course Type(s): NOSRCH
A zero-credit course that is taken after completing AN-691 and AN-692. It consists of a public presentation of the student's completed thesis research. This is a pass/fail course.

AN-501 Anthropological Theory **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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).

AN-502 Seminar in Biological Anthropology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Designed to provide graduate students with a foundation in the core principles of biological anthropology. We will examine both theoretical issues and empirical evidence in order to better understand evolution of the human species. Topics that will be explored in this course include evolutionary theory, primatology, paleoanthropology and human variation. In addition, this course will examine contemporary issues in human bio-cultural evolution.

AN-503 Archaeological Theory **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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-functionalist-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).

AN-506 Historical Archaeology **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS, HSPUB
An intensive introduction to historical and industrial archaeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization, and urbanism. Archaeological field methods and the interpretation of material culture are also introduced. Also listed as HS-506.

AN-507 Historic Artifact Analysis **Credits: 3**
Term Offered: All Terms
Course Type(s): None
A graduate-level seminar and lab on select material culture commonly recovered from historical archaeological sites. Artifact classes that are covered in the course include ceramics, glass, and a tobacco pipes. Students in the class will learn artifact identification, historical developments of artifact types, and archaeological methodology for dating and quantifying assemblages. The course also includes discussions on a various cultural aspects such as consumption, socio-economic status, gender, mercantilism, and other cultural behaviors in order to help put the artifacts into historical contexts and answer archaeological research questions.

AN-520 Field Methods in Archaeology **Credits: 3**
Course Type(s): HSPUB
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 HS-520.

AN-522 Ethnographic Methods **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

AN-524 Introduction to Geographical Information Systems (GIS) **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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 GO-524.

AN-530 Zooarchaeology: The Archaeology of Animals **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Covers methods of faunal analysis and the application of the study of animal remains to broad topics of cultural study including subsistence, status, and ideology.

AN-532 Native American History and Prehistory **Credits: 3**
Term Offered: All Terms
Course Type(s): HSNW, HSWLD
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 HS-532.

AN-533 Cultural Resource Management Practicum **Credits: 3**
Course Type(s): None
Provides a hands-on introduction to and overview of cultural resource management archaeology (CRM), within the broader context of historic preservation. Students read about, discuss, and participate in actual historic preservation/cultural resource management projects in order to learn about current preservation practices.

AN-540 Psychological Anthropology **Credits: 3**
Course Type(s): None
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.

AN-555 Ancient Technology **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Provides an introduction to ancient technology/experimental archaeology. It examines the major theories and practices employed by experimental archaeologists. Students will develop skills in traditional technologies, e.g. flintknapping, pot firing, blacksmithing, and timber frame house construction.

AN-562 History of Maps and Mapping **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 HS-562.

AN-563 The Amazon **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
An anthropological seminar focused on the Amazon region, with emphasis on how expert and lay knowledge about the Amazon has been produced and circulated.

AN-572 The History of Tourism **Credits: 3**
Term Offered: Fall Term
Course Type(s): HSEU, HSPUB, HSWLD
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 HS-572.

AN-573 Ecological Imperialism **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSWLD
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 HS-573.

AN-575 Civilizations of the Andes **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW, HSWLD
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 HS-575.

AN-582 Applied Anthropology **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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 resource 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?"

AN-585 Colonialism in Africa **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW
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 HS-585.

AN-587 Visual Anthropology **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Deals with the aspects of visuality 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.

AN-591 Islam **Credits: 3**
Course Type(s): HSNW, HSWLD
This course examines Islamic history, culture, and art across the world, including but not limited to the Middle East, North Africa, the Balkans, and the Americas. Thematic coverage will include religious/spiritual/ritualistic, political, cultural, and intellectual changes, as well as, imperialism, the rise of nation-states, and cultural interaction with traditionally non-Islamic lands and peoples. Also listed as HS-591.

AN-595 Anthropology Internship/Practicum **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

AN-598 Special Topics in Anthropology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

AN-599 Independent Study in Anthropology **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work under the direction of a member of the anthropology faculty. Prior permission of the directing professor and department chair is required to take this course.

AN-691 Anthropology Thesis (Research) **Credits: 3**
Prerequisite(s): 15 credits in Anthropology
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work, under the direction of a member of the anthropology faculty. This is a pass/fail course.

AN-692 Anthropology Thesis (Writing) **Credits: 3**
Prerequisite(s): 18 credits in Anthropology
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work, under the direction of a member of the anthropology faculty. This is a pass/fail course.

AN-693 Anthropology Library Thesis **Credits: 3**
Prerequisite(s): 23 graduate credits in Anthropology
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work based on secondary sources, under the direction of Anthropology faculty members, for the completion of the Master's program in the History and Anthropology 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.

AN-799 Independent Study in Anthropology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent Study Anthropology Doctorate Level.

M.A. in Anthropology - Thesis Track (AN.TT.MA)

Code	Title	Credits
Requirements (24 credits)		
AN-501	Anthropological Theory	3
AN-502	Seminar in Biological Anthropology	3
AN-503	Archaeological Theory	3
Select two of the following:		6
AN-520	Field Methods in Archaeology	
AN-522	Ethnographic Methods	
AN-524	Introduction to Geographical Information Systems (GIS)	
Select three courses from AN at the 500+ level		9
Thesis (6 credits)		
Select one option listed below:		6
AN-691	Anthropology Thesis (Research)	
AN-692	Anthropology Thesis (Writing)	
OR		
AN-693	Anthropology Library Thesis	
AND		
Select three additional credits from Anthropology at the 500+ level		
AN-THD	Thesis Defense	0
Total Credits		**30**

Admission Requirements

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.

Archaeology Graduate Certificate (AN.AR.GR.C)

Code	Title	Credits
Requirements (18 credits)		
AN-503	Archaeological Theory	3
AN-506	Historical Archaeology	3
AN-520	Field Methods in Archaeology	3
AN-532	Native American History and Prehistory	3
Select 6 credits from the following list of courses:		6
AN-507	Historic Artifact Analysis	
AN-524	Introduction to Geographical Information Systems (GIS)	
AN-530	Zooarchaeology: The Archaeology of Animals	
AN-598	Special Topics in Anthropology	
AN-533	Cultural Resource Management Practicum	
AN-555	Ancient Technology	
AN-595	Anthropology Internship/Practicum	
Total Credits		**18**

Admission Requirements

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.

Graduate Certificate in Geographic Information Systems (GIS.GR.C)

Code	Title	Credits
Requirements (9 credits)		
AN/GO-524	Introduction to Geographical Information Systems (GIS)	3
GO-520	Spatial Database Design and Management in GIS	3
GO-540	Spatial Analysis	3
Electives (3 credits)		
Select one course from the following list:		3
GO-501	Advanced GIS Applications and Project Implementation	
GO-510	Cartography in GIS	
GO-515	Visual Basic for GIS	
GO-537	Fundamentals of Remote Sensing	
GO-559	Remote Sensing and GPS	
GO-599	Independent Study	
AN/HS-520	Field Methods in Archaeology	
AN/HS-562	History of Maps and Mapping	
CJ-595	Geographic Information Systems, Crime Mapping, and Analysis	
CJ-695	Knowledge into Practice: Criminal Justice Capstone Course	
Total Credits		**12**

Admission Requirements

1. Possession of a baccalaureate degree.
2. Overall G.P.A. of at least 3.0.
3. Essay related to personal or professional goals.

Communication

Chair: Deanna Shoemaker, Department of Communication

Communication (M.A.)

Effective communicators are in high demand, especially in the ever-changing social and digital media landscape. Whether you are interested in entering or advancing your career, Monmouth University's **30-credit Master of Arts in Communication** gives you an in-depth, inspired understanding of how information, media, and organizations intersect within our global society.

Through classes and seminars you will learn how to address real-world challenges in public relations; interactive and digital media; public service and community relations; and organizational communication. Monmouth offers two concentrations and two certificates to specialize your studies based on your career goals and interests.

You will emerge from the program with a thorough understanding of theory and methods as well as professional application skills taught by dynamic and accessible faculty members who are recognized communication scholars and practitioners.

Programs

Masters

- M.A. in Communication (Non-Thesis Track) (p. 63)
- M.A. in Communication (Thesis Track) (p. 63)
- M.A. in Communication with a Concentration in Interactive Digital Media (p. 63)
- M.A. in Communication with a Concentration in Strategic Public Relations and Social Media (Non-Thesis Track) (p. 64)
- M.A. in Communication with a Concentration in Strategic Public Relations and Social Media (Thesis Track) (p. 65)

Certificate

- Graduate Certificate Public Service Communication (p. 65)

Faculty

Richard Cox, Associate Professor (Graduate Faculty). B.S., M.F.A., Virginia Commonwealth University. Research interests include creative coding, digital fabrication, open-source electronics, physical cmputing, play, gaming, extended reality, interactive design, immersive experience design, animation, time-based media, and collaboration.
rcox@monmouth.edu

Michael Phillips-Anderson, Associate Professor (Graduate Faculty). B.A., George Mason University; M.A., St. John's College; Ph.D., University of Maryland. Areas of interest include rhetoric, political communication, gender studies, and humor. Undergraduate courses include Rhetoric and Persuasion, Fictional Politics, and Public Speaking. Graduate courses include Communication Theories for Professional Life and Presentation Design Delivery.
mphillip@monmouth.edu

Deanna Shoemaker, Associate Professor (Graduate Faculty). Chair, Communication. B.F.A., Webster University; M.A., Ph.D., University of Texas at Austin. Areas of interest include Performance Studies, Cultural and Identity Studies, Critical Pedagogy, and Service Learning and community Engagement. Teaches Voice and diction; Multicultural Performance of Literature; Performance Theory and practice; Group Devised Performance; Public Speaking; Power of Story; Intercultural Communication; and Ethnographic Research Methods. Faculty advisor to CommWorks, Students Committed to Performance.
dshoemak@monmouth.edu

Amanda Stojanov, Assistant Professor (Graduate Faculty). B.F.A., Monmouth University; M.F.A., University of California, Los Angeles. Artist whose work resides between disciplines and technologies. Through installations and use of world-building techniques, she investigates how innovations in communication technologies affect perceptions of identity, agency, and visibility. Areas of expertise are new media, multi-media installations, design, interactivity, creative coding, and networked media. Research interests are physical computing, game-theory, mixed reality, and computer graphics.
astojano@monmouth.edu

Marina Vujnovic, Professor (Graduate Faculty). B.A., University of Zagreb; M.A., University of Northern Iowa; Ph.D., University of Iowa. Primary fields of research are participatory journalism and new media studies, critical public relations, media history and gender. Research interests focus on international communication and global flow of information; journalism studies; public relations, and explorations of the historical, political-economic, and cultural impact on media, gender, and ethnicity.
mvujnovi@monmouth.edu

Courses

CO-COL Colloquium in Communication **Credits: 1**
Term Offered: Spring Term
Course Type(s): None
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. This is a pass/fail course.

CO-CPE Communication Comprehensive Exam **Credits: None**
Term Offered: All Terms
Course Type(s): None
Communication Comprehensive Exam This is a pass/fail course.

CO-501 Communication Theories for Professional Life **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.RW
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.

CO-502 Research Methods for Professional Life **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CO-503 Graduate Foundations in Communication **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CO-504 Principles of Public Relations **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CO-507 Organizational Communication **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CO-508 Presentational Communication: Design and Delivery **Credits: 3**
Term Offered: All Terms
Course Type(s): TPS
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.

CO-509 Communication, Culture, and Community **Credits: 3**
Term Offered: All Terms
Course Type(s): TPS
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.

CO-510 Global Communication and Public Relations **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
A critical analysis of globalization and global communication theory, research, and other selected theoretical concepts as they apply to international communication, media and public relations. Global communication will be portrayed from various theoretical perspectives, and this class will examine major trends and stakeholders. Global communication will be examined from historical, cultural, economic, public policy, journalism and media, new technology, communication industry, and public relations perspectives. Particular emphasis will be on the growing field of scholarly literature in the area of global public relations.

CO-511 Integrated Digital Marketing and Public Relations **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

CO-512 Intercultural Communication and Diversity Management **Credits: 3**
Term Offered: Spring Term
Course Type(s): TPS
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.

CO-514 Conflict Management and Negotiation **Credits: 3**
Term Offered: Spring Term
Course Type(s): TPS
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.

CO-516 Public Relations and Fundraising for Nonprofits **Credits: 3**
Term Offered: Spring Term
Course Type(s): TPS
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.

CO-520 Communication Ethics **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CO-525 Political Communication **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CO-526 Advanced PR Strategy for Digital Age **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This course has a primary focus on how PR is changing with the advancements in digital technology, including AI. The course will teach students how to work with these advancements to create an effective PR strategy, using best practices in media relations, strategic development, and planning. Students will learn the essential tools to become strategic thinkers in a digital age.

CO-527 Crisis Communication **Credits: 3**
Course Type(s): None
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.

CO-540 Organizational Training and Consulting **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CO-561 Message Construction: Audio, Video and Web **Credits: 3**
Course Type(s): None
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.

CO-562 Interactive Media Theory **Credits: 3**
Term Offered: Summer Term
Course Type(s): IM
This seminar examines recently possible technologies as a measure for understanding social values, cultural directions, market trends, and imagined horizons. Students respond and discuss readings and screenings that explore but are not limited to: Immersive technologies, artificial intelligence and automation, expansion of digital platforms, globalization, data science, visualization, internet-of-things, cybersecurity, digital fabrication, applied networks, robotics, and digital citizenship.

CO-563 Interactive Digital Media Studio **Credits: 3**
Term Offered: All Terms
Course Type(s): IM, TPS
Explores the design and production cycles of recent technology tools and platforms for visual and computational communication and focuses on aesthetic and technical processes. Students prototype interactive-based projects and campaigns. Current technologies include time-based media production, ubiquitous computation, user experience and user-centered design, social media integration, working in development teams, voice and gesture recognition, interface and control, immersion, augmented and virtual reality, geolocation applications, crowd sourcing, and tools for social change.

CO-564 Community-Based Digital Projects **Credits: 3**
Term Offered: Fall Term
Course Type(s): TPS
In this practicum course, students research alongside faculty to solve real-world challenges by understanding innovation via feasibility, desirability, and viability. Real world clients and stakeholders present project challenges to the practicum research team in briefings. The research team assesses scope, playtests prototype solutions, prepares specifications, and offers addressable implementations to clients.

CO-565 Special Event Planning and Promotion **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CO-584 Leadership Communication **Credits: 3**
Course Type(s): None
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.

CO-592 Interactive Storytelling with Data **Credits: 3**
Term Offered: All Terms
Course Type(s): COPRM, CORTP, IM, TPS
Designed to introduce students to the world of data journalism and teach them to tell interactive stories using raw data. We will start from asking what is data journalism and how we find stories in the data. Students will learn how to acquire data from the web, normalize the data into databases and finally use software to tell engaging, interactive stories with collected data. Students will also learn how to collect data from traditional sources that aren't necessarily found online. Students are expected to complete a data-driven journalism project as part of the course. Also offered as a undergraduate course, CO-492. Also listed as DS-525.

CO-595 Graduate Internship in Communication **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Instructor consent is required to take this course.

CO-598 Special Topics in Communication **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

CO-599 Independent Study in Communication **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Guided research in selected topics in Communication. Prior permission of the directing professor and department chair is required to take this course.

CO-691 Communication Thesis Proposal **Credits: 3**
Prerequisite(s): CO-501, CO-502, and completion of nine graduate level communication credits (or approved equivalent), and permission of the faculty thesis advisor
Term Offered: All Terms
Course Type(s): None
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.

CO-692 Communication Thesis **Credits: 3**
Prerequisite(s): CO-691
Term Offered: Spring Term
Course Type(s): None
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 CO-691. In consultation with the faculty thesis advisor, two additional thesis readers will be assigned. Those readers and thesis advisor comprise a faculty thesis committee. The completed thesis of no less than twenty-five pages will include: a research question or hypothesis, rational for study, literature review, methodology, results, discussion, conclusion, complete bibliography, and appropriate appendices. If a student required an IRB approval for human subjects research, this documentation must be a part of the appendices. Upon completion of the study, the student is required to defend the thesis before a faculty committee and to make a presentation in the CO-503 Graduate Foundations in Communication class.

CO-693 Communication Project Proposal **Credits: 3**
Prerequisite(s): CO-501, CO-502, and completion of nine graduate level communication credits
Term Offered: All Terms
Course Type(s): None
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.

CO-694 Communication Project **Credits: 3**
Prerequisite(s): CO-693 and permission of the faculty project advisor
Term Offered: All Terms
Course Type(s): None
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 CO-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 CO-COL, Graduate Colloquium.

CO-695 Interactive Digital Media Thesis Project **Credits: 3**
Prerequisite(s): Completion of 15 graduate level communication credits.
Term Offered: Spring Term
Course Type(s): None
Students will review relevant industry, scholarly, and market literature and conduct precedent research leading to the development of prototypes for an innovative product or service. Students will develop and implement a highly considered and designed product or service as a market-ready, functional prototype. Working with targeted stakeholders and incubation mentors, the student will create specifications and hone the project scope of the project prototype for public release. The student will develop a business plan for wider release, acceleration, or further incubation of the project after the completion of this Masters thesis course.

M.A. in Communication - Non-Thesis Track (CO.NTT.MA)

Code	Title	Credits
Requirements (30 credits)		
CO-501	Communication Theories for Professional Life	3
CO-502	Research Methods for Professional Life	3
CO-503	Graduate Foundations in Communication	3
Electives		
Select 21 Credits in Communication (CO): [1]		21
CO-507	Organizational Communication	
CO-508	Presentational Communication: Design and Delivery	
CO-509	Communication, Culture, and Community	
CO-510	Global Communication and Public Relations	
CO-511	Integrated Digital Marketing and Public Relations	
CO-516	Public Relations and Fundraising for Nonprofits	
CO-520	Communication Ethics	
CO-527	Crisis Communication	
CO-561	Message Construction: Audio, Video and Web	
CO-565	Special Event Planning and Promotion	
CO-595	Graduate Internship in Communication	
Communication 500-Level Independent Study		
CO-592	Interactive Storytelling with Data	
Total Credits		**30**

[1] *An elective taken outside of Communication may be substituted.*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum overall 3.0 GPA.
2. Two letters of recommendation. Letters from current or former professor recommended. If these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.
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.
5. Résumé.

M.A. in Communication - Thesis Track (CO.TT.MA)

Code	Title	Credits
Requirements (30 credits)		
CO-501	Communication Theories for Professional Life	3
CO-502	Research Methods for Professional Life	3
CO-503	Graduate Foundations in Communication	3
Capstone: Select Thesis or Project:		
CO-691	Communication Thesis Proposal	3
or CO-693	Communication Project Proposal	
CO-692	Communication Thesis	3
or CO-694	Communication Project	
Electives		
Select 15 credits in Communication (CO): [1]		15
CO-507	Organizational Communication	
CO-508	Presentational Communication: Design and Delivery	
CO-509	Communication, Culture, and Community	
CO-510	Global Communication and Public Relations	
CO-511	Integrated Digital Marketing and Public Relations	
CO-516	Public Relations and Fundraising for Nonprofits	
CO-520	Communication Ethics	
CO-527	Crisis Communication	
CO-561	Message Construction: Audio, Video and Web	
CO-565	Special Event Planning and Promotion	
CO-595	Graduate Internship in Communication	
Communication 500-Level Independent Study		
CO-592	Interactive Storytelling with Data	
Total Credits		**30**

[1] *An elective taken outside of Communication may be substituted.*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum overall 3.0 GPA.
2. Two letters of recommendation. Letters from current or former professor recommended. If these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.
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.
5. Résumé.

M.A. in Communication with a Concentration in Interactive Digital Media (CO.IDM.MA)

Code	Title	Credits
Requirements (15 credits)		
CO-503	Graduate Foundations in Communication	3
CO-561	Message Construction: Audio, Video and Web	3

CO-562	Interactive Media Theory	3
CO-563	Interactive Digital Media Studio	3
BM-510	Business Analysis, Research and Communication	3
Thesis Project (3 credits)		
CO-695	Interactive Digital Media Thesis Project	3
Electives: (12 credits)		
Select 12 credits from the following list: [1]		12
AR-597	Fine Art/Design Studio	
BM-512	Entrepreneurship and Innovation	
CO-501	Communication Theories for Professional Life	
CO-502	Research Methods for Professional Life	
CO-504	Principles of Public Relations	
CO-508	Presentational Communication: Design and Delivery	
CO-509	Communication, Culture, and Community	
CO-510	Global Communication and Public Relations	
CO-511	Integrated Digital Marketing and Public Relations	
CO-516	Public Relations and Fundraising for Nonprofits	
CO-526	Advanced PR Strategy for Digital Age	
CO-564	Community-Based Digital Projects	
CO-592	Interactive Storytelling with Data	
CO-595	Graduate Internship in Communication	
SE-517	Engineering Web-Based Systems	
Communication 500-level Independent Study		
Total Credits		**30**

[1] *An elective taken outside of the Department of Communication may be substituted for a Communication elective.*

Sequence Chart

First Year

Fall	Credits	Spring	Credits
CO-503 Graduate Foundations in Communication	3	CO-561 Message Construction: Audio, Video and Web	3
CO-562 Interactive Media Theory	3	CO-563 Interactive Digital Media Studio	3
AR/BM/CO/SE Elective	3	BM-510 Business Analysis, Research and Communication	3
Semester Credits	**9**	**Semester Credits**	**9**

Second Year

Fall	Credits	Spring	Credits
AR/BM/CO/SE Elective	6	CO-695 Interactive Digital Media Thesis Project	3
		AR/BM/CO/SE Elective	3
Semester Credits	**6**	**Semester Credits**	**6**

Total Credits 30

Admission Requirements

1. Possession of a baccalaureate degree with an overall minimum 3.0 GPA.
2. Two letters of recommendation. Letters from current or former professor recommended. If these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.
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.
5. Résumé.

M.A. in Communication with a Concentration in Strategic Public Relations and Social Media - Non-Thesis Track (CO.SPR.NTT.MA)

Code	Title	Credits
Requirements (30 credits)		
CO-501	Communication Theories for Professional Life	3
CO-502	Research Methods for Professional Life	3
CO-503	Graduate Foundations in Communication	3
CO-504	Principles of Public Relations	3
CO-511	Integrated Digital Marketing and Public Relations	3
CO-526	Advanced PR Strategy for Digital Age	3
Electives		
Select 12 Credits in Communication (CO): [1]		12
CO-592	Interactive Storytelling with Data	
CO-507	Organizational Communication	
CO-508	Presentational Communication: Design and Delivery	
CO-509	Communication, Culture, and Community	
CO-510	Global Communication and Public Relations	
CO-516	Public Relations and Fundraising for Nonprofits	
CO-520	Communication Ethics	
CO-527	Crisis Communication	
CO-561	Message Construction: Audio, Video and Web	
CO-565	Special Event Planning and Promotion	
CO-595	Graduate Internship in Communication	
Communication 500-Level Independent Study		
Total Credits		**30**

[1] *An elective taken outside of Communication may be substituted.*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum overall 3.0 GPA.

2. Two letters of recommendation. Letters from current or former professor recommended. If these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.
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.
5. Résumé.

M.A. in Communication with a Concentration in Strategic Public Relations and Social Media - Thesis Track (CO.SPR.TT.MA)

Code	Title	Credits
Requirements (30 credits)		
CO-501	Communication Theories for Professional Life	3
CO-502	Research Methods for Professional Life	3
CO-503	Graduate Foundations in Communication	3
CO-504	Principles of Public Relations	3
CO-511	Integrated Digital Marketing and Public Relations	3
CO-526	Advanced PR Strategy for Digital Age	3
Capstone: Select Thesis or Project:		
CO-691	Communication Thesis Proposal	3
or CO-693	Communication Project Proposal	
CO-692	Communication Thesis	3
or CO-694	Communication Project	
Electives:		
Select 6 credits of Communication (CO): [1]		6
CO-592	Interactive Storytelling with Data	
CO-507	Organizational Communication	
CO-508	Presentational Communication: Design and Delivery	
CO-509	Communication, Culture, and Community	
CO-510	Global Communication and Public Relations	
CO-516	Public Relations and Fundraising for Nonprofits	
CO-520	Communication Ethics	
CO-527	Crisis Communication	
CO-561	Message Construction: Audio, Video and Web	
CO-565	Special Event Planning and Promotion	
CO-595	Graduate Internship in Communication	
Communication 500-Level Independent Study		
Total Credits		**30**

[1] *An elective taken outside of Communication may be substituted.*

Admission Requirements

1. Possession of a baccalaureate degree with an overall minimum 3.0 GPA.
2. Two letters of recommendation. Letters from current or former professor recommended. If these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.
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.
5. Résumé.

Graduate Certificate in Public Service Communication (CO.PS.GR.C)

Code	Title	Credits
Requirements (18 credits)		
CO-503	Graduate Foundations in Communication	3
CO-509	Communication, Culture, and Community	3
Electives:		
Select 12 Credits from the following list: [1]		12
CO-504	Principles of Public Relations	
CO-507	Organizational Communication	
CO-508	Presentational Communication: Design and Delivery	
CO-510	Global Communication and Public Relations	
CO-511	Integrated Digital Marketing and Public Relations	
CO-520	Communication Ethics	
CO-526	Advanced PR Strategy for Digital Age	
CO-527	Crisis Communication	
CO-561	Message Construction: Audio, Video and Web	
CO-565	Special Event Planning and Promotion	
CO-584	Leadership Communication	
CO-595	Graduate Internship in Communication	
Communication 500-Level Special Topics course		
Communication 500-Level Independent Study		
Total Credits		**18**

[1] *An elective taken outside of Communication may be substituted for an elective.*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum overall 3.0 GPA.
2. Two letters of recommendation. Letters from current or former professor recommended. If these are unavailable, letters may be sought from current colleagues, or a current or recent supervisor.

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.
5. Résumé.

Criminal Justice

Chair: Nicholas Sewitch, Department of Criminal Justice

Master of Arts in Criminal Justice (M.A.)

The Master of Arts in Criminal Justice at Monmouth University offers a broad perspective on the criminal justice system, its various institutions and processes. 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.

Community-Law Enforcement Relations Track
Homeland Security Track
Intelligence Analyst Track
Leadership Track

Within our M.A. in Criminal Justice, we offer four optional specialized tracks. Students who complete the **Community-Law Enforcement Relations Track** will gain an understanding of a policing model focused more on community policing, crime reduction, officer wellness and safety, and the social issues inherent in police work. Students who complete the Community-Law Enforcement Relations Track will complete 12 credits in Social Work during the course of this degree. For those students who wish to continue to work toward a Master of Social Work degree, these 12 credits will transfer into the 54-credit M.S.W., allowing the student to have 42 credits left to complete for the Master of Social Work. Our **Homeland Security Track** exposes students to core homeland security competencies in areas of strategic planning and collaborative partnerships with other entities necessary for comprehensive anti-terror strategies. You may also pursue the **Intelligence Analyst Track** that prepares students for positions that require research and analytical skills. This track is accredited with IALEIA (International Association of Law Enforcement Intelligence Analysts) in which upon completion of the graduate program the student will receive their basic intelligence analyst membership. Finally, The **Leadership Track** prepares you for executive roles within the field of criminal justice by focusing on the management of day-to-day operations within law enforcement and public agencies.

Programs
Masters

- M.A. in Criminal Justice (p. 71)
- M.A. in Criminal Justice - Community - Law Enforcement Relations Track (p. 73)
- M.A. in Criminal Justice - Homeland Security Track (p. 72)
- M.A. in Criminal Justice - Intelligence Analyst Track (p. 72)
- M.A. in Criminal Justice - Leadership Track (p. 72)

Faculty

John Comiskey, Associate Professor (Graduate Faculty). M.S., Naval Post Graduate School, Ed.D., St. John Fisher College. Areas of interest include homeland security, intelligence nexus to local crime, and the role of local police in national intelligence.

jcomiske@monmouth.edu

Megan Forney , Assistant Professor (Graduate Faculty). B.S. Psychology, Temple University; M.A., Stockton University; Ph.D., Temple University. Interests include evaluation research, juvenile delinquency, juvenile justice policy, developmental life-course theories, and the school-to-prison pipeline.
mforney@monmouth.edu

Peter Liu, Professor (Graduate Faculty). B.A., M.A., Jilin University, China; Ph.D., 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.
pliu@monmouth.edu

Brian Lockwood, Professor and Graduate Program Director (Graduate Faculty). B.A., The College of New Jersey; M.A., Ph.D., Temple University. Research interests include the applications of Geographic Information Systems (GIS) in the study of offending, environmental criminology, and juvenile delinquency.
blockwoo@monmouth.edu

Courses

CJ-CPE Comprehensive Exam **Credits: None**
Term Offered: All Terms
Course Type(s): None
Criminal Justice Comprehensive Exam. This is a pass/fail course.

CJ-500 Theories and Methods of Geographic Information Systems **Credits: 3**
Course Type(s): None
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.

CJ-502 Advanced Criminology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-510 The American Penal System **Credits: 3**
Course Type(s): None
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.

CJ-515 Institutional Treatment of the Offender **Credits: 3**
Course Type(s): None
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.

CJ-525 Applied Data Analysis in Criminal Justice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
The examination, interpretation, and application of social statistical concepts in criminal justice; computerized data analysis techniques.

CJ-530 Criminal Justice Policy **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CJ-535 Evaluation Strategies for Criminal Justice **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Formulation of research problems and hypotheses; quantitative research designs; and data collection strategies; data analysis methods.

CJ-540 Spatial Analysis and Modeling in Geographic Information Systems **Credits: 3**
Prerequisite(s): CJ-500
Term Offered: Spring Term
Course Type(s): None
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.

CJ-545 Seminar: Ethics, Law, and Society **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-550 Seminar: Police Administration **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CJ-555 Criminal Procedure and the Constitution **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CJ-560 Seminar: Leadership and Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-562 Graduate Criminal Justice Internship **Credits: 3**
Course Type(s): None
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.

CJ-565 Comparative Criminal Justice Systems **Credits: 3**
Course Type(s): None
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.

CJ-572 Civil Rights and Liberties **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CJ-575 Professionalism in Criminal Justice **Credits: 3**
Course Type(s): None
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.

CJ-582 International Policing and Public Safety Leadership **Credits: 3**
Term Offered: Summer Term
Course Type(s): HY
This course immerses students in the ways in which nations protect themselves and respond to issues related to crime, terrorism, and threats to safety. The development and organization of relevant agencies in various nations will be traced, with an emphasis on the current issues that these agencies are faced with today. The criminal justice system faces a series of challenges from the domestic and international prospective in order to deliver safety among global law enforcement partners throughout the world. Students will be involved in the transformative process of using academic course knowledge along with first-hand experiences gained while visiting important sites and organizations devoted to policing and security in the United Kingdom. Students will gain knowledge from course readings, guest speakers, discussion board postings, and meetings with their peers and instructors.

CJ-590 Opioids in America **Credits: 3**
Term Offered: All Terms
Course Type(s): HY
The course ranges in complexity by first providing students with an understanding of the history of drugs focusing on opiates/opioids, heroin, fentanyl, along with other stimulants, depressants, and hallucinogens. Students will be able to understand the fundamentals of drug use and abuse and the physical and mental effects of psychoactive drugs. The opioid epidemic is having a devastating impact in communities across the nation and fueling a dramatic increase in drug deaths of thousands of people. Opioids, either prescription medications or illicit drugs, represent one of the most serious drug crises that the United States has ever experienced. Drug overdose is the leading cause of accidental or unintentional death in the US, and opioid addiction is driving this epidemic. This seminar will explore the major issues that have surfaced in the United States as to who is to blame for the nation's largest drug epidemic. Since 1999, America has witnessed over several hundred thousand of people who have died of an opioid drug overdose. The blame for this drug scourge could be pointed to many stakeholders, including the pharmaceutical industry (Big Pharma), manufacturers, distributors, doctors, pharmacists, federal government, parents, the end users, and perhaps others.

CJ-595 Geographic Information Systems, Crime Mapping, and Analysis **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-598 Special Topics in Criminal Justice **Credits: 1-3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

CJ-599 Independent Study in Criminal Justice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the professor. The subject chosen for study should be related with any area of Criminal Justice of special interest for the student. Students applying for this course must demonstrate their knowledge of research techniques and their abilities to apply them to the specific area of studies chosen. It is also required that the student should be able to present the results of his/her research in appropriate written and oral form. Prior permission of the directing instructor and department chair is required to take this course.

CJ-615 Terrorism: Crisis and Trauma **Credits: 3**
Course Type(s): None
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.

CJ-621 Fundamentals of Intelligence Analysis **Credits: 3**
Term Offered: All Terms
Course Type(s): HY
This course ranges in complexity by first providing students with an understanding of the history of intelligence in the criminal justice and security fields before moving toward familiarizing students with the various types of analyses that intelligence analysts engage in. Students will be able to understand the fundamentals of intelligence analysis and be appropriately educated in accordance with the International Association of Law Enforcement Intelligence Analysts (IALEIA) criteria and the 2012 Law Enforcement Analytic Standards promulgated by Global and IALEIA. This course will develop the student abilities to better understand the role of intelligence in public safety and develop analytic products that interpret the operating environment and make recommendations to improve overall public safety within government and private sectors throughout the United States and abroad.

CJ-622 Advanced Issues in Intelligence **Credits: 3**
Prerequisite(s): CJ-621
Term Offered: All Terms
Course Type(s): HY
This course provides students studying the intelligence field a deeper knowledge of the issues that may be facing the intelligence community. This course ranges in complexity from orientation-type instruction on successes and failures in intelligence through history to various types of analysis on concepts like intelligence - led policing, how to share information, how to maintain appropriate and successful partnerships across agencies, how individuals are radicalized and recruited into gangs or groups, transnational issues, how to "follow money" or conduct financial analysis, how the enemy uses denial and deception techniques to gain an upper hand, how to appropriately craft a wide array of intelligence products and properly security them, as well as exposure to prediction methods and open source analysis. This course will teach and guide students on how to make recommendations to senior leaders relating to analytical findings.

CJ-625 Terroristic Crime Scene Investigation **Credits: 3**
Course Type(s): None
Utilizing modern investigative technology in terroristic crime scenes; specialized evidence collection; role of crime scene manager.

CJ-635 Weapons of Mass Destruction **Credits: 3**
Course Type(s): None
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.

CJ-636 Structured Analytic Techniques **Credits: 3**
Prerequisite(s): CJ-621 and CJ-622
Term Offered: Fall Term
Course Type(s): HY
This course will provide students who are interested in studying the intelligence field and who already have an understanding of the fundamentals and competencies of intelligence analysts with the knowledge and skills to incorporate Structured Analytic Skills into their daily analysis to support their methodologies and assessments. This course will also describe the different types of flaws and biases in thinking, as well as the different types of problems, how to solve them, and the amount of facts or judgments that are required. This course ranges in complexity from orientation-type instruction on the ways that biases and fallacies can impact analysis to an understanding of the many different techniques that can be applied to problems that intelligence analysts must address in their work. Prerequisites for this course include both CJ-621 and CJ-622 to ensure that students clearly understand the need for intelligence, how to gathering and analyze intelligence, and that they are familiar with the methods by which intelligence information is disseminated via briefings and reports.

CJ-650 Cyberterrorism **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-662 Psychopathology of Crime and Terrorism **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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 predicators of maladaptive/pathological response, and the biological correlates of criminal behavior. Also listed as HLS-662.

CJ-691 Criminal Justice Thesis I **Credits: 3**
Prerequisite(s): CJ-502, CJ-525, CJ-530, and CJ-542
Co-requisite(s): CJ-535
Term Offered: All Terms
Course Type(s): None
Independent investigation of special topics reflecting the research interests of the sponsoring professor.

CJ-692 Criminal Justice Thesis II **Credits: 3**
Prerequisite(s): CJ-691
Term Offered: Spring Term
Course Type(s): None
Independent investigation of special topics reflecting the research interests of the sponsoring professor.

CJ-695 Knowledge into Practice: Criminal Justice Capstone Course **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course represents a synthesis and evaluation of Monmouth University's Masters in Criminal Justice Goals and Objectives, which require students to: (1) engage in critical analysis and evaluation in the field, (2) become knowledgeable consumers of research; (3) learn the importance of technology in the field; (4) will develop the communication skills necessary to excel in the field; and (5) actively contribute to the field. To do so, student will prepare an evidence-based research paper that applies the core curriculum functions and competencies to a related criminal justice issue. Additionally, this course substantively addresses the six content areas required for certification by the Academy of Criminal Justice Sciences (ACJS,2016), which include: administration of justice, corrections, criminological theory, law adjudication, law enforcement, and research and analytic methods.

CJ-699 Independent Study in Criminal Justice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the professor. The subject chosen for study should be related with any area of Criminal Justice of special interest for the student. Students applying for this course must demonstrate their knowledge of research techniques and their abilities to apply them to the specific area of studies chosen. It is also required that the student should be able to present the results of his/her research in appropriate written and oral form. Prior permission of the directing professor and department chair is required to take this course.

HLS-CPE Homeland Security Comprehensive Examination Credits: None
Prerequisite(s): 33 credits in Homeland Security
Term Offered: All Terms
Course Type(s): None
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.

HLS-602 Theoretical Approaches to Homeland Security **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Examines the various theories and frameworks associated with homeland security. The theories and frameworks describe, explain, predict, and judge the causes of terrorism and crime, as well as the behaviors associated with natural, technological/accidental, and adversarial/human caused disasters. Topical issues include terrorism, transnational crime, extreme weather, and emergent threats including climate, economic, energy, environmental, food, human, technology, and water security.

HLS-610 Foundations of Homeland Security **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
Overview of homeland security basic management concepts, issues contributing to terroristic acts, and critical analysis of terrorist activities.

HLS-620 Terrorism: Causes and Consequences: The Unconventional Threat **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

HLS-630 Homeland Security Intelligence **Credits: 3**
Term Offered: Summer Term
Course Type(s): OL
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.

HLS-640 Interdisciplinary Approach to Homeland Security **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

HLS-650 Cyber Security **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

HLS-662 Psychopathology of Crime and Terrorism **Credits: 3**
Term Offered: Fall Term
Course Type(s): OL
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 predicators of maladaptive/pathological response, and the biological correlates of criminal behavior. Also listed as CJ-662.

HLS-665 Emergency Management for Homeland Security **Credits: 3**
Term Offered: Spring Term
Course Type(s): OL
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.

HLS-670 Constitutional Issues in Homeland Security **Credits: 3**
Prerequisite(s): HLS-610, HLS-620, HLS-630, and HLS-640
Course Type(s): OL
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.

HLS-675 Technology for Homeland Security **Credits: 3**
Prerequisite(s): HLS-610, HLS-620, HLS-630, and HLS-640
Term Offered: All Terms
Course Type(s): OL
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.

HLS-680 Comparative Government for Homeland Security **Credits: 3**
Prerequisite(s): HLS-610, HLS-620, HLS-630, and HLS-640
Course Type(s): OL
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.

HLS-685 Strategic Plan for Homeland Security **Credits: 3**
Prerequisite(s): HLS-610, HLS-620, HLS-630, and HLS-640
Term Offered: Fall Term
Course Type(s): OL
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.

HLS-690 Policy Analysis and Research Methods in Homeland Security **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
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.

HLS-695 Knowledge into Practice: Homeland Security Capstone Course **Credits: 3**
Prerequisite(s): HLS-690
Term Offered: Spring Term
Course Type(s): OL
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.

HLS-699 Independent Study in Homeland Security **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the selected faculty member, program director, and chair is required to take this course.

M.A. in Criminal Justice (CJ.MA)

Code	Title	Credits
Requirements (30 credits)		
CJ-502	Advanced Criminology	3
CJ-525	Applied Data Analysis in Criminal Justice	3
CJ-530	Criminal Justice Policy	3
CJ-545	Seminar: Ethics, Law, and Society	3
CJ-572	Civil Rights and Liberties	3

CJ-695	Knowledge into Practice: Criminal Justice Capstone Course	3
Select 12 credits from the following courses:		12
CJ-535	Evaluation Strategies for 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	Cyberterrorism	
HLS-610	Foundations of Homeland Security	
Total Credits		**30**

Admission Requirements

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

M.A. in Criminal Justice - Homeland Security Track (CJ.HLS.MA)

Code	Title	Credits
Requirements (30 credits)		
CJ-525	Applied Data Analysis in Criminal Justice	3
CJ-545	Seminar: Ethics, Law, and Society	3
CJ-572	Civil Rights and Liberties	3
CJ-621	Fundamentals of Intelligence Analysis	3
CJ-650	Cyberterrorism	3
CJ-695	Knowledge into Practice: Criminal Justice Capstone Course	3
HLS-602	Theoretical Approaches to Homeland Security	3
HLS-620	Terrorism: Causes and Consequences: The Unconventional Threat	3
HLS-665	Emergency Management for Homeland Security	3
Select 3 credits from CJ-5xx+ or HLS-5xx+		3
Total Credits		**30**

Admission Requirements

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

M.A. in Criminal Justice - Leadership Track (CJ.LT.MA)

Code	Title	Credits
Requirements (30 credits)		
CJ-502	Advanced Criminology	3
CJ-525	Applied Data Analysis in Criminal Justice	3
CJ-530	Criminal Justice Policy	3
CJ-545	Seminar: Ethics, Law, and Society	3
CJ-560	Seminar: Leadership and Management	3
CJ-572	Civil Rights and Liberties	3
CJ-575	Professionalism in Criminal Justice	3
CJ-650	Cyberterrorism	3
CJ-695	Knowledge into Practice: Criminal Justice Capstone Course	3
Select 3 credits in Criminal Justice (CJ) or Homeland Security (HLS) at the 500+ level.		3
Total Credits		**30**

Admission Requirements

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

M.A. in Criminal Justice - Intelligence Analyst Track (CJ.IA.MA)

Code	Title	Credits
Requirements (30 credits)		
CJ-525	Applied Data Analysis in Criminal Justice	3
CJ-545	Seminar: Ethics, Law, and Society	3
CJ-595	Geographic Information Systems, Crime Mapping, and Analysis	3
CJ-621	Fundamentals of Intelligence Analysis	3
CJ-622	Advanced Issues in Intelligence	3
CJ-636	Structured Analytic Techniques	3
CJ-650	Cyberterrorism	3
CJ-695	Knowledge into Practice: Criminal Justice Capstone Course	3
HLS-602	Theoretical Approaches to Homeland Security	3
Select 3 credits from CJ-5xx+ or HLS-5xx+		3
Total Credits		**30**

Admission Requirements

The admission requirements will be the same for the CJ in MA program, including the two existing Tracks (HLS and Leadership):

- Possession of a bachelor's degree with a minimum 2.75 overall GPA and a minimum 3.0 GPA in the undergraduate major.
- Two letters of recommendation for graduate study.

- Personal essay of 250-300 words that describes your preparation for study in the program and personal objectives for graduate study in criminal justice.

M.A. in Criminal Justice - Community-Law Enforcement Relations Track (CJ.CLE.MA)

Code	Title	Credits
Requirements (30 credits)		
CJ-502	Advanced Criminology	3
CJ-525	Applied Data Analysis in Criminal Justice	3
CJ-545	Seminar: Ethics, Law, and Society	3
CJ-560	Seminar: Leadership and Management	3
CJ-695	Knowledge into Practice: Criminal Justice Capstone Course	3
SW-518	Global Community Practice	3
SW-625	Program Planning and Evaluation	3
Select six credits from the following list:		6
SW-602	Domestic Violence	
SW-604	Clinical Practice in Addictions	
SW-614	Grant Writing	
SW-619	Social Work Supervision	
SW-621	Social Work with Military Families	
SW-632	Crisis Intervention	
SW-635	Suicide Prevention and Intervention	
Select 3 credits of CJ-5xx+ or SW-5xx+		3
Total Credits		**30**

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a minimum 3.0 GPA in the undergraduate major.
2. Two letters of recommendation for graduate study.
3. Personal essay of 250-300 words that describes your preparation for study in the program and personal objectives for graduate study in criminal justice.

English

Chair: John P Hanly, Department of English
Undergraduate Program Coordinator: Jeffrey Jackson
Graduate Program Director: Mihaela Moscaliuc

Master of Arts in English (M.A.) Creative Writing

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 an MFA or PhD 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 creative and 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.

Master of Fine Arts (M.F.A.)

Every writer has a story to tell—at Monmouth, we give you the tools to bring it to life. With our full-residency 48-credit M.A./M.F.A. dual degree program in Creative Writing, you will prepare for your dream career in the literary world by training directly with published, award-winning faculty. Through flexible course offerings, you can choose to study fiction, nonfiction, and poetry as desired, and may also pursue interests in crime novels, thrillers, romance, fantasy, and more.

Our intensive and pragmatic program gives you an advantage over your peers by focusing on developing your craft, your network, and your resume. After completing their M.A. in English with a Creative Writing concentration, Monmouth's M.F.A. students will immerse themselves in an additional 18 credits of intensive creative writing study that includes the completion of a book-length Creative Thesis. Students will also benefit from personalized learning, advanced craft seminars, networking opportunities, and rigorous career preparation, including an internship program and the opportunity to gain teaching experience by working as an adjunct professor during the program.

You are eligible to participate in the M.F.A. program if you have obtained a Master of Arts (M.A.) in English from Monmouth University and demonstrate a proficiency for creative writing through a thesis or equivalent work.

Graduate Creative Writing Certificate

This is an 18-credit graduate certificate is designed to provide alumni and other English, non-creative writing students with a way to transition to the M.F.A. in Creating Writing program.

Programs

Master or Arts

- M.A. in English: Literature Concentration (p. 79)
- M.A. in English: Creative Writing Concentration (p. 79)
- M.A. in English: Rhetoric and Writing Concentration (p. 79)

Master of Fine Arts

- M.F.A. in Creative Writing (p. 80)

Creative Writing Graduate Certificate

- Graduate Creative Writing Certificate (p. 78)

Faculty

Kristin Bluemel, Professor and Wayne D. McMurray-Helen Bennett Endowed Chair in the Humanities (Graduate Faculty).
Interim Associate Dean, School of Humanities and Social Sciences.
B.A., Wesleyan University; M.A., Ph.D., 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.
kbluemel@monmouth.edu

Heide Estes, Professor (Graduate Faculty). B.A., University of Pennsylvania; Ph.D., 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.
hestes@monmouth.edu

Alex Gilvarry, Associate Professor (Graduate Faculty). B.A., M.F.A., Hunter College. Specialty is creative writing, fiction.
agilvarr@monmouth.edu

Susan M. Goulding, Associate Professor (Graduate Faculty). B.A., M.A., Adelphi University; Ph.D., New York University. Specialties are eighteenth-century British literature, women's studies, British history, and reception history.
goulding@monmouth.edu

Alena Graedon, Associate Professor (Graduate Faculty). M.F.A., Columbia School of the Arts. Specialty is creative writing, fiction, with an emphasis on speculative fiction.
agraedon@monmouth.edu

John P. Hanly, Associate Professor and Chair (Graduate Faculty). B.A., Georgetown College; M.A., University of Chicago; Ph.D., University of Louisville. Areas of specialty include composition theory and ethics.
jphanly@monmouth.edu

Jeffrey Jackson, Associate Professor (Graduate Faculty). B.A., Linfield College; M.A., Portland State University.Ph.D., Rice University.
Areas of specialty include nineteenth-century British Romantic and Victorian literature.
jejackso@monmouth.edu

Patrick Love, Assistant Professor and Associate Director First Year Composition (Graduate Faculty). B.A., Western Michigan University; M.A., Ph.D., Purdue University. Research interests include Rhetoric and Composition, Professional and Technical Writing, Digital Rhetoric and Game Studies, Writing Program Administration and Writing Across the Curriculum.
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Mihaela Moscaliuc, Professor and Graduate Program Director (Graduate Faculty). B.A., M.A., Al.I. Cuza University; M.A., Salisbury University; M.F.A., New England College; Ph.D., University of Maryland. Areas of specialty include immigrant literature, postcolonial studies, translational studies, and poetry writing.
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Sue Starke, Associate Professor and Undergraduate Program Coordinator (Graduate Faculty). B.A., Wellesley College; Ph.D., Rutgers University. Specialties are Renaissance literature and cullture, medieval literature, and genre theory.
sstarke@monmouth.edu

Kenneth Womack, (Graduate Faculty). B.A., Texas AM University; M.A., Texas AM University/Moscow Institute of Communication, U.S.S.R.; Ph.D., Northern Illinois University.
kwomack@monmouth.edu

Courtney Wright-Werner, Associate Professor and Associate Director of First Year Composition (Graduate Faculty). B.A., Moravian College and Theological Seminary; M.A., Texas State University; Ph.D., Kent State University. Specialities are composition and rhetoric, new media, and multi-modal learning.
cwerner@monmouth.edu

Courses

EN-ESS English Master's Essay **Credits: None**
Term Offered: All Terms
Course Type(s): None
A revision and development of a graduate paper researched and written in a previous semester. Typical length 20-25 pages. Only for students in the Literature or Rhetoric and Writing Concentrations who are not writing a thesis. This is a pass/fail course.

EN-500 Critical Theory **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.4
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.

EN-502 Seminar in Literary Research **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EN-509 Middle English Literature **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.1, EN.LT
Study of selected works from the twelfth through the fifteenth centuries in the context of contemporary cultural and literary developments.

EN-511 The English Renaissance **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.1, EN.LT
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.

EN-513 Shakespeare, His Contemporaries and Renaissance Society **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.1, EN.LT
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.

EN-525 Eighteenth Century British Literature **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.1, EN.LT
Intensive study of selected works of prose, poetry, and drama, which represent the Ages of Dryden, Pope, Johnson, and Hume.

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

EN-530 Topics in Contemporary World Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.3, EN.LT
Examines contemporary literary texts from one or more areas of the world outside the U.S. and Britain, along with relevant theories and criticism. Topics and areas of focus vary by semester.

EN-533 Topics in (Im)migration Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.3, EN.LT
Examines literature written by first- or second- generation immigrants about the experiences of forced or voluntary emigration and immigration. Close readings will be placed in historical context and supplemented with discussion of relevant critical and theoretical scholarship. Topics and areas of focus vary by semester.

EN-535 The Novel in English **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.2, EN.LT
The development of long prose fiction from the eighteenth century to the present with consideration of criticism that defines the novel as a genre.

EN-537 British Romanticism **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.2, EN.LT
Investigation of British Romanticism as a self-consciously defined movement in literature. Will also consider how "Romanticisms" have been read and defined historically.

EN-538 Victorian Novel **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-540 Topics in Modern British and Irish Literature **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
Examines literary texts from twentieth-century Britain and Ireland, with attention to criticism and theory that have made diverse writers central to the modernist field. Topics and areas of focus vary by semester.

EN-541 Utopias **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.LT
The significance of utopian proposals and attempts to create utopian communities in the history of ideas. From the utopias of Plato and More to dystopian visions of the Brave New World to 1984 and science fiction as a utopian genre.

EN-542 Contemporary American/British Literature **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-544 Irish Literary Studies **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-546 History and Theory of Rhetoric I **Credits: 3**
Course Type(s): EN.4, EN.RW
Examines important primary texts contributing to the formation of the rhetorical tradition. Covers from the Classical Era (c. the 5th century B.C.E.) through the end of the Renaissance (c. 1700 C.E.) and includes attention to historiographical issues, women's and cultural rhetorics, and implications for rhetorical theory and the teaching of composition.

EN-547 History and Theory of Rhetoric II **Credits: 3**
Course Type(s): EN.4, EN.RW
Examines important primary texts contributing to the formation of the rhetorical tradition. Covers from the beginning of the Enlightenment Era (c. 1800 C.E.) through the present and includes attention to historiographical issues, women's and cultural rhetorics, and implications for rhetorical theory and the teaching of composition.

EN-548 Rhetoric of Science and Society **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.4, EN.RW
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.

EN-550 Feminist Theory and Criticism **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.4
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.

EN-556 Writing Program and Writing Center Administration **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.4, EN.RW
This course examines the theories and strategies developed and used in the field of writing program administration. Writing programs include any campus program that seeks to enhance writing abilities amongst students, including first-year writing and writing centers, among others. This course particularly benefits students who seek entry into higher education teaching and administration. This course builds on theories presented in EN 558 (Teaching Composition) to effectively manage various types of writing programs in higher education settings, from first-year writing classes to writing in the disciplines to writing and multiliteracy centers.

EN-557 Professional and Technical Writing Pedagogy **Credits: 3**
Course Type(s): EN.RW
An advanced practicum introducing the rhetorical principles and pedagogical practices necessary for teaching workplace professional and technical writing; emphasis on professional and technical writing as humanities disciplines emphasizing genres, ethical issues and contexts that professional writers commonly encounter.

EN-558 Teaching Composition **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.RW, EN.4
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.

EN-560 Early American Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.1, EN.LT
The development of American literature in various genres through the Colonial, Revolutionary War, and Early Republic periods.

EN-561 Nineteenth Century American Literature **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-563 Linguistics and the English Language **Credits: 3**
Course Type(s): EN.4
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.

EN-565 New Jersey's Literary Heritage **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-567 Topics in Literature and Film Adaptation **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.LT, EN.2
This course investigates the relationship between literature and adaptation by focusing on filmed adaptations of literary texts from various time periods and cultures. Topics and area of focus will vary by semester.

EN-571 Modern American Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.2, EN.LT
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.

EN-581 Women in Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.LT
Investigates the role of women in literature as writers, readers and subjects. Includes theoretical consideration of gender. Topics vary by semester.

EN-598 Special Topics in English **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

EN-599 Independent Study in English **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Reading and research under the direction of a member of the English faculty. A minimum of six, face-to-face meetings are required; bi-weekly meetings are the norm. Prior permission of the directing professor and department chair is required to take this course.

EN-607 Creative Non-Fiction Workshop **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.CW
In a workshop setting, students will present their own creative non-fiction pieces for intensive examination by workshop participants. They will also analyze readings in creative non-fiction to understand and become aware of the variant forms, techniques, and approaches used. This course may be retaken for credit.

EN-609 Poetry Workshop **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.CW
In a workshop setting, students will present their own poetry for intensive examination by workshop participants. They will also analyze readings in contemporary poetry to understand the employed forms, techniques, and approaches. This course may be retaken for credit.

EN-610 Poetry Workshop: Forms **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.CW
Students will examine and experiment with both traditional and contemporary forms of poetry. Areas of focus vary by semester.

EN-611 Fiction Workshop **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.CW
In a workshop setting, students will present their own short stories and novel chapters for intensive examination by workshop participants. They will also analyze readings to understand and become aware of the variant forms, techniques, and approaches used. This course may be retaken for credit.

EN-613 Seminar in Creative Writing: Playwriting **Credits: 3**
Course Type(s): EN.CW
In a workshop format, students will write, critique and perform stage readings of their classmates' plays. This course may be retaken for credit.

EN-615 Craft Seminar **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.CW
Students will study creative writing craft techniques through close readings, lectures, discussion, written analysis, and the rigorous application of said techniques through weekly writing exercises and short workshops. Genre and seminar topics vary by professor (See MFA coursebook for details.) This course may be retaken for credit.

EN-617 Rhetoric and Writing Research and Publishing **Credits: 3**
Course Type(s): EN.RW
Examines how rhetoric and writing scholars conceptualize, construct, and compose empirical and textual research projects and provides students with an opportunity to sharpen their research and writing skills for the purpose of developing publication-quality presentations and articles for reputable conferences and journals in the field.

EN-618 Professional and Technical Writing Theory and Practice **Credits: 3**
Course Type(s): EN.RW
An advanced seminar and workshop in the rhetorical and writing principles necessary for producing appropriate professional writing; emphasis on audience, genres, ethical issues and contexts that professional writers commonly encounter while working in the field.

EN-619 Writing for Digital Audiences **Credits: 3**
Course Type(s): EN.RW, EN.4
A study of theories and concepts of writing and rhetoric in digital media with emphasis on the uses of written, aural, and visual media in digital spaces, such as websites, social media, infographics, digital video, apps, advertisements, and other digital technologies. Topics examined include new literacy and multiliteracy studies, visual literacy and rhetoric, technorhetorics, and multimedia participation, design, and creation. Students further examine digital infrastructure, from hardware to socioeconomic factors of authorship/audience, including racial disparity.

EN-644 Manuscript Seminar **Credits: 3-6**
Prerequisite(s): Completion of 21 credits with a minimum G.P.A. of 3.00 and a minimum of 6 credits of courses with a course type of ENCW
Term Offered: All Terms
Course Type(s): None
Completion of a single-genre manuscript under the direction of a first reader who is a member of the English graduate faculty, in consultation with a qualified second reader. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. The manuscript will consist of at least forty to fifty pages of poetry or prose half of which may be work begun in previous graduate creative writing courses and substantially revised for this course. The manuscript will include a five-page Introduction. 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.

EN-650 Publishing Seminar **Credits: 3**
Prerequisite(s): 12 credits from English MA or MFA, consent of the graduate advisor, and internship placement.
Course Type(s): None
A seminar designed for students who are interested in pursuing professional experience in publishing, media, the teaching of creative writing, and related fields. Guest speakers will include authors, editors, agents, and scholars. Professional participation exercises may include curriculum vitae workshops, preparing publication submissions, drafting grant applications, project proposals, query letters, interview techniques, and research into potential professional fields.

EN-652 Craft Intensive Seminar **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.CW
Students will conduct intensive study in advanced creative writing craft techniques through close readings, lectures, discussion, written analysis, and the rigorous application of said techniques through writing exercises and short workshops. Genre and seminar topics vary by professor. (See MFA coursebook for details.) This course may be retaken for credit.

EN-655A MFA Creative Thesis Seminar **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Students will complete 80-200 pages of prose, or 40-80 pages of poetry, consisting of previously written work that has been revised substantially along with new work, under the direction of a first reader who is a member of the English graduate faculty and in consultation with a qualified second reader. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. In addition, the student will craft a critical paper (7-10 pages) analyzing comparable texts that exemplify the literary tradition from which the thesis springs. The paper may discuss the influence of analyzed works on the thesis, but will focus on a discussion of the craft evident in the creative works discussed. Please contact the department for additional information.

EN-655B MFA Creative Thesis Seminar II **Credits: 3**
Prerequisite(s): EN-655A and 39 credits in English
Term Offered: All Terms
Course Type(s): None
Students will complete 80-200 pages of prose, or 40-80 pages of poetry, consisting of previously written work that has been revised substantially along with new work, under the direction of a first reader who is a member of the English graduate faculty and in consultation with a qualified second reader. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. In addition, the student will craft a critical paper (7-10 pages) analyzing comparable texts that exemplify the literary tradition from which the thesis springs. The paper may discuss the influence of analyzed works on the thesis, but will focus on a discussion of the craft evident in the creative works discussed. Please contact the department for additional information.

EN-674 Professional Research with Service Learning **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.CW, EN.LT, EN.RW
An independent study designed for students who want to explore and prepare for careers that are appropriate for holders of advanced degrees in English. It can fulfill a literature, rhetoric, or creative writing elective. Students will produce an annotated bibliography and researched writing totaling at least 25 pages, a service learning component that offers practice experience, and a curriculum vitae or resume, cover letter, and Linked In profile.

EN-691 English Thesis Development **Credits: 3**
Prerequisite(s): 12 credits and a minimum G.P.A. of 3.00.
Term Offered: All Terms
Course Type(s): None
An intensive and rigorous study of an author, topic, or theme developed under the direction of and evaluated by a first reader who is a member of the English graduate faculty, in consultation with a second reader, who is a full-time faculty member. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. 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 critical essay.

EN-692 English Thesis Writing **Credits: 3**
Prerequisite(s): EN-691, completion of twenty-one credits, and a minimum GPA of 3.00.
Term Offered: All Terms
Course Type(s): None
Completion of the writing of the thesis under the continuing direction of a first reader who is a member of the English graduate faculty, in consultation with a second reader, who is a full-time faculty member. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. The thesis must comprise of between thirty-five and fifty pages (not including the works cited) and will be evaluated by the first and second readers. 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. Students may not register for Thesis Writing EN-692 in a summer session.

EN-698 Special Topics in English **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. Permission of the program director is required to take this course. This course is repeatable twice for credit.

EN-699 Independent Study in English **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
Reading and research under the direction of a member of the English faculty. A minimum of six, face-to-face meetings are required; bi-weekly meetings are the norm. Prior permission of the directing professor and department chair is required to take this course.

Graduate Creative Writing Certificate (EN.CW.GR.C)

Code	Title	Credits
Requirements (18 credits)		
Select 15 credits from the following list (courses can be repeated):		15
EN-607	Creative Non-Fiction Workshop	
EN-611	Fiction Workshop	
EN-615	Craft Seminar	
EN-609	Poetry Workshop	
EN-652	Craft Intensive Seminar	
Select three additional credits of an EN.CW course type.		3
Total Credits		**18**

Admission Requirements

- Possession of a baccalaureate degree with a minimum 2.75 overall GPA, fifteen or more credits in literature or a related field and at least one course in creative writing are strongly recommended.
- An application essay of 1,000 words describing your interest in creative writing, what you hope to accomplish in the program, and how you think the program will fit into your academic and career goals.
- A creative writing sample: 10 to 20 pages of poetry, fiction, or creative non-fiction.
- 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.
- Pathway to the MFA: Students intending to obtain the MFA degree after completion of the Graduate Creative Writing Certificate may use 3 credits of Creative Writing Designated with Course Type EN.CW from their Certificate toward the 18-credit MFA. Students must apply to the MFA program before the completion of the Certificate. The 3 dual-counting credits cannot be used toward any other degree, such as the MA in English.

M.A. in English: Creative Writing Concentration (EN.CW.MA)

Code	Title	Credits
Requirements (3 credits)		
EN-502	Seminar in Literary Research	3
Literature Before 1800 (3 credits)		
Select one course designated with the Course Type: EN.1		3
Literature After 1800 (3 credits)		
Select one course designated with the Course Type: EN.2		3
Ethnic, Multicultural and World Literatures (3 credits)		
Select one course designated with the Course Type: EN.3		3
Elective (3 credits)		
Select one course in Literature or Rhetoric and Writing, any Course Type		3
Creative Writing (15 credits)		
Select four courses in Creative Writing designated with Course Type: EN.CW (may be repeated for credit)		12
EN-644	Manuscript Seminar	3
Total Credits		**30**

Admission Requirements

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: 15-20 pages of poetry, fiction, or creative non-fiction.
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.

M.A. in English: Literature Concentration (EN.LIT.NTT.MA; EN.LIT.TT.MA)

Code	Title	Credits
Requirements (3 credits)		
EN-502	Seminar in Literary Research	3
Literature Before 1800 (3 credits)		
Select one course designated with the Course Type: EN.1		3
Literature After 1800 (3 credits)		
Select one course designated with the Course Type: EN.2		3
Ethnic, Multicultural and World Literatures (3 credits)		
Select one course designated with the Course Type: EN.3		3
Language and Theory (3 credits)		
Select one course designated with the Course Type: EN.4		3
Electives (9 credits)		
Select three additional English courses at the 500+ level, two of which must be designated with the Course Type: EN.LT		9
Thesis or Capstone (6 credits)		
EN-691	English Thesis Development	3
Or for Capstone, 500+ level English course with Course Type EN.LT		
EN-692	English Thesis Writing	3
Or for Capstone, 500+ level English course with course type EN.LT and:		
EN-ESS	English Master's Essay	0
Total Credits		**30**

Admission Requirements

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. A writing sample in the form of a paper that best represents your academic work.
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.

M.A. in English: Rhetoric and Writing Concentration (EN.RW.NTT.MA; EN.RW.TT.MA)

Code	Title	Credits
Requirements (3 credits)		
EN-502	Seminar in Literary Research	3
Literature Before 1800 (3 credits)		
Select one course designated with the Course Type: EN.1		3
Literature After 1800 (3 credits)		
Select one course designated with the Course Type: EN.2		3
Ethnic, Multicultural and World Literatures (3 credits)		
Select one course designated with the Course Type: EN.3		3
Rhetoric and Writing (12 credits)		
EN-546	History and Theory of Rhetoric I	3
or EN-547	History and Theory of Rhetoric II	
EN-558	Teaching Composition	3
Select two courses designated with Course Type: EN.RW		6
Thesis or Capstone (6 credits)		
EN-691	English Thesis Development	3
Or for Capstone, 500+ level English course with course type EN.RW		
EN-692	English Thesis Writing	3
Or for Capstone, 500+ level English course with course type EN.RW and:		
EN-ESS	English Master's Essay	0
Total Credits		**30**

Admission Requirements

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. A writing sample in the form of a paper that best represents your academic work.
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.

M.F.A. in Creative Writing (CW.MFA)

Code	Title	Credits
Requirements (18 credits)		
EN-652	Craft Intensive Seminar	3
Creative Writing:		
Select 2 Courses in Creative Writing Designated with Course Type EN.CW [1]		6
EN-655A	MFA Creative Thesis Seminar	3
EN-655B	MFA Creative Thesis Seminar II	3
Electve, one course from among:		3
Select one additional 500+ Level Course Designated with Course Type EN.CW		
EN-650	Publishing Seminar	
Total Credits		**18**

[1] *May be repeated for credit.*

Admission Requirements

Students applying for the dual MA/MFA degree program:

- Possession of a baccalaureate degree with a minimum 2.75 overall GPA, fifteen or more credits in literature or a related field, and at least one course in creative writing is strongly recommended.
- An application essay of 1,500 words describing their interest in creative writing, intent to continue study toward the M.F.A., what they hope to accomplish in the M.A. program, and how they thing the program will fit into their academic and career goals.
- A creative writing sample of twenty (20) pages: in poetry, fiction, or creative non-fiction.
- 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.

In either the third semester of the M.A. course of study, or after 18 credits, the M.F.A. candidates will submit an e-form applying to continue into the MFA curriculum, with the Director's approval.

Students applying for the third-year M.F.A. degree program only:

- Possession of a Monmouth University master's degree in English with a Creative Writing Concentration with a minimum 3.25 overall GPA
- OR
- Possession of a Monmouth University master's degree in a non-creative writing master's degree along with a Monmouth University Graduate Certificate in Creative Writing with a 3.25 overall GPA
- An application essay of 1,000 words describing your interest in creative writing, what you hope to accomplish in the program, and how you think the program will fit into your academic and career goals
- A creative writing sample: 15 – 20 pages of poetry, fiction, or creative non-fiction
- 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.

History

Chair, Maryanne Rhett, Department of History and Anthropology

Master of Arts in History (M.A.)

This program offers exceptional flexibility to accommodate student interest, with particular strengths in US History, World History, European History, and Public History. Those who may wish to pursue a doctoral degree may elect to complete a master's thesis. Those with an interest in public history may elect to complete a capstone project. Others with a more general interest in the subject of history may elect to pursue 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.

Programs

Masters

- M.A. in History (p. 87)

Certificate

- Graduate Certificate in Geographic Information Systems (GIS) (p. 86)

Faculty

Julius Adekunle, Professor, African Diaspora Studies Director (Graduate Faculty). B.A., University of Ife, Nigeria; M.A., University of Ibadan, Nigeria; Ph.D., Dalhousie University, Canada. Teaching fields include African history, Africa and its diaspora, and Western Civilization. Recent research on Nigerian history and society.
jadekunl@monmouth.edu

Melissa Brzycki, Assistant Professor (Graduate Faculty). B.A., University of North Carolina; M.A., Ph.D., University of California. Scholarly interests include East Asia, childhood and youth, popular culture, gender and sexuality, public history and digital humanities.
mbrzycki@monmouth.edu

Kenneth Campbell, Professor (Graduate Faculty). B.A., Virginia Commonwealth University; M.A., Ph.D., 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.
campbell@monmouth.edu

Christopher DeRosa, Associate Professor (Graduate Faculty). B.A., Columbia University; Ph.D., Temple University. Teaching fields include military history, the Civil Way Reconstruction, World War II, and the Cold War. Research interests include the political roles of soldiers in the 19th and 20th-century U.S. armies.
cderosa@monmouth.edu

Frederick McKitrick, (Graduate Faculty).
Chair, Art and Design. B.A., M.A., Ph.D., Columbia University.
fmckitri@monmouth.edu

Katherine Parkin, Professor and Jules Plangere Jr. Endowed Chair in American Social History (Graduate Faculty). B.A., Lake Forest College; Ph.D., Temple University. Major areas of interest include U.S. history and American women.
kparkin@monmouth.edu

Maryanne Rhett, Professor and Chair (Graduate Faculty). B.A., University of South Carolina; M.A., University of Arizona; Ph.D., Washington State University. Areas of teaching are Islam and the Middle East. Research focuses on the Balfour Declaration of 1917.
mrhett@monmouth.edu

Richard F. Veit, Professor (Graduate Faculty).
Provost and Senior V.P. for Academic Affairs. B.A., Drew University; M.A., College of William and Mary; Ph.D., 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.
rveit@monmouth.edu

Hettie Williams, Associate Professor (Graduate Faculty). B.A., Rowan University; M.A., Monmouth University; Ph.D., Drew University. Scholarly interests include African American intellectual history, gender in U.S. history; and race studies.
hwilliam@monmouth.edu

Courses

HS-CPE History Comprehensive Exam **Credits: None**
Term Offered: All Terms
Course Type(s): None
History Comprehensive Exam. This is a pass/fail course.

HS-CPE.EUR Comprehensive Exam in European History **Credits: None**
Prerequisite(s): Take 24 credits from Level 500
Term Offered: All Terms
Course Type(s): None
Comprehensive Examination in European History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your exam.

HS-CPE.US Comprehensive Exam in US History **Credits: None**
Prerequisite(s): Completion of 24 credits from 500 level.
Term Offered: All Terms
Course Type(s): None
Comprehensive Examination in US History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your exam.

HS-CPE.WLD Comprehensive Exam in World History **Credits: None**
Prerequisite(s): HS-503 and 9 credits from course types HSWLD and/or HSNW. Completion of 24 credits at the 500 level.
Term Offered: All Terms
Course Type(s): None
Comprehensive Examination in World History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your exam. 24 credits at the 500 level.

HS-THD Thesis Defense **Credits: None**
Prerequisite(s): # Take HS-503; # Take HS-690;, Take 24 credits; From level 500; From subject HS;
Term Offered: All Terms
Course Type(s): None
History Thesis Defense. This is a pass/fail course.

HS-THD.EUR Thesis Defense in European History **Credits: None**
Term Offered: All Terms
Course Type(s): None
Thesis Defense in European History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your defense. Completion of 24 credits at the 500 Level.

HS-THD.US Thesis Defense in US History **Credits: None**
Prerequisite(s): HS-690, 12 credits from course type HSUS. Completion of 24 credits at the 500 level.
Term Offered: All Terms
Course Type(s): None
Thesis Defense in US History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your defense. Completion of 24 credits at the 500 level.

HS-THD.WLD Thesis Defense in World History **Credits: None**
Term Offered: All Terms
Course Type(s): None
Thesis Defense in World History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your defense. Completion of 24 credits at the 500 level.

HS-501 Historical Criticism **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

HS-502 The Philosophy of History **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

HS-503 Introduction to the Study of World History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSNW, HSWLD
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.

HS-504 Ancient Civilizations of Native America **Credits: 3**
Course Type(s): HSNW
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 AN-504.

HS-505 U.S. Women's History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS
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.

HS-506 Historical Archaeology **Credits: 3**
Term Offered: All Terms
Course Type(s): HSPUB, HSUS
An intensive introduction to historical and industrial archaeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization, and urbanism. Archaeological field methods and the interpretation of material culture are also introduced. Also listed as AN-506.

HS-507 Foundations of Public History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSPUB
This course will introduce public history, also known as applied history. Topics covered (from history, to theory, to practical application) will include oral history, exhibiting history, preserving historic sites and spaces, managing archives and historical records, marking history, recording memory as history, digitizing history, practicing ethical history, and more. Each class session will include a mixture of lectures, class discussions, guest speakers from the field, and hand-on collaborative work.

HS-509 The Civil Rights-Black Power Era **Credits: 3**
Term Offered: Fall Term
Course Type(s): HSUS
This course is a graduate level seminar on the Civil Rights Movement (CRM) and Black Power era in United States history (U.S.) with an emphasis on social and intellectual history. In this class, we will trace the long history of the struggle for Black equality from the early twentieth century to the Black Lives Matter Movement (BLM). This includes a discussion of major figures of the CRM and Black Power organizations, the pivotal role of women in this history, armed resistance, the movement in the North, and the limitations of civil rights reform in U.S. history more generally.

HS-510 Seminar in American History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
Selected topics in American history, with emphasis on techniques of independent historical research and writing.

HS-511 Readings on American Colonial History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
Readings in recent writings in monographs and periodicals devoted to social, economic, and political aspects of American colonial history.

HS-512 American Revolution and Constitutional Issues, 1763-1789 **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS
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.

HS-515 The Civil War and Reconstruction **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS
The economic, social, and political forces in the United States during the years 1850-1877 relating to the onset, nature, and impact of the Civil War and Reconstruction, and the Black Revolution.

HS-518 United States Family History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
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.

HS-519 Harlem Renaissance and the New Negro Era **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
This course is a graduate seminar on the history of the cultural and intellectual movement in African American life in the 1920s and 1930s known as the Harlem Renaissance and New Negro era characterized by developments in poetry, literature, and in the visual arts. Although Harlem was the center of African American life and culture at the time, this phenomenon had both national and global dimensions. In this course, we will focus on race, gender, class and sexuality in the Harlem Renaissance and New Negro era beyond Harlem including some discussion of negritude across the African Diaspora and negrismo in the Spanish speaking Caribbean. This course includes an examination of the Harlem Renaissance and New Negro era from multiple perspectives including literary, artistic, cinematic, economic, and philosophical aspects of this critical moment in African American history.

HS-520 Field Methods in Archaeology **Credits: 3**
Course Type(s): HSPUB
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 AN-520.

HS-522 History Urbanization in America **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS
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.

HS-524 Introduction to Geographical Information Systems (GIS) **Credits: 3**
Term Offered: All Terms
Course Type(s): HSPUB
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.

HS-525 World War II **Credits: 3**
Course Type(s): HSEU, HSUS
Considers the military, economic, and political characteristics of the Allied and Axis powers and the strategies they produced; examines the military campaigns, the wartime economics, life on the home fronts, the experience of combat, the dynamics of occupation, and the roles of morality and immorality in the conduct of the war.

HS-526 The Cold War **Credits: 3**
Course Type(s): HSEU, HSUS, HSWLD
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.

HS-527 United States Military History **Credits: 3**
Course Type(s): HSUS
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."

HS-528 History of Consumerism in America **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
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.

HS-529 History of Sexuality in America **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
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.

HS-530 New Jersey History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
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.

HS-531 Studies in Ancient History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
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.

HS-532 Native American History and Prehistory **Credits: 3**
Term Offered: All Terms
Course Type(s): HSNW, HSWLD
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 AN-532.

HS-533 Cultural Resource Management Practicum **Credits: 3**
Term Offered: All Terms
Course Type(s): HSPUB
Provides a hands-on introduction to and overview of cultural resource management archaeology (CRM), within the broader context of historic preservation. Students read about, discuss, and participate in actual historic preservation/cultural resource management projects in order to learn about current preservation practices.

HS-534 Digital History: Origins, Methods, Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is a graduate level class focused on a discussion of the origins, methodologies, major debates, and practices of digital history as a subfield within the digital humanities. In the first part of the semester, we will focus our readings and discussion on the origins, major debates, and methods used by digital history practitioners and in the second phase of the semester students will have the opportunity to propose, develop, and create their own digital history project. The specific content subfield focus in historical studies in this class may vary as per the instructor's area of expertise (U.S., Europe, World). Students will also be allowed to experiment with a variety of different forms of digital history approaches that may include (but not limited to) developing digital archives, web-based exhibits, podcasts, blogs, digital maps, mini documentaries or using social media platforms.

HS-535 The Renaissance **Credits: 3**
Term Offered: Summer Term
Course Type(s): HSEU
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.

HS-536 The Reformation **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
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.

HS-537 Power and Enlightenment: Europe 1648-1789 **Credits: 3**
Course Type(s): HSEU, HSPRE
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.

HS-540 Anti-Judaism and Anti-Semitism in European History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
This master's level seminar explores the history of ideas and feelings about Judaism-as a set of religious beliefs and cultural practices-from their first appearance in ancient Egypt, Greece, and Rome, through the origin and spread of Christianity, the middle ages, the Spanish expulsion and Inquisition, the Enlightenment, the spread of racialist and nationalist ideas and their politicization in the nineteenth century, concluding with the persistence of Anti-Semitism in the contemporary world.

HS-541 Graduate Seminar in European History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
Selected topics in European history, with emphasis on techniques of independent historical research and writing.

HS-542 French Revolution **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
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.

HS-544 The German Empire, 1871-1914 **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
The unification of the Empire; the political and social settlement imposed by Bismarck; the domestic crisis preceding World War I.

HS-545 World War I **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
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.

HS-546 The Weimar Republic, 1918-1933 **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
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.

HS-547 The Third Reich **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
The ideological origins of Nazism; the consolidation and character of Nazi rule; the relation of Hitler with the German people; Nazism as revolution.

HS-548 African American Historiography from 1865 to the Present **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
A graduate seminar on the historiography of African Americans from 1865 to the present. Students in this class will become familiar with the major topics, themes, methods and scholarly debates in this field that will then allow them to identify potential research topics in African American history, enhance their teaching on the subject, as public-school educators, while sharpening their critical and analytical thinking skills. Readings in this class include scholarly works on the history of emancipation, resistance, gender, the rise of Jim Crow, the Harlem Renaissance, the urban North, and the long Civil Rights-Black Power era to the New Jim Crow.

HS-549 James Baldwin's America **Credits: 3**
Course Type(s): HSUS
A graduate seminar on twentieth century U.S. history with an emphasis on race, gender, sexuality, religion and politics as chronicled through the writings, thoughts and ideas of James Baldwin. Baldwin is one of the foremost intellectuals in U.S. history. He wrote on a variety of subjects including art, culture, politics, religion, race, gender, and sexuality. Students in this class will become familiar with twentieth century U.S. history as expressed in the life and work of James Baldwin through a critical examination of his writings. Students will enhance their understanding of the subject of race and African Americans, as public-school educators and those with a scholarly interest in the subject, while sharpening their critical and analytical thinking skills after becoming familiar with the major themes, topics and history illustrated in the writings of one of the nation's most important intellectuals. Readings in this class include Baldwin's writings on religion, race, gender and sexuality from the mid-twentieth century to the 1980's.

HS-550 Digital History: Origins, Methods, Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is a graduate level class focused on a discussion of the origins, methodologies, major debates, and practices of digital history as a subfield within the digital humanities. In the first part of the semester, we will focus our readings and discussion on the origins, major debates, and methods used by digital history practitioners and in the second phase of the semester students will have the opportunity to propose, develop, and create their own digital history project. The specific content subfield focus in historical studies in this class may vary as per the instructor's area of expertise (U.S., Europe, World). Students will also be allowed to experiment with a variety of different forms of digital history approaches that may include (but not limited to) developing digital archives, web-based exhibits, podcasts, blogs, digital maps, mini documentaries or using social media platforms.

HS-551 Graduate Seminar in British History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
Selected topics in modern English and British history, with emphasis on techniques of historical research.

HS-553 Tudor-Stuart England **Credits: 3**
Course Type(s): HSEU
The political, religious, social, and cultural history of England in the sixteenth and seventeenth centuries: Tudor absolutism, the English Reformation, the rise of Puritanism, social and economic change, the conflict between crown and Parliament, the English Civil War, and the Revolution of 1688.

HS-561 Twentieth Century Russia and the Soviet Union **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
Studies in the transformation of Russian society, with emphasis on the revolutionary movements and the economic, social, and political institutions of Soviet Russia.

HS-562 History of Maps and Mapping **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU, HSNW, HSWLD
Students will study the historical developments in cartographic technique, the development of mapping in different parts of the world, and the future of mapping in the computer age. Students will focus on the ways the events and ideology of a time period influence maps and mapping, and how in turn mapping influences history and ideology. Also listed an AN-562.

HS-563 Twentieth Century East Central Europe **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
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.

HS-572 The History of Tourism **Credits: 3**
Term Offered: Fall Term
Course Type(s): HSPUB, HSEU, HSWLD
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 AN-572.

HS-573 Ecological Imperialism **Credits: 3**
Course Type(s): HSWLD
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 AN-573.

HS-581 Seminar in East Asian History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW
A study of selected topics in Chinese or Japanese history, with emphasis on techniques of historical research.

HS-584 Japanese Empire **Credits: 3**
Term Offered: Fall Term
Course Type(s): HSNW, HSWLD
This course fits into the curriculum on multiple levels. MA students in history with a concentration in world history will have a new course to consider that will broaden their understanding of modernity, empire, and global imperialism. This course seeks to expand the current history curriculum by focusing on East Asia, an important region that has not been previously covered in graduate history courses.

HS-585 Colonialism in Africa **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW
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 AN-585.

HS-586 Twentieth-Century China **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW
This graduate seminar is an introduction to English-language works and controversies in Chinese history from the early twentieth century through the People's Republic of China, the latter of which has only recently been studied by historians. Because the period from 1950 on was considered the purview of political scientists and sociologists until recently, this course aims to provide graduate students an overview of the scholarly literature in history, as well as the social sciences, on the People's Republic. The course will focus on issues that have been most prominent in contemporary scholarship, including state-building, modernization, the consolidation of CCP power, and the uneven effects of revolutionary change.

HS-587 Nationalism in Africa **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW, HSWLD
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.

HS-588 Decolonization in Africa 1940-1960 **Credits: 3**
Term Offered: All Terms
Course Type(s): HSNW, HSWLD
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.

HS-590 Paris, 1919: A World History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU, HSWLD
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.

HS-591 Islam **Credits: 3**
Term Offered: Summer Term
Course Type(s): HSNW, HSWLD
This course examines Islamic history, culture, and art across the world, including but not limited to the Middle East, North Africa, the Balkans, and the Americas. Thematic coverage will include religious/spiritual/ritualistic, political, cultural, and intellectual changes, as well as, imperialism, the rise of nation-states, and cultural interaction with traditionally non-Islamic lands and peoples. Also listed as AN-591.

HS-595 History Internship/Practicum **Credits: 3**
Prerequisite(s): Completion of twelve credits
Course Type(s): None
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.

HS-598 Special Topics in History **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

HS-599 Independent Study in History **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work under the direction of a member of the History faculty. Prior permission of the directing professor and department chair is required to take this course.

HS-690 History Master's Thesis **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

HS-798 Special Topics in History **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

HS-799 Independent Study in History **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work under the direction of a member of the History faculty. Prior permission of the directing professor and department chair is required to take this course.

Graduate Certificate in Geographic Information Systems (GIS.GR.C)

Code	Title	Credits
Requirements (9 credits)		
AN/GO-524	Introduction to Geographical Information Systems (GIS)	3

GO-520	Spatial Database Design and Management in GIS	3
GO-540	Spatial Analysis	3
Electives (3 credits)		
Select one course from the following list:		3
GO-501	Advanced GIS Applications and Project Implementation	
GO-510	Cartography in GIS	
GO-515	Visual Basic for GIS	
GO-537	Fundamentals of Remote Sensing	
GO-559	Remote Sensing and GPS	
GO-599	Independent Study	
AN/HS-520	Field Methods in Archaeology	
AN/HS-562	History of Maps and Mapping	
CJ-595	Geographic Information Systems, Crime Mapping, and Analysis	
CJ-695	Knowledge into Practice: Criminal Justice Capstone Course	
Total Credits		**12**

Admission Requirements

1. Possession of a baccalaureate degree from an accredited college or university with a minimum 3.0 grade point average (GPA).
2. A 500-word essay highlighting personal and/or professional goals related to pursuing study in the GIS graduate certificate program.

M.A. in History (HS.MA)

Students interested in pursuing the thesis option must consult with the department before submitting the e-FORM to change their program.

Code	Title	Credits
Requirements (21 credits)		
HS-501	Historical Criticism	3
or HS-502	The Philosophy of History	
or HS-503	Introduction to the Study of World History	
Select two U.S. History courses designated with Course Type: HSUS		6
Select two European History courses designated with Course Type: HSEU		6
Select two World or Non-Western courses designated with Course Types: HSWLD or HSNW		6
Electives (9 credits)		
Select 9 credits of History (HS) Electives		9
Program Completion Options (0 credits)		
Any HS-THD or HS-CPE		
Total Credits		**30**

Sequence Chart

Included below is a suggested plan of study to complete this program. Please use this as a guide; consult with your advisor to determine the sequence that best matches your circumstances.

First Year					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
HS-501 Historical Criticism, 502, or 503	3	HS-5XX US history elective (type HSUS)	3	Select 6 credits of History (HS-500+) Electives	6
HS-5XX World or Non Western History elective (Course Types: HSWLD or HSNW)	3	HS-5XX European History Elective (Course Types: HSEU)	3		
Semester Credits	**6**	**Semester Credits**	**6**	**Semester Credits**	**6**
Second Year					
Fall	**Credits**	**Spring**	**Credits**		
HS 5XX World or Non Western History elective (type HSWLD or HSNW)	3	HS 5XX US history elective (type HSUS)	3		
HS 5XX European History Elective (Course Type HSEU)	3	HS-5XX History Elective	3		
Semester Credits	**6**	**Semester Credits**	**6**		

Total Credits 30

Admission Requirements

1. Possession of a baccalaureate degree from an accredited institution, with a competitive GPA (2.5 overall and 3.0 in the major preferred, but not required) and an academic record that demonstrates success.
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.

Political Science and Sociology

Chair: Kenneth Mitchell, Department of Political Science and Sociology
Sociology Program Director: Johanna Foster

Mission Statement

Through a study of government, law, public policy, international relations, and area studies, our mission is to prepare students with knowledge and skills for a number of career possibilities, and to instill civic responsibility and leadership.

Courses

PS-598 Special Topics/Special Projects **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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 the program director is required to take this course.

PS-599 Readings and Research **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

SO-505 Critical Issues in Crime and Delinquency **Credits: 3**
Course Type(s): None
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.

Professional Counseling

Master of Science in Clinical Mental Health Counseling (M.S.)

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 Clinical 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. PC-505 Mental Health Counseling (3 cr.) must be taken during the first term of study.

Programs

Masters

- M.S. in Clinical Mental Health Counseling (p. 94)

Faculty

David Ford, Associate Professor and Chair (Graduate Faculty). B.A., M.A., Wake Forest University; Ph.D., Old Dominion University. Professional interests are Black Greek life; multicultural issues; college students; African American males in higher education; career counseling; addictions counseling; supervision; group work; qualitative research; the LGBTQQIA community; Intersectionality; and persons living with HIV/AIDS.
dford@monmouth.edu

Joanne Jodry, Associate Professor and Mental Health Counseling Program Director (Graduate Faculty). M.A., Monmouth University; Ed.D., Argosy University; D.M.H., Drew 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.
jjodry@monmouth.edu

Matthew Tozzi, Assistant Professor (Graduate Faculty). B.A., Rowan University; M.A., The College of New Jersey; Ph.D., University of Florida.
mtozzi@monmouth.edu

Courses

PC-CPE Professional Counseling Comprehensive Examination **Credits: None**

Prerequisite(s): Forty-eight credits in Professional Counseling including PC-505, PC-506, PC-512, PC-515, PC-523, PC-525, PC-529, PC-550, PC-570, PC-595, and PC-603
Co-requisite(s): PC-680
Term Offered: All Terms
Course Type(s): None
This is the Counselor Preparation Comprehensive Examination required to graduate from the Professional Counseling Program. Must be taken during the final term of study in the MS in Clinical Mental Health Counseling Program. Limited to Professional Counseling majors. This is a pass/fail course.

PC-502 Ecotherapy: Counseling and the Natural World **Credits: 3**

Term Offered: Fall Term
Course Type(s): None
Ecotherapy is defined as contact with nature as a method or element of counseling and addresses the critical fact that as humans we are interwoven with the natural world. Ecotherapists seek to develop and understand ways of expanding the emotional connection between clients and the natural world within the counseling context, thereby assisting individuals with developing sustainable lifestyles and remedying alienation from nature. Ecotherapy includes a wide range of techniques such as wilderness therapy, forest bathing, equine therapy, animal-assisted therapy, horticultural therapy, biophilic design and green therapy. Students in this course will obtain a firm understanding of the theoretical constructs of Ecosychology, demonstrate a model of EcoWellness, and obtain applicable skills in Ecotherapy.

PC-504 Adventure Based Ecotherapy **Credits: 3**

Prerequisite(s): PC-502 or instructor approval
Term Offered: Summer Term
Course Type(s): None
Ecotherapy is defined as contact with the natural world as a method or element of therapy and addresses the critical fact that as humans we are interwoven with the natural world. Based upon the tenets of ecotherapy, this class explores adventure based counseling (ABC). Adventure therapy is a type of experiential therapy that uses challenging adventure activities to aid the therapeutic healing process. Adventure therapy helps promote healthy identity development, self-efficacy, and a growth mindset. The class will be conducted outside and include experiences such as low and high ropes courses, rock-climbing and an immersive overnight outdoor expedition (rafting and/or backpacking). Preference will be given to students in the Ecotherapy certification.

PC-505 Mental Health Counseling **Credits: 3**

Term Offered: All Terms
Course Type(s): None
This course is an overview of the profession of counseling, its ethical standards, literature and professional organizations. It allows the student to understand the knowledge, skills, personal development and abilities required for success in the mental health counseling field. This class will assist students in formulating a concept of the profession that will allow them to enhance their growth and professional identity as a counselor. The students will learn about the current local, state and national opportunities in the field. This course must be taken during the first term of study.

PC-506 Testing and Assessment in Counseling **Credits: 3**

Term Offered: All Terms
Course Type(s): None
This course provides students an overview of many facets of assessments for individuals, couples, families, and community. Students will learn the skills of administering, evaluating, and reporting many types of assessments. Statistical concepts including the essentialness for reliability and validity will be examined. Throughout the course, students will learn to implement ethical and culturally relevant strategies with counseling assessments.

PC-510 Community Mental Health & Social Advocacy **Credits: 3**

Term Offered: All Terms
Course Type(s): None
This course is an overview of mental health counseling and addiction resources within the community. This social advocacy course reviews the spectrum of prevention, mental health and addiction intervention resources, overall community needs assessments, as well as, program implementation and evaluation for mental health and addiction services. Client and social advocacy, governmental policies, obtaining funding, and other aspects of the delivery of human services are explored. There is a particular focus on the management, social advocacy and ethical standards of administrative systems and clinical counseling services related to mental health and addiction programs.

PC-512 Psychopathology & Psychopharmacology **Credits: 3**

Term Offered: All Terms
Course Type(s): None
This course offers an intensive exploration of current thinking regarding development, etiology, biological basis, classifications and diagnosis of atypical behavior. Areas of study include clinical presentations, differential diagnoses, and pharmacological treatments as well as evidence-based practices.

PC-515 Human Development Through the Life Span **Credits: 3**

Term Offered: All Terms
Course Type(s): None
This course provides students with an overview of human development, with comprehensive coverage of all major developmental stages (prenatal period and infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood) and focuses on both normal and abnormal physical, mental health and social development. Emphasis on the interaction of biological, psychological and sociological forces that influence human development.

PC-516 Counseling and Sexuality **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
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.

PC-517 Counseling and Religion **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Counseling and Religion will explore the world religions with a focus on the religions as they function in the U.S. in a multi-cultural context. This will give the student a basic understanding and respect for religious differences when counseling clients who have different religious values than the counselor. A historical perspective on the relationship between psychology and religion will be traced to contemporary practice. The student will be given the opportunity to develop a theory of how he or she would like to integrate his or her knowledge into his or her work as a counselor. Limited to Professional Counseling majors.

PC-521 Spirituality and Counseling **Credits: 3**
Course Type(s): None
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 Professional Counseling majors.

PC-522 Self-Exploration: Body, Mind, Spirit **Credits: 3**
Course Type(s): None
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 Professional Counseling majors.

PC-523 Introduction to Counseling Skills **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is designed for students to learn and practice basic interviewing and counseling skills, learn the process of mental health counseling from intake to termination, evaluate risk assessments, and conduct mental status examinations. The importance of the therapeutic relationship, the influence of power and privilege with clients, and the counselor's self-development will also be emphasized.

PC-524 Counseling Children and Adolescents: Theories and Techniques **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors.

PC-525 Theories of Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course offers the mental health counseling student an understanding of historical and current core theoretical knowledge in counseling theories to inform conceptualization and best practices. The course includes a comprehensive exploration of affective, behavioral, and cognitive theories. Students will be expected to begin to develop a personal model of counseling based in theory that will be used in their field placements and to inform their future careers.

PC-526 Case Conceptualization & Advanced Techniques **Credits: 3**
Prerequisite(s): PC-505, PC-512, PC-523, and PC-525
Term Offered: All Terms
Course Type(s): None
This course allows the student to practice all aspects of case conceptualization while also developing advanced counseling techniques. Students will enter this class with the basic understanding of counseling theories, assessment, and psychopathology. Advanced techniques and approaches for counseling theories and differential diagnosis will be reviewed and practiced. With cultural sensitivity, students will be able to identify why and how an intervention is chosen based in theory. Students will demonstrate use of skills in person as well as telehealth.

PC-528 Family Counseling: Theory and Technique **Credits: 3**
Prerequisite(s): PC-525
Course Type(s): None
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 Professional Counseling majors.

PC-529 Multicultural Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course will examine the impact of culture, societal norms, and the influence that power and privilege have on the client and the therapeutic process. Theories and models of multicultural counseling and social justice will be studied. The counseling students will examine their own cultural identity development, worldviews and biases in order to to raise personal awareness and understand potential impact on clients. Methods of advocacy will also be emphasized.

PC-530 Crisis Intervention & Trauma **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course reviews crisis intervention theories, techniques, and applications, as well most current trauma theories and best practice.

PC-532 Counseling for Grief and Loss **Credits: 3**
Prerequisite(s): PC-525
Course Type(s): None
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.

PC-533 Couples Counseling **Credits: 3**
Prerequisite(s): PC-525
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors.

PC-540 Introduction to Alcohol and Drug Abuse **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course will offer an overview of historical and current models of addiction: medical, socio-cultural, familial, and psychological. The student will learn the definitions and descriptions associated with addictions and be able to give diagnostic impressions and understand their implications. There will also be an overview of best practices and evidence-based treatment approaches.

PC-542 Treatment of Alcohol and Drug Abuse **Credits: 3**
Prerequisite(s): PC-540
Term Offered: All Terms
Course Type(s): None
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.

PC-544 Advanced Alcohol and Drug Counseling **Credits: 3**
Prerequisite(s): PC-540 and PC-542
Term Offered: All Terms
Course Type(s): None
Covers advanced topics that are introduced in PC-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 Professional Counseling majors.

PC-546 Substance Awareness in the Schools **Credits: 3**
Prerequisite(s): PC-540
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors.

PC-550 Group Counseling **Credits: 3**
Prerequisite(s): PC-505 and PC-523
Term Offered: All Terms
Course Type(s): None
This didactic and experiential course 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.

PC-570 Career Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course instructs students about the influence of career counseling and the counseling profession and forms the historical basis of the profession's emphasis on human development, decision-making, and assessment. Career theories, life-span development, and assessment instruments used in career counseling are reviewed. Strategies for assisting clients in finding satisfactory interrelationship between work and other aspects of their life is emphasized with gender and cultural sensitivity.

PC-595 Professional Counseling Practicum **Credits: 3**
Prerequisite(s): PC-505, PC-512, PC-525, PC-526, PC-540, and PC-550 all passed with a grade of C+ or higher and PC-523 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
This course will allow students to integrate theory and practice in the counseling profession through a field placement 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.).

PC-598 Special Topics in Professional Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors only. If a prerequisite is required it will be announced in the course schedule.

PC-599 Independent Study in Professional Counseling **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work under the direction of a faculty member. Limited to Professional Counseling majors only. Prior permission of the directing professor and department chair is required to take this course.

PC-603 Research Methods in Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course includes techniques for assessing quality research and evidence-based practices in mental health counseling. Course topics include reviewing academic and other literature, hypothesis generation, naturalistic observation, survey, interview procedures, and experimental methods. Students learn to identify and conduct different types of research that will inform their future careers as professional counselors.

PC-650 Transformational Travel for Counselors **Credits: 3**
Course Type(s): None
This course will allow the graduate professional counseling student to grow through an international experience personally and professionally. These various cultural experiences will allow the student to develop through service learning, multicultural immersion, and spiritual contemplations. The student will understand the political, religious, and traditional cultural values that interact with the human condition of psychic suffering and healing. This course intends to be a transformational experience to aid students decide their future worldviews and professional posture moving forward in their counseling careers. Students must apply to be in this elective class. Application process includes: 1) Attending information session; 2) Application through Global Education; 3) Essay of intention; 4) Possible interview. Students will be picked from this application process.

PC-651 International Multicultural Experience **Credits: 3**
Prerequisite(s): Take PC-650
Course Type(s): None
This course will allow the graduate professional counseling student to further grow on a personal, professional, and existential level during a 2nd international experience. While experiencing this culture for a second time, the counseling student will be able to take their understanding of different cultures to another level by adding a leadership role to their experience and counseling skills. These various cultural leadership experiences will allow the student to grow through service learning, multicultural involvements, and spiritual journeys. The student will have international leadership experiences with peers while leading the students from the Transformational Travel in their growth processes. This course will require an application that will include: 1) Meeting with Professor to understand requirements; 2) application through Global Education; 3)Essay to discuss intention of the trip. The students will be picked through this application process.

PC-672 Advanced Theory in Play Therapy **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
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 EDC-672 and SW-672.

PC-673 Advanced Techniques in Play Therapy **Credits: 3**
Term Offered: All Terms
Course Type(s): HY
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 listes as EDC-673 and SW-673.

PC-674 Play Therapy for Children at Risk **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
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 EDC-674 and SW-674.

PC-680 Clinical Internship in Professional Counseling **Credits: 3**
Prerequisite(s): PC-540 and PC-595
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors who have completed at least thirty graduate credits. This is a pass/fail course. Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator.

PC-699 Independent Study in Professional Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

Policies

Minimum Academic Standing
Graduate students are required to maintain a cumulative grade point average (GPA) of 3.0 or better. Students who fail to maintain a minimum GPA of 3.0, or who accumulate as many as six credits of, “C+”, “C”, or “C-“or three credits of an “F” grade 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 all the policies on the number of “C” grades and GPA are met. Students must achieve a final grade above a “B” in PC 505, PC 523, PC 526, PC 529 and PC 550, or they must repeat the course and achieve a minimum of a “B“ to move on in the program.

Academic or Non-Academic Dismissal
A student shall become subject to dismissal for any of the following conditions:

1) For failing to earn in three continuous semesters a cumulative grade point average of at least 3.0.

2) For accumulating nine credits of “C+”, “C” and “C-“.

3) For accumulating six credits of “F”, or three credits of “F” and three credits of “B-“, “C+”, “C” and “C-“.

4) For excessive course withdrawals. A student is considered to have withdrawn excessively if credits for those courses in which “W” grades have been received total more than 25% of the total number of credits attempted at Monmouth University. This policy affects all students after they have attempted at least 12 credits at Monmouth University.

5) For serious professional/ethical misconduct.

6) For failure to successfully implement the recommendations of the department’s Professional Development Committee, or when

implementing the recommendations of the department's Professional Development Committee did not sufficiently resolve the original problem.

Professional Development Process
Counselor education programs are mandated to monitor the development of counseling students. The primary source for this mandate is the American Counseling Association's (ACA; 2014) *ACA Code of Ethics*. Section F.9.b of the *ACA Code of Ethics* states that counselor educators are to consistently monitor and address student deficiencies significant enough to impair their ability to provide counseling (ACA, 2014). Additionally, programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) must carry out comprehensive appraisals of student performance (CACREP, 2009). Faculty who identify a student who is experiencing academic and/or non-academic concerns may refer that student to the department's Professional Development Committee. The Professional Development Committee (PDC) consists of three faculty members and is designed to assist students who are experiencing academic and/or non-academic difficulties through the implementation of a professional development plan agreement. Students are bound by this agreement, and failure to implement the agreement may result in dismissal from the program.

Non-Academic Performance Requirements
Students are also expected to meet various non-academic performance requirements. These include abiding by the code of behavior of the University (for example rules and policies regarding plagiarism, sexual harassment etc.), as well as the Ethical Code of the American Counseling Association. Violations of these codes, or poor fit with the skills and characteristics required for the counseling profession (provided in the Program Goals and Objectives) can result in disciplinary action with consequences up to and including dismissal from the program. It is the responsibility of the students to familiarize themselves with these codes of behavior.

Objectives
To carry out its mission, the department has specified a set of objectives that are implemented through its programs.

A. Personal Qualities

(1) Self-awareness, self-acceptance, self-objectivity

(2) Empathy, other esteem, unconditional positive regard for others

(3) Personal congruence/authenticity

(4) Ability to interact constructively with diverse peoples

(5) Personal commitment to professional ethical standards

(6) Constructive professional relationships

(7) Commitment to multicultural dimensions and identities

(8) Respect for the dignity and worth of others

(9) Maturity, open-mindedness, and receptivity to feedback

(10) Commitment to personal and professional growth

B. Understandings

(1) Development processes – typical and atypical

(2) Personality and adjustment processes – adaptive and maladaptive

(3) Diagnostic proficiency

(4) Counseling processes – individual, group, and family

(5) Group dynamics

(6) Measurement and evaluation

(7) Research methodology

(8) Career development

(9) Professional, ethical, and legal aspects of counseling

(10) Multicultural and social justice issues

C. Skills

(1) Interviewing techniques

(2) Test administration and interpretation

(3) Case conceptualization and communication

(4) Individual counseling techniques

(5) Group counseling techniques

(6) Crisis and trauma interventions

(7) Evaluating and using research findings

(8) Responding to supervision and consultation

(9) Understanding of biological-psychological-social interpretations

(10) Diagnostic skills

(11) Intra/inter personal skills

Counselor Preparation Comprehensive Examination (CPCE)
Students in the MS program must pass the CPCE to be able to graduate from the program. The CPCE was developed by the National Board for Certified Counselors (NBCC) and is used by the Professional Counseling department as an exit requirement for students to obtain their MS degree. Because the CPCE examines the same eight content areas as the National Counselor Exam (NCE), the CPCE also serves to prepare students for the NCE. The CPCE has 160 questions, with 20 questions in each of the eight content areas.

The CPCE is administered on the fourth Saturday after the start of classes every semester. Students are encouraged to begin preparing for the CPCE well in advance of the planned examination date.

Students are required to take the CPCE in their last semester of study as a capstone exam, and students must have completed a minimum of 48 credits prior to taking the CPCE. Students have a **maximum of three attempts** to pass the CPCE to graduate from the program. The CPCE is administered via computer, and students requiring accommodations must consult with the Department of Disability Services (DDS).

A student will have a maximum of three attempts to pass the CPCE. In the rare instance that a student fails the CPCE on the third attempt, the student will not graduate that semester. In consultation with the Department Chair, it may be determined if it is appropriate to develop a comprehensive plan (based on the results of the failed CPCE) that will enable the student to demonstrate mastery of the CORE material. If the Department Chair determines such a plan is appropriate, the

student must complete an independent study the next semester. The assignments and assessments of mastery are at the discretion of the faculty serving on the independent study and must be completed to the satisfaction of the faculty member and the Department Chair. Incomplete assignments in the timeframe given or unsatisfactory work that does not prove mastery may result in a termination from the program without graduation.

M.S. Clinical Mental Health Counseling (CMHC.MS)

Code	Title	Credits
PC-506	Testing and Assessment in Counseling	3
PC-512	Psychopathology & Psychopharmacology	3
PC-515	Human Development Through the Life Span	3
PC-525	Theories of Counseling	3
PC-530	Crisis Intervention & Trauma	3
PC-540	Introduction to Alcohol and Drug Abuse	3
PC-570	Career Counseling	3
PC-595	Professional Counseling Practicum	3
PC-603	Research Methods in Counseling	3
Courses Requiring B or better grade		
PC-505	Mental Health Counseling	3
PC-523	Introduction to Counseling Skills	3
PC-526	Case Conceptualization & Advanced Techniques	3
PC-529	Multicultural Counseling	3
PC-550	Group Counseling	3
Clinical Internship		
PC-680	Clinical Internship in Professional Counseling	3
Clincial Internship course is taken twice		3
Electives (12)		
Select 12 credits from Professional Counseling (PC) at the 500-600 level		12
PC-CPE	Professional Counseling Comprehensive Examination	0
Total Credits		**60**

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 3.0 overall GPA.
2. Two completed Monmouth University Professional Counseling recommendation forms, preferably from academics.
3. Narrative (four to five pages, double spaced) in response to the questions outlined on the Admission Application Essay Form.
4. Successful participation in a group interview.

THE SCHOOL OF SCIENCE

Interim Dean: Joseph Coyle, Ph.D.
Associate Dean: Catherine N. Duckett, Ph.D.
Assistant Dean: John A. Tiedemann, M.S.

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:

Master's Degree Programs

- Computer Science (p. 97),
- Data Science (p. 111),
- Information Systems (p. 97), and
- Software Engineering (p. 97).

Undergraduate Degree Programs

- Biology (http://catalog.monmouth.edu/undergraduate-catalog/science/biology/),
- Chemistry (http://catalog.monmouth.edu/undergraduate-catalog/science/chemistry-physics/),
- Computer Science (http://catalog.monmouth.edu/undergraduate-catalog/science/computer-science-software-engineering/),
- Marine and Environmental Biology and Policy (http://catalog.monmouth.edu/undergraduate-catalog/science/biology/marine-environmental-biology-policy-bs/),
- Mathematics (http://catalog.monmouth.edu/undergraduate-catalog/science/mathematics/),
- Medical Laboratory Science (http://catalog.monmouth.edu/undergraduate-catalog/science/medical-laboratory-sciences-clinical-laboratory-sciences/),
- Clinical Laboratory Sciences (http://catalog.monmouth.edu/undergraduate-catalog/science/medical-laboratory-sciences-clinical-laboratory-sciences/),
- Software Engineering (http://catalog.monmouth.edu/undergraduate-catalog/science/computer-science-software-engineering/)

Undergraduate Certificates

- Information Technology (http://catalog.monmouth.edu/undergraduate-catalog/science/computer-science-software-engineering/information-technology-certificate/)

Minors

- Biology (http://catalog.monmouth.edu/undergraduate-catalog/science/biology/biology-minor/),
- Chemistry (http://catalog.monmouth.edu/undergraduate-catalog/science/chemistry-physics/chemistry-minor/),
- Computer Science (http://catalog.monmouth.edu/undergraduate-catalog/science/computer-science-software-engineering/computer-science-minor/),
- Environmental Biology (http://catalog.monmouth.edu/undergraduate-catalog/science/biology/environmental-biology-minor/),
- Global Sustainability (http://catalog.monmouth.edu/undergraduate-catalog/science/biology/global-sustainability-minor/),
- Information Technology (http://catalog.monmouth.edu/undergraduate-catalog/science/computer-science-software-engineering/information-technology-minor/),
- Mathematics (http://catalog.monmouth.edu/undergraduate-catalog/science/mathematics/mathematics-minor/),
- Statistics (http://catalog.monmouth.edu/undergraduate-catalog/science/mathematics/statistics-minor/),
- Physics (http://catalog.monmouth.edu/undergraduate-catalog/science/physics/physics-minor/)

Concentrations

- Molecular Cell Physiology (http://catalog.monmouth.edu/undergraduate-catalog/science/biology/biology-bs-concentration-molecular-cell-physiology/),
- Advanced Chemistry (http://catalog.monmouth.edu/undergraduate-catalog/science/chemistry-physics/chemistry-bs-concentration-advanced-chemistry-acs-approved/),
- Medical Laboratory Science (http://catalog.monmouth.edu/undergraduate-catalog/science/medical-laboratory-sciences-clinical-laboratory-sciences/clinical-laboratory-sciences-bs-concentration-medical-laboratory-science/),
- Statistics (http://catalog.monmouth.edu/undergraduate-catalog/science/mathematics/mathematics-bs-concentration-statistics/)

The undergraduate Bachelor of Science in Computer Science 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. 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.

Computer Science and Software Engineering

Chair: Ling Zheng, Department of Computer Science and Software Engineering

UNIX Administrator and Teacher: Joseph Chung

Master of Science in Computer Science (M.S.C.S.)

The Master of Science in Computer Science provides a broad background in graduate-level computer science study. The thirty- to forty two-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 Computer 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 twelve credits (CS-501B Program Development (3 cr.)-CS-505 Operating Systems Concepts (3 cr.)) 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.

Master of Science in Data Science (M.S.D.S.)

The Master of Science in Data Science provides a nice complement to our current advanced degree programs, and offers an attractive option for students with or without a strong background in computer science to gain the skills to enter this highly attractive job market for data scientists/data analysts. The emphasis of this program is on projects that will provide students with experience in working with real-world data from a variety of different disciplines. Students will engage in three or four semester-long projects, working with external partners to address questions that can be answered with a variety of data science techniques. Students graduated from this program will be well positioned to compete in the marketplace for positions in a range of fields by having broad experience with many data analysis techniques and experience with data visualization and communication in both written and oral forms.

Master of Science in Information Systems (M.S.I.S.)

The M.S.I.S. 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 M.S.I.S. 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 M.S.I.S. 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).

Master of Science in Software Engineering (M.S.S.E.)

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 of Computer Science and Software Engineering offers a Master of Science Degree in Software Engineering.

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

1. Show mastery of the software engineering knowledge and skills and professional issues necessary to practice as a software engineer in a variety of application domains with demonstrated performance in at least one application domain;
2. Understand the relationship between software engineering and systems engineering and be able to apply systems engineering principles and practices in the engineering of software;
3. Show mastery of software engineering in at least one specialty, such as 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.

Classes are scheduled to support working professionals and many 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.

Programs

Masters

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- M.S. in Computer Science, Non-Thesis Track (p. 109)
- M.S. in Computer Science, Computer Networks, Thesis Track (p. 108)
- M.S. in Computer Science, Computer Networks, Non-Thesis Track (p. 108)
- M.S. in Computer Science, Databases and Intelligent Information Systems, Thesis Track (p. 109)
- M.S. in Computer Science, Databases and Intelligent Information Systems, Non-Thesis Track (p. 108)
- M.S. in Computer Science, Cybersecurity, Thesis Track (p. 110)
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- M.S. in Software Engineering, Advanced Thesis Track (p. 112)
- M.S. in Software Engineering, Advanced Non-Thesis Track (p. 111)

Faculty

Rolf Kamp, Specialist Professor (Graduate Faculty). B.S., B.A., Stockton University; M.B.A., Monmouth University; M.S., New Jersey Institute of Technology. Interests include computer science education, networking technologies, and ethics and professionalism for scientists and engineers.
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Courses

CS-501A Computer Programming Essentials **Credits: 3**
Term Offered: All Terms
Course Type(s): TPS
An introduction in computer programming for newly admitted graduate students. Students will learn basic concepts in modern computer programming. Students will complete all the programming exercises and assignments in the modern objected-oriented language.

CS-501B Program Development **Credits: 3**
Prerequisite(s): CS-501A passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): None
Continuation at the coverage of the same modern object-oriented language introduced in CS-501A. More advanced object-oriented design, including inheritance and polymorphism.

CS-502 Theoretical Foundations of Computer Science **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CS-503 Data Structures and Algorithms **Credits: 3**
Prerequisite(s): CS-501B passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): None
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.

CS-505 Operating Systems Concepts **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): None
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.).

CS-509 Advanced Object-Oriented Programming and Design **Credits: 3**
Prerequisite(s): CS-501B passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): None
Object-oriented programming and design, using a language different from that used in CS 501B. Used in classes, inheritance, polymorphism, and libraries.

CS-512 Algorithm Design **Credits: 3**
Prerequisite(s): CS-502 and CS-503 both passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
Design and analysis of algorithms; dependence of algorithm efficiency on data structure choice; correctness of algorithm implementation and basic design techniques and their applications to programming with fundamental data structures.

CS-514 Networks **Credits: 3**
Prerequisite(s): CS-501A
Term Offered: All Terms
Course Type(s): CISEL
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. Prerequisite: CS-501A

CS-517 Database Design and Management **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): CISEL
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.

CS-518 Fundamentals of Computer Security and Cryptography **Credits: 3**
Prerequisite(s): CS-514 or MIS-514 passed with a grade of B- or higher
Term Offered: Fall Term
Course Type(s): CISEL
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 successfully complete this course will be capable of assessing the threats, enhancing the security, and evaluating the assurance level of specific computer systems.

CS-520 Introduction to Intelligent Systems **Credits: 3**
Prerequisite(s): CS-502 and CS-503 both passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): CISEL
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.

CS-521 Artificial Intelligence **Credits: 3**
Prerequisite(s): CS-503 and CS-520 both passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): None
Basic and advanced methods in symbolic and quantitative artificial intelligence through Lisp programming techniques. Current issues concerning rule-based vs. statistical methods via applications.

CS-522 Knowledge Fusion **Credits: 3**
Prerequisite(s): CS-517 or CS-520 passed with a grade of B- or higher.
Course Type(s): CISEL
Coverage of the 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.

CS-525 Simulation **Credits: 3**
Prerequisite(s): CS-502, CS-503, and CS-514 all passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): None
Formal models of discrete event systems, computer simulation of models, and analysis of simulation results. Discrete event simulation is applied to studying the performance of computer and communication systems. Object-oriented design and programming in C++.

CS-529 Web Services and .NET **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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.

CS-532 Compiler Design **Credits: 3**
Prerequisite(s): CS-512 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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.).

CS-533 Database System Implementation **Credits: 3**
Prerequisite(s): CS-502 and CS-503 both passed with a grade of B- or higher
Term Offered: Fall Term
Course Type(s): CISEL
DBMS architecture, data storage and indexing, query processing and optimization, transaction management and recovery, and some issues related to advanced database applications.

CS-535 Telecommunications **Credits: 3**
Prerequisite(s): CS-502, CS-505, and CS-514 all passed with a grade of B- or higher
Term Offered: Fall Term
Course Type(s): None
In-depth coverage of the lower layers of the network hierarchy: Physical layer, Data Link layer, Network layer, and Transport layer.

CS-536 File Management and Query Strategies **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B or higher
Term Offered: Summer Term
Course Type(s): None
Addresses data storage and organization, file management principles, and query processing and applications. Students will gain hands-on experience in file processing and application development.

CS-550 Computer System Architecture **Credits: 3**
Prerequisite(s): CS-502 and CS-503 both passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): None
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.

CS-588 Computer Science Practice and Experiences **Credits: 1**
Prerequisite(s): 18 credits in Computer Science or Software Engineering
Term Offered: All Terms
Course Type(s): None
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. Departmental approval is required to take this course.

CS-598 Special Topics in Computer Science **Credits: 3**
Term Offered: All Terms
Course Type(s): CISEL
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.

CS-599 Independent Study in Computer Science **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent study in a topic not substantially treated in a regular graduate course, for students with superior ability; weekly consultation. Prior permission of directing professor and the graduate program director is required to take this course. This course can only be taken once for credit. Completion of all foundation and core courses and a minimum G.P.A. of 3.50 is required to take this course.

CS-611 Secure Web Services Design **Credits: 3**
Prerequisite(s): CS-501B passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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. Also listed as SE-611.

CS-612 Ethical Hacking **Credits: 3**
Prerequisite(s): CS-518
Course Type(s): CISEL
Introduce penetration testing methodologies and ethical hacking tools. Discuss the importance of protecting corporate and government data from cyber-attacks. Learn advanced computer security resources that address new vulnerabilities and innovative methods to protect networks.

CS-613 Digital Forensics **Credits: 3**
Prerequisite(s): CS-518
Term Offered: Spring Term
Course Type(s): CISEL
Introduce digital forensic fundamentals. Focus on discovering, authenticating, and analyzing digital evidence.

CS-618 Data Mining **Credits: 3**
Prerequisite(s): CS--517 and CS-520 both passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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.

CS-620 Applied Machine Learning **Credits: 3**
Prerequisite(s): CS-503
Term Offered: All Terms
Course Type(s): CISEL
This course introduces basic and advanced machine learning techniques via various applications in finance, healthcare, image recognition and other fields. Topics include classification and regression supervised learning algorithms, unsupervised learning algorithms, and algorithm performance evaluation and validation.

CS-625 Internet Crawler **Credits: 3**
Prerequisite(s): CS-529 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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.

CS-628 Security of E-Systems and Networks **Credits: 3**
Prerequisite(s): CS-518 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
The fundamental techniques in security of e-based Systems and Computer Networks. E-based systems are ubiquitous in the modern world with applications spanning e-commerce, e-government, e-services, Virtual Private Networks (VPNs), health care, and government organizations. Deals with the fundamental concepts and tools of security of e-based systems and computer networks and its range of applications. The topics to be covered include: authentication of users, system integrity, confidentiality of communication, availability of business service, non-repudiation of transactions, public key cryptosystems, authentication and digital signature, e-security tools such as Public Key Infrastructure (PKI) systems, biometric-based security systems, trust management systems in communication networks, intrusion detection systems, protecting against malware, and computer network security risk management. Intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks and fundamentals of computer security.

CS-635 Wireless Network Systems and Security **Credits: 3**
Prerequisite(s): CS-514 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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, and standards, and advanced topics. Security of WLANs, wireless sensor networks (WSNs), cellular systems, and Bluetooth and Home RF networks will be dealt with as well. Intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks.

CS-655 Cloud Computing - Concepts, Technology and Architecture **Credits: 3**
Prerequisite(s): CS-503
Term Offered: Summer Term
Course Type(s): CISEL
This course will introduce students to proven and mature cloud computing technologies and practices into a series of well-defined concepts, models, and technology mechanisms and architectures. Case studies will be presented to applying the concepts to practical applications. Also listed as SE-655.

CS-661 Computer Science Advanced Project **Credits: 3**
Term Offered: All Terms
Course Type(s): CISEL
A challenging project, such as the development of a large, complex program, done under the supervision of a faculty member.

CS-691 Computer Science Thesis I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.) Completion of all foundation and core courses and departmental approval is required to take this course.

CS-692 Computer Science Thesis II **Credits: 3**
Prerequisite(s): CS-691
Term Offered: All Terms
Course Type(s): None
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.)

CS-698 Advanced Special Topics **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B- or higher or as announced in the course schedule
Course Type(s): CISEL
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.

CS-699 Independent Study in Computer Science **Credits: 3**
Term Offered: All Terms
Course Type(s): CISEL
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 CS-699.) A minimum G.P.A. of 3.50, completion of all foundation and core courses and departmental approval are required to take the course.

DS-501 Probability and Statistics for Data Science **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
This course covers the process of statistical analysis from beginning to end. That process, in broad strokes, involves: posing a question, determining what experiments or observations might provide data for answering that question, developing data collection procedures, exploring and summarizing the resulting data, and deriving inferences from the data relevant to the original scientific question. Each of these steps involves one or more of the following topics that will be covered in this course: experimental design, descriptive statistics, probability models, inferential statistics, confidence intervals, hypothesis tests, and prediction. A special emphasis will be given to common pitfalls in statistical analyses in a data-science context, including common misinterpretations of statistical procedures, the confusion of association and causation, and the reproducibility crisis in science.

DS-502 Introduction to Computer Programming for Data Science I **Credits: 3**

Term Offered: All Terms
Course Type(s): None
Introduction to the basic concepts of program development using Python; problem-solving methods and algorithm development; basic data types; language syntax; style and documentation; and coding and testing of programs.

DS-503 Introduction to Computer Programming for Data Science II **Credits: 3**

Prerequisite(s): DS-502
Course Type(s): None
This course introduces the most important data structures available in R and Python and their application to several real-world domains. Methodologies to import data from external sources (files, databases, on-line resources), to manipulate and transform data, and to save\export data to data repositories are described. The course also describes how to compute descriptive statistics and how to build charts for effective data visualization tasks. The students will become familiar in using R and Python data analysis libraries.

DS-504 Database Management **Credits: 3**

Term Offered: All Terms
Course Type(s): None
Overview of database system concepts; data modeling; entity-relationship diagrams; relational database schema definition; database design; query languages; introduction to NoSQL and comparison between relational and non-relational databases; hands-on experience of SQL, Oracle, and NoSQL.

DS-510 Experimental Design and Causal Inference **Credits: 3**

Prerequisite(s): DS-501
Course Type(s): None
This course introduces a rigorous, statistical definition of a causal effect, and methods for inferring causal effects from both experimental and observational data. Case studies and projects will be used to introduce students to real-world applications of experimental design and causal inference. Topics include randomized experiments (A/B testing, and its generalizations), methods for subgroup analysis in randomized experiments, graphical models for reasoning about causality, and methods for deriving causal inferences from observational data with confounders. Practical considerations (statistical power, sample size determination, design and use of pilot studies, etc.) and common pitfalls of applying these methods to real-world data will be emphasized.

DS-517 Ethics and Bias in AI **Credits: 3**

Prerequisite(s): DS-502
Term Offered: All Terms
Course Type(s): CISEL
This course examines the full range of issues around BIAS and Ethics implications in AI/ML-enabled systems. Important topics include AI transparency, Fairness, BIAS, and Privacy & Security principles. Additionally, the course will cover a wide range of global AI regulatory proposed frameworks, including explainable AI techniques using SHAP and LIME techniques.

DS-520 Data Analytics: Concepts and Techniques **Credits: 3**

Prerequisite(s): DS-501, DS-502, and DS-504
Term Offered: Fall Term
Course Type(s): None
This course is designed to introduce students to the discipline of data analytics and teach them basic algorithms, methodologies and techniques for data analysis. The course introduces the main steps of a data analysis process, including data gathering and collection, exploratory data analysis, data mining algorithms and methodologies for evaluating results. The most important data mining techniques, i.e. classification, regression, association and clustering analysis, are introduced. The students will gain familiarity with R and Python data analysis libraries.

DS-525 Interactive Storytelling with Data **Credits: 3**

Term Offered: Fall Term
Course Type(s): IM, TPS, COPRM, CORTP
Designed to introduce students to the world of data journalism and teach them to tell interactive stories using raw data. We will start from asking what is data journalism and how we find stories in the data. Students will learn how to acquire data from the web, normalize the data into databases and finally use software to tell engaging, interactive stories with collected data. Students will also learn how to collect data from traditional sources that aren't necessarily found online. Students are expected to complete a data-driven journalism project as part of the course. Also offered as a undergraduate course, CO-492. Also listed as CO-592.

DS-530 Big Data Analysis, Methodologies and Infrastructures **Credits: 3**

Prerequisite(s): DS-520
Course Type(s): None
This course introduces the most important algorithms and frameworks for Big Data analysis. The course will introduce fundamentals concepts of Big Data, parallel and distributed data analysis models and the most important Big Data processing frameworks currently in use. Each topic will be illustrated by examples from a different application area. The students will become familiar in using Hadoop MapReduce and Spark, which have been emerging as the most important Big Data processing frameworks currently used in research and commercial tasks. Students are expected to complete a Big Data analysis project as part of the course.

DS-535 Data Science Consulting **Credits: 1.5**

Prerequisite(s): DS-501
Term Offered: Spring Term
Course Type(s): None
This course introduces the roles and responsibilities of a data scientist working with teams of non-data scientists or non-technical clients, with an emphasis on verbal, non-verbal, and written communication between the data scientist and the client throughout the entire consulting process. The unique responsibilities of a data scientist in terms of accurately conveying the limitations of a data set and data analysis technique in the context of the client's original problem will be a central topic. The course will proceed through a series of case studies which will be used to practice interviewing, writing reports, and presenting results to a client.

DS-588 Data Science Practice and Experience **Credits: 1**
Prerequisite(s): Completion of 9 credits from subject DS
Term Offered: All Terms
Course Type(s): OL
Provides opportunity for Data 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 nine 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. Departmental approval is required to take this course.

DS-650 Applications for Data Science **Credits: 3**
Prerequisite(s): DS-520
Term Offered: Spring Term
Course Type(s): None
This course provides students with a project to fully engage their data science skills. Projects will come from a real-world domain such as business applications (marketing, business analytics finance, insurance), health care analytics, bioinformatics, genomics, environmental analytics, social networks, data journalism, sports analytics, etc. Students will typically work with an external client to define the scope of the project, and then employ appropriate data science techniques to solve the established problems. The course will end with oral and written presentations of the project outcomes. This course is repeatable for credit.

DS-655 Advanced Data Science Techniques **Credits: 3**
Prerequisite(s): DS-520 and DS-530.
Course Type(s): None
This course introduces advanced algorithms, methodologies and techniques for data analysis, with specific focus on classification, regression, clustering and association analysis. Among the most relevant algorithms, the course will cover advanced techniques, such as, deep learning, sequential pattern analysis, mixture models and grid-based clustering algorithms. Several examples, based on real-world datasets, will illustrate a variety of practical domains in which such techniques are used. Students will develop their exercises using R and Python data analysis libraries. Students are expected to complete a data-analysis project as part of the course.

DS-660 Management Science and Business Analytics **Credits: 3**
Prerequisite(s): BM-518 and BM-519
Course Type(s): MBA.Q
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. Also listed as BM-620.

DS-691 Data Science Thesis I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Completion of all foundation and core courses and departmental approval is required to take this course.

DS-692 Data Science Thesis II **Credits: 3**
Prerequisite(s): DS-691
Term Offered: All Terms
Course Type(s): None
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.)

MIS-514 Networks **Credits: 3**
Prerequisite(s): CS-501A
Term Offered: All Terms
Course Type(s): CISEL
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 CS-514.

MIS-517 Database Design and Management **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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 CS-517.

MIS-525 Information System Architecture **Credits: 3**
Prerequisite(s): MIS-565 or SE-565
Term Offered: All Terms
Course Type(s): None
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. Also listed as SE-625.

MIS-550 Software Project Management **Credits: 3**
Prerequisite(s): SE-505
Term Offered: Fall Term
Course Type(s): None
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. Also listed as SE-650.

MIS-551 Software Organization Management **Credits: 3**
Prerequisite(s): SE-505
Term Offered: Spring Term
Course Type(s): None
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. Also listed as SE-651.

MIS-565 Software System Requirements **Credits: 3**
Prerequisite(s): CS-501A, SE-505, and SE-511
Term Offered: All Terms
Course Type(s): None
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. For MSIS students only.

MIS-575 Software Verification, Validation and Maintenance **Credits: 3**
Prerequisite(s): CS-501A and SE-505
Term Offered: All Terms
Course Type(s): None
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.

MIS-588 Information Systems Practice and Experience **Credits: 1**
Term Offered: All Terms
Course Type(s): None
Provides opportunity for international Information Systems graduate students on an F1 student visa to obtain related experience via employment at a local company or institution, with Monmouth University sponsorship. Available only to Information Systems graduate students who have completed at least 18 credit hours of graduate courses (500-600 level), with a minimum G.P.A. of 3.00. This course does not satisfy elective requirements. Students may take this course a maximum of two times. Limited to MSIS students on an F1 Student Visa. This is a pass/fail course.

MIS-599 Independent Study in Management Information Systems **Credits: 3**
Prerequisite(s): #12 credits in Management Information Systems
Term Offered: Fall Term
Course Type(s): None
The development and execution of a significant research project designed by the student in consultation with a management information systems professor. This is an experience meant to focus learning on an area of special interest to the student. Prior permission of the directing professor and department chair is required to take this course.

MIS-623 Management Information Systems **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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 SE-623. Not open to students who have successfully completed BM-520.

MIS-691 Management Information System Thesis I **Credits: 3**
Prerequisite(s): BM-520, MIS-525, MIS-565 and either MIS-517 and MIS-514 and MIS-575 or BM-565 and MIS-550 and MIS-551
Term Offered: All Terms
Course Type(s): None
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.

MIS-692 Management Information System Thesis II **Credits: 3**
Prerequisite(s): MIS-691
Term Offered: All Terms
Course Type(s): None
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.

MIS-695A Management Information System Practicum I **Credits: 3**
Prerequisite(s): BM-520 or MIS-623 and MIS-525 and MIS-565
Term Offered: All Terms
Course Type(s): None
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.

MIS-695B Management Information System Practicum II **Credits: 3**
Prerequisite(s): MIS-695A
Term Offered: All Terms
Course Type(s): None
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.

MIS-699 Individual Research Project in Management Information Systems **Credits: 1-3**
Term Offered: Spring Term
Course Type(s): None
The development and execution of a significant research project designed by the student in consultation with a Management Information Systems professor. An experience meant to focus learning on an area of special interest to the student. Prior permission of the directing professor and department chair is required to take this course.

SE-505 Principles of Software Engineering **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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 method. Limited to Software Engineering students only.

SE-511 Object-Oriented Analysis **Credits: 1.5**
Prerequisite(s): SE-505 passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): CISEL
Introduces the development of the requirements and analysis model for a software application. Uses object-oriented methodologies. This is not a programming course. Limited to Software Engineering students only.

SE-512 Object-Oriented Design **Credits: 1.5**
Prerequisite(s): SE-511 passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): CISEL
Introduces the design of a software application. Uses object-oriented methodologies. This is not a programming course. Limited to Software Engineering majors only.

SE-517 Engineering Web-Based Systems **Credits: 3**
Prerequisite(s): CS-501A
Term Offered: All Terms
Course Type(s): None
A practical introduction to the principles, methods and tools required to create high-quality software applications for the distributed, client-server context of the Web. The course emphasizes on architectural designs, and language and data access methods that are common in web-based systems.

SE-565 Software System Requirements **Credits: 3**
Prerequisite(s): CS-501A, SE-505, and SE-511
Term Offered: All Terms
Course Type(s): CISEL
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.

SE-571 Software Design and Systems Architecture **Credits: 1.5**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): CISEL
Introduces software application design and system architecture in terms of the design process, design principles, design notations, design tools, design heuristics, and design patterns. Covers application and system design in detail concentrating on developing designs that are complete, correct, robust, implementable, and deployable. Limited to Software Engineering students only.

SE-572 Enterprise and Global Architecture **Credits: 1.5**
Prerequisite(s): SE-571
Term Offered: All Terms
Course Type(s): CISEL
Introduces architectural design at the Enterprise and Global Architectural levels. Provides students with an understanding of how new systems are brought into an organization to interoperate with an existing system, how systems are maintained throughout their lifecycle, and how systems are retired at the end of their lifecycle. Also provides students with an understanding of how the computing capabilities of a company fits into the larger scope of the Internet. Limited to Software Engineering students only.

SE-575 Software Verification, Validation and Maintenance **Credits: 3**
Prerequisite(s): CS-501A and SE-505
Term Offered: All Terms
Course Type(s): None
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.

SE-580 The Process of Engineering Software **Credits: 3**
Prerequisite(s): CS-503 and SE-505
Term Offered: Spring Term
Course Type(s): None
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.

SE-588 Software Practice and Experience **Credits: 1**
Prerequisite(s): 18 credits from Computer Science or Software Engineering
Term Offered: All Terms
Course Type(s): None
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 G.P.A. of 3.00. Does not satisfy elective requirements. Students may take this course a maximum of two times. This is a pass/fail course.

SE-599 Independent Study in Software Engineering **Credits: 1-3**
Prerequisite(s): Completion of at least 12 credits in Software Engineering
Term Offered: All Terms
Course Type(s): None
The development and execution of a significant research project designed by the student in consultation with a software engineering professor. This is an experience meant to focus learning on an area of special interest to the student. Prior permission of the directing professor and department chair is required to take this course.

SE-601 Outsourcing: Specifications and Strategies **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): CISEL
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.

SE-602 Technology Assessment **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): CISEL
Covers the practicalities of assessing a technology for use in delivery of products. It examines how new tools, processes, and training fit into an overall technology-adoption decision.

SE-603 MOST Implementation **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): CISEL
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.

SE-610 Software Systems Security **Credits: 3**
Prerequisite(s): SE-505
Term Offered: All Terms
Course Type(s): None
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.

SE-611 Secure Web Services Design **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): None
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. Also listed as CS-611.

SE-615 Usability Engineering/Human-Computer Interaction **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): None
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.

SE-616 Extensible Markup Language (XML) **Credits: 3**
Prerequisite(s): CS-501B
Course Type(s): None
Presents XML fundamental concepts, XML as a document format, XML as a data format, and special topics in using XML.

SE-620 Networked Software Systems I **Credits: 3**
Prerequisite(s): SE-565
Course Type(s): CISEL
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: SE-565

SE-621 Networked Software Systems II **Credits: 3**
Prerequisite(s): SE-620
Term Offered: Spring Term
Course Type(s): None
Distributed File Systems, Replication, Shared Data, Transactions, Distributed Operating Systems, Micro Kernels, Network Operating Systems, Computing Environments and Toolkits: ONC, DCE, ISIS, Languages.

SE-623 Management Information Systems **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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 MIS-623. Not open to students who have successfully completed BM-520.

SE-625 Information Systems Architecture **Credits: 3**
Prerequisite(s): SE-565 or MIS-565
Term Offered: All Terms
Course Type(s): None
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. Also listed as MIS-525.

SE-626 Information Systems Engineering **Credits: 3**
Prerequisite(s): SE-625
Term Offered: Spring Term
Course Type(s): None
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.

SE-640 Real-time Systems **Credits: 3**
Prerequisite(s): CS-501B and SE-505
Term Offered: Fall Term
Course Type(s): CISEL
Theoretical foundations and practical algorithms in the specification and validation of real-time systems and applications. Important topics include real-time system specification, scheduling, resource access control, real-time task assignment, and high-level system modeling and analysis.

SE-641 Real-time Robot Control **Credits: 3**
Prerequisite(s): SE-640
Term Offered: Spring Term
Course Type(s): CISEL
Fundamentals of real-time and embedded software technology. Inter-process communication and synchronization. Robot operating system. Modern robot programming toolkits. Robot movement control. Robot speech and vision recognition.

SE-650 Software Project Management **Credits: 3**
Prerequisite(s): SE-505
Term Offered: Fall Term
Course Type(s): None
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.

SE-651 Software Organization Management **Credits: 3**
Prerequisite(s): SE-505
Term Offered: Spring Term
Course Type(s): None
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. Also listed as MIS-551.

SE-655 Cloud Computing - Concepts, Technology and Architecture **Credits: 3**
Prerequisite(s): CS-503
Term Offered: Summer Term
Course Type(s): CISEL
This course will introduce students to proven and mature cloud computing technologies and practices into a series of well-defined concepts, models, and technology mechanisms and architectures. Case studies will be presented to applying the concepts to practical applications. Also listed as CS-655.

SE-691 Software Engineering Thesis Research **Credits: 3**
Prerequisite(s): SE-565 and SE-580.
Term Offered: All Terms
Course Type(s): None
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.

SE-692 Software Engineering Thesis Research **Credits: 3**
Prerequisite(s): SE-691 and prior permission of the advising professor
Term Offered: All Terms
Course Type(s): None
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.

SE-695A Software Engineering Practicum **Credits: 3**
Prerequisite(s): SE-565 and SE-580
Term Offered: All Terms
Course Type(s): None
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 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.

SE-695B Software Engineering Practicum **Credits: 3**
Prerequisite(s): SE-695A
Term Offered: All Terms
Course Type(s): None
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.

SE-698 Special Topics in Software Engineering **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Approval of the department is required to take this course. If a prerequisite is required it will be announced in the course schedule.

SE-699 Individual Research Project in Software Engineering **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

M.S. in Computer Science, Computer Networks, Non-Thesis Track (CSCN.NTT.MS)

Code	Title	Credits
Foundation Requirements (12 credits) [1]		
CS-501B	Program Development	3
CS-502	Theoretical Foundations of Computer Science	3
CS-503	Data Structures and Algorithms	3
CS-505	Operating Systems Concepts	3
Program Requirement (30 credits)		
CS-512	Algorithm Design	3
CS-514	Networks	3
CS-517	Database Design and Management	3
CS-520	Introduction to Intelligent Systems	3
CS-535	Telecommunications	3
CS-635	Wireless Network Systems and Security	3
CS-525	Simulation	3
Select 9 credits Designated with Course*Type CISEL		9
Total Credits		**42**

[1] *Up to 12 credits may be waived upon evaluation or prior academic preparation*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of “C” or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth’s CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.)and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of “B” or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

M.S. in Computer Science, Computer Networks, Thesis Track (CSCN.TT.MS)

Code	Title	Credits
Foundation Requirements (12 credits) [1]		
CS-501B	Program Development	3
CS-502	Theoretical Foundations of Computer Science	3
CS-503	Data Structures and Algorithms	3
CS-505	Operating Systems Concepts	3
Program Requirement (30 credits)		
CS-512	Algorithm Design	3
CS-514	Networks	3
CS-517	Database Design and Management	3
CS-520	Introduction to Intelligent Systems	3
CS-535	Telecommunications	3
CS-635	Wireless Network Systems and Security	3
Select 6 credits Designated with Course*Type CISEL		6
CS-691	Computer Science Thesis I	3
CS-692	Computer Science Thesis II	3
Total Credits		**42**

[1] *Up to 12 credits may be waived upon evaluation or prior academic preparation*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of “C” or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth’s CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.) and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of “B” or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

M.S. in Computer Science, Databases and Intelligent Information Systems, Non-Thesis Track (CSII.NTT.MS)

Code	Title	Credits
Foundation Requirements (12 credits) [1]		
CS-501B	Program Development	3
CS-502	Theoretical Foundations of Computer Science	3
CS-503	Data Structures and Algorithms	3
CS-505	Operating Systems Concepts	3
Program Requirement (30 credits)		
CS-512	Algorithm Design	3
CS-514	Networks	3
CS-517	Database Design and Management	3
CS-520	Introduction to Intelligent Systems	3
CS-533	Database System Implementation	3
Select two of the following:		6
CS-521	Artificial Intelligence	
CS-529	Web Services and .NET	
CS-618	Data Mining	
CS-625	Internet Crawler	
Select 6 credits Designated with Course*Type CISEL		6

Select 3 credits from 600+ level	3
Total Credits	**42**

[1] *Up to 12 credits may be waived upon evaluation or prior academic preparation*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of "C" or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth's CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.) and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of "B" or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

M.S. in Computer Science, Databases and Intelligent Information Systems, Thesis Track (CSII.TT.MS)

Code	Title	Credits
Foundation Requirements (12 credits) [1]		
CS-501B	Program Development	3
CS-502	Theoretical Foundations of Computer Science	3
CS-503	Data Structures and Algorithms	3
CS-505	Operating Systems Concepts	3
Program Requirement (30 credits)		
CS-512	Algorithm Design	3
CS-514	Networks	3
CS-517	Database Design and Management	3
CS-520	Introduction to Intelligent Systems	3
Select two of the following:		6
CS-521	Artificial Intelligence	
CS-529	Web Services and .NET	
CS-533	Database System Implementation	
CS-618	Data Mining	
CS-625	Internet Crawler	
Select 6 credits Designated with Course*Type CISEL		6
CS-691	Computer Science Thesis I	3
CS-692	Computer Science Thesis II	3
Total Credits		**42**

[1] *Up to 12 credits may be waived upon evaluation or prior academic preparation*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of "C" or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth's CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.) and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of "B" or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

M.S. in Computer Science, Non-Thesis Track (CS.NTT.MS)

Code	Title	Credits
Foundation Requirements (12 credits) [1]		
CS-501B	Program Development	3
CS-502	Theoretical Foundations of Computer Science	3
CS-503	Data Structures and Algorithms	3
CS-505	Operating Systems Concepts	3
Program Requirements (30 credits)		
CS-512	Algorithm Design	3
CS-514	Networks	3
CS-517	Database Design and Management	3
CS-520	Introduction to Intelligent Systems	3
Select 12 credits Designated with Course*Type CISEL		12
Select 6 credits from 600+ level Computer Science (CS) courses		6
Total Credits		**42**

[1] *Up to 12 credits may be waived upon evaluation or prior academic preparation*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of "C" or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth's CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.) and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of "B" or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

M.S. in Computer Science Cybersecurity Non-Thesis Track (CSIS.NTT.MS)

Code	Title	Credits
Foundation Requirements (12 credits) [1]		
CS-501B	Program Development	3
CS-502	Theoretical Foundations of Computer Science	3
CS-503	Data Structures and Algorithms	3
CS-505	Operating Systems Concepts	3
Program Requirements (30 credits)		
CS-512	Algorithm Design	3
CS-514	Networks	3
CS-517	Database Design and Management	3
CS-518	Fundamentals of Computer Security and Cryptography	3
CS-520	Introduction to Intelligent Systems	3
CS-611	Secure Web Services Design	3
Select 12 Credits from courses designated with Course*Type CISEL		12
Total Credits		**42**

[1] *Up to 12 credits may be waived upon evaluation of prior academic preparation.*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of "C" or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth's CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.) and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of "B" or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

M.S. in Computer Science Cybersecurity Thesis Track (CSIS.TT.MS)

Code	Title	Credits
Foundation Requirements (12 credits) [1]		
CS-501B	Program Development	3
CS-502	Theoretical Foundations of Computer Science	3
CS-503	Data Structures and Algorithms	3
CS-505	Operating Systems Concepts	3
Program Requirements (30 credits)		
CS-512	Algorithm Design	3
CS-514	Networks	3
CS-517	Database Design and Management	3
CS-518	Fundamentals of Computer Security and Cryptography	3
CS-520	Introduction to Intelligent Systems	3
CS-611	Secure Web Services Design	3
Select 6 credits designated with Course*Type CISEL		6
CS-691	Computer Science Thesis I	3
CS-692	Computer Science Thesis II	3
Total Credits		**42**

[1] *Up to 12 credits may be waived upon evaluation or prior academic preparation.*

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of "C" or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth's CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.)and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of "B" or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

M.S. in Computer Science, Thesis Track (CS.TT.MS)

Code	Title	Credits
Foundation Requirements (12 credits) [1]		
CS-501B	Program Development	3
CS-502	Theoretical Foundations of Computer Science	3
CS-503	Data Structures and Algorithms	3
CS-505	Operating Systems Concepts	3
Program Requirements (30 credits)		
CS-512	Algorithm Design	3
CS-514	Networks	3
CS-517	Database Design and Management	3
CS-520	Introduction to Intelligent Systems	3
Select 12 credits designated with the Course*Type CISEL		12
CS-691	Computer Science Thesis I	3
CS-692	Computer Science Thesis II	3
Total Credits		**42**

[1] Up to 12 credits may be waived upon evaluation of prior academic preparation.

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 in the undergraduate major, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of "C" or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth's CS-175 Introduction to Computer Science I (3 cr.), CS-175L Introduction to Computer Science I lab (1 cr.) and CS-176 Introduction to Computer Science II (3 cr.), CS-176L Introduction to Computer Science II Lab (1 cr.)) at a recognized institution with a grade of "B" or better. Applicants not meeting these requirements for programming experience may be required to take CS-501A Computer Programming Essentials (3 cr.) or its equivalent.

M.S. in Data Science (DS.MS)

Code	Title	Credits
Requirements (30 credits)		
DS-501	Probability and Statistics for Data Science	3
DS-502	Introduction to Computer Programming for Data Science I	3
DS-504	Database Management	3
DS-520	Data Analytics: Concepts and Techniques	3
DS-517	Ethics and Bias in AI	3
DS-530	Big Data Analysis, Methodologies and Infrastructures	3
DS-650	Applications for Data Science	3
DS-655	Advanced Data Science Techniques	3
Select DS-691/DS-692 or 6 credits of CISEL courses		6
DS-691	Data Science Thesis I	
DS-692	Data Science Thesis II	
Total Credits		**30**

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 2.75 overall G.P.A. and a 3.0 G.P.A. Candidates should have earned an undergraduate degree in computer science, software engineering, information technology, information science, biology, mathematics, business administration or majored in a field that requires a substantial component of software development and/or business administration.
2. Students who have little programming experience will be evaluated on a case-by-case basis.

M.S. in Software Engineering, Advanced Non-Thesis Track (SE.ADV.NTT.MS)

Code	Title	Credits
Requirements (27 credits)		
Core Courses		
SE-580	The Process of Engineering Software	3
SE-610	Software Systems Security	3
SE-655	Cloud Computing - Concepts, Technology and Architecture	3
Guided Electives		
Select THREE SETS of guided electives from the following:		18
SE-601 & SE-602	Outsourcing: Specifications and Strategies and Technology Assessment	
SE-620 & SE-621	Networked Software Systems I and Networked Software Systems II	
SE-625 & SE-626	Information Systems Architecture and Information Systems Engineering	
SE-640 & SE-641	Real-time Systems and Real-time Robot Control	
SE-650 & SE-651	Software Project Management and Software Organization Management	
Electives (3 credits)		
Select one of the following:		3
SE-601	Outsourcing: Specifications and Strategies	
SE-602	Technology Assessment	
SE-603	MOST Implementation	
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-650	Software Project Management	
SE-651	Software Organization Management	
Software Engineering 600-Level Special Topics Class		
Software Engineering 600-Level Independent Study		
CS-514	Networks	
CS-517	Database Design and Management	
CS-533	Database System Implementation	
BM-565	Management of Technology	
Total Credits		**30**

Note

- This track is open only to students with an undergraduate degree in Software Engineering.

Admission Requirements

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/foundation courses as necessary. (Only foundation coursework will be applied towards 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.

M.S. in Software Engineering, Advanced Thesis Track (SE.ADV.TT.MS)

Code	Title	Credits
Requirements (21 credits)		
Core Courses		
SE-580	The Process of Engineering Software	3
SE-610	Software Systems Security	3
SE-655	Cloud Computing - Concepts, Technology and Architecture	3
Guided Electives		
Select TWO SETS of guided electives from the following:		12
SE-601 & SE-602	Outsourcing: Specifications and Strategies and Technology Assessment	
SE-620 & SE-621	Networked Software Systems I and Networked Software Systems II	
SE-625 & SE-626	Information Systems Architecture and Information Systems Engineering	
SE-640 & SE-641	Real-time Systems and Real-time Robot Control	
SE-650 & SE-651	Software Project Management and Software Organization Management	
Electives (3 credits)		
Select one of the following:		3
SE-601	Outsourcing: Specifications and Strategies	
SE-602	Technology Assessment	
SE-603	MOST Implementation	
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-650	Software Project Management	
SE-651	Software Organization Management	
Software Engineering 600-Level Special Topics Class		
Software Engineering 600-Level Independent Study		
CS-514	Networks	
CS-517	Database Design and Management	
CS-533	Database System Implementation	
BM-565	Management of Technology	
Two Semester Thesis (6 credits)		
SE-691	Software Engineering Thesis Research	3
SE-692	Software Engineering Thesis Research	3
Total Credits		**30**

Note

- This track is open only to students with an undergraduate degree in Software Engineering.

Admission Requirements

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/foundation courses as necessary. (Only foundation coursework will be applied towards 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.

M.S. in Software Engineering, Non-Thesis Track (SE.NTT.MS)

Code	Title	Credits
Requirements (22.5 credits)		
Foundation Courses [1]		
CS-501B	Program Development	3
CS-503	Data Structures and Algorithms	3
SE-505	Principles of Software Engineering	1.5
SE-511	Object-Oriented Analysis	1.5
SE-512	Object-Oriented Design	1.5
Core Courses		
SE-565	Software System Requirements	3
SE-575	Software Verification, Validation and Maintenance	3
SE-580	The Process of Engineering Software	3
SE-655	Cloud Computing - Concepts, Technology and Architecture	3
Electives (12 credits)		
Select four of the following:		12
SE-601	Outsourcing: Specifications and Strategies	
SE-602	Technology Assessment	
SE-603	MOST Implementation	
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-640	Real-time Systems	
SE-641	Real-time Robot Control	
SE-650	Software Project Management	
SE-651	Software Organization Management	
Software Engineering 600-Level Independent Study		
CS-514	Networks	
CS-517	Database Design and Management	
Practicum (6 credits)		
SE-695A	Software Engineering Practicum	3
SE-695B	Software Engineering Practicum	3
Total Credits		**40.5**

[1] *Up to 10.5 credits of Foundation Courses may be waived upon evaluation of prior academic preparation in Computer Science and Software Engineering*

Admission Requirements

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/foundation courses as necessary. (Only foundation coursework will be applied towards 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.

M.S. in Software Engineering, Thesis Track (SE.TT.MS)

Code	Title	Credits
Requirements (22.5 credits)		
Foundation Courses [1]		
CS-501B	Program Development	3
CS-503	Data Structures and Algorithms	3
SE-505	Principles of Software Engineering	1.5
SE-511	Object-Oriented Analysis	1.5
SE-512	Object-Oriented Design	1.5
Core Courses		
SE-565	Software System Requirements	3
SE-575	Software Verification, Validation and Maintenance	3
SE-580	The Process of Engineering Software	3
SE-655	Cloud Computing - Concepts, Technology and Architecture	3
Electives (12 credits)		
Select four of the following:		12
SE-601	Outsourcing: Specifications and Strategies	
SE-602	Technology Assessment	
SE-603	MOST Implementation	
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-640	Real-time Systems	
SE-641	Real-time Robot Control	
SE-650	Software Project Management	
SE-651	Software Organization Management	
CS-514	Networks	
Software Engineering 600-Level Independent Study		
CS-517	Database Design and Management	
Thesis (6 credits)		
SE-691	Software Engineering Thesis Research	3
SE-692	Software Engineering Thesis Research	3
Total Credits		**40.5**

[1] *Up to 10.5 credits of Foundation Courses may be waived upon evaluation of prior academic preparation in Computer Science and Software Engineering*

Admission Requirements

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/foundation courses as necessary. (Only foundation coursework will be applied towards 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.

M.S. in Information Systems, Management Track, Non-Thesis Track (IS.M.NTT.MS)

Code	Title	Credits
Foundation Requirements (6 credits) [1]		
BA-513	MBA Accounting	1.5
BA-514	Managerial Accounting	1.5
BE-511	Microeconomics	1.5
BE-512	Macroeconomics	1.5
Program Requirements (30 credits)		
CS-501A	Computer Programming Essentials	3
SE-505	Principles of Software Engineering	1.5
SE-511	Object-Oriented Analysis	1.5
MIS-623	Management Information Systems	3
MIS-565	Software System Requirements	3
MIS-525	Information System Architecture	3
SE-603	MOST Implementation	3
MIS-550	Software Project Management	3
MIS-551	Software Organization Management	3
Select two of the following:		6
BK-520	Foundations of Marketing Management	
BL-631	Legal Environment of Business	
BM-635	Human Resource and Organizational Development	
CS-518	Fundamentals of Computer Security and Cryptography	
CS-628	Security of E-Systems and Networks	
SE-602	Technology Assessment	
SE-615	Usability Engineering/Human-Computer Interaction	
MIS-514	Networks	
MIS-575	Software Verification, Validation and Maintenance	
Total Credits		**36**

[1] *Up to 6 credits may be waived upon evaluation of prior academic preparation*

Admission Requirements

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 Managerial Accounting, Financial Accounting, Microeconomics and Macroeconomics.
4. Applicants who have not completed one or more of these courses will be evaluated on a case by case basis. They may be required to complete foundation courses.

M.S. in Information Systems, Management Track, Thesis Track (IS.M.TT.MS)

Code	Title	Credits
Foundation Requirements (6 credits) [1]		
BA-513	MBA Accounting	1.5
BA-514	Managerial Accounting	1.5
BE-511	Microeconomics	1.5
BE-512	Macroeconomics	1.5
Program Requirements (30 credits)		
CS-501A	Computer Programming Essentials	3
SE-505	Principles of Software Engineering	1.5
SE-511	Object-Oriented Analysis	1.5
MIS-623	Management Information Systems	3
MIS-565	Software System Requirements	3
MIS-525	Information System Architecture	3
MIS-550	Software Project Management	3
Select two of the following:		6
BK-520	Foundations of Marketing Management	
BL-631	Legal Environment of Business	
BM-635	Human Resource and Organizational Development	
CS-518	Fundamentals of Computer Security and Cryptography	
CS-628	Security of E-Systems and Networks	
MIS-551	Software Organization Management	
SE-602	Technology Assessment	
SE-603	MOST Implementation	
SE-615	Usability Engineering/Human-Computer Interaction	
MIS-514	Networks	
MIS-575	Software Verification, Validation and Maintenance	
MIS-691	Management Information System Thesis I	3
MIS-692	Management Information System Thesis II	3
Total Credits		**36**

[1] *Up to 6 credits may be waived upon evaluation of prior academic preparation*

Admission Requirements

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 Managerial Accounting, Financial Accounting, and Microeconomics and Macroeconomics.
4. Applicants who have not completed one or more of these courses will be evaluated on a case by case basis. They may be required to complete foundation courses.

M.S. in Information Systems, Technology Track, Non-Thesis Track (IS.T.NTT.MS)

Code	Title	Credits
Foundation Requirements (13.5 credits) [1]		
BM-517	Introduction to Management	1.5
CS-501A	Computer Programming Essentials	3
CS-501B	Program Development	3
CS-503	Data Structures and Algorithms	3
SE-505	Principles of Software Engineering	1.5
SE-511	Object-Oriented Analysis	1.5
Program Requirements (30 credits)		
SE-517	Engineering Web-Based Systems	3
MIS-565	Software System Requirements	3
MIS-525	Information System Architecture	3
MIS-575	Software Verification, Validation and Maintenance	3
MIS-514	Networks	3
Select three of the following:		9
BK-520	Foundations of Marketing Management	
BL-631	Legal Environment of Business	
BM-635	Human Resource and Organizational Development	
CS-518	Fundamentals of Computer Security and Cryptography	
CS-529	Web Services and .NET	
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
MIS-695B	Management Information System Practicum II	3
Total Credits		**43.5**

[1] *Up to 13.5 credits may be waived upon evaluation of prior academic preparation*

Admission Requirements

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.
4. Applicants who have not completed one or more of these courses will be evaluated on a case by case basis. They may be required to complete foundation courses.

M.S. in Information Systems, Technology Track, Thesis Track (IS.T.TT.MS)

Code	Title	Credits
Foundation Requirements (13.5 credits) [1]		
CS-501A	Computer Programming Essentials	3
CS-501B	Program Development	3
BM-517	Introduction to Management	1.5
CS-503	Data Structures and Algorithms	3
SE-505	Principles of Software Engineering	1.5
SE-511	Object-Oriented Analysis	1.5
Program Requirements (30 credits)		
SE-517	Engineering Web-Based Systems	3
MIS-565	Software System Requirements	3
MIS-525	Information System Architecture	3
MIS-575	Software Verification, Validation and Maintenance	3
MIS-514	Networks	3
Select three of the following:		9
BK-520	Foundations of Marketing Management	
BL-631	Legal Environment of Business	
BM-635	Human Resource and Organizational Development	
CS-518	Fundamentals of Computer Security and Cryptography	
CS-529	Web Services and .NET	
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
MIS-692	Management Information System Thesis II	3
Total Credits		**43.5**

[1] *Up to 13.5 credits may be waived upon evaluation of prior academic preparation*

Admission Requirements

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 Managerial Accounting, Financial Accounting, and Microeconomics and Macroeconomics.
4. Applicants who have not completed one or more of these courses will be evaluated on a case by case basis. They may be required to complete foundation courses.

Urban Coast Institute

Director: Tony MacDonald

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

Institute Staff

Tony MacDonald, Esq. Director. J.D., 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.

Thomas Herrington, Associate Director. Ph.D., Stevens Institute of Technology. Dr. Herrington is one of New Jersey's leading experts on coastal processes, beach management and ocean engineering. He has more than 25 years of experience in coastal sustainability and hazard mitigation research, including the analysis of storm surge and wave impacts on coastal communities.

James Nickels, Marine Scientist. M.S., 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.

Karl Vilacoba, Communications Director. M.A., 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.

Visit our website at http://monmouth.edu/uci/ (https://www.monmouth.edu/uci/).

LEON HESS BUSINESS SCHOOL

Dean: Raj Devasagayam, Ph.D.
Assistant Dean for Student Engagement: Janeth Merkle, M.B.A., MM
M.B.A. Program Director: Jonathan Daigle, Ph.D., M.B.A.

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

Within the LHBS are two Centers of Distinction.

1. The first is the Kislak Real Estate Institute. The Institute is the first such program to provide an undergraduate academic credit- bearing real estate education in the State of New Jersey.
2. 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 two professors who are endowed Chairs.

- Professor Donald Moliver holds the Steven and Elaine Pozycki Endowed Professor Chair in Real Estate.
- Professor Robert Scott holds the Arthur and Dorothy Greenbaum/ Robert Ferguson/NJAR Endowed Chair in Real Estate Policy.

Student Honor Society: Beta Gamma Sigma

The top 20 percent of M.B.A. graduates and 10 percent of undergraduate junior and senior students are eligible for election to Beta Gamma Sigma, the International Honor Society for Accredited business schools.

Programs

Masters

- MBA (p. 117)
- MBA with a Concentration in Advanced Accounting (p. 120)
- MBA with a Concentration in Finance (p. 124)
- MBA with a Concentration in Management (p. 130)
- MBA with a Concentration in Marketing (p. 133)

Master of Business Administration

M.B.A. Program Director, Jonathan Daigle, Ph.D., M.B.A.

Master of Business Administration (M.B.A.)

The mission of the M.B.A. 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 M.B.A. options are open to students: a general M.B.A. (which may be pursued either in a regular or accelerated mode and allows for customization (e.g. healthcare, Global) and the following five M.B.A. concentrations:

- Advanced Accounting (p. 120),
- Business Administration (p. 117)
- Finance (p. 124),
- Management, (p. 130) and
- Marketing (p. 133)

The State of New Jersey requires candidates for the C.P.A. examination to have completed a minimum of 150 credit hours of higher education. The M.B.A. 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 M.B.A.;
2. students who have undergraduate degrees in fields other than Accounting may earn an M.B.A. with a concentration in Accounting.

Students who have an undergraduate Accounting degree are not encouraged to pursue the M.B.A. Accounting Concentration or graduate certificate in accounting.

Programs

Masters

- M.B.A. (p. 117)

M.B.A. (BU.MBA)

Code	Title	Credits
Foundation Requirements (15 credits)		
BE-511	Microeconomics	1.5
BE-512	Macroeconomics	1.5
BA-513	MBA Accounting	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	Introduction to Statistics	3
BM-519	Production and Operations Management	3
Core Requirements (21 credits)		

BA-610	Accounting for Managers	3
BE-611	Managerial Economics	3
BF-612	Corporate Finance	3
BM-613	Managing and Leading in Organizations	3
BK-614	Marketing Management	3
BM-660	Corporate Governance and Organizational Ethics	3
BM-670	Strategic Management	3
Requirements (15 credits)		
Data Analysis		
Select one of the following:		3
BK-620	Marketing Research	
BM-620	Management Science and Business Analytics	
BM-622	Applied Information Systems Management	
BE/BF-620	Econometrics	
Global		
Select one of the following:		3
BE-650	Globalization	
BF-650	International Finance	
BK-650	International Marketing Management	
BR-650	International Real Estate	
BM-650	International Business	
Guided Electives		
Select 9 credits of Guided Free Electives		9
Total Credits		**51**

Admission Requirements

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.75 and either:
   a. GMAT[1,2] or
   b. CPA or CFA licensure.
2. Possession of a four-year baccalaureate degree with a minimum GPA of 3.0 [2].
3. Possession of a Master's or Doctoral degree (MS, MD, JD, PhD, EdD, etc.).

Applicants must also provide:

1. Current résumé.
2. Essay explaining why the applicant wishes to pursue this graduate program (500 words or less).
3. Two letters of recommendation (optional)

[1] *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] *The GMAT will be waived for any applicant with a 3.0 or greater GPA*

Accounting

Chair: Nancy Uddin, Department of Accounting

Mission Statement

The mission of the Department of Accounting is to prepare students for careers in public, private industry, and governmental and not-for-profit organizations. The department encourages and supports dynamic interaction between faculty and students. Faculty members contribute as leaders in the profession through research and community activities.

The Monmouth University Department of Accounting prepares students for today's varied and challenging careers in the accounting field including:

- **Public Accounting:** Opportunities range from the "Big 4" to regional and local firms which provide audit, tax, management, and forensic services to clients.
- **Private Accounting:** These options involve working within an individual company or non-profit organization.
- **Government Work:** Jobs are available working for the Internal Revenue Service, the NJ Division of Taxation, or other government agencies.
- **Education:** Graduates can continue for advanced degrees and return to academia for research and teaching opportunities.

Monmouth University accounting graduates will have met the educational requirements to sit for the rigorous Certified Public Accounting Examination (Students will have the opportunity to plan for meeting the additional requirements of 150 college credit hours, and work experience to become a CPA.)

The opportunities for accounting graduates are unlimited with the demand continuing at a strong level despite the current economic downturn.

- CPAs are highly respected and in demand.
- All financial decisions, for businesses and successful individuals, are dependent on accounting information.
- Accounting is the "language of business."
- Graduates with accounting skills are able to succeed in a career and life that offers wonderful opportunities.

Programs

Masters

- M.B.A. with a Concentration in Advanced Accounting (p. 120)

Faculty

Gilda M. Agacer, Associate Professor (Graduate Faculty). B.A., University of East Philippines; M.I.B.S., Ph.D., University of South Carolina. Specializes in governmental accounting, advanced accounting analysis, and managerial cost analysis.
gagacer@monmouth.edu

Jangho Gil, Assistant Professor (Graduate Faculty). B.S., Yonsei University; M.S., Columbia University; Ph.D., University of Texas.
jgil@monmouth.edu

Jangwook Lee, Assistant Professor (Graduate Faculty). B.B.A., Korea University; Ph.D., Temple University.; M.S., Baruch College, M.A.,

Columbia University. Research interests include managerial equity incentives, managerial risk-taking, and corporate risk. Additional interests include textual analysis of corporate disclosures.
jalee@monmouth.edu

Xudong Daniel Li, Associate Professor (Graduate Faculty). B.E., B.S., University of Science and Technology of China, M.B.A., University of California, Ph.D., University of North Texas. Research interests in auditing, firm choice, information transfer, financial reporting quality, managerial incentives/characteristics, and oil and gas. Broadly speaking, particular interests are (1) incorporated behavioral/psychological perspectives into theoretical explanations of various auditing and accounting contexts and (2) employing both economic and behavioral/psychology-based theories ot develop testable hypotheses in examining the interplay of auditing and accounting via archival research methods and using archival data.
xli@monmouth.edu

Nancy Uddin, Associate Professor and Chair (Graduate Faculty). B.A., William Patterson University; Ph.D., Rutgers University. Research and teaching interests include the areas of auditing and accounting information systems.
nuddin@monmouth.edu

Minna Yu, Professor (Graduate Faculty). B.A., M.S., Dongbei University, China; Ph.D., Kent State University. Teaching interests include managerial accounting, financial accounting, and international accounting. Current research interests include analyst forecasts, accrual anomaly, and corporate governance.
miyu@monmouth.edu

Courses

BA-513 MBA Accounting **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
This course offers a comprehensive understanding of both financial and managerial accounting theories and practices. Topics in financial accounting cover principles, current theory, and financial statement preparation. Managerial accounting explores the profession, core concepts, job costing, activity-based costing, and cost behavior analysis.

BA-514 Managerial Accounting **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BA-588 Internship in Accounting **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
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 6 credits). A minimum G.P.A. of 3.00 is required to take this course.

BA-598 Special Topics in Accounting **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BA-599 Business Research **Credits: 3**
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BA-610 Accounting for Managers **Credits: 3**
Prerequisite(s): BA-513 and BA-514
Term Offered: All Terms
Course Type(s): None
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.

BA-640 Advanced Topics in Financial Statement Analysis and Valuation **Credits: 3**
Prerequisite(s): BA-610 and BF-612
Course Type(s): None
This course is designed to prepare students to interpret and analyze financial statements for tasks such as credit and security analyses, lending and investment decisions, and other decisions that rely on financial data. This course explores in greater depth financial reporting from the perspective of financial statement users. In addition, this course helps students understand some important and challenging accounting topics, such as cash flow analysis, pension analysis, lease analysis, accounting changes, financial instruments as liabilities and equity, etc.

BA-641 Advanced Accounting Information Systems **Credits: 3**
Course Type(s): None
This course introduces the graduate Accounting student to how accounting systems are implemented in today's computer-intensive environment. The course also covers methods for developing and documenting Accounting Information Systems (AIS) and how to evaluate controls in these systems.

BA-642 Financial Accounting Review and Case Study **Credits: 3**
Prerequisite(s): BA-610
Course Type(s): None
This course demands students to research, analyze, and communicate topics in accounting. Through the practice questions and case study, students will review the previous accounting courses and will learn about accounting research. Developing presentation skills is also a large component of the course.

BA-645 Tax Research **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This course is designed to prepare students to research tax questions. All applicable sources of federal tax law will be used to formulate conclusions and professional recommendations.

BA-699 Business Research in Accounting **Credits: 1-3**
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

M.B.A. with a Concentration in Advanced Accounting (BU.BA.MBA)

Code	Title	Credits
Foundation Requirements (15 credits)		
BE-511	Microeconomics	1.5
BE-512	Macroeconomics	1.5
BA-513	MBA Accounting	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	Introduction to Statistics	3
BM-519	Production and Operations Management	3
Core Requirements (21 credits)		
BA-610	Accounting for Managers	3
BE-611	Managerial Economics	3
BF-612	Corporate Finance	3
BM-613	Managing and Leading in Organizations	3
BK-614	Marketing Management	3
BM-660	Corporate Governance and Organizational Ethics	3
BM-670	Strategic Management	3
Concentration Requirements (15 credits)		
Select three of the following:		9
BA-640	Advanced Topics in Financial Statement Analysis and Valuation	
BA-641	Advanced Accounting Information Systems	
BA-642	Financial Accounting Review and Case Study	
BA-645	Tax Research	
Data Analysis		
Select one of the following:		3
BK-620	Marketing Research	
BM-620	Management Science and Business Analytics	
BM-622	Applied Information Systems Management	
BE-620	Econometrics	
or BF-620	Econometrics	
Global		
Select one of the following:		3
BE-650	Globalization	
BF-650	International Finance	
BK-650	International Marketing Management	
BM-650	International Business	
Total Credits		**51**

Admission Requirements

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.75 and either:
   a. GMAT[1,2] or
   b. CPA or CFA licensure.
2. Possession of a four-year baccalaureate degree with a minimum GPA of 3.0 [2].
3. Possession of a Master's or Doctoral degree (MS, MD, JD, PhD, EdD, etc.).

Applicants must also provide:

1. Current résumé.
2. Essay explaining why the applicant wishes to pursue this graduate program (500 words or less).
3. Two letters of recommendation (optional)

[1] *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] *The GMAT will be waived for any applicant with a 3.0 or greater GPA*

Economics, Finance, and Real Estate

Chair: Benedicte Reyes, Department of Economics, Finance, and Real Estate

Within the Leon Hess Business School, students can pursue a number of academic degrees including economics, finance, and real estate. The program provides an education that helps qualify its graduates for positions of leadership in private and public sectors.

Economics, finance, and real estate provide a strong foundation for graduate work in economics, finance, and law, as well as careers in government, commercial and investment banking, corporate finance, insurance, commercial real estate, medical services, human resources, international trade, and labor relations.

Programs

Masters

- M.B.A. with a Concentration in Finance (p. 124)

Faculty

Jonathan Daigle, Associate Professor (Graduate Faculty). Director, M.B.A. Program. B.S., M.B.A., The University of South Alabama; Ph.D., The University of Mississippi.
jdaigle@monmouth.edu

Yulin Li, Assistant Professor (Graduate Faculty). B.S., Economics, M.S., Management, Southwestern University of Finance and Economics, China; M.S., Financial Engineering and Risk Analytics; M.S., Applied Mathematics, Rensselaer Polytechnic Institute, Ph.D., University of Texas at San Antonio.
yli@monmouth.edu

Yun Luo, Assistant Professor (Graduate Faculty). B.S., Xiamen University; M.A., Georgetown University; Ph.D., University of California.
yluo@monmouth.edu

Donald Moliver, Professor, Acting Director of Kislak Real Estate Institute; Steven J. and Elaine Pozycki Endowed Professorship in Real Estate (Graduate Faculty). B.A., Fairleigh Dickinson University, M.A., Ph.D., Virginia Polytechnic Institute. Research interests include real estate finance and valuation. CRE and MAI designations.
dmoliver@monmouth.edu

Patrick L. O'Halloran, Associate Professor (Graduate Faculty). B.A., M.A., Ph.D., University of Wisconsin-Milwaukee. Principal research interests are in labor economics, discrimmination, payment scheme, and econonometrics.
pohallor@monmouth.edu

Benedicte Reyes, Associate Professor and Chair (Graduate Faculty). B.A., Ecole Superieure de Commerce de Reims, France; M.B.A., Temple University; Ph.D., Columbia University. Research interests include international corporate finance and capital markets deregulation.
breyes@monmouth.edu

Robert H. Scott, III, Professor, Arthur and Dorothy Greenbaum/Robert Ferguson/NJAR Endowed Chair in Real Estate Policy (Graduate Faculty). B.A., Western State College of Colorado; M.A., Ph.D., University of Missouri at Kansas City. Reserach interests include credit cards, start-up business financing, and interpreting the work of Kenneth Boulding.
rscott@monmouth.edu

Courses

BE-511 Microeconomics **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BE-512 Macroeconomics **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BE-571 Economic Policy in Society **Credits: 3**
Term Offered: Spring Term
Course Type(s): MBA.E
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.

BE-575 Analysis and Forecasting **Credits: 3**
Prerequisite(s): BM-518 or equivalent
Term Offered: Spring Term
Course Type(s): MBA.E
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.

BE-598 Special Topics: Economics **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BE-599 Business Research **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BE-611 Managerial Economics **Credits: 3**
Prerequisite(s): BE-511 and BM-518
Term Offered: All Terms
Course Type(s): MBA.E
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.

BE-620 Econometrics **Credits: 3**
Prerequisite(s): BE-511, BE-512, and BM-518
Term Offered: All Terms
Course Type(s): None
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.

BE-650 Globalization **Credits: 3**
Prerequisite(s): BE-512 and BF-515
Term Offered: Spring Term
Course Type(s): MBA.E, MBA.I
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.

BE-698 Special Topics in Economics **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BE-699 Ind Study Economics **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports. Prior permission of the directing professor and department chair is required to take this course.

BF-515 Financial Markets **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BF-516 Business Finance **Credits: 1.5**
Prerequisite(s): BA-513
Term Offered: All Terms
Course Type(s): None
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.

BF-525 Real Estate Analysis **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 BR-525.

BF-599 Business Research **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BF-612 Corporate Finance **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, and BF-516
Term Offered: All Terms
Course Type(s): None
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.

BF-620 Econometrics **Credits: 3**
Prerequisite(s): BE-511, BE-512, and BM-518
Term Offered: All Terms
Course Type(s): None
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.

BF-630 Investments **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, BF-516, and BM-518; and BF-612 passed with a grade of B or higher.
Term Offered: Spring Term
Course Type(s): None
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.

BF-631 Derivatives **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, BF-516, and BM-518; and BF-612 passed with a grade of B or higher.
Term Offered: Spring Term
Course Type(s): None
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.

BF-632 Financial Markets and Risk Management **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, BF-516; and BF-612 passed with a grade of B or higher.
Term Offered: Fall Term
Course Type(s): MBA.E
You will learn about the theories, nature and environment of financial institutions and markets of the United States, especially as it relates 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.

BF-650 International Finance **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, BF-516; and BF-612 passed with a grade of B or higher.
Term Offered: All Terms
Course Type(s): MBA.E, MBA.I
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.

BF-698 Special Topics in Finance **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BF-699 Independent Study in Finance **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BR-510 Real Estate Law **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Students will be introduced to the legal issues in the ownership, transfer, and development of real property.

BR-525 Real Estate Analysis **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 BF-525.

BR-527 Real Estate Finance, Investment and Tax **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Designed to introduce students to the world of real-estate finance, including debt and equity issues and securitization.

BR-530 Real Estate Lease and Negotiations **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BR-580 Regulation and Real Estate Development Process **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BR-598 Special Topics in Real Estate **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BR-599 Independent Study in Real Estate **Credits: 3**
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BR-630 Environmental Land Use and Planning Law and Regulation **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BR-631 Capital Markets and Real Estate **Credits: 3**
Prerequisite(s): BF-515 and BF-516
Term Offered: Fall Term
Course Type(s): None
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.

BR-632 Real Estate Valuation and Analysis **Credits: 3**
Prerequisite(s): BF-516
Course Type(s): None
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.

BR-633 Real Estate Accounting, Taxation and Insurance **Credits: 3**
Prerequisite(s): BA-513 and BF-516
Course Type(s): None
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.

BR-634 Real Estate Lease Negotiations and Analysis **Credits: 3**
Course Type(s): None
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.

BR-635 Real Estate Property Management **Credits: 1.5**
Prerequisite(s): BR-630
Course Type(s): None
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.

BR-636 Real Estate Sales and Marketing **Credits: 1.5**
Prerequisite(s): BK-520
Course Type(s): None
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.

BR-637 Real Estate Construction **Credits: 3**
Prerequisite(s): BR-630
Course Type(s): None
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.

BR-638 Real Estate Planning and Design **Credits: 1.5**
Prerequisite(s): BR-630
Course Type(s): None
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.

BR-640 Strategic Case Studies in Real Estate **Credits: 3**
Prerequisite(s): BR-631 and BR-632
Term Offered: Spring Term
Course Type(s): None
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.

BR-650 International Real Estate **Credits: 3**
Prerequisite(s): BR-630 and BR-631
Course Type(s): None
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.

BR-698 Special Topics in Real Estate **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BR-699 Independent Study in Real Estate **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

M.B.A. with a Concentration in Finance (BU.BF.MBA)

Code	Title	Credits
Foundation Requirements (15 credits)		
BE-511	Microeconomics	1.5
BE-512	Macroeconomics	1.5
BA-513	MBA Accounting	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	Introduction to Statistics	3
BM-519	Production and Operations Management	3
Core Requirements (21 credits)		
BA-610	Accounting for Managers	3
BE-611	Managerial Economics	3
BF-612	Corporate Finance	3
BM-613	Managing and Leading in Organizations	3
BK-614	Marketing Management	3
BM-660	Corporate Governance and Organizational Ethics	3

BM-670	Strategic Management	3
Concentration Requirements (15 credits)		
Data Analysis		
BE/BF-620	Econometrics	3
Global		
BE-650	Globalization	3
or BF-650	International Finance	
Select three of the following:		9
BF-630	Investments	
BF-631	Derivatives	
Business Economics (BE) 600-Level Special Topics Class		
Business Finance (BF) 600-Level Special Topics Class		
BF-632	Financial Markets and Risk Management	
Total Credits		**51**

Admission Requirements

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.75 and either:
   a. GMAT[1,2] or
   b. CPA or CFA licensure.
2. Possession of a four-year baccalaureate degree with a minimum GPA of 3.0 [2].
3. Possession of a Master's or Doctoral degree (MS, MD, JD, PhD, EdD, etc.).
4. Completion of MA117 & MA118 or their equivalents with a grade or "C" or higher.

Applicants must also provide:

1. Current résumé.
2. Essay explaining why the applicant wishes to pursue this graduate program (500 words or less).
3. Two letters of recommendation (optional)

[1] *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] *The GMAT will be waived for any applicant with a 3.0 or greater GPA*

Management and Leadership

Chair: Joseph McManus, Department of Management and Leadership

Within the Leon Hess Business School students can pursue a number of academic degree programs, including those available in the Department of Management and Leadership.

The program prepares students for success through an effective contemporary business education. The program provides an education that helps to qualify its graduates for positions of leadership in both the private and public sectors. Curricula are developed, taught, and regularly updated by faculty members with strong academic and business experience. The faculty members stress the development of critical thinking, sophisticated communications skills, and a flexible managerial perspective.

Monmouth's program in management offers an interdisciplinary approach that prepares graduates to excel in a variety of management positions.

Programs

- M.B.A. with a Concentration in Management (p. 130)

Faculty

Edward Christensen, Associate Professor (Graduate Faculty). A.S., George Washington University; B.S., Southern Illinois University; M.B.A., Ph.D., 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 Jeffrey, Associate Professor (Graduate Faculty). B.S.C., M.B.A., Santa Clara University; Ph.D., University of Chicago. Performs research on the use of incentives and goal setting in organizations. Particularly focuses on non-cash tangible incentives such as travel and merchandise.
sjeffrey@monmouth.edu

Joseph McManus, Associate Professor and Chair (Graduate Faculty). M.B.A., Pepperdine University; J.D., Rutgers University Law School, Camden; Ph.D., Rutgers University. Research interests include organizational misconduct, business ethics, corporate social responsibility, and social entrepreneurship.
jmcmanus@monmouth.edu

Joseph Mosca, Associate Professor (Graduate Faculty). B.A., M.A., Montclair State University; Ed.D., 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

Stuart Rosenberg, Professor (Graduate Faculty). B.A., Marquette University; M.A., University of Wisconsin-Madison; Ph.D., Fordham University. Research interests include case writing, managerial economics, and the relationship between management and culture.
srosenbe@monmouth.edu

Mikhail M. Sher, Associate Professor (Graduate Faculty). B.S., Carnegie Mellon University; M.S., Columbia University; Ph.D., Drexel University. Main research interests lie in the areas of inventory control and

supply chain management with a focus on optimal order policies and supply chain coordination. Secondary research stream is focused on application of decision sciences tools to accounting, marketing and service operations management.
msher@monmouth.edu

Michaeline Skiba, Associate Professor (Graduate Faculty). B.S., M.S., Loyola University; M.S., Boston College; Ed.D., 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
mskiba@monmouth.edu

Charles Willow, Associate Professor (Graduate Faculty). B.S., M.S., Hanyang University; M.S., Texas Tech University; Ph.D., University of Houston. Research interest includes Digital Business, Management Information System, and E-commerce, Web-based Information Technology, Technological Innovations Management, Technological Entrepreneurship, Intelligent Information Systems, Systems Modeling and Development, Robotics, and Digilog (Digital + Analog) Technology, among others.
cwillow@monmouth.edu

Courses

BM-198 Special Topics in Management **Credits: 1-3**
Course Type(s): None
An intensive study of a particular subject or problem in management to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. If a prerequisite is required it will be announced in the course schedule.

BM-200 Introduction to Business **Credits: 3**
Term Offered: All Terms
Course Type(s): None
An interdisciplinary view of the theory and practices of the components in business functions as they are contingent for the owner's success to seek out opportunities and avoid pitfalls. For non-Business majors only.

BM-201 Survey of Management and Marketing **Credits: 3**
Prerequisite(s): BM-200
Term Offered: Spring Term
Course Type(s): None
An overview of the theories and practices of Management and Marketing and how they relate to businesses, the business environment, customers, employees, the global village, and compliance with rules, regulations and the law. For non-Business majors only.

BM-210 A Survey of Entrepreneurship **Credits: 3**
Prerequisite(s): BA-200, BE-200, BF-200 BL-200 and BM-200
Course Type(s): None
An overview of the theories and practices that focus on the tasks and activities of the small business owner, from the concept to the reality of researching venture feasibility, financing the business, launching the business, and managing growth. For non-Business majors only.

BM-225 Business Writing and Communication **Credits: 3**
Prerequisite(s): EN-101 and EN-102, or permission of the instructor
Term Offered: All Terms
Course Type(s): RD, WT
Designed for the future business professional. It introduces students to a variety of technical and business writing theories and practices relevant to business communications in the real world. The course will cover oral and written communication and how to make communication more effective.

BM-250 Principles of Management and Organizational Behavior **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Management functions, including planning, organizing, staffing, directing, and controlling; the theory and practice as they are contingent on the behavior of people in organizations and on the organizational environment. Students must have a Sophomore or higher standing to take this course.

BM-311 Management Data Analytics **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or better; IT-100 or IT-150; BE-251
Term Offered: All Terms
Course Type(s): None
The course provides an overview of data analytics and its use in supporting the decision making process for managers. The course emphasizes database management, data analytics, and data visualization processes and applications.

BM-327 Ethics, Diversity, and Social Responsibility **Credits: 3**
Prerequisite(s): BM-250, BK-250, Junior standing and EN-101 and EN-102 or permission of the instructor
Co-requisite(s): BF-301
Term Offered: All Terms
Course Type(s): SJL, WT
Explores and applies alternative ethical and justice viewpoints to economic, political, and social problems inherent in contemporary business practice. Presents a focus on management with an increasingly diverse workforce and increasingly complex criteria for measuring organizational performance.

BM-350 Operations Management **Credits: 3**
Prerequisite(s): BM-250
Co-requisite(s): BE-251
Term Offered: All Terms
Course Type(s): None
This course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is placed on managerial processes for effective operations in both goods-producing and service-rendering organization with a specific focus on operations management applications to other functional business areas, such as finance, accounting, marketing and real estate. Topics include operations strategy, goods and service design, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, resource management, supply chain management, quality assurance, and project management.

BM-351 Renewable Energy **Credits: 3**
Prerequisite(s): BM-250 or Permission of Instructor
Term Offered: All Terms
Course Type(s): None
Students will become acquainted with the promise of renewable energy to replace a significant portion of fossil fuels. Each renewable energy source (biomass, solar, wind, hydro, geothermal, ocean currents and waves, and nuclear) will be examined for their mutual advantages and disadvantages, their future role in satisfying energy needs of a modern society and in promoting sustainability in corporations.

BM-388 Cooperative Education: Management Concentration Credits: 3
Prerequisite(s): BM-250, a minimum G.P.A. of 2.00 and completion of thirty credits, fifteen of which are earned at Monmouth University
Term Offered: Spring Term
Course Type(s): None
An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. May be repeated for credit. Departmental approval is required to take this course.

BM-389 Internship in Management **Credits: 1-3**
Prerequisite(s): Junior standing, BM-250, BK-250, and a minimum G.P.A. of 2.00
Term Offered: Fall Term
Course Type(s): None
An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential learning. Experiential part involves fifteen to twenty hours of work experience per week for three credit hours; academic aspect includes reading assignments and a term paper. Students are limited to nine credits of internship electives. Repeatable twice for credit.

BM-398 Special Topics in Management (300 Level) **Credits: 1-3**
Course Type(s): None
An intensive study of a particular subject or problem in management, to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis. If a prerequisite is required it will be announced in the course schedule.

BM-399 Independent Study in Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports. Prior permission of the directing professor and department chair is required to take this course.

BM-402 Business Modeling and Analysis **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher and BM-350
Term Offered: All Terms
Course Type(s): None
Decision-making within a business/management science framework; modeling of business systems/problems and the application of quantitative, statistical, and computer analyses.

BM-403 Management of Technology **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher
Term Offered: Spring Term
Course Type(s): None
The application of management to technology, response to technological organizational structure, and management's role to assess innovations and conflicts of change that affect society and business. Analysis of technical systems and understanding uses of technology.

BM-404 Human Resources Management **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher
Term Offered: All Terms
Course Type(s): None
Employment planning; job analyses, job descriptions, employee evaluations, and legal compliance; staffing and selection process; performance ratings; training and development; compensation and benefits; equal rights; and labor relations and topics relative to the management of human resources.

BM-408 Logistics and Supply Management **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher and BM-350
Term Offered: All Terms
Course Type(s): None
Logistics is an integrative activity uniting suppliers, providers of goods and services, and customers. It is also a global activity where the suppliers, providers, and customers may be located all over the world. In order to emphasize the global aspects of logistics and the impact of geopolitics on logistical systems, the course will focus on the logistics of energy transportation: primarily oil plus liquefied petroleum gases. This course will cover the differing perspectives of users (oil companies) and providers (tanker owning companies) and financial institutions that support providers. International efforts to deal with oil pollution and other forms of pollution from ships will be investigated. The role of trucks, railroads, airlines, and pipelines in domestic logistics will be described along with the role of containerization and intermodalism in global logistics. Supply chain management as practiced by a number of different companies will be covered via lecture and student presentations.

BM-411 Business Data Management **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher, BE-251, BM-311, and Junior standing
Term Offered: Fall Term
Course Type(s): TPS
The objective of Business Data Management (BDM) is to engage the students with a broad introduction to and a basic understanding of the data lifecycle, from its generation, transformation, use, and retirement as a vital capability for conducting any profitable business operation. Emphasis is placed on gaining the ability to organize, process, distribute, and sift through high levels of data in order to make informed, timely, and accurate decisions. Outcomes are assessed through a series of analysis, design, and implementation of digital information systems, encompassing design/modeling, storage, retrieval, and visualization at a fundamental level.

BM-423 Human Relations in Management **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher
Term Offered: Spring Term
Course Type(s): None
Study of human relations in organizations with particular emphasis on leadership, changing work values, cross-cultural relations, legal compliance for conflict resolution, labor legislation.

BM-424 Conflict Resolution and Negotiations **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher, BL-201, and Junior standing
Term Offered: Spring Term
Course Type(s): None
Designed to help students learn the fundamentals of negotiation processes. The course will be taught based upon weekly experiential cases whereby students will assume a role in a negotiation and negotiate with a partner.

BM-427 Sustainability for Business **Credits: 3**
Prerequisite(s): BM-250 or Permission of Instructor
Term Offered: All Terms
Course Type(s): None
This course looks at the important area of sustainability and why it must be driven by businesses in order to have any chance of success. Many people believe sustainability to be a synonym for 'green' and that it only focuses on the environment. This is not accurate as true business sustainability also includes societal and economic factors, or what was called the "Triple Bottom Line" by John Elkington. Colloquially known as the 3 Ps or people, planet, and profit, business sustainability includes impact on societal stakeholders (consumer and employees), as well as profit which is necessary for a business to continue.

BM-431 Behavioral Decision Making in Business **Credits: 3**
Prerequisite(s): BE-201 or BE-202, BE-251, BF-301, BM-250, BK-250; or permission of instructor.
Term Offered: All Terms
Course Type(s): None
Students are introduced to the increasingly relevant concept of behavioral economics and behavioral decision making. The course will cover normative, descriptive, and prescriptive decision making models and their relevance to management. Also discussed will be application of topics to business disciplines such as accounting, marketing, and finance.

BM-432 Hospitality Management and Marketing **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher and BK-250
Course Type(s): None
The goal of this course is to provide the student with an introduction into the hospitality industry and the basics of its many components. We will examine industry trends, the corporate profiles of industry leaders, and the various and diverse schools of thought that exist in the strategic management of hospitality, and, finally, detail all the opportunities that the hospitality industry affords graduates of secondary institutions.

BM-451 Entrepreneurship **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher and BK-250
Term Offered: All Terms
Course Type(s): None
The course builds the practical skills and knowledge needed to create and manage an entrepreneurial venture. Specifically the course develops students' capabilities to create a novel business concept, research venture feasibility, finance entrepreneurial ventures, and provides them with practical experience regarding the process of a formal launch of a venture.

BM-456 Franchising **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher
Term Offered: Spring Term
Course Type(s): None
Explores the practical skills and knowledge needed to create and/or manage a franchise business from the perspective of both a franchisor and a franchisee. Specifically the course develops student capabilities to identify franchising opportunities, to plan and marshal the resources to operate a successful franchise, and to generate value through a franchise platform.

BM-471 Global Management **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher, BK-250, and EN-101 and EN-102 or permission of the instructor
Term Offered: All Terms
Course Type(s): WT
Management activities, processes, and procedures in directing an enterprise on a global basis, including the interplay of diverse, cultural environments.

BM-481 Leadership and Team Development **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher
Term Offered: Fall Term
Course Type(s): None
Designed to help students understand the basics of team functioning, when to use group and individual decision making, and how to manage teams effectively as an influential leader.

BM-482 Small Business Management/Marketing **Credits: 3**
Prerequisite(s): BM-250 passed with a grade or C or higher and BK-250
Term Offered: All Terms
Course Type(s): None
Examines the various approaches to running a business that has either been started previously by the Entrepreneurship class or been submitted to us for development and council.

BM-483 Project Management **Credits: 3**
Prerequisite(s): BM-250 passed with a grade of C or higher
Term Offered: Spring Term
Course Type(s): None
Project management is introduced from an applied managerial perspective with an emphasis on the behaviors, tools, and topics that managers will encounter throughout the life cycle of a project. The overall project phases of initiating, planning and design, executing, monitoring and controlling, and closing projects will be covered.

BM-488 Cooperative Education: Management Concentration **Credits: 3**
Prerequisite(s): BM-250, a minimum G.P.A. of 2.00, and completion of thirty credits, fifteen of which are earned at Monmouth University
Course Type(s): None
An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. This course may be repeated for credit. Departmental approval is required to take this course.

BM-489 Internship in Management **Credits: 3**
Prerequisite(s): Junior standing, BM-250, BK-250, and a minimum G.P.A. of 2.00
Term Offered: All Terms
Course Type(s): None
An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential learning. Experiential part involves fifteen to twenty hours of work experience per week for three credit hours; academic aspect includes reading assignments and a term paper. Students are limited to nine credits of internship electives. Repeatable twice for credit.

BM-490 Strategic Management **Credits: 3**
Prerequisite(s): BA-252, BE-202, BF-301, and BM-350
Co-requisite(s): BM-327
Term Offered: All Terms
Course Type(s): EX5
Integrates all disciplines of undergraduate study in business administration; emphasizes analysis of real-world organizational problems and opportunities in the total enterprise; capstone approach to executive development.

BM-498 Special Topics in Management (400 Level) **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
An intensive study of a particular subject or problem in management to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. If a prerequisite is required it will be announced in the course schedule.

BM-499 Independent Study in Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports. Prior permission of the directing professor and department chair is required to take this course.

BM-510 Business Analysis, Research and Communication **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Skills in critical reasoning and communication are honed by learning fundamentals of rigorous business research through framing and exploring hypotheses on unstructured business problems.

BM-512 Entrepreneurship and Innovation **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Explores the practical skills and knowledge needed to create and manage an entrepreneurial venture. Specifically the course develops students' capabilities to identify opportunities, create a novel business concept, research venture feasibility, plan and marshal the resources to launch a venture, as well as manage innovation as a core competence.

BM-517 Introduction to Management **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BM-518 Introduction to Statistics **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

BM-519 Production and Operations Management **Credits: 3**
Prerequisite(s): BM-518 or equivalent
Term Offered: All Terms
Course Type(s): None
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.

BM-520 Management Information Systems **Credits: 3**
Term Offered: All Terms
Course Type(s): MBA.T
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. Not eligible to students who have successfully completed MIS-623 or SE-623.

BM-521 Seminar in Electronic Commerce **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BM-565 Management of Technology **Credits: 3**
Term Offered: Spring Term
Course Type(s): MBA.T
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.

BM-598 Special Topics in Management **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BM-599 Business Research: Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BM-613 Managing and Leading in Organizations **Credits: 3**
Prerequisite(s): BM-517
Term Offered: All Terms
Course Type(s): None
This course is designed to further develop students' understanding of the concepts of management and leadership within the complex framework of modern business.

BM-620 Management Science and Business Analytics **Credits: 3**
Prerequisite(s): BM-518 and BM-519
Term Offered: All Terms
Course Type(s): MBA.Q
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. Also listed as DS-660.

BM-622 Applied Information Systems Management **Credits: 3**
Prerequisite(s): BM-518
Term Offered: All Terms
Course Type(s): MBA.Q, MBA.T
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.

BM-630 Project Management **Credits: 3**
Prerequisite(s): BM-519 or equivalent
Course Type(s): None
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.

BM-631 Logistics Supply Chain Management **Credits: 3**
Prerequisite(s): BM-517, BM-518, and BM-620 or BM-622
Term Offered: Summer Term
Course Type(s): None
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.

BM-633 Business Artificial Intelligence **Credits: 3**
Prerequisite(s): BM-622 or permission of the instructor.
Term Offered: All Terms
Course Type(s): TPS
The 4th Industrial Revolution emerged, as the global market began sharing the Big (digital) Data and its mobile technology in real time. The objective of Business Artificial Intelligence (BAI) is to timely engage students at the graduate level the theory and practice of Artificial Intelligence (AI) applications to Business. Theoretical insights, comprised of Machine Learning, Deep Learning, Neural Networks, Expert Systems, and Heuristics are introduced, along with Digital Leadership and Strategies. Business applications of market-dominant AI are discussed and exercised in the Lab.

BM-635 Human Resource and Organizational Development **Credits: 3**
Prerequisite(s): BM-517
Term Offered: Spring Term
Course Type(s): MBA.B
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.

BM-650 International Business **Credits: 3**
Prerequisite(s): BM-613
Term Offered: All Terms
Course Type(s): MBA.I, MBA.B
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.

BM-660 Corporate Governance and Organizational Ethics **Credits: 3**
Prerequisite(s): BM-517
Term Offered: All Terms
Course Type(s): None
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.

BM-670 Strategic Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

BM-699 Independent Study in Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Student must be within nine credits of graduation. Prior permission of the directing professor and department chair is required to take this course.

M.B.A. with a Concentration in Management (BU.BM.MBA)

Code	Title	Credits
Foundation Requirements (15 credits)		
BE-511	Microeconomics	1.5
BE-512	Macroeconomics	1.5
BA-513	MBA Accounting	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	Introduction to Statistics	3
BM-519	Production and Operations Management	3
Core Requirements (21 credits)		
BA-610	Accounting for Managers	3
BE-611	Managerial Economics	3
BF-612	Corporate Finance	3

BM-613	Managing and Leading in Organizations	3
BK-614	Marketing Management	3
BM-660	Corporate Governance and Organizational Ethics	3
BM-670	Strategic Management	3
Concentration Requirements (15 credits)		
Data Analysis		
BM-620	Management Science and Business Analytics	3
or BM-622	Applied Information Systems Management	
Global		
BK-650	International Marketing Management	3
or BM-650	International Business	
BM-631	Logistics Supply Chain Management	3
BM-630	Project Management	3
BM-635	Human Resource and Organizational Development	3
Total Credits		**51**

Admission Requirements

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.75 and either:
   a. GMAT[1,2] or
   b. CPA or CFA licensure.
2. Possession of a four-year baccalaureate degree with a minimum GPA of 3.0 [2].
3. Possession of a Master's or Doctoral degree (MS, MD, JD, PhD, EdD, etc.).

Applicants must also provide:

1. Current résumé.
2. Essay explaining why the applicant wishes to pursue this graduate program (500 words or less).
3. Two letters of recommendation (optional)

[1] *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] *The GMAT will be waived for any applicant with a 3.0 or greater GPA*

Marketing and International Business

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

Within the Leon Hess Business School (http://www.monmouth.edu/business-school/about-leon-b.-hess.aspx), students can pursue a number of academic degree programs, including those available in the Department of Marketing and International Business.

The program prepares students for success through an effective contemporary business education. The program provides an education that helps to qualify its graduates for positions of leadership in both the private and public sectors. Curricula are developed, taught, and regularly updated by faculty members with strong academic and business experience. The faculty members stress the development of critical thinking, sophisticated communications skills, and a flexible managerial perspective.

Students are primed for leadership through a comprehensive curriculum that prepares them to assume responsibility in every phase of marketing.

Programs

Masters

- M.B.A. with a Concentration in Marketing (p. 133)

Faculty

Michael Chattalas, Assistant Professor (Graduate Faculty). B.S., University of Maryland; M.S., Troy State University; M.Phil., Ph.D., Baruch College, City University of New York. International marketing and consumer behavior topics such as, nation-branding and overcoming national stereotypes, luxury consumption, cross-cultural research, and global entrepreneurship.
mchattal@monmouth.edu

Raj Devasagayam, Professor (Graduate Faculty).
Dean, Leon Hess Business School. B.A., Vikram University, India; M.A., Mumbai University, India; Ph.D., Florida Atlantic University; graduate, Harvard Graduate School of Education.
rdevasag@monmouth.edu

Susan Forquer Gupta, Associate Professor (Graduate Faculty).
Associate Provost. B.S., M.S., University of Missouri-Columbia; Ph.D., 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

Min-Hua Lu, Associate Professor and Chair (Graduate Faculty). B.A., M.A., Beijing Institute of Foreign Trade; D.B.A., George Washington University. Primary interests are in strategic marketing management, international/global marketing management, and global sustainability of economics.
mlu@monmouth.edu

Nguyen Pham, Associate Professor (Graduate Faculty). B.S., Vietnam University; M.B.A., Rutgers University; Ph.D., Arizona State University. Current research is in the area of marketing focusing on consumer behavior, which involves understanding the role of various psychological processes underlying consumers' judgements

and decision making, more specifically: food decision making and consumer well-being; and emotions and consumer-brand relationships.
npham@monmouth.edu

Joseph F. Rocereto, Professor (Graduate Faculty). B.A., Dickinson College; M.B.A., Ph.D., 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 constraints.
jroceret@monmouth.edu

Anna Sadovnikova, Assistant Professor (Graduate Faculty). M.S., Moscow Technical University of Communication and Informatics, Russia; M.B.A., University of Baltimore, Ph.D., McMaster University, Canada.
asasadovni@monmouth.edu

Courses

BK-520 Foundations of Marketing Management **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BK-599 Business Research **Credits: 1-3**
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BK-614 Marketing Management **Credits: 3**
Prerequisite(s): BK-520
Term Offered: All Terms
Course Type(s): None
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.

BK-620 Marketing Research **Credits: 3**
Prerequisite(s): BK-520
Course Type(s): MBA.K
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.

BK-631 Customer Relationship Management **Credits: 3**
Prerequisite(s): BK-520
Course Type(s): MBA.K
Customer Relationship Management (CRM) is the process of managing all aspects of interactions with customers, including prospecting, sales, promotions and service. The value to marketing is the insights into the company/customer relationship by combining all these views of customer interaction into one picture to improve customer relations, attract new customers, and improve customer retention and profitability.

BK-632 B2B Marketing **Credits: 3**
Prerequisite(s): BK-520
Course Type(s): MBA.K
This course focuses on the strategies and tactics used for marketing to organizations. The organizations may include businesses, institutions, not-for-profits and governmental agencies. Business marketing recognizes that differences between organizational and consumer buying behavior is important to the marketing approach, as are the complexities of individual marketplaces. Students will learn to recognize the need to tailor marketing solutions to individual organizations (or segments) rather than pursue conventional consumer marketing mix strategies.

BK-639 Promotional Strategy **Credits: 3**
Prerequisite(s): BK-520
Term Offered: Fall Term
Course Type(s): MBA.K
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.

BK-640 Consumer Behavior **Credits: 3**
Prerequisite(s): BK-614
Term Offered: All Terms
Course Type(s): MBA.K
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.

BK-641 Advertising and Media Management **Credits: 3**
Prerequisite(s): BK-520
Term Offered: Spring Term
Course Type(s): MBA.K
An integrated approach to analyzing and managing advertising as an effective element in the promotional mix.

BK-650 International Marketing Management **Credits: 3**
Prerequisite(s): BK-520
Course Type(s): MBA.K, MBA.I
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.

BK-698 Special Topics in Marketing **Credits: 3**
Prerequisite(s): BK-520
Term Offered: All Terms
Course Type(s): None
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.

BK-699 Independent Research in Marketing **Credits: 3**
Prerequisite(s): BK-520
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

M.B.A. with a Concentration in Marketing (BU.BK.MBA)

Code	Title	Credits
Foundation Requirements (15 credits)		
BE-511	Microeconomics	1.5
BE-512	Macroeconomics	1.5
BA-513	MBA Accounting	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	Introduction to Statistics	3
BM-519	Production and Operations Management	3
Core Requirements (21 credits)		
BA-610	Accounting for Managers	3
BE-611	Managerial Economics	3
BF-612	Corporate Finance	3
BM-613	Managing and Leading in Organizations	3
BK-614	Marketing Management	3
BM-660	Corporate Governance and Organizational Ethics	3
BM-670	Strategic Management	3
Concentration Requirements (15 credits)		
Data Analysis		
BK-620	Marketing Research	3
Global		
BK-650	International Marketing Management	3
Select three of the following:		9
BK-631	Customer Relationship Management	
BK-632	B2B Marketing	
BK-639	Promotional Strategy	
BK-640	Consumer Behavior	
Business Marketing (BK) 600-Level Special Topics Class		
Business Marketing (BK) 600-Level Independent Study		
BK-641	Advertising and Media Management	
Total Credits		**51**

Admission Requirements

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.75 and either:
   a. GMAT[1,2] or
   b. CPA or CFA licensure.
2. Possession of a four-year baccalaureate degree with a minimum GPA of 3.0 [2].
3. Possession of a Master's or Doctoral degree (MS, MD, JD, PhD, EdD, etc.).

Applicants must also provide:

1. Current résumé.
2. Essay explaining why the applicant wishes to pursue this graduate program (500 words or less).
3. Two letters of recommendation (optional)

[1] *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] *The GMAT will be waived for any applicant with a 3.0 or greater GPA*

SCHOOL OF EDUCATION

Interim Dean: Wendy Harriott, Ph.D.
Interim Associate Dean: Alex Romagnoli, Ph.D.

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 learn in diverse school settings. Candidates are mentored by a diverse faculty that models best practices grounded in evidence-based 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 with a commitment to lifelong learning,
2. an emphasis on collaboration and partnerships with schools and local communities,
3. the essential role played by cultural diversity and individual differences in the teaching/learning process, and
4. the need to develop educational leadership skills consistent with professional ethics.

The School of Education's mission is to be a leader in the preparation of highly competent, reflective professional educators (e.g., teachers, administrators, school counselors, speech-language pathologists, behavior analysts, student affairs specialists, and reading specialists) who have the knowledge, 21st-Century skills, and dispositions required to improve the teaching and learning of students in a highly pluralistic democratic society. Toward this end, our candidates are prepared to serve all students from diverse identities in terms of abilities, age, culture, race, ethnicity, family, lifestyle, and socioeconomic status.

The School of Education consists of four departments:

Department of Curriculum and Instruction

Master of Arts in Teaching (M.A.T.)

The Department of Curriculum and Instruction offers a Master of Arts in Teaching (M.A.T.) degree that leads to an initial certification in:

- Elementary Track (p. 143),
- Secondary Track (p. 147),
- K-12 Track for Art or Music (p. 146),
- K-12 Track for Health and Physical Education (p. 147)

The M.A.T. tracks have options for combining various endorsements:

- English as a Second Language (ESL), (p. 135)
- Teachers of Students with Disabilities (TSD), (p. 135)
- Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS), (p. 152)
- Bilingual/Bicultural (p. 151)

M.S.Ed. in Literacy

- Literacy (p. 150)

Master of Education (M.Ed.)

- Master of Education (M.Ed.) (p. 150)

Certificate

- Teaching English to Speakers of Other Languages (TESOL) (p. 151)

Graduate Endorsement

- Early Childhood (P-3) (p. 151)

Department of Special Education

M.S.Ed. in Special Education

- Autism (p. 173)
- Autism and Applied Behavior Analysis (p. 174),
- Teacher of Students with Disabilities (p. 175),
- Learning Disabilities Teacher – Consultant Track or (p. 174)
- with Supervisor Endorsement (p. 176)

Graduate Endorsement

- Teacher of Students with Disabilities (p. 177)
- Learning Disabilities Teacher Consultant (post-master's endorsement) (p. 177)

Certificate Programs

- Autism (p. 176), taught completely online
- Applied Behavior Analysis (ABA) (p. 176), taught completely online

Department of Educational Counseling and Leadership

Master of Science in Education (M.S.Ed.)

- Principal (p. 165) (with an option for Principal/School Administrator/Supervisor (p. 165)),
- School Counseling (p. 166),
- Student Affairs and College Counseling (p. 166),

Graduate Endorsements

- Student Assistance Coordinator (p. 167)

Post-master's Endorsements

- Supervisor (p. 167)
- Director of School Counseling Services (p. 167)

Doctorate (Ed.D.)

- Educational Leadership (p. 168)
- Educational Leadership - Higher Education Track (p. 168)

Department of Speech Pathology

Master of Science in Education (M.S.Ed.)

- Speech-Language Pathology (p. 180)

The SOE programs emphasize state and national curriculum standards with research-based best practice designed to improve student learning and 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 core competencies to P-12 student learning. The School's programs also integrate state-of-the-art instructional technologies that can be applied in K-12 classrooms, school administrative practices and educational counseling. The School has its own computer lab and offers online, hybrid, and Web-enhanced courses.

The School's graduate faculty members are experienced practitioner-scholars whose teaching reflects the most recent theoretical approaches and research that candidates can apply as best practice

in diverse classroom and school settings. These governing principles are utilized to develop effective schools and improve student learning. All programs incorporate integrated, clinical field experiences to enable candidates to work with students in school settings and encourage interaction with teachers, administrators, and community stakeholders.

Curriculum and Instruction

Chair: Jason Fitzgerald, Department of Curriculum and Instruction

Master of Arts in Teaching (M.A.T.)

M.A.T. 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 complete all remaining undergraduate course work at Monmouth University. In cases where the students are unable to take the appropriate classes at Monmouth due to time conflicts, the student 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 M.A.T. students who obtain permission to enroll at two-year institutions while in the M.A.T. program may transfer the credits to Monmouth during their last semester in the M.A.T. program. These credits will be posted to a Monmouth University undergraduate transcript after completion of their M.A.T. program.

Curriculum and Instruction also offers certificate programs. The post-baccalaureate Teaching English to Speakers of other Languages (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 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.

The programs in teacher preparation link research and practice by ensuring candidates have the opportunity to work with students, teachers, and school leaders in a wide range of local school, university, and community settings. they are designed to instill a commitment to lifelong learning. Undergraduate and graduate teacher education candidates must complete an approved content area major (e.g., Art, Biology, English, History, Mathematics, and Spanish) or equivalent to be recommended for the Early Childhood, Elementary, or Content Teaching Credential in New Jersey.

Programs

Masters

- MAT Initial Certification, Elementary Track (K-6 Elementary Certification) (p. 143)
- MAT Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in English as a Second Language (ESL) (p. 144)
- MAT Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in Teacher of Students with Disabilities (p. 145)
- MAT Initial Certification in Art or Music (K-12 Certification and Subject Endorsement) (p. 146)
- MAT Initial Certification with Endorsements in K-12 Education in Health and Physical Education (p. 147)
- MAT Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) (p. 147)
- MAT Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language (ESL) (p. 148)
- MAT Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) with Endorsement in Teacher of Students with Disabilities) (p. 149)
- MSEd Literacy (p. 150)
- Master of Education (MEd) (p. 150)

Certificate

- Certificate in TESOL (p. 151)

Endorsements

- Bilingual/Bicultural Graduate Endorsement (p. 151)
- Early Childhood Graduate Endorsement (p. 151)
- English as a Second Language (ESL) Graduate Endorsement (p. 152)
- Subject Endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) Graduate Endorsement (p. 152)

Faculty

Jiwon Kim, Associate Professor (Graduate Faculty). B.A., Dong-Guk University; M.S., Case Western Reserve University; Ph.D., Purdue University. Research interests include social studies education and foundations of education with a specific focus on the philosophy of education.
jkim@monmouth.edu

Kerry Rizzuto, Associate Professor and M.Ed. P3 Program Director (Graduate Faculty). M.A., Brooklyn College; Ed.D., 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.
krizzuto@monmouth.edu

Alex Romagnoli, Associate Professor, M.A.T. Program Director and Chair, Special Education (Graduate Faculty).
Interim Associate Dean, School of Education. B.S., M.Ed., East Stroudsburg University; Ph.D., Indiana University of Pennsylvania. Professional interests include multimodality, multiliteracies, graphic novels in academic contexts, and popular culture.
aromagno@monmouth.edu

Lilly Steiner, Associate Professor and M.S.Ed. Literacy Program Director (Graduate Faculty). B.A., University of Wisconsin; M.A., University of North Dakota; Ed.D., Boston University. Research interests include family literacy and creating strong home-school partnerships.
lsteiner@monmouth.edu

Chiu-Yin Wong, Professor, M.Ed. ESL Program Director (Graduate Faculty). B.A., Brigham Young University; M.A., Ph.D., Texas Tech University. Professional interests include English as a Second Language (ESL), second language pedagogy, and second language teacher education.
cwong@monmouth.edu

Vecihi S. Zambak, Associate Professor (Graduate Faculty). B.S., M.S., Bogazici University, Istanbul, Turkey; M.S., University of Amsterdam; Ph.D., Clemson University. Research interests center around the development of pre-service mathematics teachers' content knowledge in technolog-driven learning environments with a focus on reasoning, justification, and proof.
vzambak@monmouth.edu

Courses

ED-507 Issues and Problems in Education **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Major issues and problems affecting education are presented with historical perspectives for understanding the context in which these concerns arose.

ED-524 Research in Teaching Practice **Credits: 3**
Term Offered: Spring Term
Course Type(s): MAT
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.

ED-528 Middle Level Learning and Teaching **Credits: 3**
Prerequisite(s): ED-550 and EDS-500
Term Offered: Spring Term
Course Type(s): None
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 that are structured for the diverse students that we encounter in our public schools and to create and implement learning experiences that effectively promote academic achievement and personal growth for all middle grade students. Clinical hours required.

ED-529 Content Literacy & Assessment **Credits: 3**
Course Type(s): MAT
Designed to focus on the development of students' reading, writing, and speaking skills as they are used in specific K-12 and secondary academic content areas, this course uses a backward design model to integrate discussions of assessment with content area literacy. It emphasizes the implementation of both teaching and learning strategies to develop K-12 students' gradual disciplinary language development, fostering their abilities to be independent learners and disciplinary communicators. The course includes research-based pedagogical strategies for teaching linguistically diverse students and teaching students with diverse learning needs. Limited to Education majors.

ED-533 Contemporary Issues in Science Education **Credits: 3**
Course Type(s): None
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.

ED-536 Applied Linguistics for Language Teaching **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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. Education majors only.

ED-537 Science and Society in the Twenty-First Century **Credits: 3**
Course Type(s): None
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.

ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom **Credits: 3**
Term Offered: All Terms
Course Type(s): MAT, SJEDU
Offered to address issues and research-based pedagogical strategies of teaching emergent bi/multilingual learners (EMLs) in today's inclusive classrooms. Teacher candidates will explore a variety of instructional strategies and develop cultural knowledge and its application in teaching EMLs. The course also includes incorporating instructional technology into the classroom, and utilizing data to inform instruction.

ED-552 Child and Adolescent Development **Credits: 3**
Term Offered: All Terms
Course Type(s): EDFOU
Provides an introduction to the field of human development. The content covers the major concepts and theories of child and adolescent growth and developmental from the prenatal period through the teenage years. The purpose of the course is to discuss the historical, cultural, and philosophical groundings of the concepts and practices of children's learning and development and to promote the student's critical thinking skills with respect to those concepts. Through research, educational activities, and observations the course is designed to provide students a framework for promoting a holistic view of development and learning in infants, children, and adolescence, while considering how to nurture diversity and equity. This course includes utilizing data to inform instruction. For Education majors only.

ED-554 Supplemental Instruction in Reading and Mathematics
Credits: 3

Prerequisite(s): ED-556 and EDL-575
Course Type(s): MAT
Focuses on supplemental instruction for reading and mathematics in educational settings from grades 6-8 but draws heavily on assessment and analysis of student errors from Pre-K to grade five as well. Extensive opportunities for diagnosis and planning for remedial intervention in reading and mathematics will be provided.

ED-556 Teaching Elementary Mathematics in Inclusive Settings
Credits: 3

Prerequisite(s): ED-550 and EDS-500, Minimum G.P.A. of 3.00
Term Offered: All Terms
Course Type(s): MAT
ED-556 is designed to provide a profound understanding of the concepts taught in elementary school mathematics. Teacher candidates participate in activities and learn techniques to foster conceptual development in young learners, thus producing confidence and success in the learning of mathematics. The essential elements of instruction, assessment, grouping strategies and effective questioning are illustrated and honed when planning mathematics lessons to address the instructional needs for diverse learners and students with disabilities. This course contains foundational knowledge that will be used during the clinical practice performance assessment. It will include research-based pedagogical strategies for teaching linguistically diverse students, those with special needs, using instructional and assistive technology, and using data to inform instruction. Clinical Practice hours required.

ED-562 Methods of Teaching Science at the Elementary Level Credits: 3
Prerequisite(s): ED-550 and EDS-500
Term Offered: All Terms
Course Type(s): None
Science methods for elementary education students is designed for those without a strong background in science (although those with a strong background will also benefit greatly from this course). The intent of this course is to provide an integrated perspective of teaching science from pre-kindergarten through grade 5. This course will provide active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the Next Generation Science 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. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Clinical practice hours required. Education majors only.

ED-563 Assessment and Treatment of Literacy Problems Credits: 3
Prerequisite(s): EDL-503
Term Offered: Spring Term
Course Type(s): None
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.

ED-564 Methods of Teaching Mathematics at the Secondary Level
Credits: 3

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00
Term Offered: All Terms
Course Type(s): MAT
Focus is on the teaching of secondary mathematics. It is intended to deepen future secondary school teachers' understanding of the secondary mathematics curriculum and build their competencies at the level of instructional implementation. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instructions. Essential elements of effective instruction, including inquiry-based learning, implementing tasks that promote reasoning and problem-solving, assessment, facilitating meaningful mathematical discourse, eliciting and using evidence of student thinking, grouping strategies and effective questioning are explored as these are techniques utilized to bring conceptual understanding of mathematics to all learners. Education majors only. Clinical practice hours required.

ED-566 Methods of Teaching Science at the Secondary Level Credits: 3
Prerequisite(s): ED-550 and EDS-500
Term Offered: All Terms
Course Type(s): MAT
Science methods at the secondary level is designed for those with a background in science. The intent of this course is to provide an integrated perspective of teaching science from grade 7-12. This course will provide active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the Next Generation Science Standards and the New Jersey Student Learning 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. Education majors only.

ED-578 Methods of Teaching English at the Secondary Level Credits: 3
Prerequisite(s): ED-550 and EDS-500
Term Offered: All Terms
Course Type(s): MAT
This course provides in-depth preparation to teacher candidates desiring to teach English/Language Arts at the secondary level by extending the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Teacher candidates will have increased opportunities to apply theory and refine practices in the use of print and non-print texts and in the integration of the English Language Arts. New Jersey Professional Standards for Teachers (NJPSTs) will be an integral part of the course. Field hours are required. Education majors only.

ED-579 Methods of Teaching Social Studies at the Secondary Level **Credits: 3**

Prerequisite(s): ED-550 and EDS-500
Term Offered: All Terms
Course Type(s): MAT
The course will introduce students preparing for middle and secondary level teacher certification to social studies curriculum and methods. Course content will emphasize national and state standards for social studies education across the traditional social science discipline. The course will also explore the philosophical and theoretical foundations of social studies education. It provides the candidate with practical strategies necessary for success in teaching culturally and linguistically diverse students and students with diverse learning needs, using instructional technology, research, and assessment data to inform instruction in the context of social studies. Education majors only.

ED-582 World Language Education **Credits: 3**

Prerequisite(s): ED-529, ED-550, and FO-599
Course Type(s): None
Issues and practices in world language education. Fieldwork is required.

ED-583 Theories and Practice of ESL Instruction Part I **Credits: 3**

Prerequisite(s): ED-529, ED-550, and EN-563
Term Offered: All Terms
Course Type(s): MAT
With an emphasis on teaching English as a Second Language through content, Part I of this two-semester course will introduce the history of ESL teaching and critically explores exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional materials, instructional technology, services, and assessment measures will be introduced and practiced, with an emphasis on standard-based content and ESL teaching. Both instructional design and implementation will be the focus for practice, with embedded language acquisition/learning theories and research studies carefully examined. Clinical hours required.

ED-584 Theories and Practice of ESL Instruction Part II **Credits: 3**

Prerequisite(s): ED-583
Term Offered: All Terms
Course Type(s): None
A continuation of ED-583, this course examines public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. More approaches to ESL instruction will be introduced with an emphasis on various strategies, techniques and instructional technology for teaching specific language skills in a standards-based content and ESL teaching program. Reflective practice is an integral part of this course. Limited to Education majors only. Clinical hours required.

ED-586 Bilingual Education: Theories and Practices **Credits: 3**

Prerequisite(s): ED-583
Term Offered: Spring Term
Course Type(s): None
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. Clinical experience hours required.

ED-587 Integrated Teaching Methods in K-12 Inclusive Settings **Credits: 3**

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00
Term Offered: All Terms
Course Type(s): None
The course intends to deepen future K-12 teachers' understanding of the complexities of the curriculum and build their competencies at the level of instructional implementation in specific subject areas (e.g., music, arts, world languages). It focuses on a broad spectrum of instructional methodologies and techniques that are workable in today's classrooms and which address the needs of diverse learners. A constructivist approach to planning and instruction will be emphasized. This course will include pedagogical strategies related to teaching linguistically diverse students, students with diverse learning needs, using instructional technology, and using data to inform instruction. Education majors only. Clinical Practice hours required.

ED-593 Clinical Practice **Credits: 9**

Co-requisite(s): ED-EDTPAGR
Term Offered: All Terms
Course Type(s): None
This full-time, full-semester clinical practice in a school setting required clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the New Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Permission of the MAT director is required to register.

ED-594 Supervised Clinical Practice **Credits: 9**

Co-requisite(s): ED-EDTPA
Term Offered: Spring Term
Course Type(s): None
This full-time, full-semester clinical practice in a school setting requires clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the New Jersey Professional Standards for Teachers (NJPST, and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Permission of the MAT director is required to register.

ED-596 Methods of Teaching Elementary Physical Education and Health **Credits: 3**

Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00
Term Offered: Spring Term
Course Type(s): None
Focuses on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for PreK-5 students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and PreK-5 students. Clinical practice hours are required in accordance with New Jersey State statues. Education majors only.

ED-597 Methods of Teaching Secondary Physical Education and Health **Credits: 3**

Prerequisite(s): ED-550 and EDS-550 and a minimum G.P.A. of 3.00
Term Offered: Fall Term
Course Type(s): None
Focuses on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for 6th-12th grade students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and 6th-12th grade students. Clinical practice hours are required in accordance with New Jersey State statues. Education majors only.

ED-598 Special Topics in Education **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

ED-599 Independent Study in Education **Credits: 1-3**

Term Offered: All Terms
Course Type(s): MAT
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. Prior permission of the directing professor and department chair is required to take this course.

ED-601 Principles of Technology and Theoretical Foundations for Instructional Technology **Credits: 3**

Course Type(s): OL, EDFOU
The purpose of this course is to explore the broad and dynamic field of educational technology and how to meaningfully, purposefully, and effectively enhance learning experiences through technology integration. Specifically, the course will examine educational technology plans, current theories, recent research, and trends in the field while also exploring challenges to effective educational technology programs in K-12 settings. This course will also provide an overview of effective technology integration frameworks (SAMR, TPACK, the Digital Use Divide, etc.) used by educational technology specialists/leaders to design transformative learning experiences that enhance instruction.

ED-606 Diversity in Education **Credits: 3**

Term Offered: All Terms
Course Type(s): MAT, SJEDU
In this course, students will explore the field of multicultural education. The nature of the school as a social system will be analyzed and the diversities of various cultures, communities, and ways of thinking will be examined. Professionals will engage in self-reflection related to racism and other forms of discrimination in order to better understand how identities and ideologies impact everyday school practices and the educational experiences of all students, especially those from culturally and linguistically diverse backgrounds. The course also includes research-based pedagogical strategies for teaching culturally and linguistically diverse students, incorporating instructional technology into the classroom and utilizing data to inform instruction. Education majors only.

ED-608 Curriculum in the Classroom **Credits: 3**

Course Type(s): EDCUR
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.

ED-610 Education in a Democratic Society **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
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.

ED-612 Teacher Leadership **Credits: 3**

Term Offered: Spring Term
Course Type(s): EDCUR
This course is designed to provide an examination of teacher leadership as an opportunity for distributed, school- and district-wide leadership. The course will allow teachers opportunities to develop their own practice and the practices of their colleagues through an understanding of how to use the various leadership lenses of organizational design, strategic decision-making, interpersonal relationships, instructional leadership, and both adaptive and motivational approaches to guiding educators as a teacher to inform the school-improvement work of professional learning communities and job-embedded professional development.

ED-615 Empowering Students and Educators Through the Design of Blended Learning Opportunities **Credits: 3**
Course Type(s): OL
This course explores the application of theory and research in pedagogy and curriculum design to empower learners through strategic blended learning experiences. Topics include Incorporating Blended Learning into Educational Programs, Streamlining Education Workflow, Technology-Integrated Learning Environments, Video-based Social Learning Platforms, Graphic Visual Representations, Video Screen Capturing, Digital Assessment, eCoaching for Impactful PDs, ISTE standards, Personal Learning Networks, using technology to support personalized learning, and Digital Leadership. The course will be taught in a hybrid format at which students will have experiences with specific instructional technologies and reflect upon the utilization of such innovations for coaching, school transformation, and professional development activities.

ED-616 Fundamentals of Curriculum Studies **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

ED-618 Survey of Curricular Paradigms **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Provides an examination of the field of Curriculum Studies through the lens of key paradigms and perspectives.

ED-620 Philosophy and Curriculum **Credits: 3**
Course Type(s): None
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.

ED-624 Research in Teaching Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): EDRES
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.

ED-625 Technology Trends in a Global Society **Credits: 3**
Course Type(s): OL
This course will examine how advances in technology have created a global learning environment for todays students. Technologies such as virtual reality (VR), augmented reality (AR), video conferencing, artificial intelligence (AI), smart technologies, online gaming/esports, social media platforms, etc. are connecting people at a global level and allowing educators to bring the world into their classrooms. This course will also provide an overview of crucial skills for success in our global society including coding, robotics, design thinking, digital citizenship, maker education, digital media design, and global competencies.

ED-626 Assessment Practice Now and When **Credits: 3**
Term Offered: Spring Term
Course Type(s): EDAST
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.

ED-630 Research in Curriculum Studies **Credits: 3**
Prerequisite(s): ED-624
Term Offered: Spring Term
Course Type(s): None
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.

ED-632 Classroom Technologies and Educational Media **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Aims to introduce students to computer science concepts and recent instructional technologies to support teaching and learning processes in K-12 classrooms. The course focuses on students' exploration and evaluation of technology-enhanced applications. Students learn how to use digital media, technologies, and interactive games to support their instructional strategies and student learning, enhance classroom management, aid formative, and summative assessment techniques, and communicate professionally.

ED-645 Theories and Practice of ESL Instruction **Credits: 6**
Course Type(s): None
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.

ED-655 Leveraging Technology to Support the Inclusive Classroom **Credits: 3**
Course Type(s): OL
The purpose of this course is to understand how to effectively use technology to create an equitable classroom environment that thoughtfully approaches students individual communication and learning differences. The primary focus of this course will be to discover, examine, and utilize strategies, tools, and resources to increase educational access and improve learning for all students. This course will explore adaptive and assistive technologies, as well as various digital resources needed to support students social, emotional, linguistic, and behavioral needs in an effort to maximize student success.

ED-658 Advanced Curriculum Studies **Credits: 3**
Course Type(s): EDCUR
A comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.

ED-667 Leading Technology Transformation **Credits: 3**
Course Type(s): OL
This course will prepare educators to effectively create an instructional technology vision and plan for their school/district. Specifically, this course will address the processes of analyzing and vetting out educational technology hardware and software, creating a technology budget and cost-effective analysis, determining return on instruction, designing innovative learning spaces, and understanding data security and privacy best practices. This course will also prepare future educational technology specialists/leaders to develop a virtual learning and communication plan to build capacity and maintain transparency in their school communities.

ED-670 Qualitative Research: Principles and Practices **Credits: 3**
Course Type(s): None
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.

ED-678 Practicum in Educational Technology Supervision **Credits: 3**
Course Type(s): HY
In this course, you will be guided through all aspects of the practicum experience including project pitch, developing a project proposal, project management, project completion, and project presentation. Each student will individually research, propose, develop, implement, and evaluate an educational technology initiative to support student achievement. Each class will cover specific topics to help you achieve the completion of your practicum while guiding you through the project research and implementation process.

ED-680 Advanced Professional Development Seminar for Teachers **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

ED-698 Special Topics in Curriculum and Instruction **Credits: 3**
Course Type(s): EDCUR
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. Permission of the program director is required to take this course.

ED-699 Independent Study in Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

ED-821 Teaching and Learning Theory Practice **Credits: 3**
Prerequisite(s): OTDP-705
Course Type(s): OL
A study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. It is designed to introduce both the new instructors and the experienced instructor to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Major theories concerning the learning process and their implications for the instructional process are investigated.

ED-822 Instructional Design, Strategies and Delivery Methods **Credits: 3**
Prerequisite(s): ED-821
Course Type(s): OL
Designed to create a framework for your understanding of instructional strategies and their effective application in a classroom. The course is based and links to previously acquired knowledge in learning theories and evidence-based teaching. Students will learn about various instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Techniques will include the use of simulations as well as teaching at the bedside with a focus on educator behaviors that stimulate achievement of learners. With an appreciated of the diversity of the student body, participants will effectively integrate and apply technology into instruction to develop and deliver health professions curricula including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Evidence of participants' knowledge and application of course topics will be captured in a professional portfolio.

ED-823 Online Learning: Culture and Theory **Credits: 3**
Prerequisite(s): ED-822
Course Type(s): OL
Designed to give adult educators a robust overview of theory-based techniques for teaching online or technology-enhanced courses. The course covers all aspects of online for teaching and reviews the latest research in cognitive processing and related learning outcomes while retaining a focus on the practical. A simple framework of instructional strategies mapped across a four-phase timeline provides a concrete starting point for both new online teachers and experienced teachers designing or revamping an online course. Essential technologies are explored in their basic and expanded forms, and traditional pedagogy serves as the foundation for tips and practices customized for online learning. The tips cover course management, social presence, community building, integration of new technologies, discussion and questioning techniques, assessment, and debriefing, along with new coverage of intensive or accelerated courses, customizing learning strategies, developing expertise, advanced course design, and assessment techniques.

EDL-502 Development and Learning in Early Childhood **Credits: 3**
Course Type(s): None
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.

EDL-503 Literacy Instruction **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Focuses on the literacy development and instruction of regular and special education children, including those from linguistically diverse backgrounds in grades P-6. Ongoing assessment and instructional strategies will be explored in various engaging, literate, educational settings. Education majors only. Clinical experience hours required.

EDL-515 Advanced Literacy Instruction **Credits: 3**
Term Offered: All Terms
Course Type(s): EDFOU, MAT
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 P-12 Learners in a literate environment and assisting and supporting colleagues and paraprofessionals. Word identification, vocabulary, comprehension, and content strategies will be presented. Education majors only.

EDL-516 Literacy Strategies for All Learners I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-517 Literacy Strategies for All Learners II **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

EDL-521 Early Childhood Family, School and Community Collaboration in a Diverse Society **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-522 Early Literacy and Language Development **Credits: 3**
Course Type(s): None
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.

EDL-525 Multicultural Literature and Literacy **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-526 Strategies for Teaching Writing, K-12 **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

EDL-527 Literacy Trends and Issues **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-551 The In's and Out's and Do's and Don'ts of Embracing Technology Tools in the Classroom **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

EDL-552 Creative Technology: Utilizing Technology to Ignite a Passion for Learning **Credits: 3**
Course Type(s): None
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.

EDL-553 Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom **Credits: 3**
Prerequisite(s): EDL-551 and EDL-552
Term Offered: Spring Term
Course Type(s): None
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.

EDL-554 A Proactive Approach to Technology Implementation Across the Curriculum **Credits: 3**
Prerequisite(s): EDL-551 and EDL-552
Term Offered: Spring Term
Course Type(s): None
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.

EDL-560 Early Childhood Curriculum Assessment for Inclusive Environments **Credits: 3**
Course Type(s): None
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.

EDL-564 Assessment and Instruction in Literacy I **Credits: 3**
Term Offered: All Terms
Course Type(s): EDAST
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.

EDL-565 Assessment and Instruction in Literacy II **Credits: 3**
Prerequisite(s): EDL-564
Term Offered: Spring Term
Course Type(s): None
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.

EDL-566 Diagnosis and Remediation of Literacy Problems I, Secondary **Credits: 3**
Course Type(s): None
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.

EDL-572 Current Topics in Educational Psychology **Credits: 3**
Course Type(s): None
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.

EDL-575 Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies **Credits: 3**
Prerequisite(s): ED-550, EDL-503, and EDS-500
Term Offered: All Terms
Course Type(s): None
This course focuses on the literacy development of children, including those from diverse backgrounds in grades K-6. Ongoing assessment and instructional planning of modifications, accommodations, and strategies for integrating literacy within the language arts and social studies curricula will be explored. Special attention is noted for students with high incidence disabilities and the use of assistive technology. Education majors only. Clinical practice hours required.

EDL-585 Practicum in Literacy **Credits: 3**
Prerequisite(s): EDL-515, EDL-564 and EDL-565
Course Type(s): None
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.

EDL-593 Administration and Supervision of Literacy Practices and Professional Development for School Leaders **Credits: 3**
Prerequisite(s): EDL-569
Term Offered: All Terms
Course Type(s): None
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.

M.A.T. Initial Certification, Elementary Track (K-6 Elementary Certification) (EDE.MAT)

Code	Title	Credits
Requirements (30 credits)		
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
EDS-534	Classroom Management in Inclusive Settings	3

EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
EDL-503	Literacy Instruction	3
ED-556	Teaching Elementary Mathematics in Inclusive Settings	3
ED-562	Methods of Teaching Science at the Elementary Level	3
EDL-575	Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies	3
ED-593	Clinical Practice [1]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**30**

[1] *Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

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.

Sequence Chart

First Year

Fall	Credits	Spring	Credits
ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom	3	EDS-534 Classroom Management in Inclusive Settings	3
EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	EDL-575 Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies	3
EDL-503 Literacy Instruction	3	ED-562 Methods of Teaching Science at the Elementary Level	3
		ED-556 Teaching Elementary Mathematics in Inclusive Settings	3
Semester Credits	**9**	**Semester Credits**	**12**

Second Year

Fall	Credits
ED-593 Clinical Practice	9
Semester Credits	**9**

Total Credits 30

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements 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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://www.ets.org/praxis/nj/) for guidance on the NJ Praxis tests and passing scores. A test score must meet the current passing score to satisfy the test requirement. *Before you register for a test, please confirm your state's requirements.*

   a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).

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.

M.A.T. Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in English as a Second Language (ESL) (EDE.ESL.MAT)

Code	Title	Credits
Requirements (39 credits)		
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
EDS-534	Classroom Management in Inclusive Settings	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
EDL-503	Literacy Instruction	3
ED-556	Teaching Elementary Mathematics in Inclusive Settings	3
ED-562	Methods of Teaching Science at the Elementary Level	3
EDL-575	Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies	3
EN-563	Linguistics and the English Language	3
or ED-536	Applied Linguistics for Language Teaching	
ED-583	Theories and Practice of ESL Instruction Part I	3
ED-584	Theories and Practice of ESL Instruction Part II	3
ED-593	Clinical Practice [1]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**39**

[1] *Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

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.

Sequence Chart

First Year					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom	3	ED-562 Methods of Teaching Science at the Elementary Level	3	ED-583 Theories and Practice of ESL Instruction Part I	3
EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	EDL-575 Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies	3	ED-536 Applied Linguistics for Language Teaching	3
EDL-503 Literacy Instruction	3	ED-556 Teaching Elementary Mathematics in Inclusive Settings	3		
		EDS-534 Classroom Management in Inclusive Settings	3		
Semester Credits	**9**	**Semester Credits**	**12**	**Semester Credits**	**6**
Second Year					
Fall	**Credits**				
ED-584 Theories and Practice of ESL Instruction Part II	3				
ED-593 Clinical Practice	9				
Semester Credits	**12**				
Total Credits 39					

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements 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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://www.ets.org/praxis/nj/) for guidance on the NJ Praxis tests and passing scores. A test score must meet the current passing score to satisfy the test requirement. *Before you register for a test, please confirm your state's requirements.*
    a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).

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. In addition, the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) are required to obtain the ESL endorsement.

M.A.T. Initial Certification, Elementary Track (K-6 Elementary Certification) with Endorsement in Teacher of Students with Disabilities (EDE.TSD.MAT)

Code	Title	Credits
Requirements (36 credits)		
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
EDL-503	Literacy Instruction	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
ED-556	Teaching Elementary Mathematics in Inclusive Settings	3
ED-562	Methods of Teaching Science at the Elementary Level	3
EDL-575	Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies	3
EDS-534	Classroom Management in Inclusive Settings	3
EDS-572	Assessment Strategies and Applications in the Classroom	3
EDS-552	Methods of Teaching Students with Disabilities	3
ED-593	Clinical Practice [1]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**36**

[1] *Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

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.

Sequence Chart

First Year			
Fall	**Credits**	**Spring**	**Credits**
ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom	3	ED-562 Methods of Teaching Science at the Elementary Level	3
EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	EDS-534 Classroom Management in Inclusive Settings	3

EDL-503 Literacy Instruction		3	EDL-575 Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies	3
			ED-556 Teaching Elementary Mathematics in Inclusive Settings	3
			EDS-552 Methods of Teaching Students with Disabilities	3
Semester Credits		**9**	**Semester Credits**	**15**

Second Year

Fall	**Credits**
EDS-572 Assessment Strategies and Applications in the Classroom	3
ED-593 Clinical Practice	9
Semester Credits	**12**

Total Credits 36

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements 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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://www.ets.org/praxis/nj/) for guidance on the NJ Praxis tests and passing scores. A test score must meet the current passing score to satisfy the test requirement. *Before you register for a test, please confirm your state's requirements.*
    a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).

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.

M.A.T. Initial Certification in Art or Music (K-12 Certification and Subject Endorsement) (AR.ED.MAT, MU.ED.MAT)

Code	Title	Credits
Requirements (30 credits)		
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
ED-587	Integrated Teaching Methods in K-12 Inclusive Settings	3
ED-606	Diversity in Education	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
EDS-534	Classroom Management in Inclusive Settings	3
Education (ED), Art (AR) or Music (MU) 500-Level Independent Study		3
Education (ED) 500-Level Independent Study		3
ED-593	Clinical Practice [1]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**30**

[1] *Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

Sequence Chart

First Year

Fall	**Credits**	**Spring**	**Credits**
ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom	3	EDS-534 Classroom Management in Inclusive Settings	3
EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	ED-587 Integrated Teaching Methods in K-12 Inclusive Settings	3
ED-606 Diversity in Education	3	AR-599 Independent Study in Art or MU 599	3
		ED-599 Independent Study in Education	3
Semester Credits	**9**	**Semester Credits**	**12**

Second Year

Fall	**Credits**
ED-593 Clinical Practice	9
Semester Credits	**9**

Total Credits 30

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements 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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://www.ets.org/praxis/nj/) for guidance on the NJ Praxis tests and passing scores. A test score must meet the current passing score to satisfy the test requirement. *Before you register for a test, please confirm your state's requirements.*
    a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).

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.

M.A.T. Initial Certification with Endorsements in K-12 Education in Health and Physical Education (HEPE.ED.MAT)

Code	Title	Credits
Requirements (21 credits)		
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
ED-596	Methods of Teaching Elementary Physical Education and Health	3
ED-597	Methods of Teaching Secondary Physical Education and Health	3
ED-606	Diversity in Education	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
ED-587	Integrated Teaching Methods in K-12 Inclusive Settings	3
EDS-534	Classroom Management in Inclusive Settings	3
Clinical Practice (9 credits)		
Select one of the following Clinical Practice courses:		
ED-593	Clinical Practice [1]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**30**

[1] *Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

Sequence Chart

First Year

Fall	Credits	Spring	Credits
ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom	3	ED-596 Methods of Teaching Elementary Physical Education and Health	3
EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	ED-587 Integrated Teaching Methods in K-12 Inclusive Settings	3
ED-606 Diversity in Education	3	EDS-534 Classroom Management in Inclusive Settings	3
Semester Credits	**9**	**Semester Credits**	**9**

Second Year

Fall	Credits
ED-597 Methods of Teaching Secondary Physical Education and Health	3
ED-593 Clinical Practice	9
Semester Credits	**12**

Total Credits 30

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements 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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://www.ets.org/praxis/nj/) for guidance on the NJ Praxis tests and passing scores. A test score must meet the current passing score to satisfy the test requirement. *Before you register for a test, please confirm your state's requirements.*
    a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).

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.

M.A.T. Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) (EDS.(EN, MA, SCI, or SS).MAT)

Subject Endorsements in: English, Mathematics, Science, and Social Studies

Code	Title	Credits
Requirements (30 credits)		
ED-529	Content Literacy & Assessment	3
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
ED-606	Diversity in Education	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
EDS-534	Classroom Management in Inclusive Settings	3
Content Method I		3
ED-564	Methods of Teaching Mathematics at the Secondary Level	
ED-566	Methods of Teaching Science at the Secondary Level	
ED-578	Methods of Teaching English at the Secondary Level	
ED-579	Methods of Teaching Social Studies at the Secondary Level	
Select one of the following:		3
ED-583	Theories and Practice of ESL Instruction Part I	
ED-524	Research in Teaching Practice	
EDS-535	Technology and Students with Disabilities	
ED-593	Clinical Practice [1]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**30**

[1] *Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

Sequence Chart

First Year			
Fall	**Credits**	**Spring**	**Credits**
ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom	3	EDS-534 Classroom Management in Inclusive Settings	3
EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	Content Methods	3
ED-529 Content Literacy & Assessment	3	Approved Elective	3
Semester Credits	**9**	**Semester Credits**	**9**
Second Year			
Fall	**Credits**		
ED-606 Diversity in Education	3		
ED-593 Clinical Practice	9		
Semester Credits	**12**		
Total Credits 30			

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements 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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://www.ets.org/praxis/nj/) for guidance on the NJ Praxis tests and passing scores. A test score must meet the current passing score to satisfy the test requirement. *Before you register for a test, please confirm your state's requirements.*
    a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).

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.

M.A.T. Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language (EDS.ESL.(EN, MA, SCI, or SS).MAT)

Subject Endorsements in: English, Mathematics, Science, or Social Studies

Code	Title	Credits
Requirements (33 credits)		
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
EDS-534	Classroom Management in Inclusive Settings	3
Content Methods		
Select one of the following Content Method courses:		3
ED-566	Methods of Teaching Science at the Secondary Level	
ED-578	Methods of Teaching English at the Secondary Level	
ED-564	Methods of Teaching Mathematics at the Secondary Level	
ED-579	Methods of Teaching Social Studies at the Secondary Level	
EN-563	Linguistics and the English Language	3
or ED-536	Applied Linguistics for Language Teaching	
ED-583	Theories and Practice of ESL Instruction Part I	3
ED-584	Theories and Practice of ESL Instruction Part II	3
ED-586	Bilingual Education: Theories and Practices	3
ED-593	Clinical Practice [1]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**33**

[1] *Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

Sequence Chart

First Year					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom	3	EDS-534 Classroom Management in Inclusive Settings	3	ED-536 Applied Linguistics for Language Teaching	3

EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	ED-586 Bilingual Education: Theories and Practices	3	ED-583 Theories and Practice of ESL Instruction Part I	3
		Content Methods (please refer to curriculum chart for course)	3		
Semester Credits	**6**	**Semester Credits**	**9**	**Semester Credits**	**6**

Second Year

Fall	**Credits**
ED-584 Theories and Practice of ESL Instruction Part II	3
ED-593 Clinical Practice	9
Semester Credits	**12**

Total Credits 33

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements 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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://www.ets.org/praxis/nj/) for guidance on the NJ Praxis tests and passing scores. A test score must meet the current passing score to satisfy the test requirement. *Before you register for a test, please confirm your state's requirements.*
    a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).

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. In addition, the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) are required to obtain the ESL endorsement.

M.A.T. Initial Certification, Secondary Track (9-12 Certification and Subject Endorsement) with Endorsement in Teacher of Students with Disabilities (EDS.TSD.(EN, MA, SCI, or SS).MAT)

Subject Endorsements in: English, Mathematics, Science, or Social Studies

Code	Title	Credits
Requirements (12 credits)		
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
ED-529	Content Literacy & Assessment	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
EDS-534	Classroom Management in Inclusive Settings	3
Content Methods (15 credits)		
Select one of the following Content Methods courses:		3
ED-566	Methods of Teaching Science at the Secondary Level	
ED-578	Methods of Teaching English at the Secondary Level	
ED-564	Methods of Teaching Mathematics at the Secondary Level	
ED-579	Methods of Teaching Social Studies at the Secondary Level	
EDS-535	Technology and Students with Disabilities	3
EDS-537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3
EDS-552	Methods of Teaching Students with Disabilities	3
EDS-572	Assessment Strategies and Applications in the Classroom	3
Clinical Practice (9 credits)		
Select one of the following Clinical Practice courses:		
ED-593	Clinical Practice [1]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**36**

[1] *Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

Sequence Chart

First Year					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom	3	EDS-534 Classroom Management in Inclusive Settings	3	EDS-572 Assessment Strategies and Applications in the Classroom	3
EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	EDS-537 Collaborating with Families, Students, and Professionals in Community and Educational Settings	3	EDS-535 Technology and Students with Disabilities	3
ED-529 Content Literacy & Assessment	3	Select one of the following Content Methods courses (based on content area)	3		
Semester Credits	**9**	**Semester Credits**	**9**	**Semester Credits**	**6**
Second Year					
Fall	**Credits**				
EDS-552 Methods of Teaching Students with Disabilities	3				
ED-593 Clinical Practice	9				
Semester Credits	**12**				

Total Credits 36

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements 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 a passing score on the Praxis Core Academic Skills for Educators. Please visit https://www.ets.org/praxis/nj (https://www.ets.org/praxis/nj/) for guidance on the NJ Praxis tests and passing scores. A test score must meet the current passing score to satisfy the test requirement. *Before you register for a test, please confirm your state's requirements.*
    a. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).

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.

M.S.Ed. Literacy (EDL.MSED)

Code	Title	Credits
EDL-515	Advanced Literacy Instruction	3
EDL-516	Literacy Strategies for All Learners I	3
EDL-517	Literacy Strategies for All Learners II	3
EDL-525	Multicultural Literature and Literacy	3
EDL-526	Strategies for Teaching Writing, K-12	3
EDL-527	Literacy Trends and Issues	3
EDL-564	Assessment and Instruction in Literacy I	3
EDL-565	Assessment and Instruction in Literacy II	3
EDL-585	Practicum in Literacy	3
EDL-593	Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3
Total Credits		**30**

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
5. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.

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 Education (ED.M)

Code	Title	Credits
Requirements (30 credits)		
Social Justice in Education: Select one course designated with the course type SJEDU		3
Education Foundations: Select one course designed with the course type: EDFOU		3
Education Research: Select one course designated with the course type: EDRES		3
Education Curriculum: Select one course designated with the course tyhpe: EDCUR		3
Education Assessment: Select one course designated with the course type: EDAST		3

Electives: Select 15 credits of advisor-approved courses from an area of interest	15
Total Credits	**30**

Admission Requirements

1. Possession of a baccalaureate degree with an overall GPA per state requirement (see website for details).
2. Two letters of recommendation related to the applicant's competence for graduate study.
3. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.
4. Resume.
5. Teaching certification may be required based on program of study.

Certificate in TESOL (ED.TESOL.GR.C)

Code	Title	Credits
Requirements (18 credits)		
EN-563	Linguistics and the English Language	3
or ED-536	Applied Linguistics for Language Teaching	
ED-606	Diversity in Education	3
ED-529	Content Literacy & Assessment	3
or EN-558	Teaching Composition	
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
ED-583	Theories and Practice of ESL Instruction Part I	3
ED-584	Theories and Practice of ESL Instruction Part II	3
Total Credits		**18**

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 (https://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.

Admission Requirements

1. Possession of a baccalaureate degree with a minimum 3.0 overall in the undergraduate major.
2. A passing score for the Oral Proficiency Interview (OPI) in the English Language for non-native speakers of English.

Bilingual/Bicultural Graduate Endorsement (END.ED.GR.BLBC)

Code	Title	Credits
Requirements (12 credits)		
EN-563	Linguistics and the English Language	3
or ED-536	Applied Linguistics for Language Teaching	
ED-583	Theories and Practice of ESL Instruction Part I	3
ED-584	Theories and Practice of ESL Instruction Part II	3
ED-586	Bilingual Education: Theories and Practices	3
Total Credits		**12**

Admission Requirements

1. A degree in a K-12 school curriculum content area other than foreign language or English as a Second Language.
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.

Early Childhood Graduate Endorsement (END.ED.GR.ECHILD)

Code	Title	Credits
Requirements (24 credits)		
EDL-502	Development and Learning in Early Childhood	3
EDL-521	Early Childhood Family, School and Community Collaboration in a Diverse Society	3
EDL-522	Early Literacy and Language Development	3
EDL-560	Early Childhood Curriculum Assessment for Inclusive Environments	3
EDL-515	Advanced Literacy Instruction	3
EDS-571	Management of Challenging Behaviors	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
ED-606	Diversity in Education	3
Total Credits		**24**

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more).

(If the applicant is not a certified teacher, the applicant must be enrolled in a specialized alternate route program and be employed in a P-3 position requiring certification.)

English as a Second Language (ESL) Graduate Endorsement (END.ED.GR.ESL)

Code	Title	Credits
Requirements (15 credits)		
EDL-575	Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies	3
or EDL-515	Advanced Literacy Instruction	
or ED-586	Bilingual Education: Theories and Practices	
ED-536	Applied Linguistics for Language Teaching	3
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
ED-583	Theories and Practice of ESL Instruction Part I	3
ED-584	Theories and Practice of ESL Instruction Part II	3
Total Credits		**15**

Admission Requirements

1. A bachelor's degree (BA or BS) with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details).
2. A standard New Jersey Instructional Certificate or a CEAS. If the applicant is not a certified teacher, the applicant must hold a New Jersey Certificate of Eligibility and be employed in an ESL position requiring certification.

As an added part of an initial certificate program:

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

Subject Endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) Graduate Endorsement (END.ED.GR.CEAS)

Code	Title	Credits
Requirements (24 credits)		
ED-550	Teaching Emergent Multilingual Learners in an Inclusive Classroom	3
ED-582	World Language Education	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
Foreign Language (FO) 500-Level Independent Study		3
Education (ED) 500-Level Independent Study		3
FO-LTIOPI	Oral Proficiency Interview - UG (Interm. High) [1]	0
ED-593	Clinical Practice [2]	9
or ED-594	Supervised Clinical Practice	
Total Credits		**24**

[1] *LTIOPI taken with* Language Testing International *(*https://www.languagetesting.com*).*

[2] *Passing score required prior to student/supervised teaching*

Note

- Subject certification in Chinese requires a minimum of thirty credits in a coherent sequence in the language and cultures of China.

Admission Requirements

1. A minimum of 30 credits in Chinese, which may include the art, culture, economics, history, and/or literature of China.
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements and a 3.0 GPA in the undergraduate major.
3. Two letters of recommendation for graduate study.
4. Résumé.
5. Personal statement of not more than two pages that describes your preparation for study in the program and personal objectives for graduate study.
6. Provide evidence of successfully achieving a minimum score on one of the following tests as a condition of admission to the MAT:
   a. Provide a passing score on the Praxis Core Academic Skills for Educators #5751
   b. Provide an official qualifying score on the SAT, ACT or GRE required for the year in which the exam was taken (see New Jersey Department of Education for details).
7. 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.

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.

Educational Counseling and Leadership

Doctor of Education (Ed.D.) Educational Leadership

The Doctor of Education (Ed.D.) in Educational Leadership program at Monmouth University will provide a rigorous experience in leading transformational change in schools. To foster transformative leadership, this program will use a practice-based approach to professional learning and development. By practice-based approach, it is meant that learning will occur through experience and reflection, a process that involves both doing and thinking. In an experiential model of learning, thought is generated through actions that occur as part of lived experiences.

The purpose of the Monmouth University Ed.D. is to develop leaders who are skilled in both practice and theory of leadership during the change process. The curriculum is designed around a transformational leadership project that involves designing, piloting, and implementing an initiative that will have a transformational impact on student learning, faculty development, and leadership at the school district level. This project will enable doctoral candidates to create significant positive change in their schools while completing coursework under the guidance of faculty in educational leadership.

It is anticipated that most doctoral candidates will select and design a project that supports his or her professional setting. The project will be accomplished using an iterative, design-based approach to design and research that begins with a small pilot that will grow into a larger project across a two-year period. During that time, doctoral candidates will be researching, developing new ideas, and redesigning their projects based on the professional literature and data analysis.

The Ed.D. in Educational Leadership is a two-year, 54-credit hour program that is intended to provide doctoral candidates with new ways of thinking and reflecting about school change so they can become leaders in educational innovation.

Graduates of the Ed.D. in Educational Leadership program will be prepared to:

- create processes that foster continuous human learning and development
- use transformational leadership to promote progressive change
- implement and institutionalize transformational change
- use design-based research to reshape educational practice and theory
- develop the analytical thinking skills necessary to review and improve change processes

Courses will be offered in a hybrid format, offering the advantages of face-to-face instruction with the convenience of online access.

Doctor of Education (Ed.D.) Educational Leadership - Higher Education Track

This program intends to address the wide spread need for leaders in higher education, who are prepared to lead initiatives across the vastly diverse departments on a higher education campus . A doctoral degree in higher education leadership would give students some much-needed preparation to “do” education in profoundly innovative ways. This degree will provide students seeking leadership positions across all higher education settings the ability to achieve a terminal degree, which will open opportunities for advancement in their perspective higher education departments.

Graduate Endorsements

Graduate endorsements are programs designed 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.

Programs

Masters

- M.S.Ed. Principal/School Administrator/Supervisor (p. 165)
- M.S.Ed. Principal/Supervisor (p. 165)
- M.S.Ed. School Counseling (p. 166)
- M.S.Ed. Student Affairs and College Counseling (p. 166)

Endorsements

- Director of School Counseling Services Post-Master's Endorsement (p. 167)
- Student Assistance Coordinator Graduate Endorsement (p. 167)
- Supervisor's Post-Master's Endorsement (p. 167)
- T (p. 169)eacher Leadership Endorsement (p. 169)

Doctorate

- EdD Educational Leadership (p. 168)
- HE.EdD Educational Leadership Doctorate - Higher Education Track (p. 168)

Faculty

Stephanie Bobbitt, Assistant Professor (Graduate Faculty). B.S., S.U.N.Y. College of Environment Science and Forestry; M.S., The College of Saint Rose; Ph.D., Western Michigan University.
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William George, Assistant Professor and Ed.D. Program Director (Graduate Faculty). B.S., Michigan State University; M.A., Ohio State University; M.S., Monmouth University; Ed.D., Seton Hall University.
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Tina Paone, Professor (Graduate Faculty). B.A., University of Tampa; M.A., Ph.D., University of Nevada, Reno. Areas of professional interest include school counseling, goup counseling, diversity, and play therapy.
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Alyson Pompeo-Fargnoli, Associate Professor (Graduate Faculty). B.A., M.A., The College of New Jersey; Ph.D., Montclair State University. Areas of professional interest include college and wellness counseling, secondary to post secondary partnerships, and diversity and social justice initiatives.
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Nicole Pacheco Pulliam, Associate Professor (Graduate Faculty). B.A., Ramapo College of New Jersey; M.A., Ph.D., Montclair State

University. Professor interests include college student devleopment, first generation college students, and career development. npulliam@monmouth.edu

Vernon Smith, Associate Professor, Chair, and M.S.Ed. School Counseling Program Director (Graduate Faculty). B.A., Judson College; M.S., Northern Illinois University; Ph.D., University of South Florida. Research centers around empowering young Black males. He has presented scholarly papers at international, national, state and local conferences on topics such as: parent involvement factors from the perspectives of academically successful Black male college students; exploring best practices for effectively serving and retaining African American college students impacted by trauma; student retention; family influence on student development; and the impact of cultural trauma on African Americans. vsmith@monmouth.edu

Courses

EDC-CPE Counseling Preparatory Comprehensive Examination **Credits: None**

Term Offered: All Terms
Course Type(s): None
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.

EDC-500 Introduction to Professional Counseling **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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.

EDC-501 Introduction to College Student Development and Student Affairs **Credits: 3**

Term Offered: Fall Term
Course Type(s): None
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.

EDC-502 Counseling Skills **Credits: 3**

Prerequisite(s): EDC-500 and EDC-505
Co-requisite(s): EDC-530
Term Offered: All Terms
Course Type(s): HY
This course is designed to assist students in the development of their counseling skills. Students will develop a better understanding of themselves and their role in a helping relationship. In addition to the development of basic counseling skills, students will be able to recognize specific counseling microskills and when to use them. Further, this course will allow students to practice their counseling skills through the use of audio and video taping, live role playing, and providing critique and feedback to classmates.

EDC-505 Counseling and Ethical Practice **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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.

EDC-508 Trauma and Crisis in Counseling **Credits: 3**

Prerequisite(s): EDC-500, EDC-505, EDC-502, EDC-530, EDC-535
Term Offered: All Terms
Course Type(s): HY
This course is designed to prepare students to work with students who have experienced trauma or who are currently in a crisis situation. Students will learn trauma-informed counseling strategies and crisis intervention approaches. Given the frequency of occurrences of traumatic events or crisis situations, this course will provide students the opportunity to develop their skills and awareness of how these situations will impact their professional roles. This course will allow students to practice handling trauma and crisis situations through role playing and discussing these events.

EDC-510 Human Growth and Development **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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.

EDC-512 Access and Equity in Education **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, and completion of fifteen credits.
Term Offered: All Terms
Course Type(s): HY
This course is designed to provide students with an in-depth understanding of the role that systemic influences play in access and equity in education. Students will engage with research, theory, and practice models related to access to college and equity in higher education institutions, with an emphasis on how counselors in educational settings can disrupt racist policies and practices in schools. Using a social justice framework, this course will prepare students to be agents of change.

EDC-515 Risk and Resiliency in Children and Adolescents **Credits: 3**
Course Type(s): None
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.

EDC-517 Community Mental Health **Credits: 3**
Course Type(s): None
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.

EDC-520 Advanced Topics in Race and Racism **Credits: 3**
Prerequisite(s): EDC-535
Term Offered: All Terms
Course Type(s): None
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.

EDC-525 Assessment for Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDC-530 Counseling Theory and Practice **Credits: 3**
Prerequisite(s): EDC-500
Term Offered: All Terms
Course Type(s): None
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.

EDC-535 Diversity and Social Justice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDC-540 Group Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, and EDC-530
Term Offered: All Terms
Course Type(s): None
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.

EDC-541 Leadership and Administration of Campus Environments **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

EDC-545 Career Development and Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505 and EDC-530
Course Type(s): None
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. Education majors only.

EDC-546 Substance Awareness and Prevention in the Schools Credits: 3
Prerequisite(s): EDC-555
Term Offered: All Terms
Course Type(s): None
This course is a comprehensive study of the role of the Substance Awareness Coordinator in the Schools K-12. The areas that will be included for study will be a review of research based awareness and prevention programs as related to ATOD as seen in the school systems. School law, regulations, and policies, as it relates to substance abuse in the schools, as well as how well / consistent it is followed based on the school culture and the dynamics in a particular district. Prevention and advocacy will be emphasized as a large part of the SAC position, as well as learning to work within the school culture. Curriculum planning and staff education and development in chemical health will be an essential part of the course. Negotiating the systems to maximize potential of the SAC position will be the main focus. Prerequisite: EDC-555

EDC-550 Counseling At-Risk Children and Families Credits: 3
Prerequisite(s): EDC-500, EDC-505, and EDC-530
Term Offered: All Terms
Course Type(s): None
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.

EDC-555 School Counseling Program Planning and Consultation Credits: 3
Prerequisite(s): EDC-500, EDC-505, and EDC-530
Term Offered: All Terms
Course Type(s): None
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.

EDC-560 Consultation Procedures for Counseling Credits: 3
Prerequisite(s): EDC-500, EDC-505, and EDC-530
Term Offered: Spring Term
Course Type(s): None
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.

EDC-565 Supervision of Counselors Credits: 3
Term Offered: Summer Term
Course Type(s): None
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.

EDC-570 Alcohol and Drug Abuse Programs and Services Credits: 3
Course Type(s): None
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.

EDC-575 Alcohol and Drug Assessment and Counseling Credits: 3
Term Offered: Spring Term
Course Type(s): None
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.

EDC-580 Behavioral Issues in Counseling Credits: 3
Term Offered: All Terms
Course Type(s): None
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.

EDC-598 Special Topics in Educational Counseling Credits: 3
Term Offered: All Terms
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

EDC-599 Independent Study in Educational Counseling Credits: 3
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this class. Application must be filed before registration.

EDC-600 Practicum in Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-530, and EDC-535
Term Offered: All Terms
Course Type(s): None
An intensive supervised 100-hour, field-based experience in the school or university, which provides an orientation to the school counselor's role within a school counseling program or student affairs program. Provides supervised opportunities to practice individual and group counseling skills along with day-to-day tasks of the school counselor/student affairs professional. Additionally, intensive individual and group supervision is provided through videotaped and/or audio taped sessions.

EDC-601A Internship in Counseling I: School Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, EDC-540, EDC-600 and completion of twenty-four credits
Term Offered: All Terms
Course Type(s): None
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.

EDC-601B Internship in Counseling I: Student Affairs/College Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, EDC-540, EDC-600 and completion of twenty-four credits
Term Offered: All Terms
Course Type(s): None
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.

EDC-602A Internship in Counseling II: School Counseling **Credits: 3**
Prerequisite(s): EDC-601A or EDC-601B
Term Offered: All Terms
Course Type(s): None
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.

EDC-602B Internship in Counseling II: Student Affairs/College Counseling **Credits: 3**
Prerequisite(s): EDC-601A or EDC-601B
Term Offered: All Terms
Course Type(s): None
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.

EDC-606 Research Methodology and Applications **Credits: 3**
Term Offered: All Terms
Course Type(s): EDRES
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.

EDC-610 SAC Internship **Credits: 3**
Prerequisite(s): PC-540, PC-515 or EDC-510 or SW-509; PC-542 or SW-604; PC-510 or SW-518; EDC-555 and permission of the instructor
Term Offered: All Terms
Course Type(s): None
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.

EDC-672 Advanced Theory in Play Therapy **Credits: 3**
Term Offered: Spring Term
Course Type(s): OL
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 SW-672 and PC-672.

EDC-673 Advanced Techniques in Play Therapy **Credits: 3**
Term Offered: Spring Term
Course Type(s): HY
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 SW-673 and PC-673.

EDC-674 Play Therapy for Children at Risk **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
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 SW-674 and PC-674

EDC-675 Educational Counseling Capstone in Counseling **Credits: 3**
Co-requisite(s): EDC-602A or EDC-602B
Term Offered: All Terms
Course Type(s): HY
This course is designed to assist students in their personal and professional self-reflection, to solidify their academic experience into preparedness for the future. Such preparedness will also include the areas of self-care, including from a social justice advocate perspective, and continued professional development. Further, the course and course instructor, will support students in successfully creating a capstone project paper that demonstrates mastery of the competencies necessary to function as a counseling professional or student affairs professional, and social justice advocate within their chosen profession. Students' projects will reflect a culmination of their program.

EDC-699 Independent Study: Ed Counsel **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

EDD-THD Thesis Defense **Credits: None**
Term Offered: All Terms
Course Type(s): None
Education Doctorate Thesis Defense

EDD-702 Adult Development and Transformative Learning **Credits: 3**
Course Type(s): None
Analyzes the foundational learning theories, adult development, and transformative learning for school administrators. It examines the techniques of motivation, methodology, and evaluation in adult learning. An emphasis on social justice and advocacy for transformative learning will also be incorporated in the pedagogical structure of the course. The course further examines the transformative learning process for adults considering the socio-political, cultural, school and other factors. These influential paradigm shifts in adult learning include barriers to and motivation for transformative learning. Designed to contribute to the professional development of those individuals who work with adults and young adults in a variety of educational contexts, in either instructional or leadership capacities.

EDD-706 Learning Through Experience: Individuals and Organizations **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
The purpose of this course is to explore the nature of experiential learning processes in promoting change and growth in both professionals and the professions. The research literature associated with experiential learning will be used to explore the nature of experiential learning, where it occurs, how we experience it, how we think about it, and how we can use the environment to enhance it. Course content includes 1) readings related to action in the professionals, such as improvement science, network improvement communities, action research, and participatory action research; 2) a survey of topics associated with the thinking processes associated with active approaches to learning, such as reflection, design thinking, creativity, innovation, and semiotics. Activities and assignments will include group discussions, individual and group presentations, action research, and classroom observation and analysis.

EDD-710 Leadership, Diversity and Equity **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
American and international institutions of education continue to face the challenge of promoting access and equity for a diverse educational community of stakeholders. The increase in diversity throughout the world requires educational leaders to explore and understand the issues and learn how to advance diversity and equity. Race and ethnicity, social class, and gender will serve as initial topics for the course. Students will learn how their local, national and international colleagues have struggled (and succeeded or not succeeded) in advancing equity and inclusion. Students also will be given an opportunity to explore other dimensions of diversity. Class discussions will center on current and world situations regarding educating a diverse population, and the efforts aimed at improving equity throughout the world.

EDD-712 International Leadership Models **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Compares leadership practices in different parts of the world by comparing the performance of different countries. Doctoral candidates will compare and contrast the characteristics of successful leadership models and if those concepts are transferable to areas of leadership.

EDD-714 Leadership and Change **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
Addresses leadership during the change process with a focus on building a climate for innovation and change while developing critical skills related to leading and managing a learning organization through change. Practical approaches to decision-making, authority, power and influence, school culture, communication, problem solving and dilemma management will be addressed. Management of personnel and facilities will also be covered. This course addresses the 2015 Professional Standards for Educational Leaders (6-8; 10) and the 2011 ELCC Standards (1.3, 1.4, 2.1, 2.4, 3.4, and 4.1). This course will engage students in applying fundamental leadership and management knowledge and skills which will support and enhance their Transformative Leadership Project. Students will discuss and analyze a broad range of "real world" problems and dilemmas using current case studies, in basket challenges, and information from the students' individual schools/districts.

EDD-716 Practicum in Executive Leadership **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
Issues, principles, and responsibilities of the executive leader at the district level are the focus of this course. Using the 2011 ELCC Standards, ISLLC Standards and the Professional Standards for Educational Leaders as a guide, this course will explore the practical applications of contemporary principles of educational leadership and further development of the candidates Transformative Leadership Project through a 150-hour internship course. If completed at the building level, the hours will be applied toward the Principal certification and will require EDD-717 to complete the 300 hours. If completed at the district level, the hours will be applied toward the full 150-hour school administrator certification.

EDD-717 Internship for School Leadership P-12 **Credits: 1**
Term Offered: Summer Term
Course Type(s): OL
This course is 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 building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections. This class is only for those candidates seeking a principal endorsement.

EDD-718 Internship for District Level Leadership, P-12 **Credits: 1**
Prerequisite(s): EDD-716 and EDD-717
Term Offered: All Terms
Course Type(s): OL
The course is designed to occur over 1 semester and culminate in the accruing of 150 internship hours required for certification. These hours must be done under the guidance of a district level administrator holding a school administrator certificate and involve the day-to-day responsibilities and activities of a Superintendent. Candidates will provide weekly logs and reflections.

EDD-720 Contemporary Issues in Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Designed to extend the doctoral learner's' understanding of contemporary issues in education. Learners will examine current and emerging issues in education as well as trending topics impacting teaching, leadership and learning. Learners will analyze the following topics: a) inclusion of diverse learners in American schools; b) demographic shifts; c) poverty and affluence; d) globalization; e) technology and social media; f) data-based decision making; and g) recent research on student achievement with specific emphasis on subgroup performance.

EDD-721 Education Law and Policy P-12 **Credits: 3**
Course Type(s): None
Provides legal foundations of U.S. public schools (Federal and State) examines general principles of statutory and case law and applies judicial decisions to educational environments. This course will examine many current legal policy issues in local and national elementary and secondary education, including school finance litigation; school discipline and the rise of "Zero Tolerance" policies (Casella 2003); bullying prevention and intervention; cyber-bulling; LGBT bias; educator evaluation systems; and special education; in addition to other topics that may arise during the course. Students will be able to use current education law and legal precedents to make effective educational leadership decisions in the areas of student's rights, academic freedom, religion and education, discipline, discrimination, negotiations and special education. This course is designed to provide current and future school leaders with the knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.

EDD-722 Leading Digital Learning and Innovation in Education: Empowered Learners and Organizations **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Investigates and analyzes the theories of disruptive innovation in leading continuous school transformation. Additionally, this course will enable students to practice systemic solution, evaluation, design and development associated with integrating emerging innovations in education. The research literature associated with digital learning will be used to explore the nature of digital learning, where it occurs, how we experience it, how we think about it, and how we can use digital tools to enhance learning. Course content includes 1) readings related to action in the profession, such as disruptive innovation, leading change in self-organized networks, action research, and participatory action research; and 2) a survey of topics associated with the thinking process associated with active approaches to learning, such as reflection, design thinking, creativity, and school innovation. Activities and assignments will include group discussions, individual and group presentations, action research, and classroom observation and analysis.

EDD-724 Organizational Leadership Theory and Research **Credits: 3**
Course Type(s): None
Organizational Leadership Theory and Research in education will examine the study, practice, and theory of educational leadership by exploring organizational change theories and analyzing tools necessary for leading system wide change. Students will explore systems within organizations that promote or hinder the change process. With this course, students will enhance their understanding of educational organizations and construct an organizational change project within his/her own school or district.

EDD-750 Advanced Program Analysis **Credits: 3**
Course Type(s): None
This course examines the key concepts, methods, and approaches in the field of evaluation research, and program development. It is designed to be taken in conjunction with Transformative Leadership Dissertation for doctoral students and will support the candidate's plan development. Students will be exposed to the basic principles and best practices in educational program evaluation as well as the process of using evaluations and data driven assessment, that is unique to their district, to make decisions on the implementation of new programs or on the continuation of existing programs. Some statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. This course will also present students with the larger political, administrative, and financial issues that occur in program evaluation.

EDD-752 Advanced Quantitative Research **Credits: 3**
Course Type(s): None
Introduces educational leaders to concepts in quantitative research in preparation for conducting independent research. There is a focus on critically understanding quantitative research methodology and the ability to apply it appropriately to various education issues. In addition, students will become familiar with the statistical program SPSS, as well as, how statistics can be utilized to address relevant educational issues.

EDD-754 Leadership and Assessment **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Designed to focus on student achievement and service to diverse student populations, implementation of the Standards, research-based pedagogical innovations, and successful use of summative and formative assessment measures. Current models used to assess students' learning will be examined, including the use of performance criteria. Students will develop instruction and development plans to be implemented in their own organizational settings. These plans must show the alignment of instruction and assessment to student learning outcomes.

EDD-756 Advanced Qualitative Research **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Designed to provide a general understanding of qualitative research methods and issues related to the design and conduct of qualitative studies. The course emphasizes experiential learning. You will have opportunities, both in class/lab and outside class, to learn by doing. Throughout the course you will be asked to reflect on what you are learning; this reflection on the practice of research will enhance your capacity to read, evaluate, design, and conduct qualitative studies. If you wish to pursue qualitative research projects, this course will provide you with the basic knowledge and skills you will need, but it is not a substitute for extensive reading and thinking about specific methods and their use, and additional learning through courses and supervised research experiences. The general aim of the course is to facilitate understandings of the following questions: 1. What is qualitative research? 2. What constitutes quality qualitative research? 3. What are the various tools/methods of a qualitative researcher? 4. What are the critical components of a qualitative research proposal?

EDD-760 Dynamic Leadership in Higher Education **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This course is intended to give you an understanding of the various theories that inform leadership education and practice in colleges and universities. In this course, you are invited to see leadership as discipline that transcends functional area, serving as a framework to lead and guide within higher education and beyond. As a participant in this class, you are asked to not only look at the leadership theories presented in class to formulate your approach as an educator, but also how you see these theories inform the ways in which you move and engage with the world around you.

EDD-762 Governance in Higher Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is planned for current and prospective higher education faculty, staff and administrators who seek to learn more about America's comprehensive higher education institutions and their role in the post-secondary knowledge industry. The course topics this semester will deal with the several major issues/topics that are critically important to higher education institutions. Institutes of higher education offer vast new opportunities in leadership. By engaging in intensive research, interactive discussions, continuous reading and writing, and creating new digital platforms for students and faculty, the participants in this course will develop the skills necessary to redefine the first steps of tertiary education in the twenty-first century.

EDD-764 Higher Education Law and Policy **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
This course examines legal issues relevant to American colleges and universities to provide students with the fundamental knowledge of higher education law for administrators. The law provides for a supporting role to the overall mission of a college or university, and without its adherence, the mission may be negatively affected, if not unaccomplished. EDD-764 Higher Education Law and Policy provides students with an overview of the major aspects of the legal environment that specifically impact institutions of higher education. Institutions of higher education are affected by laws that range from privacy and reporting to admissions and financial aid practices. This course offers students an opportunity to use legal resources, to learn strategies for addressing these legal requirements and for staying abreast of emerging legal concerns in higher education. Topics include the legal governance of higher education, academic freedom, affirmative action, and legal issues pertinent to faculty and students.

EDD-766 Higher Education in the United States **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
This course is designed to help you think about colleges and universities and the historical and social forces that have affected their development in the United States. Since education is an issue we often think about in personal terms, especially higher education, the course is intended to use our own knowledge and insights as a starting point, and to expand upon our reasoning skills as we study these issues historically. We will do this by reading, discussing and thinking about colleges and universities and the students that attended them in the past. Through this, the aim of this course is to provide everyone with a sound framework for using historical analysis to interpret problems in higher education, and in the development of American society. In the course of doing this you will be asked to offer evidence of your learning, particularly with regard to your historical reasoning abilities. You will do this through discussion of readings, in class presentations and exploration of key issues, and through your written work. It is critical, in that case, that you attend every class, complete assigned readings on schedule, and submit written work when expected.

EDD-768 Higher Education Finance **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
The purpose of this course is to understand the concepts related to Higher Education Finance and it's impact upon the Higher Education system in the United States. The course will provide an introductory examination of financial, economic, and budgetary issues within higher education. Focusing on not-for-profit postsecondary schools, students will review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, develop the ability to examine and analyze financial information, and assess the budget as an instrument of strategic planning, resource allocation, and control. The course is grounded in literature, theories, and examples specific to higher education. The goal is to provide students with the knowledge and abilities that empower them to make appropriate decisions as higher education leaders. Course Goals: This course aims at a working understanding of the economics of higher education finance. Thus, students at the end of the course should be able to: 1) Understand key economic concepts bearing on higher education finance in the United States and abroad; 2) Understand the logic of financial decisions in higher education; and 3) Apply such concepts and logic to various finance projects of their choosing.

EDD-799 Independent Study Education (DOC) **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent Study in Education Doctorate Level. Prior permission of the directing professor and department chair is required to take this course.

EDD-801 Research Design **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Focus will be on the development of a theme for the student's transformative leadership project. The Transformative Leadership Project provides opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. After a detailed needs assessment, the students will be required to decide on one program in their school district that needs to be improved. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face to face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the 2015 Professional Standards for Educational Leaders (Standards 1-10) and 2011 ELCC Standards (1-7). In addition to guiding students through an action research project, this course will address theoretical, philosophical, and epistemological questions around action research. We will discuss the tradeoff's that come with action research compared to more traditional research-how can insider status better inform research, and what might we lose compared to traditional research methods? How can the actions research framework better solve organizational problems, and on the other hand what insights may be lost by focusing on a single organization's questions or problems? This seminar will meet once a month for the fall and spring semesters. In addition to being a research design class, the class will also guide students through the actions research process that they can employ in other research, as well.

EDD-802 Writing for Professional Publication **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
The Transformative Leadership project classes provide opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face to face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the Professional Standards for Educational Leaders (formerly ISLLC). This course is designed to introduce doctoral students to the professional publication process. Students will engage in two major activities during the course: 1) learning how to organize a dissertation to fulfill the program requirements for the transformative learning project and 2) to write an article for professional publication. To meet the first requirement, you will revise your three-chapter project proposal created during EDD-801 Research Design, make a formal project proposal for the second year of the program to your dissertation committee, and learn how to write chapters 4 and 5 of the dissertation. To meet the second requirement, you will become familiar with editorial policies of relevant periodicals, identify various professional publication outlets, and review manuscripts using professional editorial criteria. The course will culminate in a finished manuscript submitted for publication.

EDD-803 Design-Based Research **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
The Transformative Leadership project classes provide opportunities for doctorial candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. This course has two main purposes. First, it introduces students to different design-based research methods in educational research. Second, it provides students with an intensive experience in carrying out their own design-based research studies. Through a combination of readings, lectures, demonstrations, discussions, site visits and class exercises, students will be introduced to the issues and practices associated with design-based research and how different researchers engage in this kind of work. By learning about the work of different researchers, students will also be introduced to distinct forms of design-based research in education. In their transformative learning project, students will apply what they have learned to the design and conduct of their own design-based research studies. Design-bases research is a research approach that systematically investigates teaching, learning and/or training phenomena through multiple cycles of design, development, evaluation and implementation of educational interventions (which may consist of curriculum/training interventions, systemic school programs, informal or formal teaching-learning strategies and materials, technology-based products and systems, etc.). This course will examine the history of this research approach along with related current literature, commentary and research. This form of inquiry necessarily involves foundational features of design practice as well as quantitative and qualitative research as appropriate. This course is not a substitute for coursework on quantitative or qualitative methods. It is actually intended to complement such courses. The purposes a scholar intends to achieve determine the appropriate form of inquiry.

EDD-804 Analyzing and Interpreting Data **Credits: 1-3**
Prerequisite(s): EDD-801, EDD-802, and EDD-803
Term Offered: All Terms
Course Type(s): None
The Transformative Leadership project classes provide opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face-to-face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the Professional Standards for Educational Leaders (formerly ISLLC). This course is designed to immerse doctoral students in the analysis of interpretation of data. You will engage in the examination of data reflected to your transformative learning project. During the course, you will present and explain your research findings, outline chapters 4 and 5 of your dissertation, and write a preliminary and then final draft for chapters 4 and 5 of your dissertation. You will also give a PowerPoint presentation of your defense in preparation for your oral dissertation defense. The primary outcome of the course will be the completion of chapters 4 and 5 of your dissertation.

EDD-899 Independent Study in Education 800 Level Doctorate Credits: 3
Course Type(s): None
Independent Study in Education (800 level) Doctorate. Prior permission of the directing professor and department chair is required to take this course.

EDL-504 Introduction to Educational Leadership and Supervision for Student Learning P-12 **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-530 School Law and Policy **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-531 Economics and School Business Leadership **Credits: 3**
Course Type(s): None
Should be thought of as an applied economics course. It will focus on the topics that are of the greatest interest and importance to school business administrators. Applies topics in economic theory to administrative decision making. This course is concerned with the relationships between schools, consumers, and the economic environment in which they operate.

EDL-532 Human Resource Management and School Finance **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-533 Community Relations **Credits: 3**
Course Type(s): None
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.

EDL-534 Principles of Accounting for School Business Administrators **Credits: 3**
Course Type(s): None
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.

EDL-535 School Facilities Planning and Management **Credits: 3**
Course Type(s): None
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.

EDL-536 Curriculum Development and Design **Credits: 3**
Term Offered: All Terms
Course Type(s): EDCUR
Examining models of curriculum development, candidates evaluate, design and develop effective curricula to support the instructional process and enhance student learning experiences.

EDL-537 Technology for School Leaders **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Focuses on the practical applications and the authentic use of technology to provide instructional and administrative support of the learning community.

EDL-539 Instructional Theory and Leadership for Student Learning **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

EDL-569 Public School Supervision and Communication **Credits: 3**
Prerequisite(s): EDL-536 or EDL-565
Term Offered: All Terms
Course Type(s): None
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.

EDL-582 Practicum in Supervision and Curriculum P-12 **Credits: 3**
Prerequisite(s): EDL-569 or EDL-565
Course Type(s): None
Application of duties and responsibilities of the supervisor and/or curriculum specialist to an in-school supervised practicum project.

EDL-588 Topics in School Leadership, Supervision, and Curriculum P-12 **Credits: 3**

Prerequisite(s): EDL-569
Co-requisite(s): EDL-590A
Course Type(s): None
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.

EDL-589 Advanced Topics in School Leadership, Supervision, and Curriculum P-12 **Credits: 3**

Prerequisite(s): EDL-588
Co-requisite(s): EDL-590B
Course Type(s): None
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.

EDL-590A Internship for School Leadership (P-12) I **Credits: 1**

Co-requisite(s): EDL-588
Term Offered: All Terms
Course Type(s): None
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 candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

EDL-590B Internship for School Leadership (P-12) II **Credits: 1**

Co-requisite(s): EDL-589
Course Type(s): None
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 candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

EDL-598 Special Topics in Educational Leadership **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

EDL-599 Independent Study in Education **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

EDL-602 Research Methodology and Applications II **Credits: 3**

Prerequisite(s): EDC-606
Term Offered: Spring Term
Course Type(s): None
This course is designed to extend students' understanding of research methodological knowledge and techniques presented in EDC-606 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.

EDL-603 Individual Research Study **Credits: 3**

Course Type(s): None
Techniques of educational research including: types of research, problem definition, variables and controls, data collection, data analysis and communication of results.

EDL-606 Research Based Program Evaluation and Decision Making **Credits: 3**

Prerequisite(s): EDL-569
Course Type(s): None
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.

EDL-620 Practicum in Executive Leadership **Credits: 3**

Prerequisite(s): EDL-589
Course Type(s): None
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.

EDL-699 Independent Study in Educational Leadership **Credits: 1-3**

Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

M.S.Ed. Principal/School Administrator/Supervisor (EDPR.SA.MSED)

Code	Title	Credits
EDL-504	Introduction to Educational Leadership and Supervision for Student Learning P-12	3
EDL-536	Curriculum Development and Design	3
EDL-569	Public School Supervision and Communication	3
EDL-593	Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3
EDL-530	School Law and Policy	3
EDL-532	Human Resource Management and School Finance	3
EDL-533	Community Relations	3
EDL-606	Research Based Program Evaluation and Decision Making	3
EDL-588	Topics in School Leadership, Supervision, and Curriculum P-12	3
EDL-589	Advanced Topics in School Leadership, Supervision, and Curriculum P-12	3
EDL-590A	Internship for School Leadership (P-12) I	1
EDL-590B	Internship for School Leadership (P-12) II	1
EDL-620	Practicum in Executive Leadership	3
Total Credits		**35**

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
5. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.

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.

M.S.Ed. Principal/Supervisor (EDPR.MSED)

Code	Title	Credits
Requirements (32 credits)		
EDL-504	Introduction to Educational Leadership and Supervision for Student Learning P-12	3
EDL-536	Curriculum Development and Design	3
EDL-569	Public School Supervision and Communication	3
EDL-593	Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3
EDL-530	School Law and Policy	3
EDL-532	Human Resource Management and School Finance	3
EDL-533	Community Relations	3
EDL-606	Research Based Program Evaluation and Decision Making	3
EDL-588	Topics in School Leadership, Supervision, and Curriculum P-12	3
EDL-589	Advanced Topics in School Leadership, Supervision, and Curriculum P-12	3
EDL-590A	Internship for School Leadership (P-12) I	1
EDL-590B	Internship for School Leadership (P-12) II	1
Total Credits		**32**

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
5. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.

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.

M.S.Ed. School Counseling (COUNSEL.MSED)

Code	Title	Credits
Requirements (60 credits)		
EDC-500	Introduction to Professional Counseling	3
EDC-502	Counseling Skills	3
EDC-505	Counseling and Ethical Practice	3
EDC-508	Trauma and Crisis in Counseling	3
EDC-510	Human Growth and Development	3
EDC-512	Access and Equity in Education	3
EDC-520	Advanced Topics in Race and Racism	3
EDC-525	Assessment for Counseling	3
EDC-530	Counseling Theory and Practice	3
EDC-535	Diversity and Social Justice	3
EDC-540	Group Counseling	3
EDC-545	Career Development and Counseling	3
EDC-550	Counseling At-Risk Children and Families	3
EDC-555	School Counseling Program Planning and Consultation	3
EDC-580	Behavioral Issues in Counseling	3
EDC-600	Practicum in Counseling	3
EDC-601A	Internship in Counseling I: School Counseling	3
EDC-602A	Internship in Counseling II: School Counseling	3
EDC-606	Research Methodology and Applications	3
EDC-675	Educational Counseling Capstone in Counseling	3
Total Credits		**60**

Admission Requirements

1. Possession of a baccalaureate degree from an accredited institution, with a competitive overall GPA (3.0 preferred, but not required) and an academic record that demonstrates success.
2. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
3. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
4. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview, if invited.

M.S.Ed. Student Affairs and College Counseling (SACC.MSED)

Code	Title	Credits
Requirements (60 credits)		
EDC-500	Introduction to Professional Counseling	3
EDC-501	Introduction to College Student Development and Student Affairs	3
EDC-502	Counseling Skills	3
EDC-505	Counseling and Ethical Practice	3
EDC-508	Trauma and Crisis in Counseling	3
EDC-510	Human Growth and Development	3
EDC-512	Access and Equity in Education	3
EDC-520	Advanced Topics in Race and Racism	3
EDC-525	Assessment for Counseling	3
EDC-530	Counseling Theory and Practice	3
EDC-535	Diversity and Social Justice	3
EDC-540	Group Counseling	3
EDC-541	Leadership and Administration of Campus Environments	3
EDC-545	Career Development and Counseling	3
EDC-580	Behavioral Issues in Counseling	3
EDC-600	Practicum in Counseling	3
EDC-601B	Internship in Counseling I: Student Affairs/ College Counseling	3
EDC-602B	Internship in Counseling II: Student Affairs/ College Counseling	3
EDC-606	Research Methodology and Applications	3
EDC-675	Educational Counseling Capstone in Counseling	3
Total Credits		**60**

Note

- Completion of this program does not qualify student for LPC Certification or K-12 School Counselor Certification.

Admission Requirements

1. Possession of a baccalaureate degree from an accredited institution, with a competitive overall GPA (3.0 preferred, but not required) and an academic record that demonstrates success.
2. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
3. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant foresees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
4. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview, if invited.

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.

Director of School Counseling Services Post-Master's Endorsement (END.ED.P.DSCS)

Code	Title	Credits
Requirements (9 credits)		
EDL-530	School Law and Policy	3
EDC-565	Supervision of Counselors	3
EDL-536	Curriculum Development and Design	3
Total Credits		**9**

Admission Requirements

1. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) 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.

Student Assistance Coordinator Graduate Endorsement (END.ED.GR.SAC)

Code	Title	Credits
Requirements (21 credits)		
EDC-555	School Counseling Program Planning and Consultation	3
PC-540	Introduction to Alcohol and Drug Abuse	3
Select one of the following:		3
EDC-510	Human Growth and Development	
or PC-515	Human Development Through the Life Span	
or SW-509	Human Behavior in the Social Environment	
Select one of the following:		3
EDC-517	Community Mental Health	
or PC-510	Community Mental Health & Social Advocacy	
or SW-518	Global Community Practice	
PC-542	Treatment of Alcohol and Drug Abuse	3
or SW-604	Clinical Practice in Addictions	
EDC-546	Substance Awareness and Prevention in the Schools	3
or SW-628	School Social Work	
Select one of the following: [1]		3
EDC-610	SAC Internship	
or PC-680	Clinical Internship in Professional Counseling	
or SW-636	Field Practicum III FC	
Total Credits		**21**

[1] Must be completed under the supervision of a school SAC.

Admission Requirements

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 an essay of 500 words or more explaining why applicant wishes to pursue a Student Assistance Coordinator (SAC) endorsement.
3. Official undergraduate and graduate transcripts.

Supervisor Post-Master's Endorsement (END.ED.P.SPVR)

Code	Title	Credits
Requirements (12 credits)		
EDL-536	Curriculum Development and Design	3
EDL-569	Public School Supervision and Communication	3
EDL-582	Practicum in Supervision and Curriculum P-12	3
EDL-593	Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3
Total Credits		**12**

Admission Requirements

1. Possession of a Master's degree.
2. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
3. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
4. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
5. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
6. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.

Notes:

- *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.*
- *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.*

Ed.D. Educational Leadership (EdD)

Code	Title	Credits
EDD-702	Adult Development and Transformative Learning [1]	3
EDD-706	Learning Through Experience: Individuals and Organizations [1]	3
EDD-710	Leadership, Diversity and Equity [1]	3
EDD-712	International Leadership Models [1]	3
EDD-714	Leadership and Change [1]	3
EDD-716	Practicum in Executive Leadership [1]	3
EDD-720	Contemporary Issues in Education [1]	3
EDD-721	Education Law and Policy P-12 [1]	3
EDD-722	Leading Digital Learning and Innovation in Education: Empowered Learners and Organizations [1]	3
EDD-724	Organizational Leadership Theory and Research [1]	3
EDD-750	Advanced Program Analysis [1]	3
EDD-752	Advanced Quantitative Research [1]	3
EDD-754	Leadership and Assessment [1]	3
EDD-756	Advanced Qualitative Research [1]	3
EDD-801	Research Design [1]	3
EDD-802	Writing for Professional Publication [1]	3
EDD-803	Design-Based Research [1]	3
EDD-804	Analyzing and Interpreting Data [1]	3
EDD-THD	Thesis Defense	0
Total Credits		**54**

[1] *All courses must be completed with a 'B' or better.*

Admission Requirements

1. All applicants must have an earned master's degree in education, business, or related field. Official transcripts are required from each institution in which bachelor's and master's level credits were earned.
2. Applicants must have a minimum GPA of 3.25 out of 4, in a nationally accredited Master's Program.
3. A current resume/curriculum vitae should outline the applicant's educational background, employment history, professional activities, and other activities that provide support for admission.
4. Two letters of recommendation addressing the applicant's readiness for doctoral study.
5. A two-page personal statement describing the applicant's preparation for study in the program and personal objectives for graduate study.
6. Candidates may be selected for an interview by one or more members of the advisory board to determine the candidate's level of interest, aptitude, and career goals.
7. At or near the time of their interview, candidates may be asked to provide an onsite writing sample to be evaluated by the admission committee.

Educational Leadership Doctorate - Higher Education Track (HE.EdD)

Code	Title	Credits
EDD-702	Adult Development and Transformative Learning [1]	3
EDD-706	Learning Through Experience: Individuals and Organizations [1]	3
EDD-710	Leadership, Diversity and Equity [1]	3
EDD-720	Contemporary Issues in Education [1]	3
EDD-722	Leading Digital Learning and Innovation in Education: Empowered Learners and Organizations [1]	3
EDD-750	Advanced Program Analysis [1]	3
EDD-752	Advanced Quantitative Research [1]	3
EDD-754	Leadership and Assessment [1]	3
EDD-756	Advanced Qualitative Research [1]	3
EDD-760	Dynamic Leadership in Higher Education [1]	3
EDD-762	Governance in Higher Education [1]	3
EDD-764	Higher Education Law and Policy [1]	3
EDD-766	Higher Education in the United States [1]	3
EDD-768	Higher Education Finance [1]	3
EDD-801	Research Design [1]	3
EDD-802	Writing for Professional Publication [1]	3
EDD-803	Design-Based Research [1]	3
EDD-804	Analyzing and Interpreting Data [1]	3
EDD-THD	Thesis Defense	0
Total Credits		**54**

[1] *All courses must be completed with a 'B' or better.*

Admission Requirements

1. Master's degree: All applicants must have an earned master's degree in education, business, or related field. Official transcripts are required from each institution in which bachelor's and master's level credits were earned.

2. Grade Point Average: Applicants must have a minimum grade point average of 3.25 out of 4, in a nationally accredited Master's Program.

3. Resume/Curriculum Vitae: A current resume/curriculum vita should outline the applicant's educational background, employment history, professional activities, and other activities that provide support for admission.

4. Two letters of recommendation: These letters should address the applicant's readiness for doctoral study.

5. Personal statement: This two-page essay should describe the applicant's preparation for study in the program and personal objectives for graduate study.

Teacher Leadership Endorsement (END.ED.GR.TL)

Code	Title	Credits
Requirements (6 credits)		
ED-612	Teacher Leadership	3
ED-624	Research in Teaching Practice	3
Total Credits		**6**

Admission Requirements

1. New Jersey Standard Instructional Certificate
2. 3 or more years of teaching experience
3. An effective or highly effective summative rating in two of the most recent years of evaluation
4. One letter of recommendation

Special Education

Interim Chair: Ai Kamei, Department of Special Education
Graduate Program Director: Carol McArthur-Amedeo

Certificates

The Autism Certificate is a complete online certificate program recommended for teachers, related service providers, and Child Study Team members of 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).

Graduate Endorsements

Graduate endorsements are programs designed 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.

Programs

Masters

- MSEd Special Education - Advanced Level Track (p. 173)
- MSEd Special Education - Autism Track (p. 173)
- MSEd Special Education - Autism and Applied Behavior Analysis Track (p. 174)
- MSEd Special Education - Learning Disabilities Teacher-Consultant Track (p. 174)
- MSEd Special Education - Teacher of Students with Disabilities Track (p. 175)
- MSEd Special Education - with Supervisor Endorsement (p. 176)

Certificates

- Applied Behavior Analysis (ABA) (p. 176)
- Autism (p. 176)

Endorsements

- Learning Disabilities Teacher-Consultant Post-Master's Endorsement (p. 177)
- Teacher of Students with Disabilities Graduate Endorsement (p. 177)

Faculty

Wendy Harriott, Associate Professor (Graduate Faculty).
Interim Dean, School of Education. B.S., Bloomsburg University; M.S., Marywood College; Ph.D., Pennsylvania State University. Professional interests include special education, behavior management, and inclusive education.
wharriot@monmouth.edu

Ai Kamei, Associate Professor and Interim Chair (Graduate Faculty). B.A., M.S., Osaka Kyoiku University, Japan; Ph.D., The University of North Carolina at Greensboro.
akamei@monmouth.edu

Stacy Lauderdale-Littin, Associate Professor (Graduate Faculty). B.S., Clemson University; M.A., California State University, Northridge; Ph.D., BCBA-D, University of California, Riverside. Professional interests include autism spectrum disorders (ASD), teacher implementation of evidence-based practices for students with ASD, and student-teacher relationships.
slauderd@monmouth.edu

Courses

EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood **Credits: 3**
Course Type(s): EDFOU, MAT
Philosophical, historical, and legal foundations of special education, including educational theories and prominent theorists. The Council of Exceptional Children (CEC) Code of Ethics and Standards for Practice are studied. Exploration of the similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with disabilities across the lifespan, including adolescent concerns and transition to adulthood. Examination of the educational implications of characteristics of various exceptionalities such as Autism Spectrum Disorders (ASD), Specific Learning Disabilities (SLD), ADHD, intellectual & developmental disabilities, emotional disabilities, and orthopedic impairment. Educational implications for learners from diverse cultures and second language learners will also be addressed through discussions on family characteristics and family systems theory. An overview of a continuum of service delivery models, inclusive practices, communication, and collaboration will be explored. Clinical hours required.

EDS-502 Autism: Characteristics, Etiology, and Current Issues **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDS-522 Accommodating Learners with Special Needs in Inclusive Settings **Credits: 3**
Course Type(s): OL
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.

EDS-530 Research Issues and Trends in Special Education **Credits: 3**
Prerequisite(s): Take 6 graduate credits of EDS.
Term Offered: All Terms
Course Type(s): EDRES
An appraisal of current practices and issues in the field of special education is conducted through discussion and review of the research literature. P-12 educators 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. Prerequisite: 6 graduate credits of EDS

EDS-532 Physiological Aspects of Learning **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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).

EDS-534 Classroom Management in Inclusive Settings **Credits: 3**
Prerequisite(s): EDS-572
Term Offered: All Terms
Course Type(s): OL
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. Clinical hours required.

EDS-535 Technology and Students with Disabilities **Credits: 3**
Term Offered: All Terms
Course Type(s): MAT
Focus is on instructor-centered and learner-centered integration of technology to provide a technological supportive environment to meet the special needs of students. Clinical hours required.

EDS-537 Collaborating with Families, Students, and Professionals in Community and Educational Settings **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDS-538 Special Education Law **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
A historical overview of special education laws and the impact on special education services and professional practices in the United States. Includes a review of major court decisions and analysis of state laws, codes, and statutes. Application of legal principles in local processes and policies are examined.

EDS-542 Communication and Social Competence Skills **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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).

EDS-550 Learning Theories and Applications in Educational Settings **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Covers various classical and contemporary philosophies, aspects and models of learning. Emphasis will be placed upon such topics as multiple intelligences, learning styles, teaching styles, information processing critical thinking skills, brain-based learning and other learning theories. Students will review and critique general learning theories, as well as investigate how people organize, encode, process, transform, utilize and articulate information presented in an instructional environment.

EDS-552 Methods of Teaching Students with Disabilities **Credits: 3**
Prerequisite(s): EDS-500 and EDS-572
Term Offered: All Terms
Course Type(s): OL
Implementation of evidence-based practices in lessons, unit plans, and transition planning for students with disabilities in separate and inclusive settings. Teaching methods in the field of special education are emphasized. Focus on curriculum planning, learning environments, and materials for students with disabilities; and identifying and creating accommodations and modifications to meet the needs of all students in special education and inclusive settings. Includes pedagogy that is applicable to teaching literacy to struggling readers and students with disabilities, including literacy in the content areas. Alternative and augmentative communication and assistive technology are addressed. Clinical hours required.

EDS-566 Assessment and Interventions for Individuals with Autism I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.)

EDS-567 Assessment and Interventions for Individuals with Autism II **Credits: 3**
Prerequisite(s): EDS-566
Term Offered: Spring Term
Course Type(s): None
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.)

EDS-568 Advanced Instructional Methods in Special Education **Credits: 3**
Prerequisite(s): EDS-500
Term Offered: All Terms
Course Type(s): None
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 especially in literacy and math 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.)

EDS-570 Assessment and Curricula Interventions and Strategies **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDS-571 Management of Challenging Behaviors **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.)

EDS-572 Assessment Strategies and Applications in the Classroom Credits: 3
Term Offered: All Terms
Course Type(s): OL
Focuses on the educational assessment of students P-12 who may be at risk or who have been identified as having learning problems. Course content includes a discussion of assessment processes and concerns, importance of early intervention and procedural considerations. The course also includes an emphasis on educational interventions and strategies necessary to create an environment that leads to success for all learners with special needs. Further topics that are presented include accommodations and adaptations; technology across the curriculum; 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. Clinical hours required.

EDS-580 Experimental Design Credits: 3
Prerequisite(s): EDS-530
Term Offered: All Terms
Course Type(s): OL
This course will prepare students to utilize single subject experimental designs. Topics will include dependent and independent variables, internal and external validity, and identification of features and advantages of single subject designs. Candidates will prepare and implement a comprehensive research project utilizing a single subject design as a culminating project. Fieldwork is required. Education majors only.

EDS-590 Diagnosis and Correction of Learning Disabilities Credits: 3
Prerequisite(s): EDS-568, EDS-570 and completion of eighteen graduate credits
Term Offered: Spring Term
Course Type(s): None
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.

EDS-598 Special Topics in Special Education Credits: 3
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

EDS-599 Independent Study in Special Education Credits: 3
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

EDS-601 Applied Behavior Analysis: Introduction Credits: 3
Term Offered: Fall Term
Course Type(s): OL
This course includes an overview of basic concepts associated with applied behavior analysis (ABA). Candidates will explore the science of behavior analysis including goals, philosophical assumptions, and dimensions of ABA. Basic concepts and principles (including definitions and examples) will also be introduced. Education majors only.

EDS-602 Applied Behavior Analysis: Concepts and Principles Credits: 3
Prerequisite(s): EDS-601
Term Offered: Spring Term
Course Type(s): OL
This course teaches foundational concepts and principles of applied behavior analysis (ABA). There will be a specific focus on the learning principles, basic characteristics, processes, concepts and terminology in ABA. Education majors only.

EDS-603 Applied Behavior Analysis: Behavior Assessment Credits: 3
Prerequisite(s): EDS-601, EDS-602
Term Offered: Summer Term
Course Type(s): None
This course will focus on functional behavior assessment. Topics include reviewing records, determining the need for services, identifying socially significant behavior change goals, conducting assessments, describing functions of behavior, and interpretation of functional assessment data. Education majors only.

EDS-604 Applied Behavior Analysis: Behavior Change Procedures Credits: 3
Prerequisite(s): EDS-601, EDS-602, and EDS-603
Term Offered: Summer Term
Course Type(s): OL
This course will focus on the use and evaluation of conducting functional behavior change procedures for behavior analysts working in the field. Topics include using reinforcement, punishment, shaping, chaining, extinction, token economies, group contingencies, self-management, prompting, and evidence-based teaching strategies. Using procedures to promote generalization and maintenance will also be discussed. Education majors only.

EDS-605 Applied Behavior Analysis (ABA): Personnel Supervision and Management Credits: 3
Prerequisite(s): EDS-601, EDS-602, EDS-603, and EDS-604
Term Offered: All Terms
Course Type(s): None
This course is the 5th course in the BACB approved course sequence. Content includes a review of concepts and principles as well as detailed information on personnel supervision and management including assessing supervisee skills, establishing clear performance expectations, training, monitoring performance, and use of functional assessment approaches to identify variables impacting personnel performance (field work required).

EDS-606 Ethics and Professionalism for Behavioral Analysis Credits: 3
Prerequisite(s): EDS-601, EDS-602, EDS-603, EDS-604 and EDS-605
Course Type(s): None
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.

EDS-607 Experimental Design **Credits: 3**
Prerequisite(s): EDS-530, EDS-601, EDS-602, EDS-603, EDS-604, and EDS-605;
Term Offered: All Terms
Course Type(s): None
This course is designed to be the culminating course in the Master's program in Autism/ABA and the ABA certificate program and will focus on experimental research with emphasis on single subject research designs, behavioral measurement, data analysis methods, and critical evaluation of single subject research studies. Candidates will utilize knowledge from previous EDS 600 level ABA courses to prepare and implement a comprehensive research project utilizing a single subject design and create a poster presentation in order to share results.

EDS-610 Internship in Learning Disabilities Teacher-Consultant **Credits: 3**
Prerequisite(s): EDS-570, EDS-590 and approval of the program director
Term Offered: All Terms
Course Type(s): None
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 and a faculty member.

EDS-699 Independent Study in Special Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

M.S.Ed. in Special Education - Advanced Level Track (YI.ALT.MSED)

Code	Title	Credits
Requirements: (30 credits)		
EDS-502	Autism: Characteristics, Etiology, and Current Issues	3
EDS-522	Accommodating Learners with Special Needs in Inclusive Settings	3
EDS-530	Research Issues and Trends in Special Education	3
EDS-535	Technology and Students with Disabilities	3
EDS-537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3
EDS-538	Special Education Law	3
EDS-550	Learning Theories and Applications in Educational Settings	3
EDS-568	Advanced Instructional Methods in Special Education	3
EDS-580	Experimental Design	3
EDL-515	Advanced Literacy Instruction	3
Total Credits		**30**

Admission Requirements

Admission Requirements:

1. Applicant must be a certified special education teacher.
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). The essay must explain why the applicant wishes to pursue the graduate program of their choice.

M.S.Ed. Special Education - Autism Track (YI.AUT.MSED)

Code	Title	Credits
Requirements (12 credits)		
EDL-515	Advanced Literacy Instruction	3
EDS-530	Research Issues and Trends in Special Education	3
EDS-535	Technology and Students with Disabilities	3
EDS-537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3
Autism Requirements (18 credits)		
EDS-502	Autism: Characteristics, Etiology, and Current Issues	3
EDS-542	Communication and Social Competence Skills	3
EDS-566	Assessment and Interventions for Individuals with Autism I	3
EDS-567	Assessment and Interventions for Individuals with Autism II	3
EDS-571	Management of Challenging Behaviors	3
EDS-580	Experimental Design	3
Total Credits		**30**

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
5. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.

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.

M.S.Ed. Special Education - Special Education - Autism and Applied Behavior Analysis Track (YI.AABA.MSED)

Code	Title	Credits
Core Requirements (6 credits)		
EDS-530	Research Issues and Trends in Special Education	3
EDS-535	Technology and Students with Disabilities	3
Applied Behavior Analysis Requirements (21 credits)		
EDS-601	Applied Behavior Analysis: Introduction	3
EDS-602	Applied Behavior Analysis: Concepts and Principles	3
EDS-603	Applied Behavior Analysis: Behavior Assessment	3
EDS-604	Applied Behavior Analysis: Behavior Change Procedures	3
EDS-605	Applied Behavior Analysis (ABA): Personnel Supervision and Management	3
EDS-606	Ethics and Professionalism for Behavioral Analysis	3
EDS-607	Experimental Design	3
Autism Requirements (12 credits)		
EDS-502	Autism: Characteristics, Etiology, and Current Issues	3
EDS-542	Communication and Social Competence Skills	3
EDS-566	Assessment and Interventions for Individuals with Autism I	3
EDS-567	Assessment and Interventions for Individuals with Autism II	3
Total Credits		**39**

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
5. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.

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.

M.S.Ed. Special Education - Learning Disabilities Teacher-Consultant Track (YI.LDTC.MSED)

Code	Title	Credits
Requirements (12 credits)		
EDS-530	Research Issues and Trends in Special Education	3
EDS-535	Technology and Students with Disabilities	3
or EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	
EDS-537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3
EDS-538	Special Education Law	3
LDTC Requirements (18 credits)		
EDS-532	Physiological Aspects of Learning	3
EDS-550	Learning Theories and Applications in Educational Settings	3
EDS-568	Advanced Instructional Methods in Special Education	3
EDS-570	Assessment and Curricula Interventions and Strategies	3
EDS-590	Diagnosis and Correction of Learning Disabilities	3
EDS-610	Internship in Learning Disabilities Teacher-Consultant	3
Total Credits		**30**

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.

5. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.

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.

M.S.Ed. Special Education - Teacher of Students with Disabilities Track (YI.TSD.MSED)

Code	Title	Credits
Requirements (12 credits)		
EDS-502	Autism: Characteristics, Etiology, and Current Issues	3
EDS-530	Research Issues and Trends in Special Education	3
EDS-535	Technology and Students with Disabilities	3
EDS-537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3
Teacher of Students with Disabilities Requirements (18 credits)		
EDS-534	Classroom Management in Inclusive Settings	3
EDS-572	Assessment Strategies and Applications in the Classroom	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
EDS-522	Accommodating Learners with Special Needs in Inclusive Settings	3
EDS-552	Methods of Teaching Students with Disabilities	3
EDS-580	Experimental Design	3
Total Credits		**30**

Sequence Chart

First Year

Fall	Credits	Spring	Credits	Summer	Credits
EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3	EDS-572 Assessment Strategies and Applications in the Classroom	3	EDS-502 Autism: Characteristics, Etiology, and Current Issues	3
EDS-537 Collaborating with Families, Students, and Professionals in Community and Educational Settings	3	EDS-522 Accommodating Learners with Special Needs in Inclusive Settings	3	EDS-535 Technology and Students with Disabilities	3
15 Field Hours		25 Field Hours		25 Field Hours	
Semester Credits	**6**	**Semester Credits**	**6**	**Semester Credits**	**6**

Second Year

Fall	Credits	Spring	Credits		
EDS-530 Research Issues and Trends in Special Education	3	EDS-552 Methods of Teaching Students with Disabilities	3		
EDS-534 Classroom Management in Inclusive Settings	3	EDS-580 Experimental Design	3		
30 Field Hours		40 Field Hours			
Semester Credits	**6**	**Semester Credits**	**6**		

Total Credits 30

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant forsees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
5. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.

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.

M.S.Ed. Special Education with Supervisor Endorsement (YI.SPVR.MSED)

Code	Title	Credits
Supervisor Requirements (12 credits)		
EDL-536	Curriculum Development and Design	3
EDL-569	Public School Supervision and Communication	3
EDL-582	Practicum in Supervision and Curriculum P-12	3
EDL-593	Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3
Special Education Requirements (18 credits)		
EDS-530	Research Issues and Trends in Special Education	3
EDS-535	Technology and Students with Disabilities	3
EDS-538	Special Education Law	3
EDS-568	Advanced Instructional Methods in Special Education	3
EDS-572	Assessment Strategies and Applications in the Classroom	3
EDS-580	Experimental Design	3
Total Credits		**30**

Admission Requirements

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling, Autism/ABA or Autism.)
2. Possession of a baccalaureate degree with a satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a 3.0 in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more). For School Counseling and Student Affairs and College Counseling, the essay must discuss why social justice is important to the applicant and how the applicant foresees utilizing this training in his/her future career as a school counselor or student affairs professional. For all other MSED programs the essay must explain why the applicant wishes to pursue the graduate program of their choice.
5. Students applying to the MSEd School Counseling and MSEd Student Affairs and College Counseling programs must participate in a group interview.
6. Students applying to the MSEd Supervisor Track must submit, at the time of application, a letter from their administrator stating that the student has completed at least three (3) years of full time teaching in a public school or New Jersey Department of Education approved private school for students with disabilities. .
7. MSEd Supervisor Track candidates must hold a Certificate of Eligibility with Advanced Standing (CEAS), Provisional or Standard New Jersey Teacher of Students with Disabilities Endorsement.

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.

Certificate in Applied Behavior Analysis (ED.ABA.GR.C)

Code	Title	Credits
Requirements (21 credits)		
EDS-601	Applied Behavior Analysis: Introduction	3
EDS-602	Applied Behavior Analysis: Concepts and Principles	3
EDS-603	Applied Behavior Analysis: Behavior Assessment	3
EDS-604	Applied Behavior Analysis: Behavior Change Procedures	3
EDS-605	Applied Behavior Analysis (ABA): Personnel Supervision and Management	3
EDS-606	Ethics and Professionalism for Behavioral Analysis	3
EDS-607	Experimental Design	3
Total Credits		**21**

Admission Requirements

Bachelor's degree from an accredited institution with a minimum 3.0 overall and in the undergraduate major.

Certificate in Autism (ED.AUT.GR.C)

Code	Title	Credits
Requirements (18 credits)		
EDS-502	Autism: Characteristics, Etiology, and Current Issues	3
EDS-530	Research Issues and Trends in Special Education	3
EDS-542	Communication and Social Competence Skills	3
EDS-566	Assessment and Interventions for Individuals with Autism I	3
EDS-567	Assessment and Interventions for Individuals with Autism II	3
EDS-571	Management of Challenging Behaviors	3
Total Credits		**18**

Admission Requirements

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

Teacher of Students with Disabilities Graduate Endorsement (END.ED.GR.TSD)

Code	Title	Credits
Requirements (21 credits)		
EDS-502	Autism: Characteristics, Etiology, and Current Issues	3
EDS-535	Technology and Students with Disabilities	3
EDS-537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3
EDS-500	Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood	3
EDS-534	Classroom Management in Inclusive Settings	3
EDS-552	Methods of Teaching Students with Disabilities	3
EDS-572	Assessment Strategies and Applications in the Classroom	3
Total Credits		**21**

Admission Requirements

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 satisfactory overall GPA per state requirements (see New Jersey Department of Education for details) and a minimum 3.0 in the undergraduate major.
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.

Learning Disabilities Teacher-Consultant Post-Master's Endorsement (END.ED.P.LDTC)

Code	Title	Credits
Requirements (24 credits)		
EDS-532	Physiological Aspects of Learning	3
EDS-538	Special Education Law	3
EDS-550	Learning Theories and Applications in Educational Settings	3
EDS-537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3
EDS-568	Advanced Instructional Methods in Special Education	3
EDS-570	Assessment and Curricula Interventions and Strategies	3
EDS-590	Diagnosis and Correction of Learning Disabilities	3
EDS-610	Internship in Learning Disabilities Teacher-Consultant	3
Total Credits		**24**

Admission Requirements

1. Applicant must possess a master's degree.
2. Applicant must hold a standard New Jersey or out-of-state instructional certificate.
3. Students applying for the LDTC endorsement must submit a letter from their administrator stating that they have three (3) years of full-time teaching experience in a public or a NJ-approved private school for students with disabilities.
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 satisfactory overall GPA per state requirements (see New Jersey Department of Education for details).
7. Official undergraduate and graduate transcripts.

Speech-Language Pathology

Chair: Patrick Walden, Department of Speech Language Pathology

Master of Science in Education (M.S.Ed.)

Monmouth University's 60-credit Masters in Speech-Language Pathology (SLP) offers you a comprehensive curriculum with specific, specialized courses in hybrid formats, and delivers a strong focus on evidence-based practice. Students participate in over four hundred hours of clinical practicum experience.

Our 26-person cohort model ensures small class sizes, and Monmouth's Center for Speech and Language Disorders gives you critical hands-on experience diagnosing and treating communication disorders in children and adults under close professional supervision.

The triad approach in our speech pathology graduate program also includes research opportunities, allowing you to immerse yourself in an area of study and make a true impact on the SLP field. Working closely with faculty, clinical supervisors, professional speech-language pathologists, and allied health professionals, you will emerge from this program with the multifaceted educational and experiential foundation you need for a fulfilling, in-demand career.

This is a summer-start program with continuous enrollment over a two-year period. Courses are taught at the Monmouth University Graduate Center, located two miles from the main campus.

Programs

Masters

- MSEd Speech-Language Pathology (p. 180)

Faculty

Erik Raj, Associate Professor (Graduate Faculty). B.S., Stockton University; M.S., Misericordia University; Ph.D., Wayne State University. Research interests include stuttering and clinical applications.
eraj@monmouth.edu

Patrick Walden, Associate Professor and Chair (Graduate Faculty). B.A., Florida State University; M.A., New Mexico State University; EDS, Ph.D., Florida Atlantic University.

Courses

SLP-ACR Academic Certification Requirements **Credits: None**
Term Offered: Spring Term
Course Type(s): None
Students must complete all academic requirements for American Speech-Language-Hearing Association Certification in Speech-Language Pathology (CCC-SLP) to graduate from the M.S.Ed. in SLP program. This pass/fail course is documentation of meeting that requirement.

SLP-CPE Comprehensive Portfolio Examination **Credits: None**
Prerequisite(s): SLP-680
Term Offered: All Terms
Course Type(s): None
Students will complete a comprehensive project demonstrating their clinical and research skills. This is a pass/fail course.

SLP-600 Professional Issues in Speech-Language Pathology **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

SLP-604 Clinical Methods in Speech-Language Pathology **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

SLP-605 Geriatric Communication Disorders **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Study of normal and abnormal aging processes related to speech, language, hearing, and swallowing difficulties affecting the geriatric population and the relationship of social and emotional adjustment and health concerns of this population to communication disorders. Includes an in-depth focus on the effects of mild cognitive impairment and dementing diseases on cognitive-communication and cognitive bases of swallowing function.

SLP-610 Neurological Language Disorders and Aphasia **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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.

SLP-614 Assessment and Treatment of Dysphagia **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

SLP-625 Assessment Procedures in Speech-Language Pathology **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

SLP-630 Pediatric Language Disorders **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

SLP-645 Speech Sound Disorders **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Examines both typical and disordered phonetic and phonological development in children, the nature of nonorganic articulation and phonological disorders, the evaluation process and appropriate intervention strategies for linguistically diverse populations.

SLP-650 Fluency Disorders **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Reviews stuttering and dysfluency behaviors; historical and etiological description and treatment; current theories of stuttering; contemporary research in the field; and treatment of stuttering.

SLP-655 Disorders of Voice and Resonance **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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.

SLP-660 Motor Speech Disorders **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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.

SLP-664 Audiology and Aural Rehabilitation **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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 psycho-social development. Students gain practical experience developing aural rehabilitation programs using technological aids for the hearing impaired.

SLP-665 Augmentative and Alternative Communication **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

SLP-666 Literacy and Speech-Language Pathology in the Schools **Credits: 3**
Course Type(s): None
This course includes the establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in public schools. Emphasis is placed on the individual educational plan (IEP) process including referral, assessment, evaluation, identification, and development of a meaningful IEP. Techniques of scheduling, record keeping, material and equipment selection, counseling, and behavior management are discussed. In addition, the development of coordinated professional and interdisciplinary procedures and issues of ethical practice and cultural diversity are addressed. This course also addresses the relationship between language and literacy, and the role of the school SLP in prevention, assessment, and treatment of literacy issues through consultative, collaborative and pull-out methods.

SLP-678 Pediatric Feeding and Swallowing Disorders **Credits: 3**
Course Type(s): None
This is a graduate level course on pediatric feeding and swallowing. It provides students with information pertaining to the anatomy-physiology of pediatric swallowing processes, typical/normal swallowing/feeding development, and strategies for the prevention, assessment, and management of children with difficulties feeding and/or swallowing. Using current literature, common diagnostic and treatment approaches will be reviewed and analyzed in order to effectively implement evidenced based practices. The importance of impact on family and interdisciplinary treatment teams will be studied. The successful completion of this course will allow the student the foundational knowledge and the basic skills required to work with pediatric patients in various settings with feeding and/or swallowing disorders.

SLP-679 Diagnostic Practicum in Speech-Language Pathology **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
Provides clinical practicum hours in the assessment of speech and language in children and adults. Students will plan, carry out and report diagnostic assessments.

SLP-680 Research Methods **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

SLP-681 Clinical Practicum I **Credits: 3**
Prerequisite(s): SLP-604
Term Offered: Fall Term
Course Type(s): None
Provides supervised clinical practicum hours in therapeutic management of speech and language disorders.

SLP-682 Clinical Practicum II **Credits: 3**
Prerequisite(s): SLP-681
Term Offered: Spring Term
Course Type(s): None
Provides supervised clinical practicum hours in therapeutic management of speech and language disorders.

SLP-683 External Clinical Practicum I **Credits: 3**
Prerequisite(s): SLP-682
Term Offered: Fall Term
Course Type(s): None
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.

SLP-684 External Clinical Practicum II **Credits: 3**
Prerequisite(s): SLP-683
Term Offered: Spring Term
Course Type(s): None
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.

SLP-699 Ind Study in Speech Language Pathology **Credits: 1-3**
Term Offered: Summer Term
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration

Policies

M.S.Ed. in Speech-Language Pathology's Dismissal Policy

In addition to Monmouth University's policies outlined in the Graduate Catalog, three policy areas may lead to dismissal from Monmouth University's M.S.Ed. in Speech-Language Pathology Program: (1) poor academic/clinical performance, (2) inability to demonstrate the essential skills for a career in SLP, and (3) unprofessional or unethical conduct.

Poor Academic or Clinical Performance:
Satisfactory progress through the **SLP** program requires a minimum passing grade of 'C' (73%) in **each course** and a minimum **3.0 cumulative GPA**. Failing to receive a grade of 'C' or better in any course will automatically result in dismissal from the program. Failing to achieve a 3.0 semester GPA for the first time will automatically result in a student being placed on *Academic Warning*. Failing to achieve a 3.0 semester GPA for the second time, will automatically result in a student being placed on *Academic Probation*. Failing to achieve a 3.0 semester GPA for the third time will automatically result in a student being dismissed. Students cannot continue in clinical training if on *Academic Warning* or *Probation*, potentially changing the program completion date (i.e., students must have a cumulative 3.0 GPA to continue with their clinical phase of training). Students can have a maximum of one academic probation during the program (i.e., a second academic probation will result in automatic dismissal from the program).

Inability to Demonstrate the Essential Skills for a Career in SLP.
A student who cannot successfully demonstrate the essential functions, or essential skills, for clinical practice, cannot be endorsed for American Speech-Language-Hearing Association (ASHA) clinical certification. Upon application to the M.S.Ed. Program in speech-language pathology, students provide endorsement of their own ability to fulfill the essential skills and functions for clinical practice via signature. If the Program determines a student needs remediation in any essential skills area, a remediation plan will be developed and implemented. If, after remediation, the student continues to fail to demonstrate the essential functions in question, the Program must fulfill the ethical responsibility of recommending to the School of Education's Academic and Professional Dispositions Review Committee (APDRC) terminating a matriculation plan (dismissing the student) that is not leading to clinical competence sufficient for meeting the American Speech-Language-Hearing Association's Council for Clinical Certification (CFCC) certification standards.

Unprofessional or Unethical Conduct:
When signs of unprofessional or unethical conduct are identified, the Program will evaluate the severity of the ethical/professionalism violation. For most cases, the Program will develop a remediation plan and implement this plan with the student. If, after remediation, the student continues to demonstrate unethical/unprofessional behavior, the Program must fulfill the ethical responsibility of recommending to the School of Education's Academic and Professional Dispositions Review Committee (APDRC) terminating a matriculation plan (dismissing the student) that is not leading to clinical competence sufficient for meeting the American Speech-Language-Hearing Association's Council for Clinical Certification (CFCC) certification standards. Please note that any violation that places a client/patient/coworker/peer student/supervisor/instructor in any level of physical, psychological, or emotional danger is grounds for immediate dismissal without remediation. All Federal, State, and local laws must be followed at all times when participating in any aspect of the M.S.Ed. in Speech-Language Pathology Program. Failure to uphold applicable laws will result in immediate dismissal from the Program without intervention.

M.S.Ed. Speech-Language Pathology (SLP.MSED)

Code	Title	Credits
Requirements (60 credits)		
SLP-604	Clinical Methods in Speech-Language Pathology	3
SLP-605	Geriatric Communication Disorders	3
SLP-610	Neurological Language Disorders and Aphasia	3
SLP-614	Assessment and Treatment of Dysphagia	3
SLP-625	Assessment Procedures in Speech-Language Pathology	3
SLP-630	Pediatric Language Disorders	3
SLP-645	Speech Sound Disorders	3
SLP-650	Fluency Disorders	3
SLP-655	Disorders of Voice and Resonance	3
SLP-660	Motor Speech Disorders	3
SLP-664	Audiology and Aural Rehabilitation	3
SLP-666	Literacy and Speech-Language Pathology in the Schools	3
SLP-665	Augmentative and Alternative Communication	3
SLP-678	Pediatric Feeding and Swallowing Disorders	3
SLP-679	Diagnostic Practicum in Speech-Language Pathology	3
SLP-680	Research Methods	3
SLP-681	Clinical Practicum I	3
SLP-682	Clinical Practicum II	3
SLP-683	External Clinical Practicum I	3
SLP-684	External Clinical Practicum II	3
SLP-CPE	Comprehensive Portfolio Examination	0
SLP-ACR	Academic Certification Requirements	0

Clinical Competency Requirement [1]	
Total Credits	**60**

[1] All M.S.Ed. in Speech-Language Pathology students must demonstrate competency in all areas required for clinical certification before the program can be considered complete (i.e., before a student can graduate).

Admission Requirements

Traditional Application Pathway:

1. Submit a completed application through the Communication Science and Disorders Centralized Application Service (CSDCAS (http://www.capcsd.org/csdcas-student-page/)) along with the signed SLP Communication Standards form and $50 application fee submitted to Monmouth University.
2. An earned baccalaureate degree with a minimum cumulative GPA of 3.0 on a 4.0 scale from all courses at all institutions; A minimum cumulative GPA of 3.0 in all Speech-Language Pathology prerequisite courses (does not include non-SLP prerequisites, e.g., statistics); and Competitive applicants have GPA's of 3.3 or better.
3. Essay (500 words or more) explaining why the student wishes to pursue a career in Speech-Language Pathology.
4. Two professional letters of recommendation.
5. Submission of a professional résumé.
6. 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: (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/)*2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*.
7. Completion of eighteen (18) credits of speech-language pathology prerequisite courses with a minimum GPA of 3.0 across all SLP prerequisite courses. Applicants must also fulfill ASHA requirements listed at https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/.

Admission Requirements for Students Transitioning from the 3+2 Program in B.S. Health Studies & Minor in Communication Sciences and Disorders to the M.S.Ed. in Speech-Language Pathology Program:

Progression Requirements
Direct admission to the M.S.Ed. in Speech-Language Pathology Program from the 3+2 in B.S. Health Studies & Minor in Communicaiton Sciences and Disorders is contingent upon successful completion of the 3+2 program requirements. In the student's final undergraduate year at Monmouth (year 3; traditional junior year), students will submit a Graduate Studies Enrollment Form for evaluation; the Graduate Studies application fee will be waived for students in the 3+2 program.

To directly continue into Monmouth's M.S.Ed. in Speech-Language Pathology Program, students must successfully meet all undergraduate degree requirements as well as the following standards:

- **Bachelor's Degree**: All applicants must possess a bachelor's degree from Monmouth University by May of their 3rd year if enrolled in the 3+2 track.
- **Coursework in Minor**: Successfully complete 18 credits of course work in Speech-Language Pathology via the Communication Sciences and Disorders Minor with a B of better in each Speech-Language Pathology course. Applicants must also successfully complete the following courses with a grade of C or better in each course: statistics, biological science (related to vertebrates), physical science (Physics or Chemistry only), and social/behavioral sciences in order to meet Certification Standard IV-A of the American Speech-Language-Hearing Association certification requirements for Speech-Language Pathology. It is required that students complete these courses prior to June 15 of their enrollment year in the graduate program. For more information about this coursework, visit asha.org (https://www.asha.org/certification/course-content-areas-for-slp-standards/). Any student who does not meet all these requirements is no longer permitted to admit directly into the M.S.Ed. Program in Speech-Language Pathology. The student may continue to complete the B.S. in Health Studies with a minor in Communication Sciences and Disorders on their planned schedule (in three years); however, the student would need to apply to the M.S.Ed. in Speech-Language Pathology program with a full application, including all requirements in place at the time of application (e.g., GRE scores, letters of recommendation, etc.) and will compete for a spot in the graduate program (admission is not guaranteed).
- **Grade Point Average**: The student must have a minimum cumulative grade point average (GPA) of 3.5 or above on a 4.0 scale as of January of the enrollment year in the graduate program and a minimum GPA of 3.0 in prerequisite courses (with no single prerequisite course grade of less than B as described above). Any student who does not meet all these requirements is no longer permitted to admit directly into the M.S.Ed. Program in Speech-Language Pathology. The student may continue to complete the B.S. in Health Studies with a minor in Communication Sciences and Disorders on their planned schedule (in three years); however, the student would need to apply to the M.S.Ed. in Speech-Language Pathology program with a full application, including all requirements in place at the time of application (e.g., GRE scores, letters of recommendation, etc.) and will compete for a spot in the graduate program (admission is not guaranteed).
- **Written and Oral Communication Skills:** The student must demonstrate both written and oral communication skills at a level that supports training in both clinical and professional interactions with persons receiving speech-language-swallowing services and relevant others. The Department of Speech-Language Pathology will formally assess written communication in year 1 of the 3+2 program (freshman year) and oral communication in year 2 of the 3+2 program (sophomore year). Any student who fails to demonstrate adequate written and oral communication skills as described above is no longer permitted to admit directly into the M.S.Ed. Program in Speech-Language Pathology. The student may continue to complete the B.S. in Health Studies with a minor in Communication Sciences and Disorders on their planned schedule (in three years); however, the student would need to apply to the M.S.Ed. in Speech-Language Pathology program with a full application, including all requirements in place at the time of application (e.g., GRE scores, letters of recommendation, etc.) and will compete for a spot in the graduate program (admission is not guaranteed).
- **Demonstration of Ethics, Empathy, Problem-solving, and Professionalism:** The student must demonstrate that they possess a high level of ethics, a level of empathy that allows for working with vulnerable populations, a high level of problem-solving, and outstanding professionalism. The Department of Speech-Language

Pathology will formally assess ethics, empathy, problem-solving, and professionalism in the beginning of year 3 of the 3+2 program (junior year). Any student who fails to demonstrate adequate levels of ethics, empathy, problem-solving, and professionalism as described above is no longer permitted to admit directly into the M.S.Ed. Program in Speech-Language Pathology. The student may continue to complete the B.S. in Health Studies with a minor in Communication Sciences and Disorders on their planned schedule (in three years); however, the student would need to apply to the M.S.Ed. in Speech-Language Pathology program with a full application, including all requirements in place at the time of application (e.g., GRE scores, letters of recommendation, etc.) and will compete for a spot in the graduate program (admission is not guaranteed).

- **Continuance in the 3+2 program:** Completion of the 3+2 program is required for direct admission into the M.S.Ed. in Speech-Language Pathology Program. Any student who wishes to complete the B.S. in Health Studies with a minor in Communication Sciences and Disorders at a slower pace will forfeit direct admission into the M.S.Ed. in Speech-Language Pathology Program. In this case, the student would need to apply to the M.S.Ed. in Speech-Language Pathology program with a full application, including all requirements in place at the time of application (e.g., GRE scores, letters of recommendation, etc.) and will compete for a spot in the graduate program (admission is not guaranteed).
- **The Graduate Studies application fee** will be waived for students who are on track to successfully complete the 3+2 program at the time of graduate admissions into the M.S.Ed. in Speech-Language Pathology Program.
- **Essential Skills and Standards:** Students are required to acknowledge the requisite essential skills and standards required for successful practice of Speech-Language Pathology at the time of transition between the B.S degree and the M.S.Ed. in Speech-Language Pathology degree program.

THE MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

Acting Dean: Shannon Clifford, Ph.D.

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 leaders in nursing and health professions. Graduates are committed to lifelong service to their chosen profession and prepared to enhance the quality of life for diverse populations in a global and increasingly interdependent society.

Education for nursing and the health professions is idealistic and future-oriented yet sufficiently realistic to provide students with an opportunity to develop justifiable confidence in their intellectual, clinical, and practical skills. 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 health professions.

Education is an active, ongoing process involving student-teacher collaboration and experiential activity. 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 to enhance the development of cognitive, affective, and psychomotor abilities within the student. Students are educated in the advanced practice roles of educator, researcher, advocate, clinician, consultant, collaborator, entrepreneur, and manager of systems through assessment, diagnosis, treatment, referral, and evaluation of individuals, families, groups, communities, and various healthcare systems and practice settings.

Nursing

Chair: Colleen Manzetti, Department of Nursing

Master of Science in Nursing (M.S.N.)

The Master of Science in Nursing (M.S.N.) programs prepare graduates for advanced nursing practice roles and build upon the foundational values of autonomy, leadership, and professionalism. The role of the M.S.N. graduate is to promote, restore, and maintain health and facilitate quality end-of-life care. Advanced nursing practice requires master's preparation, specialty certification by a recognized nursing certification program for specific tracks, and a unique body of knowledge derived from scientific research and best practices. This knowledge base enhances the graduate's ability to synthesize interrelating factors that influence the health of individuals and populations in their environment. The M.S.N. graduate is proficient in a defined body of knowledge in a selected area of advanced nursing practice and may work independently or in an interprofessional collaborative practice setting.

The M.S.N. 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.

Education for the nurse in advanced practice is 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 through the development of critical thinking and ethical decision-making skills and a strengthened commitment to the attitudes and values of the nursing profession. Graduate level education is essential to provide students with an expanded and enhanced knowledge of nursing science. Students further develop their personal philosophy for advanced nursing practice, gain a deeper understanding of the emerging roles of the professional nurse, and modify their roles and responsibilities to function effectively in a complex, dynamic healthcare environment. Students may transfer a maximum of nine (9) credits to be applied toward the master's degree, provided the courses were completed with a grade of "B" or better and are appropriate for the graduate track.

M.S.N. 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 NU-587P Practicum: School Nurse I (2 cr.) waived if they provide a letter of verification from a school official. M.S.N in School Nursing students who show evidence of teaching health in a school system may have NU-588P Practicum: School Nurse II (2 cr.) waived if they provide a letter of verification from a school official. At the discretion of their advisor, students with a baccalaureate degree in a field other than nursing may be required to take NU-312 Individual Health Assessment (3 cr.) 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 three upper division undergraduate nursing bridge courses prior to starting M.S.N. courses.

M.S.N. School Nursing for Certified School Nurses

Students with a baccalaureate degree in a field other than nursing may be required to take NU-312 Individual Health Assessment (3 cr.) 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 three upper division undergraduate nursing bridge courses prior to starting M.S.N. courses.

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.

Students may transfer a maximum of six (6) credits (30% 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 Admission (p. 16) *section of this catalog for additional admission requirements.*

Doctor of Nursing Practice (D.N.P.)

The D.N.P. program is designed to address the complexity of healthcare systems by producing clinical leaders who can excel in highly complex and rapidly evolving healthcare environments. The D.N.P. is designed for M.S.N. graduate nurses, including nurse practitioners, nurse educators, nurse managers, and school nurses. The mission of the D.N.P. program at Monmouth University is to prepare nursing leaders with a doctoral degree 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 through scholarly inquiry and scientific evidence translation.

The D.N.P. program is a 36-credit post-master's degree program that prepares the M.S.N. graduate nurse with the skills necessary to influence and implement quality healthcare improvements.

The D.N.P. curriculum focuses on evidence-based practice, organizational and systems leadership, information technology, interprofessional collaboration, emerging practice challenges, and implementing translational research and science into practice.

The use of advanced clinical skills and research is consistent with Monmouth University's commitment to personalized education. A D.N.P. change project designed to integrate theoretical concepts and practical experiences is required for all students. Immersion into the leadership role is facilitated through several practicum courses.

Throughout the program, students gain knowledge and leadership skills necessary to influence access to healthcare, promote safety standards, and advocate for policy changes on a local, regional, and national level to improve delivery systems and outcomes. To enter the D.N.P. program, students must be graduates of an accredited master's level nursing program and have a current RN license; certification in a specialty practice is preferred. Please refer to the Admission (p. 16) section of this catalog for additional admission requirements .

The baccalaureate degree in nursing, master's degree in nursing, doctor of nursing practice degree, and post-graduate APRN certificates at Monmouth University are accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org)

Programs

Masters

- MSN: Adult-Gerontological Primary Care Nurse Practitioner (p. 199)
- MSN: Family Nurse Practitioner (p. 199)
- MSN: Nursing Education (p. 200)
- MSN: Psychiatric and Mental Health Nurse Practitioner (p. 200)
- MS in Physician Assistant (p. 217)

Doctorate

- Doctor of Nursing Practice (p. 201)

Post-Master's Certificates

- Adult-Gerontological Primary Care Nurse Practitioner (p. 201)
- Family Nurse Practitioner (p. 202)
- Psychiatric and Mental Health Nurse Practitioner (p. 202)

Faculty

Cira Fraser, Professor and Director of the DNP Program (Graduate Faculty). B.S., The College of New Jersey; M.S., Rutgers University, Newark; Ph.D., Adelphi University, R.N., 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.
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Rose Knapp, Associate Professor (Graduate Faculty).
MSN Program Director. B.A., State University of Plattsburgh; M.S., Seton Hall University; D.N.P., University of Miami, ACNP-BC. Specialty interest areas include acute care and emergency advanced practice nursing issues, pharmacology and advanced practice education.
rknapp@monmouth.edu

Cheryl Ann Leiningen, Associate Professor (Graduate Faculty). B.S., The College of New Jersey; M.A., New York University; D.N.P., UMDNJ, Adult Nurse Practitioner. Specialty interest areas include community/environmental health issues, bullying in nursing and LGBT health.
cleining@monmouth.edu

Janet Mahoney, Professor (Graduate Faculty). R.N., St. Mary's Hospital; B.S.N., Monmouth University (Monmouth College); M.S.N., Seton Hall University; Ph.D., APN-BC, ENA-BC New York University. Specialty areas and interests include nursing research, nursing administration, and gerontological nursing.
jmahoney@monmouth.edu

Colleen Manzetti, Associate Professor (Graduate Faculty).
Chair, Department of Nursing. B.S., Rutgers University; M.S.N., Monmouth University; D.N.P., Samford, Alabama CNE, CNLCP. Specialty interests include life care planning, rehabilitation nursing, nursing education, collaboration, and leadership.
cmanzett@monmouth.edu

Patricia Sciscione, Associate Professor (Graduate Faculty). M.S.N., Kean University; Ph.D., Seton Hall University; R.N. Certified school nurse. Specialty areas and interests include school nursing and emergency nursing.
psciscio@monmouth.edu

Courses

NU-SANE Sexual Assault Nurse Examiner **Credits: None**
Term Offered: All Terms
Course Type(s): NOSRCH
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.

NU-508 Factors Affecting Healthcare **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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.

NU-512 Nursing Research for Advanced Nursing Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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.

NU-514 Data Management for Advanced Nursing Practice **Credits: 3**
Prerequisite(s): NU-512
Term Offered: All Terms
Course Type(s): None
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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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.

NU-518 Education and Motivation of Nursing Clients **Credits: 3**
Term Offered: All Terms
Course Type(s): NU.EL
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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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.

NU-521 Pathophysiology and Histology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the life span. 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.

NU-524 Pharmacology for Advanced Nursing Practice **Credits: 3**
Prerequisite(s): NU-521
Term Offered: All Terms
Course Type(s): None
This course integrates advanced pharmacotherapeutic principles in the assessment and management of common diseases utilizing an evidence-based approach and critical analysis. Content includes historical perspectives, legal regulations and standards, controlled substances; 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 through the life span. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course only once. A second grade below a B will result in ineligibility to continue in programs requiring this course.

NU-535 Advanced Health and Physical Assessment **Credits: 3**
Prerequisite(s): NU-521
Term Offered: All Terms
Course Type(s): None
Theory and practice of health and physical 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 laboratory. Students practice physical assessment techniques and translate assessment data, interpretation of laboratory and diagnostic data into differential diagnoses, and plans of care. The relationship of health and physical assessment to the role and responsibilities of the nurse is examined in the context of advanced nursing 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.

NU-536 Advanced Health Assessment for Forensic Nurses **Credits: 3**
Prerequisite(s): NU-521 and NU-524
Term Offered: Summer Term
Course Type(s): None
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 across the lifespan. 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 diagnoses 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 grade of B in 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.

NU-541 Primary Care **Credits: 3**
Prerequisite(s): NU-521, NU-524, and NU-535
Co-requisite(s): NU-542S and NU-542P
Term Offered: Spring Term
Course Type(s): None
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. 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.

NU-542P Primary Care Practicum **Credits: 2**
Prerequisite(s): NU-521, NU-524, and NU-535
Term Offered: Spring Term
Course Type(s): None
Delivery of primary health care 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 health care providers. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-542S Primary Care Seminar **Credits: 1**
Prerequisite(s): NU-521, NU-524, and NU-535
Term Offered: Spring Term
Course Type(s): None
Delivery of primary health care to adults and older adults with common health problems includes 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 health care 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-543 Diagnosis and Treatment of Psychopathology **Credits: 3**
Co-requisite(s): NU-544P and NU-544S
Term Offered: All Terms
Course Type(s): None
This course will provide the basic foundations of diagnosis and clinical management of common psychiatric/mental health problems in adults. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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. Students must pass the lecture, seminar, and practicum to advance in the specialty program. Prerequisites: NU-521, NU-524, and NU-535 Corequisite: NU-544P and NU-544S

NU-544P Diagnosis and Treatment of Psychopathology Practicum **Credits: 2**
Prerequisite(s): NU-521, NU-524, and NU-535
Co-requisite(s): NU-543 and NU-544S
Term Offered: Fall Term
Course Type(s): None
This introductory clinical course will provide 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 current Diagnostic and Statistical Manual 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-544S Diagnosis and Treatment of Psychopathology Seminar **Credits: 1**

Prerequisite(s): NU-521, NU-524, and NU-535;
Co-requisite(s): NU-543 and NU-544P
Term Offered: Fall Term
Course Type(s): HY
This introductory clinical course will provide 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 current Diagnostic and Statistical Manual classification system, completing an initial psychiatric assessment and identifying psychopharmacologic interventions as appropriate. Establishment of collaborative role with other healthcare providers. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-562 Tests and Measures **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
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. Students who have taken NU-562 are not eligible to take NU-762.

NU-564 Curriculum Development and Instruction in Nursing Education **Credits: 3**

Term Offered: Fall Term
Course Type(s): OL
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 who have taken NU-564 are not eligible to take NU-764.

NU-566P Nurse Educator Practicum I **Credits: 2**

Prerequisite(s): NU-521, NU-524, and NU-535
Co-requisite(s): NU-566S
Term Offered: Fall Term
Course Type(s): None
Course provides an opportunity for the student to engage in planned clinical practice experiences, incorporating the concentration (Pathophysiology, Pharmacology, and Advance Health Assessment) in a direct-care role in a clinical setting to strengthen their patient care delivery skills. The student will also function in the role of the novice academic nurse educator, applying teaching and learning principles in both the academic and clinical settings. Each practice experience is guided by a preceptor. Total practicum hours for this course is a minimum of 90 hours. This is a pass/fail course. Students who have taken NU-566P are not eligible to take NU-766P.

NU-566S Nurse Educator Seminar I **Credits: 1**

Prerequisite(s): NU-521, NU-524, and NU-535
Co-requisite(s): NU-566P
Term Offered: All Terms
Course Type(s): None
Through discussion and sharing, students reflect on their direct-care practicum expereinces and how it impact the role of academic nurse educator. In addition, students discuss the role of the academic nurse educator and how the practicum experiences relate to the eight core nursing competencies of the academic nurse educator outlined by the National League for Nursing. Students who have taken NU-766S are not eligible to take NU-566S.

NU-567P Nurse Educator Practicum II **Credits: 2**

Co-requisite(s): NU-567S
Term Offered: Spring Term
Course Type(s): None
Provides additional opportunities for the student to function in the role of the novice academic nurse educator in diverse settings. Students continue to apply teaching and learning principles in both academic and clinical settings under the guidance of a preceptor during an additional 90 hours of practicum experiences. Through continued reflection and sharing, students refine their practice and explore the eight core competencies outlined by the National League for Nursing. This is a pass/fail course. Ninety practicum hours are required. Students who have taken NU 567P are not eligible to take NU-767P.

NU-567S Nurse Educator Seminar II **Credits: 1**

Co-requisite(s): NU-567P
Term Offered: Spring Term
Course Type(s): None
Through further discussion, and sharing, students refine their practice and identify the tasks associated with the eight core competencies of the academic nurse educator outlined by the National League for Nursing. Also listed as NU-767S.

NU-575 Issues in Forensic Nursing **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Introduction to forensic nursing practice and the concepts, theories, and principles used in this advanced practice role. The use of the nursing process in forensic decision making for the management of individuals or populations are illustrated. The relationship between various socio-cultural factors, psychosocial issues, and ethical challenges are discussed in relationship to catastrophic injuries/illnesses and violent crimes. Comparison of the various roles in which forensic nursing can be applied are examined including the scopes and standards of nursing practice. Legal considerations in areas such as collection of forensic evidence and preservation, discovery, expert testimony are distinguished. 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.

NU-576 Interpersonal Violence **Credits: 3**
Term Offered: All Terms
Course Type(s): NU.EL
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 victims 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.

NU-577 Forensic Pathology **Credits: 3**
Prerequisite(s): NU-521, NU-524, and NU-535 all passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

NU-578P Forensic Nursing Practicum **Credits: 2**
Prerequisite(s): NU-521, NU-535, NU-543, NU-575, NU-576, and NU-577
Co-requisite(s): NU-578S
Term Offered: All Terms
Course Type(s): None
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.

NU-578S Forensic Nursing Seminar **Credits: 1**
Prerequisite(s): NU-521, NU-535, NU-543, NU-575, NU-576, and NU-577
Co-requisite(s): NU-578P
Term Offered: All Terms
Course Type(s): None
Explores forensic theory and research to forensic nursing practice. Forensic nurses practice as sexual assault examiners, educators, nurse coroners, death investigators, correctional nurses, life care planners, case managers, legal nurse consultants, Medicare set aside coordinators and clinical specialists in pediatrics and, gerontology. Issues addressing systematic analysis of pertinent data, and the physical/psychological issues related to forensic nursing and applying nursing science to public and legal proceedings will be discussed in seminar. Identification of outcomes and plans of action that provide effective coordination and communication in managing clients will be addressed. A scientific and conceptual knowledge of nursing, forensic and criminal justice will assist students to recognize appropriate techniques for the identification, prevention, and management of appropriate clients utilizing the scopes and standards of forensic nursing practice. The collaborative nature of forensic nursing practice as a component of multidisciplinary teams will be stressed. 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. 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.

NU-584 Curriculum and Instruction in Health Education **Credits: 4**
Term Offered: Fall Term
Course Type(s): HY
Examination of theoretical bases for health education for graduate school nursing students including program development and implementation, educational strategies, behavioral objectives, learner characteristics, instructional assessment and classroom management. Was previously offered as HE-584.

NU-585 School Nursing I **Credits: 4**
Term Offered: Fall Term
Course Type(s): None
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.

NU-586 School Nursing II **Credits: 4**
Term Offered: Spring Term
Course Type(s): None
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.

NU-587P Practicum: School Nurse I **Credits: 2**
Prerequisite(s): NU-585
Co-requisite(s): NU-587S
Term Offered: All Terms
Course Type(s): None
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.

NU-587S Seminar: School Nurse I **Credits: 2**
Prerequisite(s): NU-585
Co-requisite(s): NU-587P
Term Offered: Fall Term
Course Type(s): None
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.

NU-588P Practicum: School Nurse II **Credits: 2**
Prerequisite(s): NU-586, NU-584, and NU-587S
Co-requisite(s): NU-588S
Term Offered: Spring Term
Course Type(s): None
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.

NU-588S Seminar: School Nurse II **Credits: 2**
Prerequisite(s): NU-586 and NU-587S
Co-requisite(s): NU-584 and NU-588P
Term Offered: Spring Term
Course Type(s): None
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.

NU-598 Special Topics in Nursing **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

NU-599 Independent Study in Nursing **Credits: 1-4**
Term Offered: All Terms
Course Type(s): None
Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member. Prior permission of the directing professor and department chair is required to take this course.

NU-601F Principles of Practice Iii: Adult Occupational Therapy Fieldwork **Credits: None**
Prerequisite(s): OTD-511, OTD-512, and OTD-513;
Co-requisite(s): OTD-601, OTD-601L, OTD-602, and OTD-603;
Term Offered: Summer Term
Course Type(s): None
This course builds on the foundational principles to prepare students to develop and implement evidenced- based, and client- centered intervention, related to areas of occupation for a variety of clients and diagnoses, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

NU-631 Advanced Practice Nursing I **Credits: 3**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542P, NU-542S, NU-635, and NU-635P
Co-requisite(s): NU-632P and NU-632S
Term Offered: Fall Term
Course Type(s): None
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 primary care 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 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 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.

NU-632P Advanced Practice Nursing Practicum I **Credits: 2**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542P, NU-542S, NU-635, and NU-635P
Co-requisite(s): NU-631 and NU-632S
Term Offered: Fall Term
Course Type(s): None
Delivery of person-centered primary health care to clients with common health problems including collection of subjective and objective data; deriving differential and final diagnoses; planning care for acute and chronic illness using community resources; using communication strategies for health teaching, counseling and motivating clients with diverse backgrounds for positive health outcomes. Course focuses on developing competency as a novice advanced practice nurse and collaborating with interprofessional healthcare providers. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-632S Advanced Practice Nursing Seminar I **Credits: 1**
Term Offered: Fall Term
Course Type(s): HY
Delivery of primary health care to adults and older adults with common health problems includes 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 health care 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-633 Advanced Practice Nursing II **Credits: 3**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542, NU-631, NU-632P, NU-632S, NU-635, and NU-635P
Co-requisite(s): NU-634S and NU-634P
Term Offered: Spring Term
Course Type(s): None
This course is a continuation of NU-631. 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 chronic illness in culturally diverse populations utilizing community resources; using communication strategies for health teaching and counseling and to motivate clients with diverse backgrounds for positive health outcomes. Course focuses on expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice scope of practice, and ethical considerations, and collaboration with interprofessional team members. 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-634P Advanced Practice Nursing Practicum II **Credits: 2**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542, NU-631, NU-632S, NU-632P, NU-635, and NU-635P
Co-requisite(s): NU-633 and NU-634S
Term Offered: Spring Term
Course Type(s): None
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 health care providers. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-634S Advanced Practice Nursing Seminar II **Credits: 1**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542, NU-631, NU-632P, NU-632S, NU-635, and NU-635P
Co-requisite(s): NU-633 and NU-634P
Term Offered: Spring Term
Course Type(s): HY
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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-635 Advanced Practice Nursing Pediatrics **Credits: 2**
Co-requisite(s): NU-635P
Term Offered: Summer Term
Course Type(s): None
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.

NU-635P Advanced Practice Nursing Pediatrics Practicum **Credits: 1**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542P, and NU-542S
Co-requisite(s): NU-635
Term Offered: Summer Term
Course Type(s): None
Deliver primary care to pediatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; diagnose and plan care for acute and chronic illness in culturally diverse pediatric populations utilizing community resources; use communication skills for health teaching and counseling and to motivate pediatric clients and their families for positive health maintenance. Expand the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. Establish collaborative relationships with other health care providers for comprehensive care. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-661 Nursing Administration I **Credits: 3**
Co-requisite(s): NU-622P and NU-622S
Course Type(s): None
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.

NU-662P Nursing Administration I Practicum **Credits: 2**
Co-requisite(s): NU-661 and NU-662S
Term Offered: Fall Term
Course Type(s): None
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.

NU-662S Nursing Administration I Seminar **Credits: 1**
Co-requisite(s): NU-661 and NU-662P
Course Type(s): None
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.

NU-663 Nursing Administration II **Credits: 3**
Prerequisite(s): NU-661, NU-662S, and NU-662P
Co-requisite(s): NU-664P and NU-664S
Term Offered: Spring Term
Course Type(s): None
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.

NU-664P Nursing Administration II Practicum **Credits: 2**
Prerequisite(s): NU-661, NU-662S, and NU-662P
Co-requisite(s): NU-663 and NU-664S
Term Offered: Spring Term
Course Type(s): None
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.

NU-664S Nursing Administration II Seminar **Credits: 1**
Prerequisite(s): NU-661, NU-662S, and NU-662P
Co-requisite(s): NU-663 and NU-664P
Term Offered: Spring Term
Course Type(s): None
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.

NU-669 Psychiatric Mental Health Nursing I: Practice with Children and Adolescents **Credits: 3**
Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, and NU-544S
Co-requisite(s): NU-670P and NU-670S
Course Type(s): None
Examines psychological theories, assessment techniques and psychopharmacologic interventions for working directly with children, adolescents, and their caretakers. Emphasizes evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. Treatment planning and specific methodologies for working therapeutically with children and adolescents will be 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-670P Psychiatric Mental Health Nurse Practitioner Nursing I: Practice with Children and Adolescents Practicum **Credits: 2**
Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544S, and NU-544P
Co-requisite(s): NU-669 and NU-670S
Course Type(s): None
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. Students must pass the lecture, seminar, and practicum to advance in the specialty program.

NU-670S Psychiatric Mental Health Nursing I: Practice with Children and Adolescents Seminar **Credits: 1**
Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, and NU-544S
Co-requisite(s): NU-669 and NU-670P
Course Type(s): None
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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-671 Advanced Practice Psychiatric/Mental Health Nursing II: Psychopharmacology and Introduction to Therapy **Credits: 3**
Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, NU-544S, NU-669, NU-670P and NU-670S
Co-requisite(s): NU-672P and NU-672S
Term Offered: All Terms
Course Type(s): None
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. 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-672P Advanced Practice Psychiatric/ Mental Health Nursing Practicum II **Credits: 2**
Co-requisite(s): NU-671 and NU-672S
Term Offered: All Terms
Course Type(s): None
Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term problem-focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-672S Advanced Practice Psychiatric/Mental Health Nursing Seminar II **Credits: 1**

Co-requisite(s): NU-671 and NU-672P
Term Offered: All Terms
Course Type(s): None
Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term problem-focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers. 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.

NU-673 Advanced Practice Psychiatric/ Mental Health Nursing III **Credits: 3**

Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, NU-544S, NU-669, NU-670P, NU-670S, NU-671, NU-672P, and NU-672S.
Co-requisite(s): NU-674P and NU-674S
Term Offered: All Terms
Course Type(s): None
This course will examine how client's 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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-674P Advanced Practice Psychiatric/Mental Health Nursing Practicum III **Credits: 2**

Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, NU-544S, NU-669, NU-670P, NU-670S, NU-671, NU-672P, and NU-672S
Co-requisite(s): NU-673 and NU-674S
Term Offered: All Terms
Course Type(s): None
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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-674S Advanced Practice Psychiatric/Mental Health Nursing Seminar III **Credits: 1**

Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, NU-544S, NU-669, NU-670P, NU-670S, NU-671, NU-672P, and NU-672S
Co-requisite(s): NU-673 and NU-674P
Term Offered: All Terms
Course Type(s): None
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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-699 Independent Study in Nursing (600 Level) **Credits: 3**

Term Offered: All Terms
Course Type(s): None
Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member. Prior permission of the directing professor and department chair is required to take this course.

NU-701 Translating Evidence to Clinical Practice **Credits: 3**

Term Offered: All Terms
Course Type(s): OL
Components central to the concept of evidence-based practice are introduced and emphasis is placed on evaluating systematically, research and evidence from multiple sources. Critical appraisal of evidence utilizing clinical informatics, databases, multidisciplinary best practices, and systematic reviews of randomized clinical trials will be included in an approach to a clinical question or problem for a practice change. Strategies for creating a culture of evidence-based practice for individuals and clinical systems will be explored. Tools for diffusing the change or innovation are included. The concept of translational science will prepare students to begin formulation of a capstone project. Students must earn a grade of "B" or higher in this course or it will have to be repeated.

NU-702 Health Promotion in Diverse Populations **Credits: 3**

Term Offered: All Terms
Course Type(s): OL
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.

NU-703 Epidemiology and Genetics/Genomics Credits: 3
Term Offered: All Terms
Course Type(s): OL
Explores the 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. Exploration of the risks health care personnel deal with: environmental catastrophes, (chemical, biological, and radiation), nuclear attacks, disease outbreaks and global conflicts. Investigation into local, regional, national and international databases regarding health disparities, disease entities, genetic problems, global threats and the response preparedness and effectiveness of various agencies and governments. The student will identify risk factors for genetic disease and 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.

NU-705 Interprofessional Collaboration and Team Facilitation Credits: 3
Term Offered: All Terms
Course Type(s): OL
Examines advanced communication skills and other behaviors that provide the knowledge and skills needed for exemplary leadership, with an emphasis on relationships and team building. Strategies for building interdisciplinary, collaborative relationships from a leader's perspective will be explored. Conflict management and resolution is analyzed, along with group process and techniques for effective meeting management. Adult learning principles, emotional intelligence, and team characteristics are discussed in order to envision a quality professional practice environment.

NU-715 Organizational Leadership in Healthcare Credits: 3
Term Offered: All Terms
Course Type(s): OL
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.

NU-716 Health Care Policy for Advocacy in Health Care Credits: 3
Term Offered: All Terms
Course Type(s): OL
Examines healthcare economics, political and public health issues, and their relation to development and implementation of health policies at regional, national and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, health care financing, and issues of equity and social justice in the delivery of 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.

NU-718 Health Care Economics and Financial Management Credits: 3
Term Offered: All Terms
Course Type(s): OL
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.

NU-720 Research Methods in Healthcare Leadership Credits: 3
Term Offered: All Terms
Course Type(s): OL
Focus is on the critical analysis of the research process. There is an emphasis on the data collection and data analysis steps of research. Skills are developed in the use of the SPSS statistical program and the interpretation of descriptive and inferential statistics for outcome evaluation in healthcare. Interpretation and evaluation of statistical analysis in published research are emphasized. Skills are refined in the dissemination of research to healthcare professionals. DNP students only.

NU-730 Doctor Nursing Practice Project I Credits: 3
Prerequisite(s): NU-720 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): OL
The DNP project 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 the DNP education and advanced nursing practice specialty which focuses on change that impacts healthcare outcomes either through direct or indirect care. Students will share their journey toward developing the DNP project through class discussion using a variety of communication modalities. In consultation with the DNP Project Advisor, students will select an area of specialty practice and propose a project. The end result will be a proposed project based on the principles of evidence-based practice that incorporates planning, implementation, evaluation and dissemination concepts. This will provide a foundation for continued scholarship while making significant contributions in the student's area of interest. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU-731 Leadership Immersion I **Credits: 3**
Prerequisite(s): NU-701, NU-702, NU-703, NU-705, NU-715, NU-716 all passed with a grade of B or higher.
Term Offered: All Terms
Course Type(s): OL
Immersion into the leadership role provides the student an opportunity to expand their leadership skillset and apply, integrate, and synthesize the DNP Essentials through a collaborative partnership between the university and approved practice partners. The student will develop specific learning objectives related to the DNP Essentials, application of theory, and role requirements jointly with the assigned professor to develop their nursing specialty expertise. This course is individualized to each student's specific area of practice interest. This experience should provide opportunities to work with experts including interdisciplinary to build and assimilate knowledge for advanced nursing practice at the highest level of complexity. DNP Essentials guideline state that graduates should have 1000 hours of combines 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 previously completed in their master's level program or if additional hours are required to meet their advisor to construct a plan. This is a pass/fail course.

NU-732 Doctor Nursing Practice Project II **Credits: 3**
Prerequisite(s): NU-730 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): OL
DNP Project II builds on the content and processes developed in the DNP Project I towards implementation. Students will share their journey of implementation and evaluation of the DNP project through class discussion using a variety of communication modalities. In consultation with the DNP Project Advisor students will implement and evaluate the project. This course is a continuation of DNP Project 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 which focuses on change that impacts healthcare outcomes either through direct or indirect care. The end result will be an executed project based on the principles of evidence-based practice that incorporates planning, implementation, evaluation and dissemination concepts. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU-733 Leadership Immersion II **Credits: 3**
Prerequisite(s): NU-731 passed with a grade of P
Term Offered: All Terms
Course Type(s): OL
Continuation of the practice immersion experience provides the student with additional opportunities to apply, integrate, and synthesize the DNP Essentials. The student will again develop specific learning objectives related to the DNP Essentials, application of theory, and role requirements jointly with the assigned professor to develop their nursing specialty expertise. This course is individualized to each student's specific area of practice interest. This experience should provide opportunities to work with experts including interdisciplinary to build and assimilate knowledge for advanced nursing practice at the highest level of complexity. DNP Essentials guideline 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 previously completed in their master's level program or if additional hours are required to meet with their advisor to construct a plan. This is a pass/fail course.

NU-762 Tests and Measures **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. Students who have taken NU-762 are not eligible to take NU-562.

NU-764 Curriculum Development and Instruction in Nursing **Credits: 3**
Term Offered: Fall Term
Course Type(s): OL
This theory course is designed to introduce the student to the role of the nurse educator in academic educational settings. The Core Competencies of Nurse Educators provides the framework. Factors influencing curriculum development, classroom and clinical teaching strategies, and student outcomes are emphasized. Curriculum analysis and evaluation are based on evidence-based teaching and learning theory within the context of an organization's mission and philosophy.
Prerequisites: NU-521, NU-524, and NU-535

NU-766P Nurse Educator Practicum I **Credits: 2**
Co-requisite(s): NU-766S
Term Offered: Fall Term
Course Type(s): OL
Course provides an opportunity for the student to engage in planned clinical practice experiences, incorporating the concentration (Pathophysiology, Pharmacology, and Advance Health Assessment) in a direct-care role in a clinical setting to strengthen their patient care delivery skills. The student will also function in the role of the novice academic nurse educator, applying teaching and learning principles in both the academic and clinical settings. Each practice experience is guided by a preceptor. Total practicum hours for this course is a minimum of 90 hours. This is a pass/fail course. Students who have taken NU-766P are not eligible to take NU-566P.

NU-766S Nurse Educator Seminar I **Credits: 1**
Co-requisite(s): NU-766P
Term Offered: Fall Term
Course Type(s): None
Through discussion and sharing, students reflect on their direct-care practicum experiences and how it impacts the role of academic nurse educator. In addition, students discuss the role of the academic nurse educator and how the practicum experiences relate to the eight core nursing competencies of the academic nurse educator outlined by the National League for Nursing. Students who have taken NU-566S are not eligible to take NU-766S.

NU-767P Nurse Educator Practicum II **Credits: 2**
Co-requisite(s): NU-567S or NU-767S.
Term Offered: Spring Term
Course Type(s): None
Provides additional opportunities for the student to function in the role of the novice academic nurse educator in diverse settings. Students continue to apply teaching and learning principles in both academic and clinical settings under the guidance of a preceptor during an additional 90 hours of practicum experiences. Through continued reflection and sharing, students refine their practice and explore the eight core competencies outlined by the National League for Nursing. This is a pass/fail course. Ninety practicum hours are required. Students who have taken NU-767P are not eligible to take NU-567P.

NU-767S Nurse Educator Seminar II **Credits: 1**
Co-requisite(s): NU-567P
Term Offered: Spring Term
Course Type(s): None
Through further discussion, and sharing, students refine their practice and identify the tasks associated with the eight core competencies of the academic nurse educator outlined by the National League for Nursing. Also listesd as NU-567S.

NU-799 Independent Study in Nursing (doctorate Level) **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member. Course can be graded (theory) or pass/fail (practica). Prior permission of the directing professor and department chair is required to take this course.

PHA-601 Human Anatomy **Credits: 5**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-603 Introduction to Patient Assessment **Credits: 5**
Term Offered: Fall Term
Course Type(s): None
Students will be introduced to basic history taking and 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.

PHA-606 Physical Diagnosis **Credits: 3**
Prerequisite(s): PHA-603
Term Offered: Spring Term
Course Type(s): None
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.

PHA-615 Topics in Medicine and Surgery III **Credits: 6**
Prerequisite(s): PHA-637 and PHA-638
Term Offered: Fall Term
Course Type(s): None
Topics in Medicine and Surgery III is the third in a series of three courses instructing students in clinical medicine presented in an organ systems format. The course builds upon the knowledge acquired in Topics in Medicine & Surgery II. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-616 Physiology & Pathophysiology I **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
This is the first of two courses providing students with in-depth study of medical physiology & pathophysiology. Physiology and Pathophysiology I is designed to offer foundational training in the principles of medical physiology and pathophysiology, in addition to more specific training pertaining to the organ systems covered in the course that, when possible, are aligned with the topics delivered in concomitant Topics in Clinical Medicine coursework. Together, the two courses provide a foundation in human physiology coupled with the in-depth study of pathophysiological processes that lead to clinical signs and symptoms of illness and diseases.

PHA-617 Physiology and Pathophysiology II **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This is the second of two courses providing students with in-depth study of medical physiology & pathophysiology. Physiology and Pathophysiology II builds on knowledge acquired in Physiology & Pathophysiology I to offer further training in the medical physiology, in addition to more specific training pertaining to the organ systems covered in the course that, when possible, are aligned with the topics delivered in concomitant Topics in Clinical Medicine coursework. Together, the two courses provide a foundation in human physiology coupled with the in-depth study of pathophysiological processes that lead to clinical signs and symptoms of illness and diseases.

PHA-618 Pharmacology and Pharmacotherapy I **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
The Pharmacology & Pharmacotherapy I course is the first of two courses providing students with in-depth study in the science and applications of pharmacology. This course covers an introduction to the principles of pharmacology, pharamacogenetics, and pharmacotherapy in addition to the indications, contraindications, interactions, and adverse effects of specific drug classes and the drugs within each class.

PHA-619 Pharmacology and Pharmacotherapy II **Credits: 3**
Prerequisite(s): PHA-618
Term Offered: Spring Term
Course Type(s): None
The Pharmacology & Pharmacotherapy II course is the second of two courses providing students with in-depth study in the science and applications of pharmacology. This course builds upon the knowledge gained in the first semester course and provides an in-depth study of the indications, contraindications, interactions, and adverse effects of specific drug classes and the drugs within each class.

PHA-620 PA Professional Practice **Credits: 2**
Term Offered: Spring Term
Course Type(s): None
PA Professional Practice is designed as a comprehensive introductory course to the PA profession and professional practice issues. Topics include the history of the PA profession, professionalism, team-based interprofessional care, patient-centered care practices, the medical coding, billing and documentation, healthcare systems and policies, concepts of public health, patient safety, quality improvement, risk management and topics related to diversity, equity and inclusion in the Physician Assistant practice. The course is taught by a team of faculty, and emphasizes the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine.

PHA-622 Clinical Management **Credits: 2**
Term Offered: All Terms
Course Type(s): None
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.

PHA-623 Clinical Skills I **Credits: 3**
Prerequisite(s): PHA-603
Term Offered: Spring Term
Course Type(s): None
Clinical Skills I builds upon the previous semester's Introduction to Patient Assessment course to further advance interpersonal and communication skills resulting in the effective exchange of information and collaboration with patients, their families, and other health professions, development of clinical reasoning and problem-solving abilities, patient evaluation, work-up, diagnosis, intervention, and management. The course will be modularized to accompany the topics covered in the Topics in Medicine & Surgery II courses occurring in the same semester.

PHA-624 Behavioral Medicine and Psychiatry **Credits: 4**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-627 Research Methods I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Research Methods I is the first of 2 courses specifically designed as the PA student's graduate-level research training with emphasis on practice-based learning and improvement (PBLI). The course includes specific training in principles of practice-based learning & improvement, basic biomedical statistics, research methods & design, and the analysis and application of medical research geared towards improving patient outcomes in clinical practice. As the first of two courses, this course will serve as a foundational course enabling the PA student to develop a practice-based improvement project that will be finalized in Research Methods II delivered during the clinical phase of training.

PHA-628 Clinical Skills II **Credits: 3**
Prerequisite(s): PHA-623
Term Offered: All Terms
Course Type(s): None
Clinical Skills II builds upon the previous semester's Clinical Skills I course to further advance interpersonal and communication skills resulting in the effective exchange of information and collaboration with patients, their families, and other health professions, development of clinical reasoning and problem-solving abilities, patient evaluation, work-up, diagnosis, intervention, and management. The course will be modularized to accompany the topics covered in the Topics in Medicine & Surgery III courses occurring in the same semester. Prerequisite; PHA-623.

PHA-632 Biomedical Ethics **Credits: 2**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-635 Research Methods II **Credits: 1**
Prerequisite(s): PHA-627
Term Offered: Spring Term
Course Type(s): None
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.

PHA-637 Topics in Medicine and Surgery I **Credits: 6**
Term Offered: Fall Term
Course Type(s): None
Topics in Medicine and Surgery I is one of three courses instructing students in clinical medicine presented in an organ systems format. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-638 Topics in Medicine and Surgery II **Credits: 6**
Prerequisite(s): PHA-637 and successful completion of all previous coursework
Term Offered: Spring Term
Course Type(s): None
Topics in Medicine and Surgery II is the second of three courses instructing students in clinical medicine presented in an organ systems format. The course builds upon the knowledge acquired in Topics in Medicine & Surgery I. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-640 Supervised Clinical Practice Experiences I **Credits: 8**
Term Offered: Spring Term
Course Type(s): None
The Supervised Clinical Practice Experiences (SCPE) courses include various clinical clerkships providing the student with the direct patient care exposures across required core and elective clinical experiences. In all experiences the student will participate in patient-care experiences under the supervision of a licensed clinician. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and surgical environments.

PHA-641 Supervised Clinical Practice Experiences II **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the second of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

PHA-642 Supervised Clinical Practice Experiences III **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the third of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

PHA-643 Supervised Clinical Practice Experiences IV **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the last of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

Policies

In addition to University policies, the Department of Nursing MSN (https://www.monmouth.edu/school-of-nursing-health/documents/2022/11/msn-student-handbook.pdf/) and DNP (https://www.monmouth.edu/school-of-nursing-health/documents/2019/08/dnp-student-handbook.pdf/) Program Handbooks details additional policies for nursing students.

M.S.N. - Adult-Gerontological Primary Care Nurse Practitioner (NU.ADULT.MSN)

Code	Title	Credits
Graduate Nursing Core (12 credits)		
NU-508	Factors Affecting Healthcare [1]	3
NU-512	Nursing Research for Advanced Nursing Practice [1]	3
NU-514	Data Management for Advanced Nursing Practice [1]	3
NU-518	Education and Motivation of Nursing Clients [1]	3
APN Concentration (9 credits)		
NU-521	Pathophysiology and Histology [1]	3
NU-524	Pharmacology for Advanced Nursing Practice [1]	3
NU-535	Advanced Health and Physical Assessment [1]	3
Clinical Specialty Adult (18 credits)		
NU-541	Primary Care	3
NU-542P	Primary Care Practicum	2
NU-542S	Primary Care Seminar	1
NU-631	Advanced Practice Nursing I	3
NU-632P	Advanced Practice Nursing Practicum I	2
NU-632S	Advanced Practice Nursing Seminar I	1
NU-633	Advanced Practice Nursing II	3
NU-634P	Advanced Practice Nursing Practicum II	2
NU-634S	Advanced Practice Nursing Seminar II	1
Total Credits		**39**

[1] *Must be passed with a grade of "B" or better.*

Admission Requirements

1. Possession of a BSN from an accredited program, with a minimum 3.0 GPA.
2. A current New Jersey RN license and employed as a registered professional nurse.
3. A personal statement (one page, double-spaced) outlining professional goals.
4. Resume/Curriculum Vitae.

M.S.N. - Family Nurse Practitioner (NU.FAMILY.MSN)

Code	Title	Credits
Graduate Nursing Core (12 credits)		
NU-508	Factors Affecting Healthcare [1]	3
NU-512	Nursing Research for Advanced Nursing Practice [1]	3
NU-514	Data Management for Advanced Nursing Practice [1]	3
NU-518	Education and Motivation of Nursing Clients [1]	3
APN Concentration (9 credits)		
NU-521	Pathophysiology and Histology [1]	3
NU-524	Pharmacology for Advanced Nursing Practice [1]	3
NU-535	Advanced Health and Physical Assessment [1]	3
Clinical Specialty Family (21 credits)		
NU-541	Primary Care	3
NU-542P	Primary Care Practicum	2
NU-542S	Primary Care Seminar	1
NU-631	Advanced Practice Nursing I [1]	3
NU-632P	Advanced Practice Nursing Practicum I [1]	2
NU-632S	Advanced Practice Nursing Seminar I [1]	1
NU-633	Advanced Practice Nursing II [1]	3
NU-634P	Advanced Practice Nursing Practicum II [1]	2
NU-634S	Advanced Practice Nursing Seminar II [1]	1
NU-635	Advanced Practice Nursing Pediatrics	2
NU-635P	Advanced Practice Nursing Pediatrics Practicum	1
Total Credits		**42**

[1] *Must be passed with a grade of "B" or better.*

Admission Requirements

1. Possession of a BSN from an accredited program, with a minimum 3.0 GPA.

2. A current New Jersey RN license and employed as a registered professional nurse.
3. A personal statement (one page, double-spaced) outlining professional goals.
4. Resume/Curriculum Vitae.

M.S.N. - Nursing Education (NU.ED.MSN)

Code	Title	Credits
Graduate Nursing Core (12 credits)		
NU-508	Factors Affecting Healthcare [1]	3
NU-512	Nursing Research for Advanced Nursing Practice [1]	3
NU-514	Data Management for Advanced Nursing Practice [1]	3
NU-518	Education and Motivation of Nursing Clients [1]	3
Advanced Practice Concentration (9 credits)		
NU-521	Pathophysiology and Histology [1]	3
NU-524	Pharmacology for Advanced Nursing Practice [1]	3
NU-535	Advanced Health and Physical Assessment [1]	3
Nursing Education Specialty (12 credits)		
NU-562	Tests and Measures [1]	3
NU-564	Curriculum Development and Instruction in Nursing Education [1]	3
NU-566P	Nurse Educator Practicum I	2
NU-566S	Nurse Educator Seminar I	1
NU-567P	Nurse Educator Practicum II	2
NU-567S	Nurse Educator Seminar II	1
Total Credits		**33**

[1] *Must be passed with a grade of "B" or better.*

Admission Requirements

1. Possession of a BSN from an accredited program, with a minimum 3.0 GPA.
2. A current New Jersey RN license and employed as a registered professional nurse.
3. A personal statement (one page, double-spaced) outlining professional goals.
4. Resume/Curriculum Vitae.

M.S.N. - Psychiatric and Mental Health Nurse Practitioner (NU.PSYC.MSN)

Code	Title	Credits
Graduate Nursing Core (12 credits)		
NU-508	Factors Affecting Healthcare [1]	3
NU-512	Nursing Research for Advanced Nursing Practice [1]	3
NU-514	Data Management for Advanced Nursing Practice [1]	3
NU-518	Education and Motivation of Nursing Clients [1]	3
APN Concentration (9 credits)		
NU-521	Pathophysiology and Histology [1]	3
NU-524	Pharmacology for Advanced Nursing Practice [1]	3
NU-535	Advanced Health and Physical Assessment [1]	3
Clinical Specialty (24 credits)		
NU-543	Diagnosis and Treatment of Psychopathology	3
NU-544P	Diagnosis and Treatment of Psychopathology Practicum	2
NU-544S	Diagnosis and Treatment of Psychopathology Seminar	1
NU-669	Psychiatric Mental Health Nursing I: Practice with Children and Adolescents [1]	3
NU-670P	Psychiatric Mental Health Nurse Practitioner Nursing I: Practice with Children and Adolescents Practicum	2
NU-670S	Psychiatric Mental Health Nursing I: Practice with Children and Adolescents Seminar [1]	1
NU-671	Advanced Practice Psychiatric/Mental Health Nursing II: Psychopharmacology and Introduction to Therapy [1]	3
NU-672P	Advanced Practice Psychiatric/ Mental Health Nursing Practicum II	2
NU-672S	Advanced Practice Psychiatric/Mental Health Nursing Seminar II [1]	1
NU-673	Advanced Practice Psychiatric/ Mental Health Nursing III [1]	3
NU-674P	Advanced Practice Psychiatric/Mental Health Nursing Practicum III	2
NU-674S	Advanced Practice Psychiatric/Mental Health Nursing Seminar III [1]	1
Total Credits		**45**

[1] *Must be passed with a grade of "B" or better.*

Admission Requirements

1. Possession of a BSN from an accredited program, with a minimum 3.0 GPA.
2. A current New Jersey RN license and employed as a registered professional nurse.
3. A personal statement (one page, double-spaced) outlining professional goals.
4. Resume/Curriculum Vitae.

Doctor of Nursing Practice (DNP)

Code	Title	Credits
DNP Requirements (36 credits)		
NU-701	Translating Evidence to Clinical Practice	3
NU-702	Health Promotion in Diverse Populations	3
NU-703	Epidemiology and Genetics/Genomics	3
NU-705	Interprofessional Collaboration and Team Facilitation	3
NU-715	Organizational Leadership in Healthcare	3
NU-716	Health Care Policy for Advocacy in Health Care	3
NU-718	Health Care Economics and Financial Management	3
NU-720	Research Methods in Healthcare Leadership	3
NU-730	Doctor Nursing Practice Project I	3
NU-731	Leadership Immersion I	3
NU-732	Doctor Nursing Practice Project II	3
NU-733	Leadership Immersion II	3
Total Credits		**36**

Note

- All courses must be passed with a grade of "B" or better.

Sequence Chart

First Year

Fall	Credits	Spring	Credits	Summer	Credits
NU-701 Translating Evidence to Clinical Practice	3	NU-705 Interprofessional Collaboration and Team Facilitation	3	NU-702 Health Promotion in Diverse Populations	3
NU-715 Organizational Leadership in Healthcare	3	NU-720 Research Methods in Healthcare Leadership	3	NU-716 Health Care Policy for Advocacy in Health Care	3
Semester Credits	**6**	**Semester Credits**	**6**	**Semester Credits**	**6**

Second Year

Fall	Credits	Spring	Credits
NU-703 Epidemiology and Genetics/ Genomics	3	NU-718 Health Care Economics and Financial Management	3
NU-730 Doctor Nursing Practice Project I	3	NU-731 Leadership Immersion I	3
Semester Credits	**6**	**Semester Credits**	**6**

Third Year

Fall	Credits
NU-732 Doctor Nursing Practice Project II	3
NU-733 Leadership Immersion II	3
Semester Credits	**6**

Total Credits 36

Admission Requirements

1. Applicant must be a graduate of an accredited Master's in Nursing program or a related field (i.e., MBA, MPH, MHA).
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. Currently employed.
6. Statement of vision of her/his leadership role to improve healthcare outcomes.
7. Résumé that includes details of current practice.
8. Two professional and/or academic letters of recommendation.
9. Official transcripts from all previous college work.
10. Telephone or in person interview may be a part of the admission process.
11. Current liability and malpractice insurance of $1,000,000 to $3,000,000.
12. After admission, prior to starting classes, students must submit to the School of Nursing and Health Studies a certificate of good health from a primary care practitioner, including a health history and physical examination with associated laboratory studies, immunizations, and criminal background checks in accordance with the special requirements of affiliation contracts with clinical agencies.

Adult-Gerontological Primary Care Nurse Practitioner Post-Master's Certificate (NU.APN.A.PM.C)

Code	Title	Credits
APN Concentration (9 credits) [1]		
NU-521	Pathophysiology and Histology [2]	3
NU-524	Pharmacology for Advanced Nursing Practice [2]	3
NU-535	Advanced Health and Physical Assessment [2]	3
Clinical Specialty - Adult (18 credits)		
NU-541	Primary Care	3
NU-542P	Primary Care Practicum	2
NU-542S	Primary Care Seminar	1
NU-631	Advanced Practice Nursing I	3
NU-632P	Advanced Practice Nursing Practicum I	2
NU-632S	Advanced Practice Nursing Seminar I	1
NU-633	Advanced Practice Nursing II	3
NU-634P	Advanced Practice Nursing Practicum II	2
NU-634S	Advanced Practice Nursing Seminar II	1
Total Credits		**27**

[1] *Must be passed with a grade of "B" or better.*
[2] *May be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.*

Admission Requirements

1. Possession of a BSN from an accredited program, with a minimum 3.0 GPA.
2. A current New Jersey RN license and employed as a registered professional nurse.
3. A personal statement (one page, double-spaced) outlining professional goals.
4. Resume/Curriculum Vitae.

Family Nurse Practitioner Post-Master's Certificate (NU.APN.F.PM.C)

Code	Title	Credits
APN Concentration (9 credits) [1]		
NU-521	Pathophysiology and Histology [2]	3
NU-524	Pharmacology for Advanced Nursing Practice [2]	3
NU-535	Advanced Health and Physical Assessment [2]	3
Clinical Specialty - Family (21 credits)		
NU-541	Primary Care	3
NU-542P	Primary Care Practicum	2
NU-542S	Primary Care Seminar	1
NU-631	Advanced Practice Nursing I [1]	3
NU-632P	Advanced Practice Nursing Practicum I	2
NU-632S	Advanced Practice Nursing Seminar I [1]	1
NU-633	Advanced Practice Nursing II [1]	3
NU-634P	Advanced Practice Nursing Practicum II	2
NU-634S	Advanced Practice Nursing Seminar II [1]	1
NU-635	Advanced Practice Nursing Pediatrics	2
NU-635P	Advanced Practice Nursing Pediatrics Practicum	1
Total Credits		**30**

[1] *Must be passed with a grade of "B" or better.*
[2] *May be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.*

Admission Requirements

1. Possession of a BSN from an accredited program, with a minimum 3.0 GPA.
2. A current New Jersey RN license and employed as a registered professional nurse.
3. A personal statement (one page, double-spaced) outlining professional goals.
4. Resume/Curriculum Vitae.

Psychiatric and Mental Health Nurse Practitioner Post-Master's Certificate (NU.PSYC.PM.C)

Code	Title	Credits
APN Concentration (9 credits)		
NU-521	Pathophysiology and Histology	3
NU-524	Pharmacology for Advanced Nursing Practice	3
NU-535	Advanced Health and Physical Assessment	3
Clinical Specialty (24 credits)		
NU-543	Diagnosis and Treatment of Psychopathology	3
NU-544P	Diagnosis and Treatment of Psychopathology Practicum	2
NU-544S	Diagnosis and Treatment of Psychopathology Seminar	1
NU-669	Psychiatric Mental Health Nursing I: Practice with Children and Adolescents [1]	3
NU-670P	Psychiatric Mental Health Nurse Practitioner Nursing I: Practice with Children and Adolescents Practicum	2
NU-670S	Psychiatric Mental Health Nursing I: Practice with Children and Adolescents Seminar [1]	1
NU-671	Advanced Practice Psychiatric/Mental Health Nursing II: Psychopharmacology and Introduction to Therapy [1]	3
NU-672P	Advanced Practice Psychiatric/ Mental Health Nursing Practicum II	2
NU-672S	Advanced Practice Psychiatric/Mental Health Nursing Seminar II [1]	1
NU-673	Advanced Practice Psychiatric/ Mental Health Nursing III [1]	3
NU-674P	Advanced Practice Psychiatric/Mental Health Nursing Practicum III	2
NU-674S	Advanced Practice Psychiatric/Mental Health Nursing Seminar III [1]	1
Total Credits		**33**

[1] *Must be passed with a grade of "B" or better.*
[2] *May be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.*

Admission Requirements

1. Possession of a BSN from an accredited program, with a minimum 3.0 GPA.
2. A current New Jersey RN license and employed as a registered professional nurse.
3. A personal statement (one page, double-spaced) outlining professional goals.
4. Resume/Curriculum Vitae.

Occupational Therapy

Chair: John R. Patro Jr., OTD, OTR/L

Mission Statement of the Occupational Therapy Program
The Occupational Therapy Program seeks to develop occupational therapists as transformational leaders, scholars, and advocates, through innovative teaching, immersive experiential learning and dynamic interprofessional community partnerships prepared to meet the needs of diverse people, populations, and communities.

Philosophy of the Occupational Therapy Program
Occupations, as defined by the American Occupational Therapy Association (AOTA) (2017), are "activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society." Human beings have the innate need and right to engage in occupations across the lifespan. Development, health, and well-being are directly influenced by the ability to participate in meaningful occupations. Therefore, the OTD Program at Monmouth University places occupation at the heart of the curriculum design.

The OTD Program at Monmouth University focuses on five core values, with occupation nestled at the heart. These values include: scholarship and service, interprofessional practice and wellness, communication and dissemination of knowledge, leadership and advocacy, and creativity and innovation. As a graduate program, the curriculum is designed for the adult learner, viewed through the lens of andragogy with an emphasis on self-directed learning. Students in the program are viewed as occupational beings who are participating in transformative learning in a dynamic transaction within the learning context and the teaching-learning process. The OTD program at Monmouth believes that learning is a transformative process. Therefore, the program is designed to provoke critical reflection and discourse to invoke change (Mezirow, 2000). The OTD program at Monmouth will transform learners into entry-level clinicians who have mastered the aptitude for using occupations in client-centered treatment to foster health and well-being.

Curricular Themes
The curriculum design of the OTD program at Monmouth University places occupation at the core of the curriculum, as it is the heart of the profession of occupational therapy. This coincides with the philosophical base of occupational therapy (AOTA, 2017). The curriculum is designed with five main themes that are woven throughout the delivery of the program. These themes are covered in various courses throughout the program and are essential to developing well-rounded entry-level occupational therapists who are prepared to meet the demands of an evolving practice environment. These themes are:

1. Scholarship and Service
2. Interprofessional Practice and Wellness
3. Communication and Dissemination of Knowledge
4. Leadership and Advocacy
5. Creativity and Innovation

References
American Occupational Therapy Association. [AOTA] (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045.

Mezirow, J. (2000). Learning to think like an adult: Core concepts of transformation theory. In J. Mezirow, et. al. (Hg.) *Learning as transformation. Critical perspectives on a theory in progress* (pp. 3-33). Jossey-Bass.

Accreditation
For details regarding program accreditation please click the following link (p. 12)

Programs
Doctorate:

- Occupational Therapy Doctorate (p. 211)

Faculty

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Courses

OTD-501 Occupation and Adaptation Across the Lifespan **Credits: 3**
Co-requisite(s): OTD-501L
Term Offered: Summer Term
Course Type(s): HE.EL
This first semester lecture and lab course provides the students with an understanding of the historical foundation of the profession of occupational therapy, focusing on philosophical assumptions, and core concepts of the profession. This course is designed to introduce students to the Occupational Therapy process and introduces The Occupational Therapy Practice Framework: Domain & Process (OTPF) 3rd edition (AOTA, 2014), an official document for the profession. Through interactive teaching, peer instruction and participatory activities, students investigate the complexities of occupation as the foundation of the practice of occupational therapy. The course provides the students with an opportunity for interactive, dynamic, hands on activities to develop an understanding of occupation, activity analysis, evaluation of ADLs/IADL and professional documentation.

OTD-501L Occupation and Adaptation Across the Lifespan Lab **Credits: None**
Co-requisite(s): OTD-501
Term Offered: Summer Term
Course Type(s): None
Lab for OTD 501. This is a pass/fail course.

OTD-502 The Neuroscience of Occupational Performance **Credits: 3**
Co-requisite(s): OTD-501, OTD-501L, and OTD-502L
Term Offered: Summer Term
Course Type(s): HE.EL
The anatomy and physiology of the human nervous system are introduced with emphasis on understanding the neural basis of sensory processing, movement, emotion, and behavior, as well as the functional consequences of different types of lesions or dysfunction. Topics include neuroanatomy, development of the nervous system, function of central, peripheral, limbic, and autonomic nervous systems, motor control, sensation (vision, hearing, vestibular, somatosensation) and cognition and how lesions within these areas can interfere with occupational performance. Typical neurological pathologies and injuries will be discussed in regards to their relation to affected neurological structures and how they manifest into performance deficits of clients. Laboratory sessions are focused on exploring anatomical structures of the human brain and introducing neurological assessments used in occupational therapy practice.

OTD-502L The Neuroscience of Occupational Performance Laboratory **Credits: None**
Co-requisite(s): OTD-502
Term Offered: Summer Term
Course Type(s): None
Lab for OTD-502. This is a pass/fail course.

OTD-503 Professional Seminar **Credits: 1**
Term Offered: Summer Term
Course Type(s): HE.EL, OLS
This course is an introduction to fieldwork for the students in the OT program. Students will be introduced to this topic through the study of professional behaviors and review of skills necessary to be successful in both Level I experiences and Level II fieldworks.

OTD-504 Research for Evidence-Based Practice **Credits: 2**
Prerequisite(s): OTD-501, OTD-502, and OTD-503
Term Offered: Fall Term
Course Type(s): None
In this course students will engage in a process to deconstruct published research from many health sciences disciplines to identify the most appropriate evidence-based practice in Occupational Therapy settings. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, hands-on practice, discussions as well as quizzes, tests and a paper to summarize research including the determination of a clinical bottom line.

OTD-505 Principles of Practice I: Therapeutic Use of Self and Group Dynamics **Credits: 4**
Prerequisite(s): OTD-501, OTD-502, and OTD-503
Co-requisite(s): OTD-505L and OTD-505F
Term Offered: Fall Term
Course Type(s): None
This is the first course in the 4-part Principles of Practice series that will prepare students for entry-level practice. This course will introduce students to the concept of therapeutic use of self and emphasize its importance in the development of therapeutic rapport and the occupational therapist's ability to carry out the OT process. Students will develop an understanding of the therapeutic use of self in the process of conducting client interviews. In addition, students will be able to apply this skill to the role of facilitator and the use of groups as an intervention strategy. Students will also explore concepts of group dynamics and understand the effects on the ability for a group or population to achieve expected outcomes. The course will discuss social determinants and other contextual factors that may impact overall health and quality of life for groups, populations, or communities. Students will use this information to analyze the needs of specific populations in order to design and construct group-based interventions that will improve engagement and participation. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

OTD-505F Principles of Practice I: Fieldwork Therapeutic Use of Self and Group Dynamics **Credits: None**
Co-requisite(s): OTD-505 and OTD-505L
Term Offered: Fall Term
Course Type(s): None
Fieldwork for OTD-505. This is a pass/fail course.

OTD-505L Principles of Practice I Laboratory: Therapeutic Use of Self and Groups Dynamics **Credits: None**
Co-requisite(s): OTD-505 and OTD-505F
Term Offered: Fall Term
Course Type(s): None
Lab for OTD-505. This is a pass/fail course.

OTD-506 Movement in Occupation **Credits: 3**
Prerequisite(s): OTD-501, OTD-502, and OTD-503
Co-requisite(s): OTD-506L
Term Offered: Fall Term
Course Type(s): HE.EL
This course supports the student's development of foundational knowledge of occupational performance and human movement necessary for subsequent assessment and intervention courses. Additionally, biomechanical principles of joint and muscle structure and function will be applied to occupational performance. Students will learn assessments and techniques most commonly used in occupational therapy practice including goniometry of range of motion (ROM), and manual muscle testing (MMT) while employing logical thinking, critical analysis, problem solving, and creativity in order to analyze and adapt occupations and activities to promote participation. The dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors will be explored. Lab sessions will consist of analysis, observation and measurement of movement through knowledge of body structures and function. Emphasis will be placed on understanding how occupational performance during function and movement is affected by biomechanics, joint structure, and muscle function.

OTD-506L Movement in Occupation Laboratory **Credits: None**
Co-requisite(s): OTD-506
Term Offered: Fall Term
Course Type(s): None
Lab for OTD-506. This is a pass/fail course.

OTD-507 Clinical Medicine **Credits: 2**
Prerequisite(s): OTD-501, OTD-502, and OTD-503
Term Offered: Fall Term
Course Type(s): None
General medicine diagnoses that are leading cause of disability in children, adolescents, adults, and older adults are defined and described. Etiology, signs, symptoms, clinical course, medical management, morbidity, and prognosis are reviewed. The influence of medical pathology on activities of daily living and routines, and social participation is examined.

OTD-508 Ethics, Professional Communication and Advocacy **Credits: 2**
Prerequisite(s): OTD-501, OTD-502, and OTD-503
Term Offered: Fall Term
Course Type(s): None
This course examines advocacy methods at both the individual and systems levels. Informed by social teaching, this course then applies ethical decision-making strategies towards creating a more just society supporting occupational participation. You will learn to advocate for the community at large within the systems that support or influence occupational participation, the profession of occupational therapy, and the consumers of occupational therapy services.

OTD-509 Community Practice: Health Promotion and Wellness **Credits: 2**
Prerequisite(s): OTD-501, OTD-502, and OTD-503
Term Offered: Fall Term
Course Type(s): HE.EL
Concepts from occupational therapy, nutrition, pharmacology, and bio-psychosocial sciences are used to critically examine the determinants of health, wellness, and illness across the lifespan. Environmental, sociocultural, and economic factors that influence health care practices are emphasized, as well as the collaborative relationship that exists between the patient and the occupational therapist in this process. Strategies of health promotion and primary prevention for individuals and for healthy populations are explored.

OTD-510 Population Health **Credits: 2**
Prerequisite(s): OTD-501, OTD-502, and OTD-503
Co-requisite(s): OTD-509
Term Offered: Fall Term
Course Type(s): None
Introduces and extends the analytical framework provided by contemporary models of community health and community Health Assessment to explore how health outcomes for populations are influenced by social, economic, environmental, behavioral and political factors. Students will design programming to address population health needs, including population health program objectives, interventions and outcomes measurement.

OTD-511 Principles of Practice II: Psychosocial Occupational Therapy **Credits: 4**
Prerequisite(s): OTD-504, OTD-505, OTD-506, OTD-507, OTD-508, OTD-509, and OTD-510
Co-requisite(s): OTD-512 and OTD-513
Term Offered: Spring Term
Course Type(s): None
This course will familiarize students with the practice area of psychosocial rehabilitation and the application of the occupational therapy process with individuals across the life span who experience psychosocial impairment and/or formal psychiatric diagnosis. Through the use of case-based competencies the course will evaluate students' ability to identify and apply appropriate evaluation and intervention methods associated with the practice area and learned within the context of the course. Students will come to understand the various practice settings and service delivery models associated with this area of practice from traditional to emerging. Additionally, students will discuss the variations in the occupational therapist's role along with the roles of other interdisciplinary team members in each of these settings. The course will explore the "lived experience" and contextual factors of individuals, populations, and communities effected by psychiatric conditions allowing students to understand the unique impacts of associated occupational performance deficits. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

OTD-511F Principles of Practice II: Psychosocial Occupational Therapy Fieldwork **Credits: None**
Co-requisite(s): OTD-511 and OTD-511L
Term Offered: Spring Term
Course Type(s): None
Fieldwork for OTD-511. This is a pass/fail course.

OTD-511L Principles of Practice II: Psychosocial Occupational Therapy Laboratory **Credits: None**
Co-requisite(s): OTD-511 and OTD-511F
Term Offered: Spring Term
Course Type(s): None
Lab for OTD-511. This is a pass/fail course.

OTD-512 Cognition Across the Lifespan **Credits: 2**
Prerequisite(s): OTD-505
Co-requisite(s): OTD-511, OTD-512L, and OTD-513
Term Offered: Spring Term
Course Type(s): None
The course delineates and describes cognition as a fundamental component of all purposeful activity. During the course of the semester, we will discuss many different aspects of cognition: perception, attention, memory, language, concepts, reasoning, problem-solving, expertise, creativity, and decision making. The emphasis in the course will be on how occupational therapists have used evidence- based to develop assessments and interventions to understand human functional capacity and ability to function.

OTD-512L Cognition Across the Lifespan Laboratory **Credits: None**
Co-requisite(s): OTD-512
Term Offered: Spring Term
Course Type(s): None
Lab for OTD-512. This is a pass/fail course.

OTD-513 Contemporary Social Issues in Practice, Justice and Occupation **Credits: 2**
Prerequisite(s): OTD-509 and OTD-510
Co-requisite(s): OTD-511 and OTD-512
Term Offered: Spring Term
Course Type(s): None
The course delineates and describes cognition as a fundamental component of all purposeful activity. During the course of the semester, we will discuss many different aspects of cognition: perception, attention, memory, language, concepts, reasoning, problem-solving, expertise, creativity, and decision making. The emphasis in the course will be on how occupational therapists have used evidence- based to develop assessments and interventions to understand human functional capacity and ability to function.

OTD-514 Quantitative Methods in Occupational Therapy Research **Credits: 2**
Prerequisite(s): OTD-504
Co-requisite(s): OTD-511, OTD-512, and OTD-513
Term Offered: Spring Term
Course Type(s): None
In this course students will design and perform statistical functions necessary to analyze data used in sound and ethical evidence-based research.. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, practice performing statistical functions on existing datasets, discussions as well as quizzes, tests and a series of data tables describing the results and analysis of a research prospectus.

OTD-515L Sensory Modulation Across the Lifespan Lab **Credits: 1**
Prerequisite(s): OTD-502
Co-requisite(s): OTD-511, OTD-512, OTD-513, and OTD-514
Term Offered: Spring Term
Course Type(s): None
This lab-based course will introduce students to the concepts of sensory processing, sensory modulation, trauma and attachment informed care, and restraint reduction models. Students will develop an understanding of the theoretical constructs rooted in neuroscience that inform this approach to client care. Students will explore how sensory processing effects the occupational performance of individuals across the lifespan and be able to identify and apply appropriate assessment methods and interventions to address those performance deficits.

OTD-516 Qualitative and Mixed Methods in Occupational Therapy **Credits: 2**
Prerequisite(s): OTD-504
Co-requisite(s): OTD-511, OTD-512, and OTD-513
Term Offered: Spring Term
Course Type(s): HY
In this course students will use narrative and statistical methods to describe the design of research project studying evidence-based practice. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, hands-on practice, discussions as well as quizzes, tests and a paper describing the design of a research prospectus.

OTD-517 Mindful Practice and Wellness I Lab **Credits: 1**
Prerequisite(s): OTD-505
Co-requisite(s): OTD-511, OTD-512, OTD-513
Term Offered: Spring Term
Course Type(s): None
This course provides the tools to support occupational therapy professionals build mindful practices in everyday work environments. Exploration and learning related to key concepts of mindfulness, reflective practice, resiliency for personal and professional life satisfaction. Emphasis will be on creating practical strategies to support the students' overall success and wellness in the program and in transition from student to practitioner.

OTD-601 Principles of Practice III: Adult Occupational Therapy Credits: 4
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601L, OTD-601F, OTD-602 and OTD-603
Course Type(s): HY
This course builds on the foundational principles to prepare students to develop and implement evidenced- based, and client- centered intervention, related to areas of occupation for a variety of clients and diagnoses, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

OTD-601F Principles of Practice III: Adult Occupational Therapy Fieldwork **Credits: None**
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601, OTD-601L, OTD-602 and OTD-603
Term Offered: Summer Term
Course Type(s): HY
This course builds on the foundational principles to prepare students to develop and implement evidenced- based, and client- centered intervention, related to areas of occupation for a variety of clients and diagnoses, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment. This is a pass/fail course.

OTD-601L Principles of Practice III: Adult Occupational Therapy Lab **Credits: None**
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601, OTD-601F, OTD-602 and OTD-603
Term Offered: Summer Term
Course Type(s): HY
This course builds on the foundational principles to prepare students to develop and implement evidenced- based, and client- centered intervention, related to areas of occupation for a variety of clients and diagnoses, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment. This is a pass/fail course.

OTD-602 Current Issues in Practice: Adulthood and Aging **Credits: 2**
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601 and OTD-603
Course Type(s): HY
The focus of this course is on the largest growing demographic group in this century, older adults. Students will explore a range of geriatric practice settings and service delivery models. Students will apply evidence-based theories, models, and frames of reference that shape occupational therapy evaluation for older adults. This course will address the complex physical, psychosocial, and contextual barriers to occupational performance for older adults. Students will examine primary conditions encountered, and learn how to evaluate the subsequent effects on an individual's occupational performance using a wide variety of assessment tools. Evidenced- based practice and ethical decision-making will be emphasized throughout this course.

OTD-602L Current Issues in Practice: Adulthood and Aging Lab **Credits: None**
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601 and OTD-603
Term Offered: Summer Term
Course Type(s): HY
The focus of this course is on the largest growing demographic group in this century, older adults. Students will explore a range of geriatric practice settings and service delivery models. Students will apply evidence-based theories, models, and frames of reference that shape occupational therapy evaluation for older adults. This course will address the complex physical, psychosocial, and contextual barriers to occupational performance for older adults. Students will examine primary conditions encountered, and learn how to evaluate the subsequent effects on an individual's occupational performance using a wide variety of assessment tools. Evidenced- based practice and ethical decision-making will be emphasized throughout this course. This is a pass/fail course.

OTD-603 Community Living Supports **Credits: 2**
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601 and OTD-602
Course Type(s): HY
Assistive technology (AT) devices and services and accessibility interventions have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily occupations. This course will focus on learning about the various types of assistive technology devices and services including but not limited to "evaluation and assessment, selection and training, procurement, legislation and funding". It will also address different accessibility interventions in home, community, school, and education practice. Students will gain an understanding of these applications as they pertain to the communication, learning and environmental issues for persons with disabilities.

OTD-603L Community Living Supports Lab **Credits: None**
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601 and OTD-602
Term Offered: Summer Term
Course Type(s): HY
Assistive technology (AT) devices and services and accessibility interventions have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily occupations. This course will focus on learning about the various types of assistive technology devices and services including but not limited to "evaluation and assessment, selection and training, procurement, legislation and funding". It will also address different accessibility interventions in home, community, school, and education practice. Students will gain an understanding of these applications as they pertain to the communication, learning and environmental issues for persons with disabilities. This is a pass/fail course.

OTD-604 Occupation and Upper Extremity Rehabilitation **Credits: 2**
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601 and OTD-602
Course Type(s): HY
This course provides students with the theoretical basis and practical applications of upper limb rehabilitation for practicing therapists. Students will learn occupation-based evaluation and intervention for individuals with acute and chronic upper extremity disorders. This includes principles of static and dynamic splitting which will be used by students to fabricate and design orthotics and splints. Students will learn effective orthotic approaches that incorporate anatomical, medical, and biophysical information with specific psychomotor skills. In addition to splinting, students will learn upper limb rehabilitation treatment practices for scapular manipulation, rotator cuff pathologies, tendon or nerve injuries, scar management, and wound healing.

OTD-604L Occupation and Upper Extremity Rehabilitation Lab **Credits: None**
Prerequisite(s): OTD-511, OTD-512, and OTD-513
Co-requisite(s): OTD-601 and OTD-602
Term Offered: Summer Term
Course Type(s): HY
This course provides students with the theoretical basis and practical applications of upper limb rehabilitation for practicing therapists. Students will learn occupation-based evaluation and intervention for individuals with acute and chronic upper extremity disorders. This includes principles of static and dynamic splitting which will be used by students to fabricate and design orthotics and splints. Students will learn effective orthotic approaches that incorporate anatomical, medical, and biophysical information with specific psychomotor skills. In addition to splinting, students will learn upper limb rehabilitation treatment practices for scapular manipulation, rotator cuff pathologies, tendon or nerve injuries, scar management, and wound healing. This is a pass/fail course.

OTD-605 Principles of Practice IV: Pediatric Occupational Therapy **Credits: 4**
Prerequisite(s): OTD-601, OTD-602, OTD-603, and OTD-604
Co-requisite(s): OTD-606 and OTD-607
Course Type(s): HY
This course integrates evidence and theory in contemporary applications of occupational therapy in multiple pediatric/adolescent service delivery models. Lab experiences will promote critical analysis and facilitate the growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Cases will include increasingly complex psychosocial, physical, and contextual barriers to occupational performance for children and adolescents. A significant emphasis is put on evaluation, intervention, outcomes, and documentation related to the various cases presented. Competency in entry- level intervention skills, evidence-based practice, clinical reasoning, and ethical decision making will be emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

OTD-605F Principles of Practice IV: Pediatric Occupational Therapy Fieldwork **Credits: None**
Co-requisite(s): OTD-605 and OTD-605L
Course Type(s): None
Fieldwork for OTD-605. This is a pass/fail course.

OTD-605L Principles of Practice IV: Pediatric Occupational Therapy Laboratory **Credits: None**
Course Type(s): None
Lab for OTD-605. This is pass/fail course.

OTD-606 Contemporary Issues: School-Based Consultation and Intervention **Credits: 2**
Prerequisite(s): OTD-601, OTD-602, OTD-603, and OTD-604
Co-requisite(s): OTD-605, OTD-606L, and OTD-607
Course Type(s): HY
This course is designed to provide in-depth learning experiences to foster occupational therapy practice in schools for children with disabilities. Contemporary topics in early intervention, Response to Intervention (RtI), access to the general education curriculum, high school transition, technology, legal issues and advocacy will be included. Course content includes case studies, case studies, hands-on assessment experience, curriculum activity analysis, examination of scientific evidence and intervention strategies in school-based practice.

OTD-606L Contemporary Issues: School-Based Consultation and Intervention Lab **Credits: None**
Prerequisite(s): OTD-601, OTD-602, OTD-603, and OTD-604
Co-requisite(s): OTD-605 and OTD-607
Term Offered: Fall Term
Course Type(s): HY
This course is designed to provide in-depth learning experiences to foster occupational therapy practice in schools for children with disabilities. Contemporary topics in early intervention, Response to Intervention (RtI), access to the general education curriculum, high school transition, technology, legal issues and advocacy will be included. Course content includes case studies, case studies, hands-on assessment experience, curriculum activity analysis, examination of scientific evidence and intervention strategies in school-based practice.

OTD-607 Management and Supervision of Occupational Therapy Services **Credits: 3**
Prerequisite(s): OTD-601, OTD-602, OTD-603, and OTD-604
Co-requisite(s): OTD-605 and OTD-607
Course Type(s): HY
The principles of management in the provision of occupational therapy services will be considered in depth, including the principles of organizing, planning, directing, leading, budgeting and communicating. A variety of systems and models will be examined in relation to the marketing and delivery of occupational therapy services. Workplace professionalism, including reliability and competence will also be addressed.

OTD-608L Mindfulness Practice and Wellness II Lab **Credits: 1**
Prerequisite(s): OTD-517
Co-requisite(s): OTD-605, OTD-606, and OTD-607
Term Offered: Fall Term
Course Type(s): HY
Building off previous knowledge gained, this course provides the tools to support occupational therapy professionals build mindful practices in everyday work environments. Continued exploration and learning related to key concepts of mindfulness, reflective practice, resiliency for personal and professional life satisfaction will occur. Emphasis will be on implementing and refining practical strategies to support overall wellness in the transition from student to practitioner.

OTD-609 Mentored Scholarship **Credits: 2**
Prerequisite(s): OTD-514 and OTD-516
Co-requisite(s): OTD-605, OTD-606, and OTD-607
Course Type(s): HY
In this course students will work with a faculty mentor to begin designing a sound and ethical evidence-based capstone project. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, practice writing research components (research question, problem, purpose and gap in practice), discussions, as well as writing a research prospectus that includes an introduction, methods, results, analysis and discussion sections.

OTD-610 Fieldwork Seminar **Credits: 1**
Prerequisite(s): OTD-505, OTD-511, and OTD-601
Co-requisite(s): OTD-605, OTD-606, and OTD-607
Course Type(s): None
Building off previous knowledge gained, this course provides the tools to support occupational therapy professionals build mindful practices in everyday work environments. Continued exploration and learning related to key concepts of mindfulness, reflective practice, resiliency for personal and professional life satisfaction will occur. Emphasis will be on implementing and refining practical strategies to support overall wellness in the transition from student to practitioner.

OTD-611 Professional Portfolio/ Capstone Project I **Credits: 1**
Prerequisite(s): OTD-609
Co-requisite(s): OTD-605, OTD-606, and OTD-607
Course Type(s): HY, OL
In this course students will build off of their work in OTD-609 where they identified a specific topic area for their capstone project. In this course, students will explore and examine literature to support their capstone project and produce a comprehensive literature review to inform their capstone project.

OTD-700A Fieldwork Level IIA **Credits: 6**
Prerequisite(s): OTD-610
Course Type(s): HY
Twelve weeks of supervised clinical experience applying occupational theory, skills and concepts in the delivery of occupational therapy services. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OT. Students are assigned to a fieldwork site working with individuals with developmental, physical and/or psychosocial factors that influence occupational performance. By the end of the fieldwork experience, the student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning. This is a pass/fail course.

OTD-700B Fieldwork Level IIB **Credits: 6**
Prerequisite(s): OTD-610
Course Type(s): HY
Twelve weeks of supervised clinical experience applying occupational theory, skills and concepts in the delivery of occupational therapy services. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OT. Students are assigned to a fieldwork site working with individuals with developmental, physical and/or psychosocial factors that influence occupational performance. By the end of the fieldwork experience, the student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning. This is a pass/fail course.

OTD-701 Professional Portfolio/Capstone Project II **Credits: 1**
Prerequisite(s): OTD-611
Co-requisite(s): OTD-702 and OTD-703
Course Type(s): OL, HY
The focus of this course is to build off of work completed in OTD-611 where students established the foundation of their capstone project. Students will select their method for capstone project implementation and data collection. Students will be required to submit their capstone project proposal and receive approval from the faculty.

OTD-702 Doctoral Practice in Occupational Therapy **Credits: 2**
Prerequisite(s): OTD-700A and OTD-700B
Co-requisite(s): OTD-701 and OTD-703
Course Type(s): HY
In this course students develop an innovative program that addresses practice excellence for practitioners working in any of the following: school- based, long-term care, acute care, community, wellness, education, etc. This course will set doctoral students apart from generalist practitioners as they will go further to locate and apply for grant funding that could be used to support program implementation. Students can focus on traditional practice settings or emerging practice settings to develop the program to promote functional outcomes for individuals, groups and/or populations.

OTD-703 Quality Improvement in Occupational Therapy Service Delivery **Credits: 3**
Prerequisite(s): OTD-700A and OTD-700B
Co-requisite(s): OTD-701 and OTD-702
Course Type(s): HY
This course will introduce students to concepts in quality improvement and the current post- acute healthcare environment that is creating a culture of quality and value-based purchasing. Students will understand the components of a quality indicator, including both process and outcome indicators. Students will reflect on how the field of healthcare generally, and their own practice specifically, can benefit from defining and monitoring quality. The course will also consider how to develop and validate quality indicators and implement quality improvement projects, exploring the connection with evidence-based practice. Students will learn how to track and monitor quality improvement projects.

OTD-704 Advance Practice in OT: Borders and Barriers **Credits: 2**
Prerequisite(s): OTD-701, OTD-702, and OTD-703
Co-requisite(s): OTD-705 and OTD-706
Course Type(s): HY
This advanced course focus is on exploring present and pressing issues within Occupational Therapy practice. Additionally, the students embark on a journey to explore the World Health Organization- International Classification of Functioning, Disability and Health and the Occupational Therapy Framework to deepen students' ability to critically analyze and discern how the meaning found in human occupations influences health and well-being and drive client-centered treatment. The course will focus on payment systems and its relationship to quality of care and students will discuss market trends and change facilitators. All emerging practice areas are discussed, including primary care, to explore the role of OT and develop strategies to promote the value of OT in contexts explored.

OTD-705 Advanced Leadership in Occupational Therapy **Credits: 3**
Prerequisite(s): OTD-701, OTD-702, and OTD-703
Co-requisite(s): OTD-704 and OTD-706
Course Type(s): HY
Based on their personal strengths, students will develop leadership skills for use in a variety of contexts. Students will analyze and synthesize occupational therapy's unique perspective and responsibility in occupational therapy leadership. Students will interact with professional leaders to integrate application of leadership concepts. Students will engage in tasks in preparation for their capstone project.

OTD-706 Academic Practice in Occupational Therapy **Credits: 2**
Prerequisite(s): OTD-701, OTD-702, and OTD-703
Co-requisite(s): OTD-704 and OTD-705
Course Type(s): HY
This course will address the unique field of occupational therapy academia. Student will be exposed to concepts of adult learning theory and develop and implement skills to serve as an educator in the field of occupational therapy. Participants use evidence-based curriculum design theories to develop an educational program or curriculum. They will consider what will be taught, who will be taught, and how it will be taught. In a mission statement, they will define principles used to guide curriculum design, and related program goals and objectives.

OTD-707 Professional Portfolio/Capstone Project III **Credits: 1**
Prerequisite(s): OTD-701
Co-requisite(s): OTD-704, OTD-705, and OTD-706
Course Type(s): HY
The focus of this course is to build off of work completed in OTD- 611 and OTD-701. During this course, students will complete their IRB application and work to secure necessary IRB approvals in order to implement their capstone project in the following semester. This is a pass/fail course.

OTD-708 Entrepreneurship in Occupational Therapy **Credits: 3**
Prerequisite(s): OTD-701, OTD-702, and OTD-703
Co-requisite(s): OTD-704, OTD-705, and OTD-706
Course Type(s): HY
Students will learn how to use screening and feasibility tools to effectively conduct a business analysis to determine the worthiness of a potential new entrepreneurial venture. They will also complete a business plan including an executive summary, industry and market analysis, a marketing strategy and plan, operations plan, product/service development plan and company structure. Lastly, students will Identify the financial requirements of a new business and develop pro forma financial statements (e.g. income statement, balance sheet, cash flow, etc.).

OTD-709 Pre-Doctoral Capstone Experience Seminar **Credits: 1**
Prerequisite(s): OTD-707 and OTD-708
Co-requisite(s): OTD-704, OTD-705, and OTD-706
Course Type(s): HY
The pre-doctoral capstone experience seminar will expose OTD students to self-selected areas of interest. The seminar in the OTD program offer students the opportunity to extend and refine knowledge acquired in the curriculum and utilize it meaningfully as a means of critically analyzing occupational therapy practice. Students will articulate a rationale for doctoral experiential site choice(s) that considers: (a) their own occupational interests and needs; (b) the opportunities, limitations, requirements and needs of particular practice environments; and (c) the potential contribution a professional prepared with an OTD degree might make to such environments. Emphasis will be placed on understanding the personal, communal and institutional/societal dimensions of professional development and on the appreciation of the critical balance between these three dimensions. Students will prepare a detailed plan of their capstone and a weekly outcome description in preparation for their capstone experience.

OTD-710 Decision Models and Financial Analysis in Occupational Therapy Practice **Credits: 3**
Prerequisite(s): OTD-701, OTD-702, and OTD-703
Co-requisite(s): OTD-704, OTD-705, and OTD-706
Course Type(s): HY
This course introduces the basic principles and techniques of applied mathematical modeling for managerial decision making. Students learn to use some of the more important analytic methods (e.g., spreadsheet modeling, optimization, Monte Carlo simulation) to recognize their assumptions and limitations and to employ them in decision making. Students learn to: develop mathematical models that can be used to improve decision making within an organization, sharpen their ability to structure problems and to perform logical analyses, translate descriptions of decision problems into formal models and investigate those models in an organized fashion, identify settings in which models can be used effectively, and apply modeling concepts in practical situations. Students also strengthen their computer skills, focusing on how to use the computer to support decision making. The emphasis is on model formulation and interpretation of results, not on mathematical theory. This course is aimed at students with little prior exposure to modeling and quantitative analysis, but it is appropriate for all students who wish to strengthen their quantitative skills. The emphasis is on models that are widely used in diverse industries and functional areas, including finance, operations, and marketing.

OTD-711 Doctoral Capstone Experience **Credits: 8**
Prerequisite(s): OTD-709
Co-requisite(s): OTD-712
Course Type(s): HY
Students pursuing a doctoral degree (OTD) are required to complete a fourteen- week Doctoral Experiential Component. The goal of this experiential component is to develop occupational therapists with advanced skills (those beyond a generalist level), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program's curriculum design. In addition to patient care, opportunities to develop leadership skills include public speaking, participating in an interdisciplinary team, and program development. This 8-credit course provides an in-depth, customized capstone experience specific to the doctoral pursuit of the occupational therapy student, and the opportunity to extend and refine knowledge & skills acquired in the curriculum. Students may participate in learning experiences that include a focus on theory development, research, policy, advanced clinical practice, advocacy, teaching, administration, leadership, etc. This is a pass/fail course.

OTD-712 Professional Portfolio/ Capstone Project IV **Credits: 2**
Prerequisite(s): OTD-707
Co-requisite(s): OTD-711
Course Type(s): HY
In this course students will work with a faculty mentor to implement sound and ethical evidence- based capstone project during the completion of their doctoral capstone experience and disseminate their project through public presentation. The Capstone Project provides OTD students with an opportunity to actively integrate and apply their knowledge to the development, implementation, and analysis of an occupational therapy practice area. The broad goal of the scholarly project is to contribute to the occupational therapy body of evidence, support the program mission and goals, and bring improvement to the doctoral student's current professional sphere of influence within the profession.

Technology

Technology Requirements
The OTD program requires students to have access to personal technology such as a laptop computer, tablet, or PC throughout the duration of the program as well as a working webcam during the hybrid/online courses. Students should reference our Campus Technology Website (https://www.monmouth.edu/technology/new-to-mu/recommended-hardware-and-software/) for detailed suggestions before purchase.

Technology Competency Requirements
The Monmouth OTD program requires completion of coursework in a predominantly traditional week day. However, there are a few courses that are delivered in hybrid/online format. Success in both the online and in person portions of the program requires students to have the ability to navigate the College's learning management system (eCampus), manage electronic communications, utilize research and information databases, and apply software. Online courses may consist of a combination of scheduled synchronous and asynchronous learning activities; synchronous sessions will require use of the Zoom platform. In person courses will maximize the use of technology with no seat time reduction, using the eCampus learning management system for administration, communication, assessment and content delivery to both supplement and enhance the face to face experience. Prior to starting coursework, all students will be required to complete an online orientation through eCampus that will prepare them to meet the technology requirements of the online portions of the program. Additionally, students will have ongoing access to the Help Desk (https://www.monmouth.edu/technology/support/) to manage questions or concerns with technology while in the program.

Policies

Occupational Therapy Competency Policy
All competencies will be graded on a 100-point scale with a minimum passing score of 80%. In alignment with the standards of occupational therapy practice, any significant safety issues (as defined in the rubric) will result in an automatic failure of the competency.

Should a student fail a competency they will be given **one** opportunity to remediate. Remediation scheduling will be determined by the course instructor. Remediation will require the student to repeat the failed competency. If remediation results in a passing score (80% or above), the student passes the competency for the course. If a student does not earn an 80% or above on the remediated competency, this will result in automatic failure of the course and dismissal from the program. In addition, the scores of the initial competency and remediated competency will be averaged and applied to the overall course grade to count as the final competency score. Satisfactory progress through the OTD program requires a minimum passing grade of 'C' (73%) in each course.

Occupational Therapy Level I Fieldwork Grading Policy
Level I fieldwork accounts for 1 credit of the 4 credits allocated to OTD 505, 511, 601 and 605. Please note that should a student fail any portion of the Level I fieldwork experience and/or fieldwork associated assignments, this may result in automatic failure of the course and dismissal from the program.

Occupational Therapy Doctorate (OTD)

Code	Title	Credits
Requirements (105 credits)		
OTD-501	Occupation and Adaptation Across the Lifespan	3
OTD-502	The Neuroscience of Occupational Performance	3
OTD-503	Professional Seminar	1
OTD-504	Research for Evidence-Based Practice	2
OTD-505	Principles of Practice I: Therapeutic Use of Self and Group Dynamics	4
OTD-506	Movement in Occupation	3
OTD-507	Clinical Medicine	2
OTD-508	Ethics, Professional Communication and Advocacy	2
OTD-509	Community Practice: Health Promotion and Wellness	2
OTD-510	Population Health	2
OTD-511	Principles of Practice II: Psychosocial Occupational Therapy	4
OTD-512	Cognition Across the Lifespan	2
OTD-513	Contemporary Social Issues in Practice, Justice and Occupation	2

OTD-514	Quantitative Methods in Occupational Therapy Research	2
OTD-515L	Sensory Modulation Across the Lifespan Lab	1
OTD-516	Qualitative and Mixed Methods in Occupational Therapy	2
OTD-517	Mindful Practice and Wellness I Lab	1
OTD-601	Principles of Practice III: Adult Occupational Therapy	4
OTD-602	Current Issues in Practice: Adulthood and Aging	2
OTD-603	Community Living Supports	2
OTD-604	Occupation and Upper Extremity Rehabilitation	2
OTD-605	Principles of Practice IV: Pediatric Occupational Therapy	4
OTD-606	Contemporary Issues: School-Based Consultation and Intervention	2
OTD-607	Management and Supervision of Occupational Therapy Services	3
OTD-608L	Mindfulness Practice and Wellness II Lab	1
OTD-609	Mentored Scholarship	2
OTD-610	Fieldwork Seminar	1
OTD-611	Professional Portfolio/ Capstone Project I	1
OTD-700A	Fieldwork Level IIA	6
OTD-700B	Fieldwork Level IIB	6
OTD-701	Professional Portfolio/Capstone Project II	1
OTD-702	Doctoral Practice in Occupational Therapy	2
OTD-703	Quality Improvement in Occupational Therapy Service Delivery	3
OTD-704	Advance Practice in OT: Borders and Barriers	2
OTD-705	Advanced Leadership in Occupational Therapy	3
OTD-706	Academic Practice in Occupational Therapy	2
OTD-707	Professional Portfolio/Capstone Project III	1
OTD-708	Entrepreneurship in Occupational Therapy	3
OTD-709	Pre-Doctoral Capstone Experience Seminar	1
OTD-710	Decision Models and Financial Analysis in Occupational Therapy Practice	3
OTD-711	Doctoral Capstone Experience	8
OTD-712	Professional Portfolio/ Capstone Project IV	2
Total Credits		**105**

Please refer to Monmouth University's accreditation page (p. 12) in this catalog for details concerning the accreditation of this program.

Post-Baccalaureate OTD Course Sequence

First Year

	Credits	Fall	Credits	Spring	Credits
SUMMER		OTD-504 Research for Evidence-Based Practice	2	OTD-511 Principles of Practice II: Psychosocial Occupational Therapy	4
		OTD-501 Occupation and Adaptation Across the Lifespan	3	OTD-505 Principles of Practice I: Therapeutic Use of Self and Group Dynamics	4
		OTD-502 The Neuroscience of Occupational Performance	3	OTD-506 Movement in Occupation	3
		OTD-503 Professional Seminar	1	OTD-507 Clinical Medicine	2
				OTD-508 Ethics, Professional Communication and Advocacy	2
				OTD-509 Community Practice: Health Promotion and Wellness	2
				OTD-510 Population Health	2
	Semester Credits		**7**	**Semester Credits**	**17**

Second Year

	Credits	Fall	Credits	Spring	Credits
SUMMER		OTD-605 Principles of Practice IV: Pediatric Occupational Therapy	4	OTD-700A Fieldwork Level IIA	6
OTD-601 Principles of Practice III: Adult Occupational Therapy	4	OTD-606 Contemporary Issues: School-Based Consultation and Intervention	2	OTD-700B Fieldwork Level IIB	6
OTD-602 Current Issues in Practice: Adulthood and Aging	2	OTD-607 Management and Supervision of Occupational Therapy Services	3		
OTD-603 Community Living Supports	2	OTD-608L Mindfulness Practice and Wellness II Lab	1		
OTD-604 Occupation and Upper Extremity Rehabilitation	2	OTD-609 Mentored Scholarship	2		
		OTD-610 Fieldwork Seminar	1		
	Semester Credits		**17**	**Semester Credits**	**14**

		OTD-611 Professional Portfolio/ Capstone Project I	1		
Semester Credits	**10**	**Semester Credits**	**14**	**Semester Credits**	**12**
Third Year					
	Credits	**Fall**	**Credits**	**Spring**	**Credits**
SUMMER		OTD-704 Advance Practice in OT: Borders and Barriers	2	OTD-711 Doctoral Capstone Experience	8
OTD-701 Professional Portfolio/ Capstone Project II	1	OTD-705 Advanced Leadership in Occupational Therapy	3	OTD-712 Professional Portfolio/ Capstone Project IV	2
OTD-702 Doctoral Practice in Occupational Therapy	2	OTD-706 Academic Practice in Occupational Therapy	2		
OTD-703 Quality Improvement in Occupational Therapy Service Delivery	3	OTD-707 Professional Portfolio/ Capstone Project III	1		
		OTD-708 Entrepreneurship in Occupational Therapy	3		
		OTD-709 Pre-Doctoral Capstone Experience Seminar	1		
		OTD-710 Decision Models and Financial Analysis in Occupational Therapy Practice	3		
Semester Credits	**6**	**Semester Credits**	**15**	**Semester Credits**	**10**

Total Credits 105

Admission Requirements

Applicants are evaluated for admission based on academic preparation; quality of references; insightful goals in personal statement; successful completion of observation hours and academic prerequisites; work and service activities.

Admission Requirements:

1. Bachelor's Degree - A bachelor's degree (or US equivalent) must be completed at the time of application or completed by the time the program begins. A degree in any area of study will be accepted.
2. GPA - At least a 3.0 cumulative GPA as well as in the prerequisite courses. (Note: All completed courses will be used in the GPA calculated by OTCAS.)
3. Observation Hours – 60 hours of observation in a minimum of two practice settings must be completed prior to admission to the program. Examples of settings are: adults, geriatrics, pediatric, wellness, LTC, hospitals, community centers, primary care, etc. An OT Observation Form will be provided to complete for each site observed.
4. Completion of Pre-requisites - Completion of all pre-requisites with a grade of B- or better. Competitive applicants will have no more than two outstanding prerequisite courses, including courses in progress, at the time of application. Applicants with outstanding prerequisite courses that are not shown as "in progress" on the OTCAS application, must submit a Word document outlining the completion plan to ot@monmouth.edu. All incomplete prerequisite courses and observation hours must be completed by the time the program begins.
5. Quality References - Three references are required and can be from academic advisors, licensed occupational therapists, and/or work managers. At least one reference must be from a healthcare professional.
6. Writing sample- Writing prompt available in OTCAS.
7. Interview
8. Criminal Background Check - Required of all admitted students. Must have prior to first day of class.
9. Technical Standards**:** Occupational Therapy Program Essential Skills and Standards Acknowledgement

Admission Requirements: International Students

- In addition to the admission requirements aforementioned, international applicants must be a permanent resident or eligible for an F-1 visa.
- Required English proficiency test - an official English proficiency score report meeting the University requirements is required for non-native English-speaking applicants in addition to the Miller Analogies Test (MAT). The required scores are found on the Graduate Application Requirements (https://www.monmouth.edu/graduate/application-requirements/) page of the Monmouth University Web site.
- International applicants must submit to OTCAS an official course-by-course transcript evaluation completed by one of the member organizations of the National Association of Credential Evaluation Services (NACES). Please visit NACES.org (http://naces.org/) for a list of those participating organizations. Note that each organization will have its own instructions on how to submit required documents for evaluation. The evaluation must also show that a bachelor's degree equivalent to one in the United States has been earned.

Pre-Requisites

- Anatomy & Physiology I with Lab: 4 cr
- Anatomy & Physiology II with Lab: 4 cr
- Lifespan or Human Development OR three courses to include Childhood, Adolescent and Adult Development OR courses that cover the Lifespan Development: 3 cr
- Abnormal Psychology: 3 cr
- Statistics: 3 cr
- English Composition or Technical Writing: 3 cr
- Humanities (i.e. sociology, anthropology, psychology etc.): 3 cr

**All courses must be completed within five years of application to the program. If any prerequisite course requirement does not meet the 5-

year completion time frame, the application will be reviewed by the OT admissions team to determine eligibility.

Physician Assistant Program

Master of Science-Physician Assistant

The M.S. 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.

At its **September 2023** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **Monmouth University Physician Assistant Program** sponsored by **Monmouth University** on **Accreditation-Probation** status until its next review in **September 2025**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation – Provisional or Accreditation – Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at https://www.arc-pa.org/accreditation-history-monmouth-university/.

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 *the course description section* 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.

Upon acceptance to this program, students will be required to meet health and immunization requirements and complete a background check. More information can be found in the Physician Assistant Student Handbook, posted on our Web site. (http://www.monmouth.edu/pa/)

Programs

Masters

M.S. in Physician Assistant (p. 217)

Faculty

James Adler, Specialist Professor (Graduate Faculty). B.S., University of Maryland; M.S., Virginia Tech, Radford University; Ph.D., Rocky Mountain University of Health Sciences.
jadler@monmouth.edu

Frank Daminai, Specialist Professor. B.A., University of West Virginia; Doctorate of Medicine and Science, University of Rome.
fdaminai@monmouth.edu

James Fries, Specialist Professor (Graduate Faculty). B.S., DeSales University; M.S., Philadelphia College of Osteopathic Medicine.
jfries@monmouth.edu

Stephanie Lynch, Specialist Professor. B.S., Arizona University; PA-C, M.S., George Washington University. Experience in occupational medicine, OBGYN, urgent care, and internal medicine. Professor Lynch is natinally certified as a physician assistant and is licensed in New Jersey.
slynch@monmouth.edu

Pauline Papapietro, Specialist Professor. B.A., C.U.N.Y. College of Staten Island; M.A., Pace University.
ppapapie@monmouth.edu

Dale Robertson, Specialist Professor.
Director Physician Assistant Program. B.A., M.A., University of Washington; Ph.D., Rocky Mountain University
darobert@monmouth.edu

Courses

PHA-601 Human Anatomy **Credits: 5**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-603 Introduction to Patient Assessment **Credits: 5**
Term Offered: Fall Term
Course Type(s): None
Students will be introduced to basic history taking and 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.

PHA-606 Physical Diagnosis **Credits: 3**
Prerequisite(s): PHA-603
Term Offered: Spring Term
Course Type(s): None
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.

PHA-615 Topics in Medicine and Surgery III **Credits: 6**
Prerequisite(s): PHA-637 and PHA-638
Term Offered: Fall Term
Course Type(s): None
Topics in Medicine and Surgery III is the third in a series of three courses instructing students in clinical medicine presented in an organ systems format. The course builds upon the knowledge acquired in Topics in Medicine & Surgery II. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-616 Physiology & Pathophysiology I **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
This is the first of two courses providing students with in-depth study of medical physiology & pathophysiology. Physiology and Pathophysiology I is designed to offer foundational training in the principles of medical physiology and pathophysiology, in addition to more specific training pertaining to the organ systems covered in the course that, when possible, are aligned with the topics delivered in concomitant Topics in Clinical Medicine coursework. Together, the two courses provide a foundation in human physiology coupled with the in-depth study of pathophysiological processes that lead to clinical signs and symptoms of illness and diseases.

PHA-617 Physiology and Pathophysiology II **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This is the second of two courses providing students with in-depth study of medical physiology & pathophysiology. Physiology and Pathophysiology II builds on knowledge acquired in Physiology & Pathophysiology I to offer further training in the medical physiology, in addition to more specific training pertaining to the organ systems covered in the course that, when possible, are aligned with the topics delivered in concomitant Topics in Clinical Medicine coursework. Together, the two courses provide a foundation in human physiology coupled with the in-depth study of pathophysiological processes that lead to clinical signs and symptoms of illness and diseases.

PHA-618 Pharmacology and Pharmacotherapy I **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
The Pharmacology & Pharmacotherapy I course is the first of two courses providing students with in-depth study in the science and applications of pharmacology. This course covers an introduction to the principles of pharmacology, pharamacogenetics, and pharmacotherapy in addition to the indications, contraindications, interactions, and adverse effects of specific drug classes and the drugs within each class.

PHA-619 Pharmacology and Pharmacotherapy II **Credits: 3**
Prerequisite(s): PHA-618
Term Offered: Spring Term
Course Type(s): None
The Pharmacology & Pharmacotherapy II course is the second of two courses providing students with in-depth study in the science and applications of pharmacology. This course builds upon the knowledge gained in the first semester course and provides an in-depth study of the indications, contraindications, interactions, and adverse effects of specific drug classes and the drugs within each class.

PHA-620 PA Professional Practice **Credits: 2**
Term Offered: Spring Term
Course Type(s): None
PA Professional Practice is designed as a comprehensive introductory course to the PA profession and professional practice issues. Topics include the history of the PA profession, professionalism, team-based interprofessional care, patient-centered care practices, the medical coding, billing and documentation, healthcare systems and policies, concepts of public health, patient safety, quality improvement, risk management and topics related to diversity, equity and inclusion in the Physician Assistant practice. The course is taught by a team of faculty, and emphasizes the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine.

PHA-622 Clinical Management **Credits: 2**
Term Offered: All Terms
Course Type(s): None
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.

PHA-623 Clinical Skills I **Credits: 3**
Prerequisite(s): PHA-603
Term Offered: Spring Term
Course Type(s): None
Clinical Skills I builds upon the previous semester's Introduction to Patient Assessment course to further advance interpersonal and communication skills resulting in the effective exchange of information and collaboration with patients, their families, and other health professions, development of clinical reasoning and problem-solving abilities, patient evaluation, work-up, diagnosis, intervention, and management. The course will be modularized to accompany the topics covered in the Topics in Medicine & Surgery II courses occurring in the same semester.

PHA-624 Behavioral Medicine and Psychiatry **Credits: 4**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-627 Research Methods I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Research Methods I is the first of 2 courses specifically designed as the PA student's graduate-level research training with emphasis on practice-based learning and improvement (PBLI). The course includes specific training in principles of practice-based learning & improvement, basic biomedical statistics, research methods & design, and the analysis and application of medical research geared towards improving patient outcomes in clinical practice. As the first of two courses, this course will serve as a foundational course enabling the PA student to develop a practice-based improvement project that will be finalized in Research Methods II delivered during the clinical phase of training.

PHA-628 Clinical Skills II **Credits: 3**
Prerequisite(s): PHA-623
Term Offered: All Terms
Course Type(s): None
Clinical Skills II builds upon the previous semester's Clinical Skills I course to further advance interpersonal and communication skills resulting in the effective exchange of information and collaboration with patients, their families, and other health professions, development of clinical reasoning and problem-solving abilities, patient evaluation, work-up, diagnosis, intervention, and management. The course will be modularized to accompany the topics covered in the Topics in Medicine & Surgery III courses occurring in the same semester. Prerequisite; PHA-623.

PHA-632 Biomedical Ethics **Credits: 2**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-635 Research Methods II **Credits: 1**
Prerequisite(s): PHA-627
Term Offered: Spring Term
Course Type(s): None
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.

PHA-637 Topics in Medicine and Surgery I **Credits: 6**
Term Offered: Fall Term
Course Type(s): None
Topics in Medicine and Surgery I is one of three courses instructing students in clinical medicine presented in an organ systems format. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-638 Topics in Medicine and Surgery II **Credits: 6**
Prerequisite(s): PHA-637 and successful completion of all previous coursework
Term Offered: Spring Term
Course Type(s): None
Topics in Medicine and Surgery II is the second of three courses instructing students in clinical medicine presented in an organ systems format. The course builds upon the knowledge acquired in Topics in Medicine & Surgery I. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-640 Supervised Clinical Practice Experiences I **Credits: 8**
Term Offered: Spring Term
Course Type(s): None
The Supervised Clinical Practice Experiences (SCPE) courses include various clinical clerkships providing the student with the direct patient care exposures across required core and elective clinical experiences. In all experiences the student will participate in patient-care experiences under the supervision of a licensed clinician. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and surgical environments.

PHA-641 Supervised Clinical Practice Experiences II **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the second of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

PHA-642 Supervised Clinical Practice Experiences III **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the third of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

PHA-643 Supervised Clinical Practice Experiences IV **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the last of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

M.S. in Physician Assistant (PHA.MS)

Code	Title	Credits
PHA Requirements (95 credits)		
PHA-601	Human Anatomy	5
PHA-603	Introduction to Patient Assessment	5
PHA-615	Topics in Medicine and Surgery III	6
PHA-616	Physiology & Pathophysiology I	3
PHA-617	Physiology and Pathophysiology II	3
PHA-618	Pharmacology and Pharmacotherapy I	3
PHA-619	Pharmacology and Pharmacotherapy II	3
PHA-620	PA Professional Practice	2
PHA-622	Clinical Management	2
PHA-623	Clinical Skills I	3

PHA-624	Behavioral Medicine and Psychiatry	4
PHA-627	Research Methods I	3
PHA-628	Clinical Skills II	3
PHA-632	Biomedical Ethics	2
PHA-606	Physical Diagnosis	3
PHA-635	Research Methods II	1
PHA-637	Topics in Medicine and Surgery I	6
PHA-638	Topics in Medicine and Surgery II	6
PHA-640	Supervised Clinical Practice Experiences I	8
PHA-641	Supervised Clinical Practice Experiences II	8
PHA-642	Supervised Clinical Practice Experiences III	8
PHA-643	Supervised Clinical Practice Experiences IV	8
Total Credits		**95**

Sequence Chart:

(The sequence below is intended for the Class of 2023 and beyond. All other Physician Assistant students should speak with their advisor for course sequence planning)

Freshman

Fall	Credits	Spring	Credits	Summer	Credits
PHA-601 Human Anatomy	5	PHA-606 Physical Diagnosis	3	PHA-638 Topics in Medicine and Surgery II	6
PHA-603 Introduction to Patient Assessment	5	PHA-617 Physiology and Pathophysiology II	3	PHA-627 Research Methods I	3
PHA-616 Physiology & Pathophysiology I	3	PHA-619 Pharmacology and Pharmacotherapy II	3		
PHA-618 Pharmacology and Pharmacotherapy I	3	PHA-623 Clinical Skills I	3		
PHA-620 PA Professional Practice	2	PHA-637 Topics in Medicine and Surgery I	6		
Semester Credits	**18**	**Semester Credits**	**18**	**Semester Credits**	**9**

Sophomore

Fall	Credits	Spring	Credits	Summer	Credits
PHA-615 Topics in Medicine and Surgery III	6	PHA-622 Clinical Management	2	PHA-641 Supervised Clinical Practice Experiences II	8
PHA-624 Behavioral Medicine and Psychiatry	4	PHA-640 Supervised Clinical Practice Experiences I	8		
PHA-628 Clinical Skills II	3				
PHA-632 Biomedical Ethics	2				
PHA-635 Research Methods II	1				
Semester Credits	**16**	**Semester Credits**	**10**	**Semester Credits**	**8**

Junior

Fall	Credits	Spring	Credits
PHA-642 Supervised Clinical Practice Experiences III	8	PHA-643 Supervised Clinical Practice Experiences IV	8
Semester Credits	**8**	**Semester Credits**	**8**

Total Credits 95

Admission Requirements

1. Applicants must submit a completed Central Application Service for Physician Assistants (CASPA) application and the Monmouth University application fee.
2. Applicants must be able to meet the program's technical standards and sign and submit the Technical Standards Acknowledgement form via the CASPA system.
3. Possession of a baccalaureate degree from a regionally accredited college or university. Applicants not having a baccalaureate degree by time of interview, if accepted into the program, will automatically fall into an Accepted Conditional status pending completion of their degree but must have degree completed prior to matriculation.
4. A minimum cumulative GPA of 3.0 on a 4.0 scale from all institutions and a minimum cumulative GPA of 3.0 in prerequisite courses.
5. Successful completion, within 10 years before application, of the following prerequisite courses and associated semester credit hours (sch) with a grade of “C” or better (pass/fail grading not accepted):
   a. Human Anatomy with lab (4 sch) and Human Physiology with lab (4 sch) or, alternatively, Human Anatomy & Physiology I and II, each with lab and each 4 sch;
   b. Chemistry I and II with lab, each 4 sch;
   c. Biology I with lab (4sch) or Biology II with lab (4 sch) or Cell Biology with lab (4 sch)
   d. Microbiology with lab (4 sch);
   e. General Psychology (3 sch) or Abnormal Psychology (3 sch) or Developmental Psychology (3 sch).
   f. Medical Terminology (2 sch minimum): certificate courses and contact hour courses are not acceptable; course can be taken online;
   g. Statistics or Biostatistics (3 sch): statistics courses within social or natural science departments (e.g., psychology) are acceptable.
   h. AP or CLEP credit for any prerequisite courses is not accepted.
   i. Specific to COVID-19 related issues, in-person courses transitioned to online format will be considered for acceptance in fulfilling admission requirements. Outside of COVID-19 related issues, online courses, other than medical terminology, will not be considered for fulfilling admission requirements.
   j. All courses must be completed at a regionally accredited College or University. Applicants who completed coursework from a college or university outside of the U.S. must submit a transcript evaluation from a reputable transcript evaluation service.
6. English language proficiency. Students whose native language is not English must provide an English proficiency score meeting the University’s requirements.

7. A minimum of 200 hours of paid or unpaid (i.e., volunteer) direct patient care experience by time of application (up to 20 shadowing hours with a PA can be included).
8. Graduate Record Examination (GRE), taken in the past five years, is required for all applicants There is no specific score needed for consideration; however, competitive applicants have scores above the 50th percentile in each of the test areas.
9. Three Letters of Reference submitted via the CASPA system.

THE SCHOOL OF SOCIAL WORK

Interim Dean and Director of the D.S.W. Program: Golam Mathbor, Ph.D.
Director of the B.S.W. Program: Christa Hogan, Ph.D.
Director of the M.S.W. Program: Michael Cronin, Ph.D., LCSW

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 human rights by advancing social, economic, and environmental justice for vulnerable populations.

The M.S.W. Program at Monmouth University prepares graduates for advanced social work practice in one of two unique concentrations:

- Clinical Practice with Families and Children (p. 229)
- Global and Community Practice (p. 230)

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:

1. social and economic justice through the advancement of human rights,
2. strengths-based empowerment, and
3. 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 B.S.W. and M.S.W. 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 B.S.W. students, and on an advanced, concentration-specific level for M.S.W. students through three interrelated perspectives: social and economic and environmental justice through the advancement of human rights, strengths-based empowerment, and practice with families within a global context;
2. Critically apply knowledge, values, skills, research, and ethics in their work with families, individuals, organizations, and communities, of diverse cultural contexts working collaboratively toward the prevention and solution of social problems
3. Collaborate with and on behalf of vulnerable populations through advocacy, social action, volunteerism, service, education, and consultation, working from a strengths-based empowerment approach for social and economic and environmental justice and human rights.

School of Social Work Honor Society: Phi Alpha: Graduate and Undergraduate

Master of Social Work Specializations

There are two concentrations offered at Monmouth University at the graduate level:

- Clinical Practice with Families and Children (C.P.F.C.) (p. 229) and
- Global and Community Practice (G.C.P.). (p. 230)

Clinical social work builds on professional values, ethics, principles, practice methods, and the person-in- environment perspective of the profession. It reflects the profession's mission to promote social and economic justice. Clinical social work practice shares with all social work practice the goal of enhancement and maintenance of physical, psychological (mental and emotional), cultural, social and spiritual well-being and functioning of individuals, families, small groups and communities.

Clinical social work services consist of engagement; assessment; diagnosis; intervention, including psychotherapy and counseling; client-centered advocacy; consultation; and evaluation addressing psychosocial challenges and/or impairment including emotional, mental, and behavioral disorders and addictions. Interventions responsive to all dimensions of diversity are utilized within the context of the therapeutic relationship guided by best practices and evidence-based guidelines.

The Clinical Practice with Families and Children (CPFC) specialization at Monmouth teaches students how to work with a variety of different populations of individuals and families at risk in ways that facilitate their empowerment. Through a selection of strengths-based approaches, the specialization addresses family- and child-focused concerns across a level of needs from poverty and homelessness to communication and interpersonal counseling.

Students choosing the CPFC specialization have a variety of practice settings to choose from, such as school social work, mental health settings, child abuse prevention, family and child centered clinical practices, and substance abuse settings.

Global and Community Practice augments generalist social work practice and is grounded in the values of the profession: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Community practice involves taking planned action to build and strengthen capacity to address unjust systems and collective concerns of people in communities, groups, and organizations through supporting and developing local and global leadership. Community practitioners engage and collaborate with local and global stakeholders to meet their community's needs and to thrive in the context of shifting social, economic, and environmental arrangements.

Global and community practice encompasses macro and mezzo dimensions of social work practice in communities; this specialization is referred to as a form of macro social work practice. The curriculum provides the practice skills, knowledge and experience necessary for practice emphasizing the interconnectedness of local and global communities such as advocacy, community organizing, program planning and development, and administrative leadership.

Doctorate of Social Work in Human Rights Leadership

The Doctor of Social Work (DSW) in Human Rights Leadership at Monmouth University offers practicing social workers a program where they can distinguish themselves in the profession as leaders by championing human rights and acting as agents of change across local, national, and global communities. The Doctor of Social Work (DSW) is an advanced practice social work degree program focusing on a professional area of practice.

Students in the DSW program will be able to:

1. Develop expertise in an area of human rights leadership in social work that encompasses diversity, equity and inclusion.
2. Create and disseminate practice-relevant human rights leadership scholarship through multiple modalities and digital technologies
3. Apply ethical decision making from a human rights and social justice perspective.
4. Use and critically evaluate scholarship in human rights evidence-based practices.
5. Design, evaluate and implement effective human rights programs and policies.

The DSW Program at Monmouth is offered as an online, synchronous model with one week-long, in person, summer intensive residency annually and one weekend residency each January, followed by course work that is completed online.

Master of Arts in Criminal Justice - Community-Law Enforcement Relations Track

Students who complete the Master of Arts in Criminal Justice - Law-Enforcement Community Relations Track will take 12 credits in social work during the course of this degree. For those students who wish to continue to work toward a Master of Social Work degree, these 12 credits will transfer into the 54-credit M.S.W., allowing the student to have 42 credits left to complete for the Master of Social Work.

Graduate Certificate: Play and Expressive Therapies

The Graduate Certificate in Play and Expressive Therapies 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.

Graduate Certificate: Clinical Social Work Licensure

The Graduate Certificate for Clinical Social Work Licensure is an 18-credit program designed for students that have completed a Master in Social Work (MSW) from a Council on Social Work Education (CSWE) accredited program, but need additional clinical course work to complete the educational requirements of the State of New Jersey to become a Licensed Clinical Social Worker (LCSW). Students must have a completed MSW degree and be a Licensed Social Worker (LSW) for admission to the certificate program.

Addiction Professionals Certification Board of New Jersey, Inc.

Since the fall of 2000, the School of Social Work at Monmouth University, in cooperation with the Addiction Professionals Certification Board of New Jersey, Inc., has offered the course work needed for the Certified Alcohol and Drug Counselor (CADC) certification. In the summer of 2004, the certification became a license. The Department of Social Work continues to work with the State of New Jersey, Department of Law and Public Safety, Division of Consumer Affairs, Board of Marriage and Family Therapists, Drug and Alcohol Committee to provide the course work needed for the state-issued Licensed Certified Alcohol and Drug Counselor (LCADC).

The School of Social Work recognizes the need for addictions training to serve the substance abuse-affected population and their families. In order to serve this special population, the State Board requires that proper certifications be in place or in process.

Any M.S.W. student (in the C.P.F.C. concentration) who takes the elective course SW-604 (https://catalog.monmouth.edu/search/?P=SW-604) Clinical Practice in Addictions (3 cr.) 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 M.S.W. 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

Programs

Masters

- M.S.W. Clinical Practice with Families and Children Concentration (p. 229)
- M.S.W. Global and Community Practice Concentration (p. 230)

Certificate

- Graduate Certificate: Play and Expressive Therapies (p. 231)
- Graduate Certificate: Clinical Social Work Licensure (p. 231)

Doctorate

- D.S.W. Doctorate in Social Work in Human Rights Leadership (p. 232) (p. 232)

Faculty

Michael Cronin, Associate Professor (Graduate Faculty). M.S.W., Columbia University; Ph.D., Yeshiva University. Research interests in areas of international social work, healthcare and social policy, disaster management, social gerontology, and cultural competence.
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Ralph Cuseglio, Associate Professor (Graduate Faculty). M.S.W., D.S.W., Rutgers University. Areas of interest include school social work, clinical social work, and psychotherapy.
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Anne Deepak, Associate Professor (Graduate Faculty). B.A., Boston University; M.S., Ph.D., 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.
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Jeanne Koller, Assistant Professor (Graduate Faculty). B.B.A., University of Massachusetts; M.S.W., Hunter College of Social Work; Ph.D., Rutgers University.
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Golam M. Mathbor, Professor (Graduate Faculty). B.S.S., M.S.S., Bachelor of Law (LLB), University of Dhaka, Bangladesh; M.S.W., McGill University; Ph.D., 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.
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Paul Urbanski, Associate Professor (Graduate Faculty). B.F.A., University of Michigan; M.S.W., Columbina University; Ph.D., University of Albany, New York. Research interests include the impact of institutional settings on older adults and specifically on resident autonomy in long-term care facilities. Currently, he is interested in understanding the experiences of older adult Korean emigrants who have come to the U.S. as family caregivers.
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Joelle Zabotka, Associate Professor (Graduate Faculty). B.A., Drew University; M.S.W., Columbia University; Ph.D., 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.
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Courses

SW-LPE Social Work Project Exposition **Credits: None**
Prerequisite(s): SW-780
Course Type(s): None
Social Work Project Defense. This is a pass/fail course.

SW-503 Social Work Practice with Individuals and Families **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Students must earn a grade of B or higher in this course or it will have to be repeated.

SW-505 Social Welfare Policy and Services I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

SW-507 Social Work Research **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

SW-509 Human Behavior in the Social Environment **Credits: 3**
Term Offered: Fall Term
Course Type(s): HY
This is a course which students use theory and empirical data to assess human behavior as it develops in a variety of sociopolitical environments at the micro, mezzo, and macro levels. 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.

SW-510 Field Practicum I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

SW-513 Social Work Practice in Groups **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

SW-515 Social Welfare Policy and Services **Credits: 3**
Term Offered: Spring Term
Course Type(s): HY
This course examines the various forces that shape current social welfare policies in the United States from historical context. It includes critical analysis around contemporary social welfare policy development globally and locally with an emphasis on the dimensions of social problem definition, policy analysis, social allocation, delivery system structure and funding allocation from a social work perspective. The reciprocal role of policy and practice around social work's values, professional ethics, skills, and interventions are addressed and utilized to advocate for the human rights, and social, economic, and environmental justice of vulnerable and oppressed populations.

SW-518 Global Community Practice **Credits: 3**
Prerequisite(s): SW-509
Term Offered: All Terms
Course Type(s): None
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.

SW-519 Human Behavior in the Social Environment II **Credits: 3**
Prerequisite(s): SW-509
Course Type(s): None
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.

SW-520 Field Practicum II **Credits: 3**
Prerequisite(s): SW-510 passed with a grade of B or higher
Co-requisite(s): SW-503, SW-513 and SW-518
Term Offered: Spring Term
Course Type(s): None
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 repeated.

SW-598 Special Topics in Social Work **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 department chair required to take this course. If a prerequisite is required it will be announced in the course schedule.

SW-599 Independent Study in Social Work **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Reading and research under the direction of a member of the Social Work faculty. Prior permission of the directing professor and department chair is required to take this course.

SW-602 Domestic Violence **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-603 Addictions Considerations **Credits: 1**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-604 Clinical Practice in Addictions **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
Evaluates the clinical implications of substance use and abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiology, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented, and evaluated. On a mezzo level, the effects on, and needs of, the extended family and systemic community of those who use substances, will be addressed. Strategies for meeting those needs will be researched and evaluated. Lastly, on the macro level, existing resources available and active policy regarding substance abuse will be critically studied, and potential proposed changes will be discussed.

SW-605 Clinical Practice with Families and Children **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, and SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
Provides a historical perspective on family- centered practice. Introduces major theories and intervention types that are the foundation for clinical work with diverse families.

SW-611 Social Work Practice with Parents **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520, both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
Introduces students to assessment and intervention with individuals/couples/groups who are in parenting roles. Parenting techniques from a strengths based perspective and introduced. This course is a continuation of the ecological perspective of systems theory and social work practice illustrated in Human Behavior and the Social Environment and Social Work Practice & Techniques. Ethnic, culture and gender issues are included in the course information as they apply. Family violence, parenting styles, parenting roles, substance abuse and adolescence conflict are among the topics discussed in this course.

SW-613 Social Work Leadership and Management **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518, and SW-510 and SW-520 both passed with a grade of B or higher.
Term Offered: Fall Term
Course Type(s): OL
Students will learn the basic principles and applied practice of management and leadership in nonprofit human service and nongovernmental organizations from a social work perspective grounded in social justice and human rights. A wide range of human services management competencies are studied in this class while identifying internal and external environments for human service organizations and non-governmental organizations. Also, this course will review various organizational theories; human resource management skills; finance resource management skills and knowledge; and other current concerns in human service management.

SW-614 Grant Writing **Credits: 3**
Term Offered: All Terms
Course Type(s): TPS
Provides students with the opportunity to develop grant writing skills, to apply for a grant for their field internship agency and to begin to learn about project management. Emphasis will be placed on writing skills, concept development, program development and budget preparation. This course is suitable for students in either concentration.

SW-615 Advanced Global and Community Practice **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Fall Term
Course Type(s): OL
This is the first course in the concentration on Global and Community Practice. It is designed to introduce the student to local and global social work practice, with a special emphasis on community development and community organizing. The historical and current political context of development, the policies and practices of international aid, humanitarian agencies, governments and multilateral organizations and the role of social work in addressing human rights and needs are critically examined. Emphasis is given to the impact of social welfare policy decisions upon oppressed population groups and the implications of these decisions for human rights and social and economic justice. The importance of engaging organizations, community groups and institutions and allies to work together to address problems or conditions they have identified and wish to solve or change will also be highlighted. The macro context of the relationship and tensions between Global North and Global South development and practice are explored, as is the impact of this context on global community practice. Knowledge, skills and awareness for community practice work in multicultural local, transnational, and global settings are emphasized in this course. Engagement of communities and organizations via social media campaigns and collaborative in-person activities are also highlighted. Students must earn a grade of "B" or higher in this class or it will have to be repeated and this may delay a student's ability to move forward in the program. Prerequisites: SW-503, SW-505, SW-507, SW-509, SW-513, SW-518, and SW-510 and SW-520 both passed with a grade of B or higher

SW-616 Social Work Practice with the Aged **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-617 Environmental Justice and Sustainable Development in Social Work **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520, both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): OL
Addresses environmental crises and sustainable development challenges facing social workers in local and global arenas. Special attention will be made to conceptualize these challenges, themes and issues using a social justice and human rights framework embodied in Green Social Work. Social work pathways to facilitating environmental justice through local and global policy, coalitions and programming. Students must earn a "B" or higher in this class or it will have to be repeated and this may delay a student's ability to move forward in the program.

SW-619 Social Work Supervision **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-621 Social Work with Military Families **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
This course is an MSW elective. It is designed to assist students in understanding military systems and cultures within the United States. Also, we will examine contemporary areas of practice for social workers within and outside of the military. Special attention will be given to the impacts of the current and historical conflicts on military personnel, their families, and veterans and also to the ethical issues of working with these populations.

SW-623 Social Innovations **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
The problems facing today's world - global poverty, disease, climate change - are more complex than ever before, and solutions require interdisciplinary thinking and cross-sector collaboration. Social innovation represents a new paradigm that supports the development, implementation, and sustainability of transformational responses to social needs. Social innovation focuses attention on the ideas and solutions that create social value - as the processes through which they are generated, not just on individuals and organizations. This course introduces students to the strategies and processes of social innovation and social change. Students will gain knowledge of strategies of change that include the innovative activities of social and political entrepreneurs, activists, organizations, and social movements. Students will examine several individuals and groups who have catalyzed important positive social change through different organizational platforms - in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course students will examine social innovation through case studies, best practice analyses, and relevant readings.

SW-625 Program Planning and Evaluation **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): OL
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.

SW-626 Evaluation of Practice Effectiveness **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, and SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-627 Implications of Social Justice and Human Rights for Social Work **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): OL
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.

SW-628 School Social Work **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-510, SW-513, and SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-629 Spirituality and Social Work **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-630 Field Practicum III FC **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-631 Field Practicum III CI **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Fall Term
Course Type(s): OL
The course is designed to relate specifically to students completing their third semester of field practicum in a macro setting. It provides a forum where students can apply their course material to practical field experiences. Time will be spent considering an internship abroad in the spring semester. The course will explore issues in living and working abroad, anti-racist multicultural understanding and the integration of the field experience and learning. Students must earn a grade of B or higher in this course or it will have to be repeated.

SW-632 Crisis Intervention **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Course Type(s): None
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.

SW-634 Health and Wellness in Social Work Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
This is an online elective course designed to encourage social work students to explore the ways in which health and wellness permeate the layers of our lives and that of our clients, including the systems with which we interact. In doing so they will have the opportunity to focus on the responsibilities of, and challenges faced by, social workers engaged in this area of practice, a practice that is centered around the professional mandate to enhance human well-being and promote human and community well-being. As social workers are also called upon to pursue social change and justice there will be a deliberate focus on advocacy, at multiple levels and throughout the life course, with vulnerable populations to advance the human right to health. In this course, students will start and end with an exploration of self in the context of social work practice focused on health, healthcare, and wellness. In the process of that journey they will utilize the social determinants of health as a guide to better understand and prepare for opportunities in which social workers provide service and advocate for individuals', families', and communities' human right to health. By using this practice in context framework, students will be better prepared to meet the growing demand in the employment market for professionals with this knowledge and skill set, inside and out of the healthcare sector.

SW-635 Suicide Prevention and Intervention **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Fall Term
Course Type(s): None
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.

SW-640 Field Practicum IV FC **Credits: 3**
Prerequisite(s): SW-630 passed with a grade of B or higher
Co-requisite(s): SW-605, SW-645, and SW-665
Term Offered: All Terms
Course Type(s): None
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.

SW-641 Field Practicum IV CI **Credits: 3**
Prerequisite(s): SW-631 passed with a grade of B or higher
Co-requisite(s): SW-615 and SW-617
Term Offered: Spring Term
Course Type(s): None
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.

SW-642 Empowering Adults with Acute Stress and Trauma Credits: 3
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-510 passed with a grade of B or higher, SW-513, SW-518, and SW-520 passed with a grade of B or higher.
Course Type(s): None
Empowering Adults with Acute Stress and Trauma is an elective course for students in the advanced year of the MSW program. The course examines the variant experiences of acute stress, crisis, and post crisis adults may face when exposed to trauma in their life. Specific common occurrences, as well as unique experiences of trauma from a Micro, Mezzo and Macro impact are included, with special emphasis on the interventions specific for their needs to best foster empowerment and wellness. This course is repeatable once for credit.

SW-645 Clinical Social Work Assessment Diagnosis and Intervention Planning Credits: 3
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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. 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.

SW-654 Humanitarian Issues in War and Armed Conflict Credits: 3
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): OL
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.

SW-665 Advanced Clinical Practice with Children Credits: 3
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-669 Applications of Social Justice and Human Rights in Social Work Credits: 3
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518, and SW-627; and SW-510 and SW-520 both passed with a grade of B or higher
Course Type(s): OL
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.

SW-672 Advanced Theory in Play Therapy Credits: 3
Term Offered: All Terms
Course Type(s): OL
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 EDC-672 and PC-672.

SW-673 Advanced Techniques in Play Therapy Credits: 3
Term Offered: All Terms
Course Type(s): HY
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 EDC-673 and PC-673.

SW-674 Play Therapy for Children at Risk Credits: 3
Term Offered: All Terms
Course Type(s): OL
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 EDC-674 and PC-674.

SW-698 Special Topics in Social Work Credits: 3
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-515, SW-518, SW-519; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-699 Independent Study in Social Work Credits: 3
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-515, SW-518, SW-519; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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 to take this course.

SW-710 Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights **Credits: 3**
Course Type(s): OL
In this course, we will review the spiritual, philosophical, and historical foundations of modern ethics. This will include gaining insight into how ethics are reflected in social work values and principles that guide practice behaviors. We will examine the intersection between ethics and the mission of social work to address social justice and human rights for vulnerable populations. Over the course of semester various lenses will be used to examine how ethics translate into practice behaviors. Leadership will be explored as an expression of ethics, considering dilemmas that may exist between the mission of service providers and the environmental, economic, and social context within which agencies provide services to individuals and communities. We will examine how ethics influence our response to various social issues such as global climate change and experiences related to gender identity, race/ethnicity, spirituality, and culture. We will conclude the course by exploring ethical dilemmas associated with service provision and methods for evaluating and responding to these dilemmas.

SW-715 Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights **Credits: 3**
Course Type(s): OL
The aim of this course is to provide a foundation on the history of social work, social work education and human rights along with current illustrations of human rights leadership in the social work profession. The frameworks of the Universal Declaration of Human Rights and the Global Agenda are used to support progress toward just policies and practices. This course will prepare students with a foundation of knowledge and tools to critically assess and envision human rights leadership in the social work profession, social welfare policies, human service organizations, and the outcomes of social work delivery systems. As the name, "Herstory," suggests, this class will be taught through the lens of anti-racism, intersectional feminism, and global justice. Students will examine the tensions, achievements and possibilities within the profession including professionalization, the micro-macro divide, and practices of racism and anti-racism.

SW-720 Social Work Leadership Portfolio Development **Credits: 3**
Course Type(s): OL
This course is designed to provide students with structured support, guidance, and feedback as they develop their DSW portfolio and begin the planning phase of their Capstone Project. Students will learn to write a human rights focused case study and be able to frame it within the context of a literature review. The course will also assist students in narrowing the scope of their DSW research interests and will engage them in the process of thinking critically about how it can lead to eventual actionable change. In doing so, the course will introduce and explore how digital forms of advocacy and activism have been utilized to influence political and social change. Students will then learn the foundational skills that are necessary to effectively use digital technology and social media for this purpose. Students will later apply these skills in their Capstone Project to inform, educate, and engage a public audience on a human rights issue specific to their area of social work practice that requires attention and/or change.

SW-725 Leadership Portfolio Development and Strategic Planning for Career Trajectory **Credits: 3**
Course Type(s): OL
This course introduces leadership by focusing on the practice of leadership at the micro and mezzo levels. Attention is given to helping students understand and improve their own leadership performance as they begin to build a portfolio and develop a vision and strategic plan for career trajectory.

SW-730 Comparative Theories and Practices of Leadership and Human Rights **Credits: 3**
Course Type(s): OL
The aim of this course is to introduce students to advanced theories and practices of leadership using the framework of universal declaration human rights in developing social development perspectives across the disciplines. This course will address the contemporary, philosophical, and theoretical underpinnings of leadership, human rights, and social, economic, and environmental justice. More specifically, it will examine various leadership models and strategies in advanced human rights issues to ensure social, economic, and environmental justice. The course will not only prepare students to acquire the necessary knowledge base but will also teach students the skills to become advocates for the vulnerable constituents of our global population.

SW-735 Theories in Social Innovation and Change **Credits: 3**
Course Type(s): OL
This course is grounded in foundation social work courses and is designed to build on and apply previous course knowledge with a special emphasis on socially innovative program and community development utilizing a design thinking approach.

SW-740 Social Justice Approaches to Executive Leadership and Strategic Management **Credits: 3**
Course Type(s): OL
This course focuses on questions of mission and vision ("What areas should an organization be working in and what should the organization's future look like?) and on questions of strategy and operations ("How can we perform effectively and how do we measure and define success?"). The course will cover key skill areas such as mission statements, creating organizational goals, assessment of outcomes, strategic planning, building boards and committees, along with an overview of fundraising skills.

SW-745 Quantitative Research Methods and Analysis **Credits: 3**
Course Type(s): OL
In this course, will present quantitative research methods in the context of human rights and rigorous ethical standards. Students will review quantitative research methods and design allowing the social work practitioner to be able to discern and design quality research encompassing strong internal, external and measurement validity. A range of quantitative techniques will be presented leading to the development of a research proposal that addresses issues common to social work leadership.

SW-750 Qualitative Research **Credits: 3**
Course Type(s): OL
This course provides a review the various methods associated with qualitative research. This course will also provide an examination of the philosophical, epistemological, and methodological foundations that currently define qualitative research. Examples of qualitative methods in practice will be provided with a focus on how a method is determined and developed by a given research question.

SW-755 Educational Leadership in Human Rights Tool I **Credits: 3**
Course Type(s): OL
The aim of this course is to further students knowledge of education leadership, continuing to use the overarching framework of advancing human rights and advocating for social, economic, and environmental justice. This course is one of a pair of courses for students wanting to use education as a leadership tool, and it is offered in the third and final year of the DSW program. Placement of this pair of courses coincides with students' preparation and implementation of their transformative human rights leadership project. Students must take this course prior to taking its sequel Education Leadership in Human Rights Tool II.

SW-760 Education Leadership in Human Rights Tool II **Credits: 3**
Course Type(s): OL
The aim of this course is to further students' knowledge of education leadership, continuing to use the overarching framework of advancing human rights and advocating for social, economic, and environmental justice. This course is the second of a pair of courses for students wanting to use education as a leadership tool, and it is offered in the third and final year of the DSW program. Placement of this pair of courses coincides with students' preparation and implementation of their transformative human rights leadership project. Tool II provides students with an opportunity for experiential learning through completing a teaching practicum and aims to deepen students' understanding of global issues in educational leadership.

SW-765 Policy Leadership in Human Rights Tool I **Credits: 3**
Course Type(s): OL
This course will address the contemporary, philosophical, and theoretical underpinnings of leadership in policy development from a human rights lens to ensure social, economic, and environmental justice. There will be a special emphasis on knowledge of the policy process, with skills focusing on policy analysis, policy development and implementation. This course is one of a pair of courses on the use of policy as a human rights leadership tool, offered in the third and final year of the DSW program. Students must take this course prior to taking its sequel, Policy Leadership in Human Rights Tool II.

SW-770 Policy Leadership in Human Rights Tool II **Credits: 3**
Course Type(s): OL
This course provides opportunities for experiential learning through the completion of policy advocacy work in the student's community/ workplace. Throughout the course, there will be an emphasis on the impact of values and professional ethics on policy analysis and program planning and development. Emphasis is given to the impact of social welfare policy decisions upon oppressed groups including their implications for human rights and social, economic, and environmental justice.

SW-775 Mentored Preparation of Transformative Human Rights Leadership Project I **Credits: 3**
Course Type(s): OL
Similar to a dissertation, the capstone provides students with a guided opportunity to demonstrate the knowledge, skills, and understanding they have acquired throughout their course of study. Students are expected to identify a problem of importance connected to the Sustainable Development Goals and develop an innovative proposal for an immediately actionable social change effort. Students will work in close consultation with their doctoral committee to build upon the research question. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of a faculty mentor. Students will present the findings develop of a multimedia project that presents applied knowledge relevant to the social work profession. This course runs over two semesters.

SW-780 Mentored Preparation of Transformative Human Rights Leadership Project II **Credits: 3**
Prerequisite(s): SW-775
Course Type(s): OL
Similar to a dissertation, the capstone provides students with a guided opportunity to demonstrate the knowledge, skills, and understanding they have acquired throughout their course of study. Students are expected to identify a problem of importance connected to the Sustainable Development Goals and develop an innovative proposal for an immediately actionable social change effort. Students will work in close consultation with their doctoral committee to build upon the research question. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of a faculty mentor. Students will present the findings develop of a multimedia project that presents applied knowledge relevant to the social work profession. This course is the second in a two-semester course.

SW-798 Special Topics in Social Work **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 department chair required to take this course. If a prerequisite is required it will be announced in the course schedule.

SW-799 Independent Study in Social Work **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Directed individual study of social work in areas of special interest. Prior permission of the directing professor and department chair is required to take this course.

M.S.W. Clinical Practice with Families and Children Specialization (SW.FC.MSW)

Code	Title	Credits
Foundation Courses (24 credits)		
SW-503	Social Work Practice with Individuals and Families [1]	3
SW-505	Social Welfare Policy and Services I	3
SW-507	Social Work Research	3
SW-509	Human Behavior in the Social Environment	3
SW-510	Field Practicum I [1]	3
SW-513	Social Work Practice in Groups [1]	3
SW-518	Global Community Practice [1]	3
SW-520	Field Practicum II [1]	3
Advanced Core Courses (6 credits)		
SW-627	Implications of Social Justice and Human Rights for Social Work	3
SW-669	Applications of Social Justice and Human Rights in Social Work	3
Family and Children Concentration (18 credits)		
SW-605	Clinical Practice with Families and Children [1]	3
SW-626	Evaluation of Practice Effectiveness	3

SW-645	Clinical Social Work Assessment Diagnosis and Intervention Planning [1]	3
SW-665	Advanced Clinical Practice with Children [1]	3
SW-630	Field Practicum III FC [1]	3
SW-640	Field Practicum IV FC [1]	3
Electives (6 credits)		
Select 2 courses from approved departmental selections 600+ level		6
Total Credits		**54**

[1] *Must be passed with a grade of "B" or better*

Sequence Chart

(Full time 60 credits. If your circumstances are different, please consult with your advisor.)

First Year

Fall	Credits	Spring	Credits
SW-503 Social Work Practice with Individuals and Families	3	SW-505 Social Welfare Policy and Services I	3
SW-510 Field Practicum I	3	SW-507 Social Work Research	3
SW-509 Human Behavior in the Social Environment	3	SW-513 Social Work Practice in Groups	3
SW-518 Global Community Practice	3	SW-520 Field Practicum II	3
Semester Credits	**12**	**Semester Credits**	**12**

Second Year

Fall	Credits	Spring	Credits
Select 3 credits of Social Work (SW-600+) Graduate electives	3	Select 3 credits of Social Work (SW-600+) Graduate Electives	3
SW-605 Clinical Practice with Families and Children	3	SW-626 Evaluation of Practice Effectiveness	3
SW-627 Implications of Social Justice and Human Rights for Social Work	3	SW-640 Field Practicum IV FC	3
SW-630 Field Practicum III FC	3	SW-645 Clinical Social Work Assessment Diagnosis and Intervention Planning	3
SW-665 Advanced Clinical Practice with Children	3	SW-669 Applications of Social Justice and Human Rights in Social Work	3
Semester Credits	**15**	**Semester Credits**	**15**

Total Credits 54

Admission Requirements

Our graduate program is designed to prepare students for advanced practice in the field, equipping them with the necessary skills and knowledge to address complex social issues. The application process for these programs is comprehensive, reflecting the rigorous standards of the profession and the intensive nature of the coursework and field education involved.

Prospective students must navigate a series of prerequisites and submission requirements to demonstrate their academic readiness, professional potential, and alignment with the core values of social work. These requirements are designed to ensure that applicants have the necessary academic background, professional experience, and personal qualities to succeed in a rigorous graduate-level social work program grounded in human rights and social justice.

Admission to the MSW program is competitive, utilizing a holistic evaluation process. The application review considers academic records, professional and volunteer experience, personal statements, and letters of recommendation to assess each applicant's suitability for the program and a career in social work.

Application Requirements

- Possession of a baccalaureate degree with a preferred minimum 2.75 overall GPA and a minimum 3.0 GPA in the undergraduate major. If you have a GPA below these requirements, you are still encouraged to apply.
- Three completed Monmouth University School of Social Work online recommendation forms. Recommendations must be submitted by professional references, and not by friends or relatives.
- Narrative (four to five pages, double spaced) in response to the questions outlined on the Autobiographical Statement Form. Your essay should provide a reflection on your academic experience and readiness to succeed in graduate education.
- In instances where the admissions committee has questions about an application, including references, personal statement, or academic record, an interview may be required as part of the admissions process.
- Candidates for Advanced Standing must have completed their BSW within the last six years.

M.S.W. Global and Community Practice Specialization (SW.GCP.MSW)

Code	Title	Credits
Foundation Courses (24 credits)		
SW-503	Social Work Practice with Individuals and Families [1]	3
SW-507	Social Work Research	3
SW-505	Social Welfare Policy and Services I	3
SW-509	Human Behavior in the Social Environment	3
SW-510	Field Practicum I [1]	3
SW-513	Social Work Practice in Groups [1]	3
SW-518	Global Community Practice [1]	3
SW-520	Field Practicum II [1]	3
Advanced Core Courses (6 credits)		
SW-627	Implications of Social Justice and Human Rights for Social Work	3
SW-669	Applications of Social Justice and Human Rights in Social Work	3
Global and Community Practice Concentration (21 credits)		
SW-613	Social Work Leadership and Management	3
SW-615	Advanced Global and Community Practice [1]	3
SW-623	Social Innovations	3
SW-617	Environmental Justice and Sustainable Development in Social Work [1]	3
SW-625	Program Planning and Evaluation	3
SW-631	Field Practicum III CI [1]	3
SW-641	Field Practicum IV CI [1]	3

Electives (3 credits)	
Select 1 course from approved departmental selections at the 600+ level.	3
Total Credits	**54**

[1] *Must be passed with a grade of B or better.*

Sequence Chart

(Full time, 60 credits. If your circumstances are different, please consult with your advisor)

First Year

Fall	Credits	Spring	Credits
SW-503 Social Work Practice with Individuals and Families	3	SW-507 Social Work Research	3
SW-509 Human Behavior in the Social Environment	3	SW-513 Social Work Practice in Groups	3
SW-510 Field Practicum I	3	SW-520 Field Practicum II	3
SW-518 Global Community Practice	3	SW-505 Social Welfare Policy and Services I	3
Semester Credits	**12**	**Semester Credits**	**12**

Second Year

Fall	Credits	Spring	Credits
SW-613 Social Work Leadership and Management	3	Select 3 credits of Social Work (600+) graduate electives	3
SW-615 Advanced Global and Community Practice	3	SW-617 Environmental Justice and Sustainable Development in Social Work	3
SW-627 Implications of Social Justice and Human Rights for Social Work	3	SW-623 Social Innovations	3
SW-625 Program Planning and Evaluation	3	SW-641 Field Practicum IV CI	3
SW-631 Field Practicum III CI	3	SW-669 Applications of Social Justice and Human Rights in Social Work	3
Semester Credits	**15**	**Semester Credits**	**15**

Total Credits 54

Admission Requirements

Our graduate program is designed to prepare students for advanced practice in the field, equipping them with the necessary skills and knowledge to address complex social issues. The application process for these programs is comprehensive, reflecting the rigorous standards of the profession and the intensive nature of the coursework and field education involved.

Prospective students must navigate a series of prerequisites and submission requirements to demonstrate their academic readiness, professional potential, and alignment with the core values of social work. These requirements are designed to ensure that applicants have the necessary academic background, professional experience, and personal qualities to succeed in a rigorous graduate-level social work program grounded in human rights and social justice.

Admission to the MSW program is competitive, utilizing a holistic evaluation process. The application review considers academic records, professional and volunteer experience, personal statements, and letters of recommendation to assess each applicant's suitability for the program and a career in social work.

Application Requirements

- Possession of a baccalaureate degree with a preferred minimum 2.75 overall GPA and a minimum 3.0 GPA in the undergraduate major. If you have a GPA below these requirements, you are still encouraged to apply.
- Three completed Monmouth University School of Social Work online recommendation forms. Recommendations must be submitted by professional references, and not by friends or relatives.
- Narrative (four to five pages, double spaced) in response to the questions outlined on the Autobiographical Statement Form. Your essay should provide a reflection on your academic experience and readiness to succeed in graduate education.
- In instances where the admissions committee has questions about an application, including references, personal statement, or academic record, an interview may be required as part of the admissions process.
- Candidates for Advanced Standing must have completed their BSW within the last six years.

Graduate Certificate Play and Expressive Therapies (SW.PET.GR.C)

Code	Title	Credits
SW-665	Advanced Clinical Practice with Children	3
SW-672	Advanced Theory in Play Therapy	3
SW-673	Advanced Techniques in Play Therapy	3
SW-674	Play Therapy for Children at Risk	3
Select 6 credits from the following courses:		6
SW-602	Domestic Violence	
SW-604	Clinical Practice in Addictions	
SW-611	Social Work Practice with Parents	
SW-621	Social Work with Military Families	
SW-628	School Social Work	
SW-642	Empowering Adults with Acute Stress and Trauma	
SW-698	Special Topics in Social Work [1]	
Total Credits		**18**

[1] With permission of the certificate/program coordinator

Admission Requirements

A master's degree in a medical or mental health discipline (for example, MSN, MSW, MA) and eligibility for licensure in that discipline.

Graduate Certificate for Clinical Social Work Licensure (SW.CSW.GR.C)

Code	Title	Credits
SW-605	Clinical Practice with Families and Children	3
SW-626	Evaluation of Practice Effectiveness	3
SW-645	Clinical Social Work Assessment Diagnosis and Intervention Planning	3
SW-665	Advanced Clinical Practice with Children	3

Select 6 credits in clinical social work practice. [1,2]		6
Total Credits		**18**

[1] *Up to six credits may be waived if applicant completed six graduate credits in clinical social work courses at Monmouth University or at another CSWE accredited MSW program.*

[2] *Evaluation of previous clinical courses for waiver will be completed by the MSW Program Director.*

Admission Requirements

Applicants must have a completed MSW degree from a CSWE accredited program and be a Licensed Social Worker (LSW) for admission to the certificate program.

D.S.W. Doctorate in Social Work in Human Rights Leadership (DSW)

Code	Title	Credits
Requirements (39 credits)		
SW-710	Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights	3
SW-715	Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights	3
SW-720	Social Work Leadership Portfolio Development	3
SW-725	Leadership Portfolio Development and Strategic Planning for Career Trajectory	3
SW-730	Comparative Theories and Practices of Leadership and Human Rights	3
SW-735	Theories in Social Innovation and Change	3
SW-740	Social Justice Approaches to Executive Leadership and Strategic Management	3
SW-745	Quantitative Research Methods and Analysis	3
or SW-750	Qualitative Research	
Select one option listed below:		6
SW-755	Educational Leadership in Human Rights Tool I	
SW-760	Education Leadership in Human Rights Tool II	
OR		
SW-765	Policy Leadership in Human Rights Tool I	
SW-770	Policy Leadership in Human Rights Tool II	
SW-775	Mentored Preparation of Transformative Human Rights Leadership Project I	3
SW-780	Mentored Preparation of Transformative Human Rights Leadership Project II	3
Special Topics in Social Work 700+ Level		3
Electives (9 credits)		
Choose 9 credits relevant to your study/capstone project at any 500+level graduate courses or independent studies (maximum two) supervised by a Monmouth faculty member.		9
SW-LPE	Social Work Project Exposition	0
Total Credits		**48**

FIRST COHORT 2022

First Year

Fall	Credits	Spring	Credits	Summer	Credits
SW-715 Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights	3	SW-730 Comparative Theories and Practices of Leadership and Human Rights	3	SW-710 Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights	3
SW-725 Leadership Portfolio Development and Strategic Planning for Career Trajectory	3	SW-735 Theories in Social Innovation and Change	3	SW-740 Social Justice Approaches to Executive Leadership and Strategic Management	3
Semester Credits	**6**	**Semester Credits**	**6**	**Semester Credits**	**6**

Second Year

Fall	Credits	Spring	Credits	Summer	Credits
SW-Elective	3	SW-745 Quantitative Research Methods and Analysis or 750	3	SW-Elective	3
SW-798 Special Topics in Social Work (Geographic Information Systems)	3	SW-720 Social Work Leadership Portfolio Development	3	SW-Elective	3
Semester Credits	**6**	**Semester Credits**	**6**	**Semester Credits**	**6**

Third Year

Fall	Credits	Spring	Credits		
SW-755 Educational Leadership in Human Rights Tool I or 765	3	SW-760 Education Leadership in Human Rights Tool II or 770		3	
SW-775 Mentored Preparation of Transformative Human Rights Leadership Project I	3	SW-780 Mentored Preparation of Transformative Human Rights Leadership Project II		3	
		SW-LPE Social Work Project Exposition		0	
Semester Credits	**6**	**Semester Credits**		**6**	

Total Credits 48

SECOND COHORT 2023

First Year					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
SW-715 Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights	3	SW-730 Comparative Theories and Practices of Leadership and Human Rights	3	SW-710 Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights	3
SW-725 Leadership Portfolio Development and Strategic Planning for Career Trajectory	3	SW-735 Theories in Social Innovation and Change	3	SW-740 Social Justice Approaches to Executive Leadership and Strategic Management	3
Semester Credits	**6**	**Semester Credits**	**6**	**Semester Credits**	**6**
Second Year					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
SW-745 Quantitative Research Methods and Analysis or 750	3	SW-720 Social Work Leadership Portfolio Development	3	Elective	3
SW-798 Special Topics in Social Work	3	SW-755 Educational Leadership in Human Rights Tool I or 765	3	Elective	3
Semester Credits	**6**	**Semester Credits**	**6**	**Semester Credits**	**6**
Third Year					
Fall	**Credits**	**Spring**	**Credits**		
SW-760 Education Leadership in Human Rights Tool II or 770	3	Elective	3		
SW-775 Mentored Preparation of Transformative Human Rights Leadership Project I	3	SW-780 Mentored Preparation of Transformative Human Rights Leadership Project II	3		
		SW-LPE Social Work Project Exposition	0		
Semester Credits	**6**	**Semester Credits**	**6**		
Total Credits 48					

Admission Requirements

The criteria for admissions to the DSW are as follows:

Master's degree: All applicants must have an earned master's degree in social work or social services (preferred). Official transcripts are required from each institution in which bachelor's and master's level credits were earned. Applicants who have a social work degree from outside of the United States must have their degree evaluated by the Council on Social Work Education.

- Applicants with a graduate degree from another area of the social sciences will have to complete four core MSW courses in social work before entrance into the DSW. These courses are:
  - SW-503 SW Practice with Individuals and Families or SW-513 SW Practice with Groups or equivalent
  - SW-518 Global Community Practice or equivalent
  - SW-627 Implications of Social Justice and Human Rights -
  - SW-669 Applications of Social Justice and Human Rights

SW-627 and 669 must be taken at Monmouth. Both courses are offered online.

- *When the CSWE accreditation standards for DSW programs are operational, we will seek an exemption on the CSWE accreditation standards for these students as this requirement is outside of the proposed DSW accreditation standards.*

- ***Grade Point Average***: Applicants must have a minimum grade point average of 3.00 out of 4, in a nationally/globally accredited Master's Program.
- ***Resume/Curriculum Vitae***: A current resume/curriculum vitae should outline the applicant's educational background, employment history, professional activities, and other activities that provide support for admission.
- ***Three letters of recommendation***: These letters should address the applicant's readiness for doctoral study.
- ***Personal statement***: This 800-1,000 word essay should describe the applicant's preparation for study in the program and personal objectives for graduate study.
- ***Interview***: Candidates may be selected for an interview by one or more members of the advisory board to determine the candidate's level of interest, aptitude, and career goals.
- ***Writing sample***: At or near the time of their interview, candidates will be asked to provide a writing sample to be evaluated by the admission committee.
- ***Post-MSW Experience:*** Applicants are expected to have at least 3-5 years post-MSW professional work experience before undertaking doctoral work.

Admissions requirements for International Students:

- Required English proficiency test – A test of English as a Foreign Language (TOEFL) or International English Testing Systems (IELTS) score report is required for non-native English-speaking applicants.

Transfer Students:

Students who wish to transfer into the DSW program, can transfer up to 2 courses with a B or better from their current or past (within 5 years) doctoral program. Students would need to submit their doctoral syllabi to the DSW Program Director along with a justification as to how these courses fit with the Monmouth DSW curriculum.

STUDENT LIFE

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 is available on-line and provides students with the policies and practices relevant to student life. Students should become familiar with the handbook at the start of every academic year.

Awards

Students are eligible for nonacademic awards that are given annually at the May Commencement.

Outstanding Student Award

The Student Government Association sponsors this award which is given to the graduating senior who, through his, her, or their creative leadership and ability, has made a contribution of lasting value to the future of Monmouth University. Students who are nominated must be in good standing with the University (i.e., academic, judicial, financial) in order to be considered for this recognition. The announcement of the winner takes place at the May Commencement.

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 Engagement

The Office of Student Engagement provides extra-curricular programs and opportunities that are intended to assist in the social, cultural, emotional, and intellectual development of our students. The office advises the Student Activities Board in presenting a variety of entertainment and educational activities for the campus community. It provides guidance, support and oversight of the University's 14 nationally recognized fraternities and sororities. It encourages student participation in clubs and organizations, is involved in the coordination of campus and multicultural activities, provides leadership experience for students and their organizations, and provides supports regular weekend programming efforts. The office also sponsors a fall and spring Involvement Fair and provides student group and leader recognition opportunities throughout the academic year.

Housing Options

Residents

The University offers a variety of housing options in fifteen locations: Beechwood, Cedar, Mullaney, Spruce, Willow, Laurel, Elmwood, Pinewood, Oakwood, Redwood, and Hesse Halls; as well as Maplewood Hall, the Garden, Great Lawn, and University Bluffs apartment complexes. Living styles include traditional room arrangements designated for first-year students; suite style, usually for second-year and upper-class students; and apartments for juniors and seniors. Residence halls are typically co-ed by floor/wing/room based on the building's configuration, 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 along with their housing deposits and housing contract by the required deadline; as well as out-of-state undergraduate students. For first-year students, the deadline is May 1. All first- and second-year undergraduate students of the University who do not live with a parent/guardian must live in a residence hall and participate in one of the University's board plans. The University acknowledges the diverse needs of students and therefore reserves the right to grant permission for a first- or second-year student to live off campus on a limited case-by-case basis. Graduate students are typically assigned to double occupancy assignments at our off-campus apartments, University Bluffs based on space availability.

Each residential area is staffed by full-time professional Area Coordinators who reside on campus. Each hall is staffed by Resident Assistants, or Community Assistants, all of whom are intensively trained in providing assistance, information, activities, and programs for resident students. The Vice President for Student Life, Director of Housing Operations, and
Associate 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 a smartphone app. All resident students not living in University-owned or -sponsored apartments are required to be on a meal plan. These meal plans are not transferable and all meals are allocated to a single student. 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. All block meal plans grant students access to dine at the Residential Dining Hall and the Student Center.

Depending on individual needs, cars may not be a necessary part of campus living, as everything is generally within walking distance of campus. Many students use bicycles to get around campus and the surrounding community. Parking is extremely limited and a parking decal purchased through MUPD is required. Students are discouraged from having cars on campus so they may fully experience university life and all that it has to offer.

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 attend New Student Orientation. This structured program includes educational and engagement activities designed to ease the transition to college life at Monmouth and to give students opportunities to meet and interact with other new students. During orientation, students 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.

Families of first-year students have the opportunity to learn about campus services through our Family Orientation. In the fall parents/families are invited to campus to participate in Family Weekend, which traditionally takes place in late September or October.

Transfer Students

The Center for Student Success (CSS) coordinates the connections between transfer students (with eighteen or more credits) and their academic departments to ensure a smooth transition to Monmouth University. In addition to their assigned faculty advisors, the CSS serves as another level of support for their transition to Monmouth University. We encourage all incoming transfer students to attend transfer orientation, which is coordinated by the CSS prior to each semester. Orientation programs afford new transfer students the ability to connect with their peers and to learn about resources to guide their progress toward graduation and life after Monmouth.

Societies

Greek Letter Organizations

Currently there are 14 fraternities and sororities at Monmouth University.

The student organizations contained within this list are the only fraternities and sororities with official recognition by the University. Any other fraternity or sorority not having University recognition is not one that is supported by the University.

The fraternities include:

- Kappa Sigma
- Lambda Theta Phi Latin Fraternity, Inc.,
- Omega Psi Phi Fraternity, Inc.,
- Phi Kappa Psi,
- Sigma Pi,
- Sigma Tau Gamma, and
- Tau Delta Phi.

The sororities include:

- Alpha Kappa Alpha Sorority, Inc.,
- Alpha Omicron Pi,
- Alpha Sigma Tau,
- Alpha Xi Delta,
- Chi Upsilon Sigma National Latin Sorority, Inc.
- Delta Phi Epsilon,
- Lambda Theta Alpha Latin Sorority, Inc., and
- Phi Sigma Sigma.

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 and Order of Omega recognize fraternity and sorority members who have achieved high levels of academic success and leadership within their organizations.

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 (http://www.monmouth.edu/studenthandbook/) is available online.

Student Organizations

There are more than 125 different clubs and organizations on campus. Active involvement in such groups helps a student develop new leadership skills, support their career development goals, 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. All groups are student-developed and student-run. Each year the Office of Student Engagement hosts an Involvement Fair at the beginning of the fall and spring semesters to assist students in getting connected to one of the many clubs or organizations. Students should check the Experience Monmouth app, the bulletin boards, social media sites, e-mail, electronic boards, and the student newspaper *(The Outlook)* to learn more about club activities throughout the year.

Student Center

An integral part of Monmouth's overall campus life program, the Student Center serves as a gathering area for all segments of the University community. Offering both comfortable and inviting outdoor and indoor space, the Student Center is where students meet informally and formally to share common interests and develop friendships. The Student Center includes dining facilities, lounges, meeting rooms, computer labs, an ATM, and a large multi-purpose room that 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 a number of student services offices including, but not limited to, the Division of Student Life, the Center for Student Success, Career Development, First Year Advising, Student Engagement, Judicial Affairs, Office for Disability Services, Student Support and Veteran Services, and the Office of Counseling and Prevention Services.

Student Activities Board

The Student Activities Board (SAB) is a student organization advised by the Office of Student Engagement. Concerts, speakers, comedians, bus trips, novelty programs and festivals are among the many events sponsored. The SAB presents numerous opportunities for students to become involved both as spectators and as active board members. Students can join any of the nine committees, which include: Novelty, Awareness, Diversity Programs, Special Events, Comedy, Concerts, Festivals, Travel and Tour, and Major Concerts. 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, rock ensembles and the Blue Hawk House Band. Applied music study is offered to all students in voice, piano, woodwinds, brass, guitar, strings, and percussion.

The award winning Center of 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 for two performing arts series events each semester; tickets to all other ticketed events are only $5, with the exception of free events. For more information and a full schedule of events, please visit Monmouth Arts (http://www.monmouth.edu/arts/).

While Monmouth has no religious affiliation, it does recognize the important place that religion has in the lives of many of its students. The Catholic Center, 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: 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, dodgeball, flag football, softball, volleyball, three-point contest, knockout, Baggo, and soccer. The Wellness Program includes personal training and group fitness classes like Zumba, Yoga, Bootcamps, Abs Legs and Butt, and Kickboxing. There are many club sports on campus that include dance, men's and women's soccer, men's and women's lacrosse, field hockey, wrestling, women's volleyball, track and field, e-sports, sailing, softball, baseball, and men's and women's basketball.

Student Services

Commuters

At Monmouth University, we know that commuter students have unique needs, and we are here to support you every semester. Whether you're a traditional, non-traditional, full-time, part-time, graduate, or undergraduate student, we have resources and guidance just for you through the Division of Student Life.

If you're an incoming first-year commuter, you can join our Commuter Mentor program. This program offers support from a student commuter mentor helping you to settle in and succeed.

Want to get involved? Reach out to the Office of Student Engagement at 732-571-3586, or check out any of the 100+ clubs listed in the Monmouth University Student Handbook. There are plenty of extra-curricular events and leadership opportunities throughout the semester, and we plan activities during the day so you can easily join in.

Feeling hungry? We've got you covered with various commuter meal plans by Gourmet Dining. You can enjoy breakfast, lunch, dinner, and late night snacks at several spots on campus, like the Rebecca Stafford Food Court, Dunkin' Donuts, Jersey Mike's, Magill Commons Dining Hall, Plangere Center, and the Convenience Store in Hesse Hall. You can pay with a meal plan, declining balance, cash or credit. We suggest getting a meal plan for convenience - just contact the Office of Residential Life at 732-571-3465 for details.

Need parking? Parking on campus is hassle-free for commuters. You can find spots any time, day or night, and there's no fee for a commuter parking decal. For more information, call 732-263-5651 or visit our website: Commuter Resources (https://www.monmouth.edu/off-campus-and-commuter-services/). We are here to make your time at Monmouth University enjoyable and engaging!

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 new Monmouth University students ≤18 years of age, both residential and commuter and any student regardless of age living in campus sponsored housing, must show proof of a dose of the meningitis vaccine (MenACWY) on or after their 16th birthday. Students are recommended, not required, to be COVID vaccinated and stay up-to-date with COVID vaccinations including additional doses when eligible. Documentation of all required immunizations needs to be uploaded to the private and confidential student account in the Student Health Portal. In order to provide personalized and comprehensive care, students are encouraged to complete the online Health History form and upload a copy of their current health insurance card into the Student Health Portal. Students are seen at the on-campus Health Center on a walk-in basis and by appointment for specialty services. Students are responsible for any costs incurred for outside referrals, prescriptions, off-campus providers, laboratory and diagnostic procedures. Services include: diagnosis and treatment of common ambulatory illnesses and injuries, immunizations,

allergy injections, physicals, women's services, and rapid testing for influenza, strep, mono and COVID.

The Health Center hours during the academic semester are: Monday through Friday, 8:45 a.m. to 5:00 p.m. Health Services is staffed with two nurse practitioners, one nurse practitioner/director and a part-time general physician. Additional information can be obtained by calling 732-571-3464 or going to: https://www.monmouth.edu/health-services.

There are several hospitals within two to six miles of campus that offer complete medical and psychiatric services should the student require a higher level of care. For on-campus medical emergencies call 732-571-4444.

Counseling and Prevention Services (CPS) assists students in their personal growth and development through clinical counseling and psycho-educational programming. CPS offers free episodic counseling to reduce symptoms and support students in addressing mild to moderate general mental health and substance use concerns. Services are provided by licensed counseling professionals or graduate-level trainees, supervised by licensed professionals. Through collaborations with Monmouth Medical Center, Uwill.com, and other agencies, 24-hour services are available for mental health crises. The office is one component of the integrative team of health professionals at the University providing holistic care for students' well-being.

Students may call **732-571-7517** to schedule an appointment for counseling or to request additional information. CPS is open Monday through Friday from 8:45 am to 5:00 pm when the University is open. For additional information, students may also e-mail CPS (mucounseling@monmouth.edu) directly. Information can also be found on the CPS Web site (http://www.monmouth.edu/counseling/). The office is located on the third floor of the Rebecca Stafford Student Center.

The Global Education Office provides assistance to students and faculty from other countries with their adjustment to life in the United States and Monmouth University. The Assistant Director for International Students and Faculty Services and the International Student Advisor are available to provide immigration counseling, academic and career planning support, and access to extra-curricular activities such as the International Club.

The Office of Student Support and Veteran Services serves two primary functions. One is to work with students that are experiencing some difficulty or challenge outside of the classroom that may prevent them from being a successful student. The second is to serve as a primary point of contact for student veterans, active duty personnel and dependents of military personnel at the University and to coordinate a comprehensive program of support and advocacy services. This position also serves as the University's School Certifying Official for verification and eligibility of veteran benefits. Office hours are Monday through Friday from 8:45am to 5:00pm. You may reach the office at 732-263-5258 or via email at veteraninfo@monmouth.edu.

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Ph.D., Cornell University

John Tiedemann (1998)
Assistant Dean of the School of Science
Director of the Marine and Environmental Biology and Policy Program
B.S., Upsala College; M.S., Florida Institute of Technology

Anthony MacDonald, Esq. (2005)
Director of the Urban Coast Institute
B.A., Middlebury College; J.D., Fordham University, School of Law

School of Social Work

Leah Lazzaro, D.S.W. (2006)
Assistant Dean, School of Social Work
B.A., Pennsylvania State University; M.S.W., Monmouth University;
D.S.W., Kutztown University of Pennsylvania

Sarah Brown (2016)
Director of Field and Professional Education
B.S.W., M.S.W., Monmouth University, L.C.S.W.

Michael Cronin (2010)
M.S.W. Program Director and Play Therapy Graduate Certificate Coordinator
M.S.W., Columbia University; Ph.D., Yeshiva University

Christa Hogan (2011)
B.S.W. Program Director
B.S.W., Monmouth University;
M.S.W., Fordham University.

Janine Speiser (2011)
Assistant Director of Field Education
B.A,. Rider University; M.S.W. Monmouth University, L.S.W.

Honors School

Jennifer Ross (2023)
Assistant Dean of the Honors School
B.A., Bucknell University; M.A., Dartmouth College

Global Education Office

MyKellann Maloney (2017)
Director of Global Education
B.A., Ithaca College;
M.S.Ed., Bank Street College of Education

Center for Excellence in Teaching and Learning (CETL)

Jennifer M. Brill, Ph.D. (2017)
Director of the Center for Excellence in Teaching and Learning (CETL) and Online Instruction
B.S., Boston College; M.Ed., Pennsylvania State University;
Ph.D., University of Georgia

Center for Student Success

Erin Behn (2004)
Disabilities Specialist
B.A., Marist College;
M.S.W., Fordham University

Carolyn Chirichello (2000)
Assistant Director of Disability Services
B.A., University of California, Santa Cruz;
M.S., San Jose State University

Dorothy Cleary (2010)
Director of Tutoring Services
M.S.Ed., Walden University
M.B.A., Monmouth University

Bobbie Edgar (2017)
Professional Academic Advisor
B.A., M.S.Ed., Monmouth University

Noah Hart, Jr. (2004)
Coordinator of First Year Advising
B.A., Livingston College, Rutgers University;
M.Ed., College of New Jersey;
M.Div., Palmer Theological Seminary;
Ed.D., Rutgers Graduate School of Education

Elizabeth O'Brien (2006)
Director, Educational Opportunity Fund Program
B.S., State University of New York College at Oneonta;
M.S.Ed., Monmouth University

Beatrice M. Rogers (1993)
Director for Peer Assisted Learning, Retention, and General Education Assessment
B.S., Allegheny College;
M.B.A., Monmouth University (Monmouth College)

Danielle Schrama (1999)
Director of Academic Advising
B.S., M.S., Monmouth University

Claude E. Taylor (2005)
Director for Academic Transition and Inclusion
B.A., M.A., West Chester University

Anthony Urmey (2016)
Director of Transfer Student Services and Undeclared Services
B.A., Fairleigh Dickinson University;
M.A., Fordham University

Registrar's Office

Gloria Schopf (2007)
Registrar
Curriculum Maintenance
B.A., Brooklyn College

Marc Jose (2012)

Associate Registrar for Technology
B.S., Bloomfield College

Jennifer DeFalco (2017)
Assistant Registrar for Academic Services
B.A., M.A., Monmouth University

Stephanie Ambrozy (2017)
Assistant Registrar for Scheduling and Course Management
B.A., Montclair State University

Finance

Mary Byrne (2014)
Vice President for Finance
B.S., Saint Peter's University; M.B.A., Rutgers University;
C.P.A., NJ

Deborah Palmer (1993)
Assistant to the Vice President for Finance

Catherine Duriske (1994)
Assistant Vice President for Financial Reporting
B.S., Montclair State College;
C.P.A., NJ

Josephine Estelle (2001)
Director of Treasury Operations
B.S., Georgian Court College

Betsy Lunney (1981)
Assistant Vice President for Treasury Operations
B.B.A., Suffolk University; M.B.A., Monmouth University

Mohieb Mohsen (2010)
Manager of Student Financial Services
B.S., Cairo University

Laurie Stanton (1987)
Accounts Payable Manager
A.A., Brookdale Community College

Margaret Bellanich (2016)
Grant Accountant
B.S., St. Peter's University

Patricia Curtis (2006)
Box Office Manager
B.A., Montclair University

Marie Del Cristo (2017)
Senior Accountant
B.S., Georgian Court College
C.P.A., NJ

Ellen Dombroski (1997)
Assistant Vice President for Finance and Budgets
B.S., Seton Hall University;
C.P.A., NJ

Mark Miranda (2005)
Director of Purchasing
B.S., St. John's University

Marguerite Stocker (2015)
Manager of the University Store
B.S., Boston University;
M.S., Thomas Edison State University

David Tsang (2012)
Digital Print Center Manager
B.A., Syracuse University

Joseph Pingitore (2018)
Associate Vice President for Finance and Budgets
B.S., Monmouth University; M.B.A., Southern New Hampshire University

Sheila McCormick (2007)
Assistant Bursar
B.S., Monmouth University

Theresa Fontana (2013)
Accountant/Mail Operations Supervisor
B.S., Monmouth University

Information Management

John Sonn (1988)
Associate Vice President and Chief Information Officer
B.A., Rutgers University;
M.S., Monmouth University

Linda Cranmer (2005)
Assistant to the Vice President for Information Management

John Cavallo (1997)
Director, Logistics and Security
B.A., M.A., Monmouth University

Theodore Tsoutsas (2001)
Software Licensing Administrator
Assistant LMS Administrator

Information Support

Joseph Bembry (2000)
Director of Computer Support
B.A., M.A., Monmouth University

Karen M. Blaney (2007)
Enterprise Application Support Specialist

Edward Carson (2004)
Computer Systems Analyst

Robert Coles (2007)
Enterprise Application Specialist
B.A., M.A., Monmouth University

Deborah Cotler (2005)
Director of Instructional Support and Training
B.A., State University of New York, Albany;
Ed.M., Boston University

Kevin Curtis (2016)
Instructional Designer
B.S., M.S., William Paterson University
M.A., New Jersey City University

Wayne Elliott (2002)
Instructional Technologist and LMS Administrator
B.A., Monmouth University

Colin Germain (2021)
Computer Systems Analyst

Tease Gould (1995)
Enterprise Application Support Specialist
B.S., College of Saint Elizabeth;
M.S.Ed., Monmouth University

Kyle Kinchen (2014)
Computer Systems Analyst
PC, AGE Technical Institute

David Maseroni (2006)
Technology Support Specialist

Billy Pachamango (2001)
Computer Systems Administrator
A.S., Devry University

Kelley Schwartz (2019)
Computer Trainer
B.A., Rutgers University;
M.Ed., University of Arkansas, Fayetteville

Emily Vandenakker (2019)
Enterprise Application Support Specialist
B.S., Penn State University;
M.B.A., Monmouth University

Michael Walsh (2002)
Director of Enterprise Application Support
B.A., Purdue University;
M.A., The Richard Stockton College of New Jersey

Janine Winkley (2016)
Enterprise Workflow Specialist
B.S.E.E., Lehigh University;
M.A.T., Monmouth University

Information Operations

John Sonn (1988)
Associate Vice President and Chief Information Officer
B.A., Rutgers University;
M.S., Monmouth University

James Allan (2004)
Interim Director of Server Operations
A.A., Brookdale Community College
B.A., Monmouth University

Robert Carsey (1998)
Senior Systems Administrator
B.S., M.S., Monmouth University

Alan Chiu (2001)
Programmer/Analyst
B.A., Guangzhou Institute of Foreign Languages

Eric Joyce (1999)
Director of Infrastructure Operations
Brick Computer Institute; B.A., Monmouth University

Mary Latteri (2002)
Senior Programmer/Analyst
B.S., Monmouth University

Michael McGuire (2007)
Network Operations Manager
B.A., Moravian College

Caitlin Morris (2017)
Programmer/Analyst
B.A., McDaniel College

Thomas Shenko (1999)
Director of Enterprise Programming and Integration
A.A., DeVry Technical Institute

Student Life

James Pillar (1995)
Vice President for Student Life
B.S., Millersville University; M.B.A., West Chester University;
Ed.D., Edgewood College

Shannon Killeen (2002)
Associate Vice President for Student Life/
Dean of Students
B.A., Glassboro State College; M.A., Rowan College

Xochil Ramirez (2021)
Coordinator of Student Support and Veteran Services
B.S., Stockton University; M.A. Rowan University

Milton Morris
Chief of Police, Monmouth University Police

Student Engagement

Vaughn Clay (1994)
Associate Director of Student Engagement
B.S., M.A., Indiana University of Pennsylvania;
Ed.D., Northeastern University

Residential Life

Megan Jones (2000)
Associate Director of Residential Life and Campus Living
B.S., Rutgers University; M.S., Monmouth University

Tony Conard (2011)
Area Coordinator for Apartment and Campus Living
B.S., Loyola University;
M.S., Florida State University

David Schenck, Jr. (2019)
Assistant Director of Residential Life
B.A., Georgian Court University

Conference Services and Special Events

Lu-Aann Russell (2010)
Senior Director of Conference Services and Special Events
B.S., Georgian Court College

Nicole Frame (2010)
Director of Conference Services
B.S., The College of New Jersey;
M.A., Monmouth University

Megan McGowan (2010)
Special Events Manager

B.S., M.S., Springfield College

Counseling and Prevention Services

Christopher McKittrick (2006)
Director of Counseling & Prevention Services
B.S., M.A., The College of New Jersey; Psy.D., California Southern

Eric E. Kaighn (2019)
Assistant Director of Counseling and Prevention Services
B.A., M.A., Monmouth University

Health Services

Kristine Kelly
Director of Health Services
B.S.N., Quinnipiac University;
M.S.N. New York University;
Post-Masters, Monmouth University

Violet Bernknopf (2021)
University Nurse Practitioner
B.S., Rutgers University; B.S.N., Seton Hall University; M.S.N., Monmouth University

University Advancement

Amanda Klaus '09 (2014)
Vice President for University Advancement
B.A., Monmouth University

Beth Brody (2013)
Director of Development
B.A., University of Delaware

Marian Dalton (2003)
Senior Special Events Coordinator

Paul Dement (2005)
Senior Director of Government and Community Relations
B.A., Penn State University;
M.A., Monmouth University

Charles Gerdon (2011)
Director of Development
B.A., Stockton State College;
M.A., Montclair State University

Dawn Hans (2016)
Senior Director of Stewardship and Donor Relations
B.S., Rutgers University

David Howell (2018)
Director of Development
B.A., Middlebury College;
M.A., University of Pennsylvania

Thomas E. Klimchak (2002)
Senior Director of Advancement Services
B.A., Millersville University

Laura MacDonald '10 (2019)
Director of Alumni Engagement
B.A., Monmouth University

Stephanie Tolas '03, '05 (2014)
Director of Stewardship and Donor Relations
B.A., M.B.A., Monmouth University

Lindsay Wood (2019)
Senior Director of Annual Engagement and Annual Giving
B.S., New York University

Jeffrey Mass '04, '17M (2010)
Director for Employer Engagement
B.S., M.A., Monmouth University

Jon Roos (2011)
Director of Development
B.A., University of Tennessee;
M.B.A., Lynn University

Enrollment Management

Robert D. McCaig, Ed.D. (2005)
Vice President for Enrollment Management
B.A., Penn State University; M.A., Arcadia University;
Ed.D., Temple University

Michael S. Maiden, Jr. (2005)
Executive Director of University Communications
B.A., Boston University; M.A., Monmouth University

Graduate Admission

Lauren Vento Cifelli (2000)
Associate Vice President for Undergraduate and Graduate Admission
B.A., B.S., M.A., Monmouth University

Laurie Kuhn (1999)
Associate Director of Graduate Admission
B.A., State University of New York at Oneonta;
M.B.A., Baruch College-Mount Sinai School of Medicine

Kevin New (2018)
Associate Director of Graduate Admission and Enrollment Marketing
B.A., University of New Hampshire
M.A., Monmouth University

Amy Vu (2020)
Assistant Director, Graduate Admission
B.A., M.S.W., Stony Brook University

Undergraduate Admission

Lauren Vento Cifelli
Associate Vice President for Undergraduate and Graduate Admission
B.A., B.S., M.A., Monmouth University

Victoria Bobik (2005)
Director of Undergraduate Admission
B.A., Colgate University; M.A., University of South Carolina

Ebony Brown (2021)
Admission Counselor
B.A., University of Richmond

Emma Caban (2012)
Sr. Assistant Director of Undergraduate Admission
B.A., Monmouth University

Patrick Dorsey (2005)
Associate Director of Transfer Admission

B.S., Fairleigh Dickinson University; M.S.Ed., Monmouth University

Elizabeth Gensemer (2018)
Associate Director of Undergraduate Admission
B.M., University of the Arts

Anne Horning (2019)
Admission Counselor
B.A., Fairfield University

Caroline Hurtt (2022)
Admission Counselor
B.S., Monmouth University

Michael Qualiano (2017)
Assistant Director of Undergraduate Admission
B.A., Monmouth University

Sam Schmitt (2022)
Admission Counselor
B.A., Monmouth University

Kelly Anne Young (2019)
Assistant Director of Undergraduate Admission Admission
B.S., Temple University

Admission Processing

Barbara Growney (1994)
Director of Admission Processing
B.S., Monmouth University; M.S.Ed., Monmouth University

Heather Deaton
Admission Processing Data Systems Specialist
B.S., Southern Arkansas University and 2023

Financial Aid

Claire Alasio (1997)
Associate Vice President of Enrollment Management
Director of Financial Aid
B.A., Roanoke College; M.A.Ed., Virginia Polytechnic Institute and State University

Kristen Isaksen (1997)
Associate Director of Financial Aid
B.A., Dickinson College; M.S.Ed., Monmouth University

Tabitha Conlan (2001)
Assistant Director of Financial Aid
B.S., Georgian Court University

Marilyn Dorsey (1985)
Direct Lending Coordinator

Nancy Hanson (1997)
Assistant Director of Financial Aid
B.S., M.B.A., Monmouth University

Robert C. Hennessey (2001)
Assistant Director of Financial Aid
B.S., West Chester University

University Marketing and Communications

Tara Peters (2015)
Associate Vice President for University Marketing and Communications
B.A., M.A., Monmouth University

Jonathan Conner (2013)
Graphic Designer
B.F.A., Pacific Northwest College of Art

Tryon Eggleston (2015)
Director of Digital Communication
B.A., Ramapo College

Steven Graboski (2016)
Full Stack Developer
B.A., Drew University; M.S., Columbia University

Michael S. Maiden, Jr. '07, '14 (2005)
Executive Director of University Communications
B.A., Boston University; M.A., Monmouth University

Anthony Marchetti (2016)
Managing Editor, University Publications
B.A., M.A., The College of New Jersey

Breanne McCarthy (2016)
Assistant Editor/Content Producer
B.A., Rutgers University

Vera Towle (2008)
Creative Project Manager
B.A., Georgian Court University;
M.A., Monmouth University

Campus Planning and Facilities management

Timothy Orr (1996)
Executive Director for Campus Planning and Facilities Management
B.S., Geneva College

Kara Sullivan (1998)
Director, Building Services and Facilities Management
A.A.S., Brookdale Community College;
B.S., Monmouth University

Athletics

Jennifer Sansevero (2021)
Director of Athletics

Nicholas Aguilera (2018)
Assistant Athletics Trainer
B.A., East Stroudsburg University
M.S., Long Island University, Brooklyn

Nicole Alsobrooks (2015)
Director of Aquatics
Assistant Men's and Women's Swimming Coach
B.A., Wake Forest University

Dhimant Balar (2017)
Team Physician
D.O., Philadelphia College of Osteopathic Medicine

Devin Barry (2007)
Assistant Track and Field Coach
B.S., Mount St. Mary's University

Tom Bieber (2008)
Associate Athletics Director for Academic Support
B.S., Slippery Rock University;
M.B.A., Monmouth University

Aaron Bottinick (2015)
Assistant Athletic Trainer for Men's Soccer and Baseball
B.S., Springfield College; M.S., University of Virginia

Kevin Callahan (1992)
Head Football Coach
B.A., University at Rochester

Kevin Callahan, Jr. (2019)
Assistant Football Coach/Receivers
B.A., Amherst College

Richard Callahan (2011)
Senior Assistant to the Head of Men's Basketball Coach
B.S., Salem College, M.S., Syracuse University

Richard Carragher (2001)
Associate Athletics Director for Event Management
B.S., St. Joseph's University

Jon Cascone (1997)
Associate Athletics Director for Recreation, Intramurals, Clubs, and Fitness Center
B.S., MA, East Stroudsburg University

Gregory Decos (1999)
Assistant Athletics Director Equipment, Laundry and Car Services

Samuel Dorsett (2013)
Assistant Football Coach
B.A., M.S., Robert Morris University

Dean Ehehalt (1994)
Head Baseball Coach
B.S.Ed., M.S.Ed., East Carolina University

Kelsey Ellis (2017)
Compliance and Academic Assistant
B.S., M.A., Delaware State University

Alyssa Ercolino (2018)
Sports Behavioral Health Specialist
B.A., Monmouth University

Carli Figlio (2005)
Head Field Hockey Coach
B.A., Kent State University
M.S., Monmouth University

Brian Fisher (2012)
Head Men's Lacrosse Coach
B.A., Rutgers University

Kylee Flynn (2012)
Head Women's Soccer Coach
B.A., University of Tennessee

Brian Gabriel (2004)
Offensive Run Game Coordinator/Offensive Line
B.A., Siena College

Jeff Gallo (2005)
Offensive Coordinator
B.S., M.B.A., Monmouth University

Andrew Geison (2012)
Assistant Men's Lacrosse Coach
B.A., University of Maryland
M.Ed., Rutgers University

Damon Godfrey (2019)
Assistant Men's and Women's Track and Field Coach
B.A., Thomas Edison University

Karen Grygiel (2010)
Director of Bowling/Head Coach
B.S., Vanderbilt University

Dane Hodge (2014)
Head Club Women's Soccer Coach
B.A., Carson-Newman University

John Jackman (1993)
Assistant Athletics Director of the Fitness Center

Christie Kaestner (2017)
Assistant Head Women's Lacrosse Coach
B.S., Duke University

Bennie Kanzler (2019)
Director of Ticketing and Development
B.S., M.S., Monmouth University

Gary Kowal (2013)
Associate Athletic Director for Communications and Digital Media
B.A., Monmouth University

Andrew Kurtz (2015)
Assistant Athletic Director
B.S., York College of Pennsylvania

Chirs Leicht (2018)
Head Men's Tennis Coach
B.A., M.A., Bloomsburg University of Pennsylvania

Steve Levine (2017)
Assistant Men's and Women's Swimming Coach
B.A., Monmouth University

Hugh MacDonald (2008)
Associate Head Men's Soccer Coach
B.A., Monmouth University

Robert McCourt (2004)
Head Men's Soccer Coach
B.A., Adelphi University;
M.S., Virginia Commonwealth University

Mark Mohrman (2016)
Assistant Athletics Director of Communications
B.A., Monmouth University

Patrice Murray (1988)
Head Coach, Women's Tennis
B.A., M.A., Monmouth University

Mike Nelson (2019)

Director of Track and Field/Cross Country
B.S., Truman State University;
M.S., Marquette University; M.S., Emporia State University

Matthew Nunnaly (2015)
Head Men's and Women's Swimming Coach
B.S., LaSalle; M.B.A., Ole Miss

Tim Rehm (2019)
Director of Strength and Conditioning
B.S., Springfield College

King Rice (2011)
Head Men's Basketball Coach
B.A., University of North Carolina

Richard Robinson (2019)
Club Baseball Coach
B.S., Kean College

Simon Rosenblum (2002)
Associate Athletics Director for Sports Medicine
B.S., Waynesburg College;
M.S.Ed., Old Dominion

Bri Rubino (2015)
Associate Director of Strength and Conditioning
B.S., Drexel University

Shannon Salsburg (2015)
Head Softball Coach
B.S., Penn State University;
M.A., University of Akron

Christian Spaulding (2018)
Assistant Men's and Women's Indoor Track
B.S., High Point University

Vanessa Sweeney (2006)
Associate Director of Sports Medicine
B.S., West Chester University;
M.S.Ed., Monmouth University

Ken Taylor (2015)
Associate Athletic Director for Development and Blue/White Club
B.A,. University of Michigan; M.S., Wayne State University

Michael Thiers (2019)
Strength and Conditioning Intern
B.S., Lynchburg College

Jordan Trautman (2017)
Head Women's Lacrosse Coach
B.A., Georgetown University

Kelly Valentine (2015)
Associate Athletic Director for Marketing
B.S., Rutgers University

Lewis Walker
Director of Field Operations and Practice

Brady Weaver
Director of Creative Content

Caitlin Wetmore
Head Coach of Women's Basketball

David Williamson (2018)
1st Assistant Field Hockey Coach
B.A., Princeton University;
M.A., University of Ulster

Emeritus Faculty

Mary Kate Azcuy
Associate Professor Emerita of English
B.S., Monmouth University; M.A., New York University;
Ph.D., Drew University

Derek A. Barnes
Professor Emeritus of Physics
B.A., M.A., Ph.D., Christ Church
Oxford University, England

Judith Bazler
Professor Emerita of Curriculum and Instruction
B.S., Northern Illinois University; M.Ed., Ed.D., University of Montana

Barbara Lynn Bodner
Professor Emerita of Mathematics
B.S., Fairleigh Dickinson University; M.S., Pennsylvania State University
Ed.D., Rutgers University

Donald Bretzger
Professor Emeritus of Chemistry
B.S., Ursinus College; M.S., Ph.D., University of Delaware

Richard E. Brewer
Associate Professor Emeritus of English
B.A., Drew University; B.D.; M.A., Rutgers University

Karen Bright
Professor Emerita of Art
B.F.A., University of the Arts; M.F.A., Cranbrook Academy of Art

Robert Brooks
Associate Librarian Emeritus
B.A., B.S.L.S., University of North Carolina;
M.S.Ed., Monmouth University (Monmouth College)

John E. Carson
Associate Professor Emeritus of Mathematics
B.A., Drew University; M.S., New York University

Alan Cavaiola
Professor Emeritus of Professional Counseling
B.A., Monmouth University (Monmouth College); M.A., Fairleigh Dickinson University; Ph.D., Hofstra University

Andreas Christofi
Professor Emeritus of Economics
B.A., Graduate Industrial School of Thessonaloniki, Greece;
M.B.A., University of New Orleans;
Ph.D., Finance, Pennsylvania State University

Gregory Coram
Associate Professor Emeritus of Criminal Justice
M.S., Psy.D., Indiana State University

Patricia Cresson

Professor Emerita of Art and Design
B.S., University of Wisconsin; M.F.A., Pratt Institute

Floyd R. Deardorff
Assistant Professor Emeritus of Mathematics
B.A., Temple University; M.A., Catholic University

Chad Dell
Associate Professor Emeritus of Communication
B.A., M.A., Ph.D., University of Wisconsin-Madison

Jack W. Demarest
Professor Emeritus of Psychology
B.A., State University of New York (Brockport); M.A., Connecticut;
Ph.D., State University of New York at Stony Brook

Vincent DiMattio
Professor Emeritus of Art and Design
B.F.A., Massachusetts College of Art; M.F.A., Southern Illinois University

Francis Patrick Dooley
Professor Emeritus of History
A.B., Villanova University;
M.A., Ph.D., University of Maryland

Donald Dorfman
Professor Emeritus of Biology
B.S., Monmouth University (Monmouth College);
M.S., University of Connecticut;
Ph.D., Rutgers University

Harris Drucker
Professor Emeritus of Software Engineering
B.S.E.E., Pennsylvania State University;
M.S.E., Ph.D., University of Pennsylvania

Stanley Dubroff
Associate Professor Emeritus of Business Law
B.S,. Drexel University;
J.D., Temple University

Priscilla Gac-Artigas
Professor Emerita of World Languages
B.A., University of Puerto Rico; Ph.D., University of Franche-Comte, France

Rachel Gardner
Associate Librarian Emerita
B.S., Vassar College; M.A., Middlebury College;
M.L.S., Rutgers University

Ivan Gepner
Associate Professor Emeritus of Biology
B.A., Rutgers University; M.A., Ph.D., Princeton University

Carol A. Giroud
Professor Emerita of Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina;
Ph.D., Union Graduate School

Bonnie Gold
Professor Emerita of Mathematics
A.B., University of Rochester; M.A., Princeton University
Ph.D., Cornell University

Stanton Green
Professor Emeritus of Anthropology
B.A., New York University, M.A., Ph.D., University of Massachusetts, Amherst

Brian Greenberg
Professor Emeritus of History
B.A., New York University;
M.A., Ph.D., Princeton University

Richard Guilfoyle
Professor Emeritus of Mathematics
B.S., C.W. Post College;
M.S., Ph.D., Stevens Institute of Technology

Amy Handlin
Associate Professor Emerita of
Marketing and International Business
B.A., Harvard University, Radcliffe College;
M.B.A., Columbia University

John Henning
Professor Emeritus of Curriculum and Instruction
B.S., Pennsylvania State University; M.Ed., Kent State University; A.D., Stark State College; Ph.D., Kent State University

Doris K. Hiatt
Associate Professor Emerita of Psychology
A.B., Cornell University; Ph.D., City University of New York

Waltraud Hieslmair
Associate Professor Emerita of Physics
B.S., M.S., University of Vienna, Austria

Barbara Harris Jaye
Professor Emerita of English
B.A., City College of New York; M.A., Ph.D., Rutgers University

Margaret G. Juckett
Associate Professor Emerita of Management
B.S., West Virginia Wesleyan College;
M.A., University of Kentucky; M.B.A., Monmouth University (Monmouth College)

Quentin Keith
Associate Professor Emeritus of English
B.A., Lehigh University; B.A., (Hons.);
M.A., Kings College, Cambridge University, England

Glenn King
Professor Emeritus of History and Anthropology
B.A., Cornell University; M.A., University of California at Los Angeles;
Ph.D., University of California at Berkeley

Carl M. Koreen
Associate Professor Emeritus of Mathematics
B.S., M.S., Louisiana State University

Michiko Kosaka
Associate Professor Emerita of Computer Science
B.A., Manhattanville College;
M.A., Ph.D., New York University

Richard A. Kuntz
Professor Emeritus of Mathematics
B.S., Monmouth University (Monmouth College);

M.A., Ph.D., University of Maryland

Susan Kuykendall
Associate Librarian Emerita
B.S., Trinity University; M.L.S., Rutgers University

Marilyn M. Lauria
Associate Professor Emerita of Nursing
B.S.N., Hunter College;
M.Ed., Ed.D., Teachers College, Columbia University

R. Kaiser-Lenoir
Professor Emeritus of Foreign Languages
Licence es Lettres, Sorbonne;
Diplome d'Etudes Litteraires Superieures, C.A.P.E.T., Strasbourg

Betty Liu
Professor Emerita of Mathematics
B.S., M.S., Nanjing University, China; PhD, University of Maryland

Helen T. MacAllister
Associate Professor Emerita of Biology
B.S., Douglass College; M.S., Rutgers University

Robin Mama
Professor Emerita of Social Work
B.S.W., College of Misericordia; M.S.S., Ph.D., Bryn Mawr College

Srikantaiah Mallikarjun
Professor Emeritus of Physics
BS.c., MS.c., University of Musore, India;
A.M., Ph.D., University of London, England

James McDonald
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Faculty

A

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B

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C

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Associate Provost.
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B.A., Georgetown College; M.A., University of Chicago; Ph.D., University of Louisville.

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T

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U

Nancy Uddin (1999)
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V

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Professor, History; Anthropology (Graduate Faculty).
Provost and Senior V.P. for Academic Affairs.
B.A., Drew University; M.A., College of William and Mary; Ph.D., University of Pennsylvania.

Marina Vujnovic (2008)
Professor, Communication (Graduate Faculty).
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W

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B.S., M.S., Hanyang University; M.S., Texas Tech University; Ph.D., University of Houston.

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B.A., Texas AM University; M.A., Texas AM University/Moscow Institute of Communication, U.S.S.R.; Ph.D., Northern Illinois University.

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Y

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Z

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B.S., M.S., Bogazici University, Istanbul, Turkey; M.S., University of Amsterdam; Ph.D., Clemson University.

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B.S., Southern Medical University, Guangzhou, China; M.S., Zhejiang University, Hangzhou, China; Ph.D., New Jersey Institute of Technology.

GRADUATE COURSE DESCRIPTIONS

Anthropology (AN)

AN-CPE Anthropology Comprehensive Exam **Credits: None**
Prerequisite(s): 30 graduate credits in Anthropology
Term Offered: All Terms
Course Type(s): None
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.

AN-THD Thesis Defense **Credits: None**
Prerequisite(s): AN-691 and AN-692
Term Offered: All Terms
Course Type(s): NOSRCH
A zero-credit course that is taken after completing AN-691 and AN-692. It consists of a public presentation of the student's completed thesis research. This is a pass/fail course.

AN-501 Anthropological Theory **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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).

AN-502 Seminar in Biological Anthropology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Designed to provide graduate students with a foundation in the core principles of biological anthropology. We will examine both theoretical issues and empirical evidence in order to better understand evolution of the human species. Topics that will be explored in this course include evolutionary theory, primatology, paleoanthropology and human variation. In addition, this course will examine contemporary issues in human bio-cultural evolution.

AN-503 Archaeological Theory **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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-functionalist-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).

AN-506 Historical Archaeology **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS, HSPUB
An intensive introduction to historical and industrial archaeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization, and urbanism. Archaeological field methods and the interpretation of material culture are also introduced. Also listed as HS-506.

AN-507 Historic Artifact Analysis **Credits: 3**
Term Offered: All Terms
Course Type(s): None
A graduate-level seminar and lab on select material culture commonly recovered from historical archaeological sites. Artifact classes that are covered in the course include ceramics, glass, and a tobacco pipes. Students in the class will learn artifact identification, historical developments of artifact types, and archaeological methodology for dating and quantifying assemblages. The course also includes discussions on a various cultural aspects such as consumption, socio-economic status, gender, mercantilism, and other cultural behaviors in order to help put the artifacts into historical contexts and answer archaeological research questions.

AN-520 Field Methods in Archaeology **Credits: 3**
Course Type(s): HSPUB
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 HS-520.

AN-522 Ethnographic Methods **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

AN-524 Introduction to Geographical Information Systems (GIS) **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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 GO-524.

AN-530 Zooarchaeology: The Archaeology of Animals **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
Covers methods of faunal analysis and the application of the study of animal remains to broad topics of cultural study including subsistence, status, and ideology.

AN-532 Native American History and Prehistory **Credits: 3**

Term Offered: All Terms
Course Type(s): HSNW, HSWLD
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 HS-532.

AN-533 Cultural Resource Management Practicum **Credits: 3**

Course Type(s): None
Provides a hands-on introduction to and overview of cultural resource management archaeology (CRM), within the broader context of historic preservation. Students read about, discuss, and participate in actual historic preservation/cultural resource management projects in order to learn about current preservation practices.

AN-540 Psychological Anthropology **Credits: 3**

Course Type(s): None
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.

AN-555 Ancient Technology **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
Provides an introduction to ancient technology/experimental archaeology. It examines the major theories and practices employed by experimental archaeologists. Students will develop skills in traditional technologies, e.g. flintknapping, pot firing, blacksmithing, and timber frame house construction.

AN-562 History of Maps and Mapping **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
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 HS-562.

AN-563 The Amazon **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
An anthropological seminar focused on the Amazon region, with emphasis on how expert and lay knowledge about the Amazon has been produced and circulated.

AN-572 The History of Tourism **Credits: 3**

Term Offered: Fall Term
Course Type(s): HSEU, HSPUB, HSWLD
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 HS-572.

AN-573 Ecological Imperialism **Credits: 3**

Term Offered: Spring Term
Course Type(s): HSWLD
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 HS-573.

AN-575 Civilizations of the Andes **Credits: 3**

Term Offered: Spring Term
Course Type(s): HSNW, HSWLD
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 HS-575.

AN-582 Applied Anthropology **Credits: 3**

Term Offered: Fall Term
Course Type(s): None
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 resource 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?"

AN-585 Colonialism in Africa **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW
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 HS-585.

AN-587 Visual Anthropology **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Deals with the aspects of visuality 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.

AN-591 Islam **Credits: 3**
Course Type(s): HSNW, HSWLD
This course examines Islamic history, culture, and art across the world, including but not limited to the Middle East, North Africa, the Balkans, and the Americas. Thematic coverage will include religious/spiritual/ritualistic, political, cultural, and intellectual changes, as well as, imperialism, the rise of nation-states, and cultural interaction with traditionally non-Islamic lands and peoples. Also listed as HS-591.

AN-595 Anthropology Internship/Practicum **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

AN-598 Special Topics in Anthropology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

AN-599 Independent Study in Anthropology **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work under the direction of a member of the anthropology faculty. Prior permission of the directing professor and department chair is required to take this course.

AN-691 Anthropology Thesis (Research) **Credits: 3**
Prerequisite(s): 15 credits in Anthropology
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work, under the direction of a member of the anthropology faculty. This is a pass/fail course.

AN-692 Anthropology Thesis (Writing) **Credits: 3**
Prerequisite(s): 18 credits in Anthropology
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work, under the direction of a member of the anthropology faculty. This is a pass/fail course.

AN-693 Anthropology Library Thesis **Credits: 3**
Prerequisite(s): 23 graduate credits in Anthropology
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work based on secondary sources, under the direction of Anthropology faculty members, for the completion of the Master's program in the History and Anthropology 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.

AN-799 Independent Study in Anthropology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent Study Anthropology Doctorate Level.

Art (AR)

AR-597 Fine Art/Design Studio **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

AR-598 Special Topics: Art and Design **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

AR-599 Independent Study in Art **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
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.

Biology (BY)

BY-521 Pathophysiology and Histology **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 NU-521.

Business (BU)

BU-588 Business Practice and Experience **Credits: 1**
Prerequisite(s): 9 credits of graduate level courses
Course Type(s): None
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. Departmental approval is required to take this course.

Business Accounting (BA)

BA-513 MBA Accounting **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
This course offers a comprehensive understanding of both financial and managerial accounting theories and practices. Topics in financial accounting cover principles, current theory, and financial statement preparation. Managerial accounting explores the profession, core concepts, job costing, activity-based costing, and cost behavior analysis.

BA-514 Managerial Accounting **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BA-588 Internship in Accounting **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
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 6 credits). A minimum G.P.A. of 3.00 is required to take this course.

BA-598 Special Topics in Accounting **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BA-599 Business Research **Credits: 3**
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BA-610 Accounting for Managers **Credits: 3**
Prerequisite(s): BA-513 and BA-514
Term Offered: All Terms
Course Type(s): None
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.

BA-640 Advanced Topics in Financial Statement Analysis and Valuation **Credits: 3**
Prerequisite(s): BA-610 and BF-612
Course Type(s): None
This course is designed to prepare students to interpret and analyze financial statements for tasks such as credit and security analyses, lending and investment decisions, and other decisions that rely on financial data. This course explores in greater depth financial reporting from the perspective of financial statement users. In addition, this course helps students understand some important and challenging accounting topics, such as cash flow analysis, pension analysis, lease analysis, accounting changes, financial instruments as liabilities and equity, etc.

BA-641 Advanced Accounting Information Systems **Credits: 3**
Course Type(s): None
This course introduces the graduate Accounting student to how accounting systems are implemented in today's computer-intensive environment. The course also covers methods for developing and documenting Accounting Information Systems (AIS) and how to evaluate controls in these systems.

BA-642 Financial Accounting Review and Case Study **Credits: 3**
Prerequisite(s): BA-610
Course Type(s): None
This course demands students to research, analyze, and communicate topics in accounting. Through the practice questions and case study, students will review the previous accounting courses and will learn about accounting research. Developing presentation skills is also a large component of the course.

BA-645 Tax Research **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This course is designed to prepare students to research tax questions. All applicable sources of federal tax law will be used to formulate conclusions and professional recommendations.

BA-699 Business Research in Accounting **Credits: 1-3**
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

Business Economics (BE)

BE-511 Microeconomics **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BE-512 Macroeconomics **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BE-571 Economic Policy in Society **Credits: 3**
Term Offered: Spring Term
Course Type(s): MBA.E
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.

BE-575 Analysis and Forecasting **Credits: 3**
Prerequisite(s): BM-518 or equivalent
Term Offered: Spring Term
Course Type(s): MBA.E
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.

BE-598 Special Topics: Economics **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BE-599 Business Research **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BE-611 Managerial Economics **Credits: 3**
Prerequisite(s): BE-511 and BM-518
Term Offered: All Terms
Course Type(s): MBA.E
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.

BE-620 Econometrics **Credits: 3**
Prerequisite(s): BE-511, BE-512, and BM-518
Term Offered: All Terms
Course Type(s): None
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.

BE-650 Globalization **Credits: 3**
Prerequisite(s): BE-512 and BF-515
Term Offered: Spring Term
Course Type(s): MBA.E, MBA.I
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.

BE-698 Special Topics in Economics **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BE-699 Ind Study Economics **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports. Prior permission of the directing professor and department chair is required to take this course.

Business Finance (BF)

BF-515 Financial Markets **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BF-516 Business Finance **Credits: 1.5**
Prerequisite(s): BA-513
Term Offered: All Terms
Course Type(s): None
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.

BF-525 Real Estate Analysis **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 BR-525.

BF-599 Business Research **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BF-612 Corporate Finance **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, and BF-516
Term Offered: All Terms
Course Type(s): None
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.

BF-620 Econometrics **Credits: 3**
Prerequisite(s): BE-511, BE-512, and BM-518
Term Offered: All Terms
Course Type(s): None
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.

BF-630 Investments **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, BF-516, and BM-518; and BF-612 passed with a grade of B or higher.
Term Offered: Spring Term
Course Type(s): None
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.

BF-631 Derivatives **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, BF-516, and BM-518; and BF-612 passed with a grade of B or higher.
Term Offered: Spring Term
Course Type(s): None
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.

BF-632 Financial Markets and Risk Management **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, BF-516; and BF-612 passed with a grade of B or higher.
Term Offered: Fall Term
Course Type(s): MBA.E
You will learn about the theories, nature and environment of financial institutions and markets of the United States, especially as it relates 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.

BF-650 International Finance **Credits: 3**
Prerequisite(s): BE-511, BE-512, BF-515, BF-516; and BF-612 passed with a grade of B or higher.
Term Offered: All Terms
Course Type(s): MBA.E, MBA.I
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.

BF-698 Special Topics in Finance **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BF-699 Independent Study in Finance **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

Business Healthcare (BH)

BH-599 Independent Study in Healthcare Management **Credits: 3**
Prerequisite(s): BH-571, BH-572, and BH-573
Term Offered: Spring Term
Course Type(s): None
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.

BH-698 Special Topics in Health Care **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

Business Law (BL)

BL-598 Special Topics in Business Law **Credits: 1-3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BL-599 Independent Study in Business Law **Credits: 1-3**
Course Type(s): None
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. Prior permission of the directing professor and department chair are required to take this course.

BL-631 Legal Environment of Business **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

Business Management (BM)

BM-510 Business Analysis, Research and Communication **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Skills in critical reasoning and communication are honed by learning fundamentals of rigorous business research through framing and exploring hypotheses on unstructured business problems.

BM-512 Entrepreneurship and Innovation **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Explores the practical skills and knowledge needed to create and manage an entrepreneurial venture. Specifically the course develops students' capabilities to identify opportunities, create a novel business concept, research venture feasibility, plan and marshal the resources to launch a venture, as well as manage innovation as a core competence.

BM-517 Introduction to Management **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BM-518 Introduction to Statistics **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

BM-519 Production and Operations Management **Credits: 3**
Prerequisite(s): BM-518 or equivalent
Term Offered: All Terms
Course Type(s): None
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.

BM-520 Management Information Systems **Credits: 3**
Term Offered: All Terms
Course Type(s): MBA.T
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. Not eligible to students who have successfully completed MIS-623 or SE-623.

BM-521 Seminar in Electronic Commerce **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BM-565 Management of Technology **Credits: 3**
Term Offered: Spring Term
Course Type(s): MBA.T
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.

BM-598 Special Topics in Management **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BM-599 Business Research: Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BM-613 Managing and Leading in Organizations **Credits: 3**
Prerequisite(s): BM-517
Term Offered: All Terms
Course Type(s): None
This course is designed to further develop students' understanding of the concepts of management and leadership within the complex framework of modern business.

BM-620 Management Science and Business Analytics **Credits: 3**
Prerequisite(s): BM-518 and BM-519
Term Offered: All Terms
Course Type(s): MBA.Q
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. Also listed as DS-660.

BM-622 Applied Information Systems Management **Credits: 3**
Prerequisite(s): BM-518
Term Offered: All Terms
Course Type(s): MBA.Q, MBA.T
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.

BM-630 Project Management **Credits: 3**
Prerequisite(s): BM-519 or equivalent
Course Type(s): None
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.

BM-631 Logistics Supply Chain Management **Credits: 3**
Prerequisite(s): BM-517, BM-518, and BM-620 or BM-622
Term Offered: Summer Term
Course Type(s): None
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.

BM-633 Business Artificial Intelligence **Credits: 3**
Prerequisite(s): BM-622 or permission of the instructor.
Term Offered: All Terms
Course Type(s): TPS
The 4th Industrial Revolution emerged, as the global market began sharing the Big (digital) Data and its mobile technology in real time. The objective of Business Artificial Intelligence (BAI) is to timely engage students at the graduate level the theory and practice of Artificial Intelligence (AI) applications to Business. Theoretical insights, comprised of Machine Learning, Deep Learning, Neural Networks, Expert Systems, and Heuristics are introduced, along with Digital Leadership and Strategies. Business applications of market-dominant AI are discussed and exercised in the Lab.

BM-635 Human Resource and Organizational Development **Credits: 3**
Prerequisite(s): BM-517
Term Offered: Spring Term
Course Type(s): MBA.B
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.

BM-650 International Business **Credits: 3**
Prerequisite(s): BM-613
Term Offered: All Terms
Course Type(s): MBA.I, MBA.B
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.

BM-660 Corporate Governance and Organizational Ethics **Credits: 3**
Prerequisite(s): BM-517
Term Offered: All Terms
Course Type(s): None
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.

BM-670 Strategic Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

BM-699 Independent Study in Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Student must be within nine credits of graduation. Prior permission of the directing professor and department chair is required to take this course.

Business Marketing (BK)

BK-520 Foundations of Marketing Management **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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.

BK-599 Business Research **Credits: 1-3**
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BK-614 Marketing Management **Credits: 3**
Prerequisite(s): BK-520
Term Offered: All Terms
Course Type(s): None
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.

BK-620 Marketing Research **Credits: 3**
Prerequisite(s): BK-520
Course Type(s): MBA.K
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.

BK-631 Customer Relationship Management **Credits: 3**
Prerequisite(s): BK-520
Course Type(s): MBA.K
Customer Relationship Management (CRM) is the process of managing all aspects of interactions with customers, including prospecting, sales, promotions and service. The value to marketing is the insights into the company/customer relationship by combining all these views of customer interaction into one picture to improve customer relations, attract new customers, and improve customer retention and profitability.

BK-632 B2B Marketing **Credits: 3**
Prerequisite(s): BK-520
Course Type(s): MBA.K
This course focuses on the strategies and tactics used for marketing to organizations. The organizations may include businesses, institutions, not-for-profits and governmental agencies. Business marketing recognizes that differences between organizational and consumer buying behavior is important to the marketing approach, as are the complexities of individual marketplaces. Students will learn to recognize the need to tailor marketing solutions to individual organizations (or segments) rather than pursue conventional consumer marketing mix strategies.

BK-639 Promotional Strategy **Credits: 3**
Prerequisite(s): BK-520
Term Offered: Fall Term
Course Type(s): MBA.K
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.

BK-640 Consumer Behavior **Credits: 3**
Prerequisite(s): BK-614
Term Offered: All Terms
Course Type(s): MBA.K
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.

BK-641 Advertising and Media Management **Credits: 3**
Prerequisite(s): BK-520
Term Offered: Spring Term
Course Type(s): MBA.K
An integrated approach to analyzing and managing advertising as an effective element in the promotional mix.

BK-650 International Marketing Management **Credits: 3**
Prerequisite(s): BK-520
Course Type(s): MBA.K, MBA.I
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.

BK-698 Special Topics in Marketing **Credits: 3**
Prerequisite(s): BK-520
Term Offered: All Terms
Course Type(s): None
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.

BK-699 Independent Research in Marketing **Credits: 3**
Prerequisite(s): BK-520
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

Business Real Estate (BR)

BR-510 Real Estate Law **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Students will be introduced to the legal issues in the ownership, transfer, and development of real property.

BR-525 Real Estate Analysis **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 BF-525.

BR-527 Real Estate Finance, Investment and Tax **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Designed to introduce students to the world of real-estate finance, including debt and equity issues and securitization.

BR-530 Real Estate Lease and Negotiations **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BR-580 Regulation and Real Estate Development Process **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BR-598 Special Topics in Real Estate **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BR-599 Independent Study in Real Estate **Credits: 3**
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

BR-630 Environmental Land Use and Planning Law and Regulation **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

BR-631 Capital Markets and Real Estate **Credits: 3**
Prerequisite(s): BF-515 and BF-516
Term Offered: Fall Term
Course Type(s): None
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.

BR-632 Real Estate Valuation and Analysis **Credits: 3**
Prerequisite(s): BF-516
Course Type(s): None
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.

BR-633 Real Estate Accounting, Taxation and Insurance **Credits: 3**
Prerequisite(s): BA-513 and BF-516
Course Type(s): None
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.

BR-634 Real Estate Lease Negotiations and Analysis **Credits: 3**
Course Type(s): None
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.

BR-635 Real Estate Property Management **Credits: 1.5**
Prerequisite(s): BR-630
Course Type(s): None
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.

BR-636 Real Estate Sales and Marketing **Credits: 1.5**
Prerequisite(s): BK-520
Course Type(s): None
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.

BR-637 Real Estate Construction **Credits: 3**
Prerequisite(s): BR-630
Course Type(s): None
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.

BR-638 Real Estate Planning and Design **Credits: 1.5**
Prerequisite(s): BR-630
Course Type(s): None
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.

BR-640 Strategic Case Studies in Real Estate **Credits: 3**
Prerequisite(s): BR-631 and BR-632
Term Offered: Spring Term
Course Type(s): None
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.

BR-650 International Real Estate **Credits: 3**
Prerequisite(s): BR-630 and BR-631
Course Type(s): None
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.

BR-698 Special Topics in Real Estate **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

BR-699 Independent Study in Real Estate **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

Communication (CO)

CO-COL Colloquium in Communication **Credits: 1**
Term Offered: Spring Term
Course Type(s): None
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. This is a pass/fail course.

CO-CPE Communication Comprehensive Exam **Credits: None**
Term Offered: All Terms
Course Type(s): None
Communication Comprehensive Exam This is a pass/fail course.

CO-501 Communication Theories for Professional Life **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.RW
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.

CO-502 Research Methods for Professional Life **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CO-503 Graduate Foundations in Communication **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CO-504 Principles of Public Relations **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CO-507 Organizational Communication **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CO-508 Presentational Communication: Design and Delivery **Credits: 3**
Term Offered: All Terms
Course Type(s): TPS
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.

CO-509 Communication, Culture, and Community **Credits: 3**
Term Offered: All Terms
Course Type(s): TPS
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.

CO-510 Global Communication and Public Relations **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
A critical analysis of globalization and global communication theory, research, and other selected theoretical concepts as they apply to international communication, media and public relations. Global communication will be portrayed from various theoretical perspectives, and this class will examine major trends and stakeholders. Global communication will be examined from historical, cultural, economic, public policy, journalism and media, new technology, communication industry, and public relations perspectives. Particular emphasis will be on the growing field of scholarly literature in the area of global public relations.

CO-511 Integrated Digital Marketing and Public Relations **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

CO-512 Intercultural Communication and Diversity Management **Credits: 3**
Term Offered: Spring Term
Course Type(s): TPS
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.

CO-514 Conflict Management and Negotiation **Credits: 3**
Term Offered: Spring Term
Course Type(s): TPS
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.

CO-516 Public Relations and Fundraising for Nonprofits **Credits: 3**
Term Offered: Spring Term
Course Type(s): TPS
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.

CO-520 Communication Ethics **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CO-525 Political Communication **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CO-526 Advanced PR Strategy for Digital Age **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This course has a primary focus on how PR is changing with the advancements in digital technology, including AI. The course will teach students how to work with these advancements to create an effective PR strategy, using best practices in media relations, strategic development, and planning. Students will learn the essential tools to become strategic thinkers in a digital age.

CO-527 Crisis Communication **Credits: 3**
Course Type(s): None
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.

CO-540 Organizational Training and Consulting **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CO-561 Message Construction: Audio, Video and Web **Credits: 3**
Course Type(s): None
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.

CO-562 Interactive Media Theory **Credits: 3**
Term Offered: Summer Term
Course Type(s): IM
This seminar examines recently possible technologies as a measure for understanding social values, cultural directions, market trends, and imagined horizons. Students respond and discuss readings and screenings that explore but are not limited to: Immersive technologies, artificial intelligence and automation, expansion of digital platforms, globalization, data science, visualization, internet-of-things, cybersecurity, digital fabrication, applied networks, robotics, and digital citizenship.

CO-563 Interactive Digital Media Studio **Credits: 3**
Term Offered: All Terms
Course Type(s): IM, TPS
Explores the design and production cycles of recent technology tools and platforms for visual and computational communication and focuses on aesthetic and technical processes. Students prototype interactive-based projects and campaigns. Current technologies include time-based media production, ubiquitous computation, user experience and user-centered design, social media integration, working in development teams, voice and gesture recognition, interface and control, immersion, augmented and virtual reality, geolocation applications, crowd sourcing, and tools for social change.

CO-564 Community-Based Digital Projects **Credits: 3**
Term Offered: Fall Term
Course Type(s): TPS
In this practicum course, students research alongside faculty to solve real-world challenges by understanding innovation via feasibility, desirability, and viability. Real world clients and stakeholders present project challenges to the practicum research team in briefings. The research team assesses scope, playtests prototype solutions, prepares specifications, and offers addressable implementations to clients.

CO-565 Special Event Planning and Promotion **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CO-584 Leadership Communication **Credits: 3**
Course Type(s): None
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.

CO-592 Interactive Storytelling with Data **Credits: 3**
Term Offered: All Terms
Course Type(s): COPRM, CORTP, IM, TPS
Designed to introduce students to the world of data journalism and teach them to tell interactive stories using raw data. We will start from asking what is data journalism and how we find stories in the data. Students will learn how to acquire data from the web, normalize the data into databases and finally use software to tell engaging, interactive stories with collected data. Students will also learn how to collect data from traditional sources that aren't necessarily found online. Students are expected to complete a data-driven journalism project as part of the course. Also offered as a undergraduate course, CO-492. Also listed as DS-525.

CO-595 Graduate Internship in Communication **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Instructor consent is required to take this course.

CO-598 Special Topics in Communication **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

CO-599 Independent Study in Communication **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Guided research in selected topics in Communication. Prior permission of the directing professor and department chair is required to take this course.

CO-691 Communication Thesis Proposal **Credits: 3**
Prerequisite(s): CO-501, CO-502, and completion of nine graduate level communication credits (or approved equivalent), and permission of the faculty thesis advisor
Term Offered: All Terms
Course Type(s): None
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.

CO-692 Communication Thesis **Credits: 3**
Prerequisite(s): CO-691
Term Offered: Spring Term
Course Type(s): None
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 CO-691. In consultation with the faculty thesis advisor, two additional thesis readers will be assigned. Those readers and thesis advisor comprise a faculty thesis committee. The completed thesis of no less than twenty-five pages will include: a research question or hypothesis, rational for study, literature review, methodology, results, discussion, conclusion, complete bibliography, and appropriate appendices. If a student required an IRB approval for human subjects research, this documentation must be a part of the appendices. Upon completion of the study, the student is required to defend the thesis before a faculty committee and to make a presentation in the CO-503 Graduate Foundations in Communication class.

CO-693 Communication Project Proposal **Credits: 3**
Prerequisite(s): CO-501, CO-502, and completion of nine graduate level communication credits
Term Offered: All Terms
Course Type(s): None
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.

CO-694 Communication Project **Credits: 3**
Prerequisite(s): CO-693 and permission of the faculty project advisor
Term Offered: All Terms
Course Type(s): None
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 CO-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 CO-COL, Graduate Colloquium.

CO-695 Interactive Digital Media Thesis Project **Credits: 3**
Prerequisite(s): Completion of 15 graduate level communication credits.
Term Offered: Spring Term
Course Type(s): None
Students will review relevant industry, scholarly, and market literature and conduct precedent research leading to the development of prototypes for an innovative product or service. Students will develop and implement a highly considered and designed product or service as a market-ready, functional prototype. Working with targeted stakeholders and incubation mentors, the student will create specifications and hone the project scope of the project prototype for public release. The student will develop a business plan for wider release, acceleration, or further incubation of the project after the completion of this Masters thesis course.

Computer Science (CS)

CS-501A Computer Programming Essentials **Credits: 3**
Term Offered: All Terms
Course Type(s): TPS
An introduction in computer programming for newly admitted graduate students. Students will learn basic concepts in modern computer programming. Students will complete all the programming exercises and assignments in the modern objected-oriented language.

CS-501B Program Development **Credits: 3**
Prerequisite(s): CS-501A passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): None
Continuation at the coverage of the same modern object-oriented language introduced in CS-501A. More advanced object-oriented design, including inheritance and polymorphism.

CS-502 Theoretical Foundations of Computer Science **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CS-503 Data Structures and Algorithms **Credits: 3**
Prerequisite(s): CS-501B passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): None
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.

CS-505 Operating Systems Concepts **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): None
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.).

CS-509 Advanced Object-Oriented Programming and Design Credits: 3
Prerequisite(s): CS-501B passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): None
Object-oriented programming and design, using a language different from that used in CS 501B. Used in classes, inheritance, polymorphism, and libraries.

CS-512 Algorithm Design Credits: 3
Prerequisite(s): CS-502 and CS-503 both passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
Design and analysis of algorithms; dependence of algorithm efficiency on data structure choice; correctness of algorithm implementation and basic design techniques and their applications to programming with fundamental data structures.

CS-514 Networks Credits: 3
Prerequisite(s): CS-501A
Term Offered: All Terms
Course Type(s): CISEL
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. Prerequisite: CS-501A

CS-517 Database Design and Management Credits: 3
Prerequisite(s): CS-503 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): CISEL
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.

CS-518 Fundamentals of Computer Security and Cryptography Credits: 3
Prerequisite(s): CS-514 or MIS-514 passed with a grade of B- or higher
Term Offered: Fall Term
Course Type(s): CISEL
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 successfully complete this course will be capable of assessing the threats, enhancing the security, and evaluating the assurance level of specific computer systems.

CS-520 Introduction to Intelligent Systems Credits: 3
Prerequisite(s): CS-502 and CS-503 both passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): CISEL
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.

CS-521 Artificial Intelligence Credits: 3
Prerequisite(s): CS-503 and CS-520 both passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): None
Basic and advanced methods in symbolic and quantitative artificial intelligence through Lisp programming techniques. Current issues concerning rule-based vs. statistical methods via applications.

CS-522 Knowledge Fusion Credits: 3
Prerequisite(s): CS-517 or CS-520 passed with a grade of B- or higher.
Course Type(s): CISEL
Coverage of the 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.

CS-525 Simulation Credits: 3
Prerequisite(s): CS-502, CS-503, and CS-514 all passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): None
Formal models of discrete event systems, computer simulation of models, and analysis of simulation results. Discrete event simulation is applied to studying the performance of computer and communication systems. Object-oriented design and programming in C++.

CS-529 Web Services and .NET Credits: 3
Prerequisite(s): CS-503 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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.

CS-532 Compiler Design Credits: 3
Prerequisite(s): CS-512 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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.).

CS-533 Database System Implementation Credits: 3
Prerequisite(s): CS-502 and CS-503 both passed with a grade of B- or higher
Term Offered: Fall Term
Course Type(s): CISEL
DBMS architecture, data storage and indexing, query processing and optimization, transaction management and recovery, and some issues related to advanced database applications.

CS-535 Telecommunications Credits: 3
Prerequisite(s): CS-502, CS-505, and CS-514 all passed with a grade of B- or higher
Term Offered: Fall Term
Course Type(s): None
In-depth coverage of the lower layers of the network hierarchy: Physical layer, Data Link layer, Network layer, and Transport layer.

CS-536 File Management and Query Strategies **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B or higher
Term Offered: Summer Term
Course Type(s): None
Addresses data storage and organization, file management principles, and query processing and applications. Students will gain hands-on experience in file processing and application development.

CS-550 Computer System Architecture **Credits: 3**
Prerequisite(s): CS-502 and CS-503 both passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): None
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.

CS-588 Computer Science Practice and Experiences **Credits: 1**
Prerequisite(s): 18 credits in Computer Science or Software Engineering
Term Offered: All Terms
Course Type(s): None
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. Departmental approval is required to take this course.

CS-598 Special Topics in Computer Science **Credits: 3**
Term Offered: All Terms
Course Type(s): CISEL
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.

CS-599 Independent Study in Computer Science **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent study in a topic not substantially treated in a regular graduate course, for students with superior ability; weekly consultation. Prior permission of directing professor and the graduate program director is required to take this course. This course can only be taken once for credit. Completion of all foundation and core courses and a minimum G.P.A. of 3.50 is required to take this course.

CS-611 Secure Web Services Design **Credits: 3**
Prerequisite(s): CS-501B passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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. Also listed as SE-611.

CS-612 Ethical Hacking **Credits: 3**
Prerequisite(s): CS-518
Course Type(s): CISEL
Introduce penetration testing methodologies and ethical hacking tools. Discuss the importance of protecting corporate and government data from cyber-attacks. Learn advanced computer security resources that address new vulnerabilities and innovative methods to protect networks.

CS-613 Digital Forensics **Credits: 3**
Prerequisite(s): CS-518
Term Offered: Spring Term
Course Type(s): CISEL
Introduce digital forensic fundamentals. Focus on discovering, authenticating, and analyzing digital evidence.

CS-618 Data Mining **Credits: 3**
Prerequisite(s): CS--517 and CS-520 both passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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.

CS-620 Applied Machine Learning **Credits: 3**
Prerequisite(s): CS-503
Term Offered: All Terms
Course Type(s): CISEL
This course introduces basic and advanced machine learning techniques via various applications in finance, healthcare, image recognition and other fields. Topics include classification and regression supervised learning algorithms, unsupervised learning algorithms, and algorithm performance evaluation and validation.

CS-625 Internet Crawler **Credits: 3**
Prerequisite(s): CS-529 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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.

CS-628 Security of E-Systems and Networks **Credits: 3**
Prerequisite(s): CS-518 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
The fundamental techniques in security of e-based Systems and Computer Networks. E-based systems are ubiquitous in the modern world with applications spanning e-commerce, e-government, e-services, Virtual Private Networks (VPNs), health care, and government organizations. Deals with the fundamental concepts and tools of security of e-based systems and computer networks and its range of applications. The topics to be covered include: authentication of users, system integrity, confidentiality of communication, availability of business service, non-repudiation of transactions, public key cryptosystems, authentication and digital signature, e-security tools such as Public Key Infrastructure (PKI) systems, biometric-based security systems, trust management systems in communication networks, intrusion detection systems, protecting against malware, and computer network security risk management. Intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks and fundamentals of computer security.

CS-635 Wireless Network Systems and Security **Credits: 3**
Prerequisite(s): CS-514 passed with a grade of B- or higher
Term Offered: Spring Term
Course Type(s): CISEL
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, and standards, and advanced topics. Security of WLANs, wireless sensor networks (WSNs), cellular systems, and Bluetooth and Home RF networks will be dealt with as well. Intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks.

CS-655 Cloud Computing - Concepts, Technology and Architecture **Credits: 3**
Prerequisite(s): CS-503
Term Offered: Summer Term
Course Type(s): CISEL
This course will introduce students to proven and mature cloud computing technologies and practices into a series of well-defined concepts, models, and technology mechanisms and architectures. Case studies will be presented to applying the concepts to practical applications. Also listed as SE-655.

CS-661 Computer Science Advanced Project **Credits: 3**
Term Offered: All Terms
Course Type(s): CISEL
A challenging project, such as the development of a large, complex program, done under the supervision of a faculty member.

CS-691 Computer Science Thesis I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.) Completion of all foundation and core courses and departmental approval is required to take this course.

CS-692 Computer Science Thesis II **Credits: 3**
Prerequisite(s): CS-691
Term Offered: All Terms
Course Type(s): None
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.)

CS-698 Advanced Special Topics **Credits: 3**
Prerequisite(s): CS-503 passed with a grade of B- or higher or as announced in the course schedule
Course Type(s): CISEL
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.

CS-699 Independent Study in Computer Science **Credits: 3**
Term Offered: All Terms
Course Type(s): CISEL
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 CS-699.) A minimum G.P.A. of 3.50, completion of all foundation and core courses and departmental approval are required to take the course.

Criminal Justice (CJ)

CJ-CPE Comprehensive Exam **Credits: None**
Term Offered: All Terms
Course Type(s): None
Criminal Justice Comprehensive Exam. This is a pass/fail course.

CJ-500 Theories and Methods of Geographic Information Systems **Credits: 3**
Course Type(s): None
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.

CJ-502 Advanced Criminology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-510 The American Penal System **Credits: 3**
Course Type(s): None
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.

CJ-515 Institutional Treatment of the Offender **Credits: 3**
Course Type(s): None
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.

CJ-525 Applied Data Analysis in Criminal Justice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
The examination, interpretation, and application of social statistical concepts in criminal justice; computerized data analysis techniques.

CJ-530 Criminal Justice Policy **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CJ-535 Evaluation Strategies for Criminal Justice **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Formulation of research problems and hypotheses; quantitative research designs; and data collection strategies; data analysis methods.

CJ-540 Spatial Analysis and Modeling in Geographic Information Systems **Credits: 3**
Prerequisite(s): CJ-500
Term Offered: Spring Term
Course Type(s): None
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.

CJ-545 Seminar: Ethics, Law, and Society **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-550 Seminar: Police Administration **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CJ-555 Criminal Procedure and the Constitution **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CJ-560 Seminar: Leadership and Management **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-562 Graduate Criminal Justice Internship **Credits: 3**
Course Type(s): None
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.

CJ-565 Comparative Criminal Justice Systems **Credits: 3**
Course Type(s): None
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.

CJ-572 Civil Rights and Liberties **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

CJ-575 Professionalism in Criminal Justice **Credits: 3**
Course Type(s): None
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.

CJ-582 International Policing and Public Safety Leadership Credits: 3
Term Offered: Summer Term
Course Type(s): HY
This course immerses students in the ways in which nations protect themselves and respond to issues related to crime, terrorism, and threats to safety. The development and organization of relevant agencies in various nations will be traced, with an emphasis on the current issues that these agencies are faced with today. The criminal justice system faces a series of challenges from the domestic and international prospective in order to deliver safety among global law enforcement partners throughout the world. Students will be involved in the transformative process of using academic course knowledge along with first-hand experiences gained while visiting important sites and organizations devoted to policing and security in the United Kingdom. Students will gain knowledge from course readings, guest speakers, discussion board postings, and meetings with their peers and instructors.

CJ-590 Opioids in America Credits: 3
Term Offered: All Terms
Course Type(s): HY
The course ranges in complexity by first providing students with an understanding of the history of drugs focusing on opiates/opioids, heroin, fentanyl, along with other stimulants, depressants, and hallucinogens. Students will be able to understand the fundamentals of drug use and abuse and the physical and mental effects of psychoactive drugs. The opioid epidemic is having a devastating impact in communities across the nation and fueling a dramatic increase in drug deaths of thousands of people. Opioids, either prescription medications or illicit drugs, represent one of the most serious drug crises that the United States has ever experienced. Drug overdose is the leading cause of accidental or unintentional death in the US, and opioid addiction is driving this epidemic. This seminar will explore the major issues that have surfaced in the United States as to who is to blame for the nation's largest drug epidemic. Since 1999, America has witnessed over several hundred thousand of people who have died of an opioid drug overdose. The blame for this drug scourge could be pointed to many stakeholders, including the pharmaceutical industry (Big Pharma), manufacturers, distributors, doctors, pharmacists, federal government, parents, the end users, and perhaps others.

CJ-595 Geographic Information Systems, Crime Mapping, and Analysis Credits: 3
Term Offered: All Terms
Course Type(s): None
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.

CJ-598 Special Topics in Criminal Justice Credits: 1-3
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

CJ-599 Independent Study in Criminal Justice Credits: 3
Term Offered: All Terms
Course Type(s): None
Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the professor. The subject chosen for study should be related with any area of Criminal Justice of special interest for the student. Students applying for this course must demonstrate their knowledge of research techniques and their abilities to apply them to the specific area of studies chosen. It is also required that the student should be able to present the results of his/her research in appropriate written and oral form. Prior permission of the directing instructor and department chair is required to take this course.

CJ-615 Terrorism: Crisis and Trauma Credits: 3
Course Type(s): None
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.

CJ-621 Fundamentals of Intelligence Analysis Credits: 3
Term Offered: All Terms
Course Type(s): HY
This course ranges in complexity by first providing students with an understanding of the history of intelligence in the criminal justice and security fields before moving toward familiarizing students with the various types of analyses that intelligence analysts engage in. Students will be able to understand the fundamentals of intelligence analysis and be appropriately educated in accordance with the International Association of Law Enforcement Intelligence Analysts (IALEIA) criteria and the 2012 Law Enforcement Analytic Standards promulgated by Global and IALEIA. This course will develop the student abilities to better understand the role of intelligence in public safety and develop analytic products that interpret the operating environment and make recommendations to improve overall public safety within government and private sectors throughout the United States and abroad.

CJ-622 Advanced Issues in Intelligence Credits: 3
Prerequisite(s): CJ-621
Term Offered: All Terms
Course Type(s): HY
This course provides students studying the intelligence field a deeper knowledge of the issues that may be facing the intelligence community. This course ranges in complexity from orientation-type instruction on successes and failures in intelligence through history to various types of analysis on concepts like intelligence - led policing, how to share information, how to maintain appropriate and successful partnerships across agencies, how individuals are radicalized and recruited into gangs or groups, transnational issues, how to "follow money" or conduct financial analysis, how the enemy uses denial and deception techniques to gain an upper hand, how to appropriately craft a wide array of intelligence products and properly security them, as well as exposure to prediction methods and open source analysis. This course will teach and guide students on how to make recommendations to senior leaders relating to analytical findings.

CJ-625 Terroristic Crime Scene Investigation Credits: 3
Course Type(s): None
Utilizing modern investigative technology in terroristic crime scenes; specialized evidence collection; role of crime scene manager.

CJ-635 Weapons of Mass Destruction **Credits: 3**
Course Type(s): None
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.

CJ-636 Structured Analytic Techniques **Credits: 3**
Prerequisite(s): CJ-621 and CJ-622
Term Offered: Fall Term
Course Type(s): HY
This course will provide students who are interested in studying the intelligence field and who already have an understanding of the fundamentals and competencies of intelligence analysts with the knowledge and skills to incorporate Structured Analytic Skills into their daily analysis to support their methodologies and assessments. This course will also describe the different types of flaws and biases in thinking, as well as the different types of problems, how to solve them, and the amount of facts or judgments that are required. This course ranges in complexity from orientation-type instruction on the ways that biases and fallacies can impact analysis to an understanding of the many different techniques that can be applied to problems that intelligence analysts must address in their work. Prerequisites for this course include both CJ-621 and CJ-622 to ensure that students clearly understand the need for intelligence, how to gathering and analyze intelligence, and that they are familiar with the methods by which intelligence information is disseminated via briefings and reports.

CJ-650 Cyberterrorism **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

CJ-662 Psychopathology of Crime and Terrorism **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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 predicators of maladaptive/pathological response, and the biological correlates of criminal behavior. Also listed as HLS-662.

CJ-691 Criminal Justice Thesis I **Credits: 3**
Prerequisite(s): CJ-502, CJ-525, CJ-530, and CJ-542
Co-requisite(s): CJ-535
Term Offered: All Terms
Course Type(s): None
Independent investigation of special topics reflecting the research interests of the sponsoring professor.

CJ-692 Criminal Justice Thesis II **Credits: 3**
Prerequisite(s): CJ-691
Term Offered: Spring Term
Course Type(s): None
Independent investigation of special topics reflecting the research interests of the sponsoring professor.

CJ-695 Knowledge into Practice: Criminal Justice Capstone Course **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course represents a synthesis and evaluation of Monmouth University's Masters in Criminal Justice Goals and Objectives, which require students to: (1) engage in critical analysis and evaluation in the field, (2) become knowledgeable consumers of research; (3) learn the importance of technology in the field; (4) will develop the communication skills necessary to excel in the field; and (5) actively contribute to the field. To do so, student will prepare an evidence-based research paper that applies the core curriculum functions and competencies to a related criminal justice issue. Additionally, this course substantively addresses the six content areas required for certification by the Academy of Criminal Justice Sciences (ACJS,2016), which include: administration of justice, corrections, criminological theory, law adjudication, law enforcement, and research and analytic methods.

CJ-699 Independent Study in Criminal Justice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the professor. The subject chosen for study should be related with any area of Criminal Justice of special interest for the student. Students applying for this course must demonstrate their knowledge of research techniques and their abilities to apply them to the specific area of studies chosen. It is also required that the student should be able to present the results of his/her research in appropriate written and oral form. Prior permission of the directing professor and department chair is required to take this course.

Education (ED)

ED-507 Issues and Problems in Education **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Major issues and problems affecting education are presented with historical perspectives for understanding the context in which these concerns arose.

ED-524 Research in Teaching Practice **Credits: 3**
Term Offered: Spring Term
Course Type(s): MAT
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.

ED-528 Middle Level Learning and Teaching **Credits: 3**
Prerequisite(s): ED-550 and EDS-500
Term Offered: Spring Term
Course Type(s): None
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 that are structured for the diverse students that we encounter in our public schools and to create and implement learning experiences that effectively promote academic achievement and personal growth for all middle grade students. Clinical hours required.

ED-529 Content Literacy & Assessment **Credits: 3**
Course Type(s): MAT
Designed to focus on the development of students' reading, writing, and speaking skills as they are used in specific K-12 and secondary academic content areas, this course uses a backward design model to integrate discussions of assessment with content area literacy. It emphasizes the implementation of both teaching and learning strategies to develop K-12 students' gradual disciplinary language development, fostering their abilities to be independent learners and disciplinary communicators. The course includes research-based pedagogical strategies for teaching linguistically diverse students and teaching students with diverse learning needs. Limited to Education majors.

ED-533 Contemporary Issues in Science Education **Credits: 3**
Course Type(s): None
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.

ED-536 Applied Linguistics for Language Teaching **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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. Education majors only.

ED-537 Science and Society in the Twenty-First Century **Credits: 3**
Course Type(s): None
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.

ED-550 Teaching Emergent Multilingual Learners in an Inclusive Classroom **Credits: 3**
Term Offered: All Terms
Course Type(s): MAT, SJEDU
Offered to address issues and research-based pedagogical strategies of teaching emergent bi/multilingual learners (EMLs) in today's inclusive classrooms. Teacher candidates will explore a variety of instructional strategies and develop cultural knowledge and its application in teaching EMLs. The course also includes incorporating instructional technology into the classroom, and utilizing data to inform instruction.

ED-552 Child and Adolescent Development **Credits: 3**
Term Offered: All Terms
Course Type(s): EDFOU
Provides an introduction to the field of human development. The content covers the major concepts and theories of child and adolescent growth and developmental from the prenatal period through the teenage years. The purpose of the course is to discuss the historical, cultural, and philosophical groundings of the concepts and practices of children's learning and development and to promote the student's critical thinking skills with respect to those concepts. Through research, educational activities, and observations the course is designed to provide students a framework for promoting a holistic view of development and learning in infants, children, and adolescence, while considering how to nurture diversity and equity. This course includes utilizing data to inform instruction. For Education majors only.

ED-554 Supplemental Instruction in Reading and Mathematics **Credits: 3**
Prerequisite(s): ED-556 and EDL-575
Course Type(s): MAT
Focuses on supplemental instruction for reading and mathematics in educational settings from grades 6-8 but draws heavily on assessment and analysis of student errors from Pre-K to grade five as well. Extensive opportunities for diagnosis and planning for remedial intervention in reading and mathematics will be provided.

ED-556 Teaching Elementary Mathematics in Inclusive Settings **Credits: 3**
Prerequisite(s): ED-550 and EDS-500, Minimum G.P.A. of 3.00
Term Offered: All Terms
Course Type(s): MAT
ED-556 is designed to provide a profound understanding of the concepts taught in elementary school mathematics. Teacher candidates participate in activities and learn techniques to foster conceptual development in young learners, thus producing confidence and success in the learning of mathematics. The essential elements of instruction, assessment, grouping strategies and effective questioning are illustrated and honed when planning mathematics lessons to address the instructional needs for diverse learners and students with disabilities. This course contains foundational knowledge that will be used during the clinical practice performance assessment. It will include research-based pedagogical strategies for teaching linguistically diverse students, those with special needs, using instructional and assistive technology, and using data to inform instruction. Clinical Practice hours required.

ED-562 Methods of Teaching Science at the Elementary Level Credits: 3
Prerequisite(s): ED-550 and EDS-500
Term Offered: All Terms
Course Type(s): None
Science methods for elementary education students is designed for those without a strong background in science (although those with a strong background will also benefit greatly from this course). The intent of this course is to provide an integrated perspective of teaching science from pre-kindergarten through grade 5. This course will provide active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the Next Generation Science 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. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Clinical practice hours required. Education majors only.

ED-563 Assessment and Treatment of Literacy Problems Credits: 3
Prerequisite(s): EDL-503
Term Offered: Spring Term
Course Type(s): None
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.

ED-564 Methods of Teaching Mathematics at the Secondary Level Credits: 3
Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00
Term Offered: All Terms
Course Type(s): MAT
Focus is on the teaching of secondary mathematics. It is intended to deepen future secondary school teachers' understanding of the secondary mathematics curriculum and build their competencies at the level of instructional implementation. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instructions. Essential elements of effective instruction, including inquiry-based learning, implementing tasks that promote reasoning and problem-solving, assessment, facilitating meaningful mathematical discourse, eliciting and using evidence of student thinking, grouping strategies and effective questioning are explored as these are techniques utilized to bring conceptual understanding of mathematics to all learners. Education majors only. Clinical practice hours required.

ED-566 Methods of Teaching Science at the Secondary Level Credits: 3
Prerequisite(s): ED-550 and EDS-500
Term Offered: All Terms
Course Type(s): MAT
Science methods at the secondary level is designed for those with a background in science. The intent of this course is to provide an integrated perspective of teaching science from grade 7-12. This course will provide active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the Next Generation Science Standards and the New Jersey Student Learning 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. Education majors only.

ED-578 Methods of Teaching English at the Secondary Level Credits: 3
Prerequisite(s): ED-550 and EDS-500
Term Offered: All Terms
Course Type(s): MAT
This course provides in-depth preparation to teacher candidates desiring to teach English/Language Arts at the secondary level by extending the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Teacher candidates will have increased opportunities to apply theory and refine practices in the use of print and non-print texts and in the integration of the English Language Arts. New Jersey Professional Standards for Teachers (NJPSTs) will be an integral part of the course. Field hours are required. Education majors only.

ED-579 Methods of Teaching Social Studies at the Secondary Level Credits: 3
Prerequisite(s): ED-550 and EDS-500
Term Offered: All Terms
Course Type(s): MAT
The course will introduce students preparing for middle and secondary level teacher certification to social studies curriculum and methods. Course content will emphasize national and state standards for social studies education across the traditional social science discipline. The course will also explore the philosophical and theoretical foundations of social studies education. It provides the candidate with practical strategies necessary for success in teaching culturally and linguistically diverse students and students with diverse learning needs, using instructional technology, research, and assessment data to inform instruction in the context of social studies. Education majors only.

ED-582 World Language Education Credits: 3
Prerequisite(s): ED-529, ED-550, and FO-599
Course Type(s): None
Issues and practices in world language education. Fieldwork is required.

ED-583 Theories and Practice of ESL Instruction Part I Credits: 3
Prerequisite(s): ED-529, ED-550, and EN-563
Term Offered: All Terms
Course Type(s): MAT
With an emphasis on teaching English as a Second Language through content, Part I of this two-semester course will introduce the history of ESL teaching and critically explores exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional materials, instructional technology, services, and assessment measures will be introduced and practiced, with an emphasis on standard-based content and ESL teaching. Both instructional design and implementation will be the focus for practice, with embedded language acquisition/learning theories and research studies carefully examined. Clinical hours required.

ED-584 Theories and Practice of ESL Instruction Part II **Credits: 3**
Prerequisite(s): ED-583
Term Offered: All Terms
Course Type(s): None
A continuation of ED-583, this course examines public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. More approaches to ESL instruction will be introduced with an emphasis on various strategies, techniques and instructional technology for teaching specific language skills in a standards-based content and ESL teaching program. Reflective practice is an integral part of this course. Limited to Education majors only. Clinical hours required.

ED-586 Bilingual Education: Theories and Practices **Credits: 3**
Prerequisite(s): ED-583
Term Offered: Spring Term
Course Type(s): None
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. Clinical experience hours required.

ED-587 Integrated Teaching Methods in K-12 Inclusive Settings **Credits: 3**
Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00
Term Offered: All Terms
Course Type(s): None
The course intends to deepen future K-12 teachers' understanding of the complexities of the curriculum and build their competencies at the level of instructional implementation in specific subject areas (e.g., music, arts, world languages). It focuses on a broad spectrum of instructional methodologies and techniques that are workable in today's classrooms and which address the needs of diverse learners. A constructivist approach to planning and instruction will be emphasized. This course will include pedagogical strategies related to teaching linguistically diverse students, students with diverse learning needs, using instructional technology, and using data to inform instruction. Education majors only. Clinical Practice hours required.

ED-593 Clinical Practice **Credits: 9**
Co-requisite(s): ED-EDTPAGR
Term Offered: All Terms
Course Type(s): None
This full-time, full-semester clinical practice in a school setting required clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the New Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Permission of the MAT director is required to register.

ED-594 Supervised Clinical Practice **Credits: 9**
Co-requisite(s): ED-EDTPA
Term Offered: Spring Term
Course Type(s): None
This full-time, full-semester clinical practice in a school setting requires clinical interns to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Clinical interns complete an edTPA portfolio and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars, focus groups and an online component. All aspects of the requirements are linked to the New Jersey Student Learning Standards (NJSLS) the New Jersey Professional Standards for Teachers (NJPST, and national Specialty Professional Association (SPA) standards. The course includes research-based pedagogical strategies for teaching linguistically diverse students, those with diverse learning needs, incorporating instructional technology into the classroom and utilizing data to inform instruction. Permission of the MAT director is required to register.

ED-596 Methods of Teaching Elementary Physical Education and Health **Credits: 3**
Prerequisite(s): ED-550 and EDS-500 and a minimum G.P.A. of 3.00
Term Offered: Spring Term
Course Type(s): None
Focuses on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for PreK-5 students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and PreK-5 students. Clinical practice hours are required in accordance with New Jersey State statues. Education majors only.

ED-597 Methods of Teaching Secondary Physical Education and Health **Credits: 3**
Prerequisite(s): ED-550 and EDS-550 and a minimum G.P.A. of 3.00
Term Offered: Fall Term
Course Type(s): None
Focuses on the planning, implementing, and assessing of competency-based physical education and skill-based health in elementary settings. Preservice teachers will learn pedagogical strategies related to teaching culturally and linguistically diverse students and students with diverse (special) needs in addition to using instructional technology, research-based best practices, and assessment data to inform instruction in elementary physical education and health. The course will utilize a lecture-based format and lab-based activities to prepare preservice teachers to develop physical literacy and health literacy for 6th-12th grade students. During lab-based activities, preservice teachers will plan and implement physical education and health lessons to peers and 6th-12th grade students. Clinical practice hours are required in accordance with New Jersey State statues. Education majors only.

ED-598 Special Topics in Education **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

ED-599 Independent Study in Education **Credits: 1-3**
Term Offered: All Terms
Course Type(s): MAT
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. Prior permission of the directing professor and department chair is required to take this course.

ED-601 Principles of Technology and Theoretical Foundations for Instructional Technology **Credits: 3**
Course Type(s): OL, EDFOU
The purpose of this course is to explore the broad and dynamic field of educational technology and how to meaningfully, purposefully, and effectively enhance learning experiences through technology integration. Specifically, the course will examine educational technology plans, current theories, recent research, and trends in the field while also exploring challenges to effective educational technology programs in K-12 settings. This course will also provide an overview of effective technology integration frameworks (SAMR, TPACK, the Digital Use Divide, etc.) used by educational technology specialists/leaders to design transformative learning experiences that enhance instruction.

ED-606 Diversity in Education **Credits: 3**
Term Offered: All Terms
Course Type(s): MAT, SJEDU
In this course, students will explore the field of multicultural education. The nature of the school as a social system will be analyzed and the diversities of various cultures, communities, and ways of thinking will be examined. Professionals will engage in self-reflection related to racism and other forms of discrimination in order to better understand how identities and ideologies impact everyday school practices and the educational experiences of all students, especially those from culturally and linguistically diverse backgrounds. The course also includes research-based pedagogical strategies for teaching culturally and linguistically diverse students, incorporating instructional technology into the classroom and utilizing data to inform instruction. Education majors only.

ED-608 Curriculum in the Classroom **Credits: 3**
Course Type(s): EDCUR
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.

ED-610 Education in a Democratic Society **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

ED-612 Teacher Leadership **Credits: 3**
Term Offered: Spring Term
Course Type(s): EDCUR
This course is designed to provide an examination of teacher leadership as an opportunity for distributed, school- and district-wide leadership. The course will allow teachers opportunities to develop their own practice and the practices of their colleagues through an understanding of how to use the various leadership lenses of organizational design, strategic decision-making, interpersonal relationships, instructional leadership, and both adaptive and motivational approaches to guiding educators as a teacher to inform the school-improvement work of professional learning communities and job-embedded professional development.

ED-615 Empowering Students and Educators Through the Design of Blended Learning Opportunities **Credits: 3**
Course Type(s): OL
This course explores the application of theory and research in pedagogy and curriculum design to empower learners through strategic blended learning experiences. Topics include Incorporating Blended Learning into Educational Programs, Streamlining Education Workflow, Technology-Integrated Learning Environments, Video-based Social Learning Platforms, Graphic Visual Representations, Video Screen Capturing, Digital Assessment, eCoaching for Impactful PDs, ISTE standards, Personal Learning Networks, using technology to support personalized learning, and Digital Leadership. The course will be taught in a hybrid format at which students will have experiences with specific instructional technologies and reflect upon the utilization of such innovations for coaching, school transformation, and professional development activities.

ED-616 Fundamentals of Curriculum Studies **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

ED-618 Survey of Curricular Paradigms **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Provides an examination of the field of Curriculum Studies through the lens of key paradigms and perspectives.

ED-620 Philosophy and Curriculum **Credits: 3**
Course Type(s): None
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.

ED-624 Research in Teaching Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): EDRES
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.

ED-625 Technology Trends in a Global Society **Credits: 3**
Course Type(s): OL
This course will examine how advances in technology have created a global learning environment for todays students. Technologies such as virtual reality (VR), augmented reality (AR), video conferencing, artificial intelligence (AI), smart technologies, online gaming/esports, social media platforms, etc. are connecting people at a global level and allowing educators to bring the world into their classrooms. This course will also provide an overview of crucial skills for success in our global society including coding, robotics, design thinking, digital citizenship, maker education, digital media design, and global competencies.

ED-626 Assessment Practice Now and When **Credits: 3**
Term Offered: Spring Term
Course Type(s): EDAST
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.

ED-630 Research in Curriculum Studies **Credits: 3**
Prerequisite(s): ED-624
Term Offered: Spring Term
Course Type(s): None
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.

ED-632 Classroom Technologies and Educational Media **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Aims to introduce students to computer science concepts and recent instructional technologies to support teaching and learning processes in K-12 classrooms. The course focuses on students' exploration and evaluation of technology-enhanced applications. Students learn how to use digital media, technologies, and interactive games to support their instructional strategies and student learning, enhance classroom management, aid formative, and summative assessment techniques, and communicate professionally.

ED-645 Theories and Practice of ESL Instruction **Credits: 6**
Course Type(s): None
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.

ED-655 Leveraging Technology to Support the Inclusive Classroom **Credits: 3**
Course Type(s): OL
The purpose of this course is to understand how to effectively use technology to create an equitable classroom environment that thoughtfully approaches students individual communication and learning differences. The primary focus of this course will be to discover, examine, and utilize strategies, tools, and resources to increase educational access and improve learning for all students. This course will explore adaptive and assistive technologies, as well as various digital resources needed to support students social, emotional, linguistic, and behavioral needs in an effort to maximize student success.

ED-658 Advanced Curriculum Studies **Credits: 3**
Course Type(s): EDCUR
A comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.

ED-667 Leading Technology Transformation **Credits: 3**
Course Type(s): OL
This course will prepare educators to effectively create an instructional technology vision and plan for their school/district. Specifically, this course will address the processes of analyzing and vetting out educational technology hardware and software, creating a technology budget and cost-effective analysis, determining return on instruction, designing innovative learning spaces, and understanding data security and privacy best practices. This course will also prepare future educational technology specialists/leaders to develop a virtual learning and communication plan to build capacity and maintain transparency in their school communities.

ED-670 Qualitative Research: Principles and Practices **Credits: 3**
Course Type(s): None
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.

ED-678 Practicum in Educational Technology Supervision **Credits: 3**
Course Type(s): HY
In this course, you will be guided through all aspects of the practicum experience including project pitch, developing a project proposal, project management, project completion, and project presentation. Each student will individually research, propose, develop, implement, and evaluate an educational technology initiative to support student achievement. Each class will cover specific topics to help you achieve the completion of your practicum while guiding you through the project research and implementation process.

ED-680 Advanced Professional Development Seminar for Teachers **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
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.

ED-698 Special Topics in Curriculum and Instruction **Credits: 3**

Course Type(s): EDCUR
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. Permission of the program director is required to take this course.

ED-699 Independent Study in Education **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

ED-821 Teaching and Learning Theory Practice **Credits: 3**

Prerequisite(s): OTDP-705
Course Type(s): OL
A study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. It is designed to introduce both the new instructors and the experienced instructor to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Major theories concerning the learning process and their implications for the instructional process are investigated.

ED-822 Instructional Design, Strategies and Delivery Methods **Credits: 3**

Prerequisite(s): ED-821
Course Type(s): OL
Designed to create a framework for your understanding of instructional strategies and their effective application in a classroom. The course is based and links to previously acquired knowledge in learning theories and evidence-based teaching. Students will learn about various instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Techniques will include the use of simulations as well as teaching at the bedside with a focus on educator behaviors that stimulate achievement of learners. With an appreciated of the diversity of the student body, participants will effectively integrate and apply technology into instruction to develop and deliver health professions curricula including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Evidence of participants' knowledge and application of course topics will be captured in a professional portfolio.

ED-823 Online Learning: Culture and Theory **Credits: 3**

Prerequisite(s): ED-822
Course Type(s): OL
Designed to give adult educators a robust overview of theory-based techniques for teaching online or technology-enhanced courses. The course covers all aspects of online for teaching and reviews the latest research in cognitive processing and related learning outcomes while retaining a focus on the practical. A simple framework of instructional strategies mapped across a four-phase timeline provides a concrete starting point for both new online teachers and experienced teachers designing or revamping an online course. Essential technologies are explored in their basic and expanded forms, and traditional pedagogy serves as the foundation for tips and practices customized for online learning. The tips cover course management, social presence, community building, integration of new technologies, discussion and questioning techniques, assessment, and debriefing, along with new coverage of intensive or accelerated courses, customizing learning strategies, developing expertise, advanced course design, and assessment techniques.

Education Education Doctorate (EDD)

EDD-THD Thesis Defense **Credits: None**

Term Offered: All Terms
Course Type(s): None
Education Doctorate Thesis Defense

EDD-702 Adult Development and Transformative Learning **Credits: 3**

Course Type(s): None
Analyzes the foundational learning theories, adult development, and transformative learning for school administrators. It examines the techniques of motivation, methodology, and evaluation in adult learning. An emphasis on social justice and advocacy for transformative learning will also be incorporated in the pedagogical structure of the course. The course further examines the transformative learning process for adults considering the socio-political, cultural, school and other factors. These influential paradigm shifts in adult learning include barriers to and motivation for transformative learning. Designed to contribute to the professional development of those individuals who work with adults and young adults in a variety of educational contexts, in either instructional or leadership capacities.

EDD-706 Learning Through Experience: Individuals and Organizations **Credits: 3**

Term Offered: Summer Term
Course Type(s): None
The purpose of this course is to explore the nature of experiential learning processes in promoting change and growth in both professionals and the professions. The research literature associated with experiential learning will be used to explore the nature of experiential learning, where it occurs, how we experience it, how we think about it, and how we can use the environment to enhance it. Course content includes 1) readings related to action in the professionals, such as improvement science, network improvement communities, action research, and participatory action research; 2) a survey of topics associated with the thinking processes associated with active approaches to learning, such as reflection, design thinking, creativity, innovation, and semiotics. Activities and assignments will include group discussions, individual and group presentations, action research, and classroom observation and analysis.

EDD-710 Leadership, Diversity and Equity **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
American and international institutions of education continue to face the challenge of promoting access and equity for a diverse educational community of stakeholders. The increase in diversity throughout the world requires educational leaders to explore and understand the issues and learn how to advance diversity and equity. Race and ethnicity, social class, and gender will serve as initial topics for the course. Students will learn how their local, national and international colleagues have struggled (and succeeded or not succeeded) in advancing equity and inclusion. Students also will be given an opportunity to explore other dimensions of diversity. Class discussions will center on current and world situations regarding educating a diverse population, and the efforts aimed at improving equity throughout the world.

EDD-712 International Leadership Models **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Compares leadership practices in different parts of the world by comparing the performance of different countries. Doctoral candidates will compare and contrast the characteristics of successful leadership models and if those concepts are transferable to areas of leadership.

EDD-714 Leadership and Change **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
Addresses leadership during the change process with a focus on building a climate for innovation and change while developing critical skills related to leading and managing a learning organization through change. Practical approaches to decision-making, authority, power and influence, school culture, communication, problem solving and dilemma management will be addressed. Management of personnel and facilities will also be covered. This course addresses the 2015 Professional Standards for Educational Leaders (6-8; 10) and the 2011 ELCC Standards (1.3, 1.4, 2.1, 2.4, 3.4, and 4.1). This course will engage students in applying fundamental leadership and management knowledge and skills which will support and enhance their Transformative Leadership Project. Students will discuss and analyze a broad range of "real world" problems and dilemmas using current case studies, in basket challenges, and information from the students' individual schools/districts.

EDD-716 Practicum in Executive Leadership **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
Issues, principles, and responsibilities of the executive leader at the district level are the focus of this course. Using the 2011 ELCC Standards, ISLLC Standards and the Professional Standards for Educational Leaders as a guide, this course will explore the practical applications of contemporary principles of educational leadership and further development of the candidates Transformative Leadership Project through a 150-hour internship course. If completed at the building level, the hours will be applied toward the Principal certification and will require EDD-717 to complete the 300 hours. If completed at the district level, the hours will be applied toward the full 150-hour school administrator certification.

EDD-717 Internship for School Leadership P-12 **Credits: 1**
Term Offered: Summer Term
Course Type(s): OL
This course is 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 building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections. This class is only for those candidates seeking a principal endorsement.

EDD-718 Internship for District Level Leadership, P-12 **Credits: 1**
Prerequisite(s): EDD-716 and EDD-717
Term Offered: All Terms
Course Type(s): OL
The course is designed to occur over 1 semester and culminate in the accruing of 150 internship hours required for certification. These hours must be done under the guidance of a district level administrator holding a school administrator certificate and involve the day-to-day responsibilities and activities of a Superintendent. Candidates will provide weekly logs and reflections.

EDD-720 Contemporary Issues in Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Designed to extend the doctoral learner's' understanding of contemporary issues in education. Learners will examine current and emerging issues in education as well as trending topics impacting teaching, leadership and learning. Learners will analyze the following topics: a) inclusion of diverse learners in American schools; b) demographic shifts; c) poverty and affluence; d) globalization; e) technology and social media; f) data-based decision making; and g) recent research on student achievement with specific emphasis on subgroup performance.

EDD-721 Education Law and Policy P-12 **Credits: 3**
Course Type(s): None
Provides legal foundations of U.S. public schools (Federal and State) examines general principles of statutory and case law and applies judicial decisions to educational environments. This course will examine many current legal policy issues in local and national elementary and secondary education, including school finance litigation; school discipline and the rise of "Zero Tolerance" policies (Casella 2003); bullying prevention and intervention; cyber-bulling; LGBT bias; educator evaluation systems; and special education; in addition to other topics that may arise during the course. Students will be able to use current education law and legal precedents to make effective educational leadership decisions in the areas of student's rights, academic freedom, religion and education, discipline, discrimination, negotiations and special education. This course is designed to provide current and future school leaders with the knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.

EDD-722 Leading Digital Learning and Innovation in Education: Empowered Learners and Organizations **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Investigates and analyzes the theories of disruptive innovation in leading continuous school transformation. Additionally, this course will enable students to practice systemic solution, evaluation, design and development associated with integrating emerging innovations in education. The research literature associated with digital learning will be used to explore the nature of digital learning, where it occurs, how we experience it, how we think about it, and how we can use digital tools to enhance learning. Course content includes 1) readings related to action in the profession, such as disruptive innovation, leading change in self-organized networks, action research, and participatory action research; and 2) a survey of topics associated with the thinking process associated with active approaches to learning, such as reflection, design thinking, creativity, and school innovation. Activities and assignments will include group discussions, individual and group presentations, action research, and classroom observation and analysis.

EDD-724 Organizational Leadership Theory and Research **Credits: 3**
Course Type(s): None
Organizational Leadership Theory and Research in education will examine the study, practice, and theory of educational leadership by exploring organizational change theories and analyzing tools necessary for leading system wide change. Students will explore systems within organizations that promote or hinder the change process. With this course, students will enhance their understanding of educational organizations and construct an organizational change project within his/her own school or district.

EDD-750 Advanced Program Analysis **Credits: 3**
Course Type(s): None
This course examines the key concepts, methods, and approaches in the field of evaluation research, and program development. It is designed to be taken in conjunction with Transformative Leadership Dissertation for doctoral students and will support the candidate's plan development. Students will be exposed to the basic principles and best practices in educational program evaluation as well as the process of using evaluations and data driven assessment, that is unique to their district, to make decisions on the implementation of new programs or on the continuation of existing programs. Some statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. This course will also present students with the larger political, administrative, and financial issues that occur in program evaluation.

EDD-752 Advanced Quantitative Research **Credits: 3**
Course Type(s): None
Introduces educational leaders to concepts in quantitative research in preparation for conducting independent research. There is a focus on critically understanding quantitative research methodology and the ability to apply it appropriately to various education issues. In addition, students will become familiar with the statistical program SPSS, as well as, how statistics can be utilized to address relevant educational issues.

EDD-754 Leadership and Assessment **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Designed to focus on student achievement and service to diverse student populations, implementation of the Standards, research-based pedagogical innovations, and successful use of summative and formative assessment measures. Current models used to assess students' learning will be examined, including the use of performance criteria. Students will develop instruction and development plans to be implemented in their own organizational settings. These plans must show the alignment of instruction and assessment to student learning outcomes.

EDD-756 Advanced Qualitative Research **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Designed to provide a general understanding of qualitative research methods and issues related to the design and conduct of qualitative studies. The course emphasizes experiential learning. You will have opportunities, both in class/lab and outside class, to learn by doing. Throughout the course you will be asked to reflect on what you are learning; this reflection on the practice of research will enhance your capacity to read, evaluate, design, and conduct qualitative studies. If you wish to pursue qualitative research projects, this course will provide you with the basic knowledge and skills you will need, but it is not a substitute for extensive reading and thinking about specific methods and their use, and additional learning through courses and supervised research experiences. The general aim of the course is to facilitate understandings of the following questions: 1. What is qualitative research? 2. What constitutes quality qualitative research? 3. What are the various tools/methods of a qualitative researcher? 4. What are the critical components of a qualitative research proposal?

EDD-760 Dynamic Leadership in Higher Education **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This course is intended to give you an understanding of the various theories that inform leadership education and practice in colleges and universities. In this course, you are invited to see leadership as discipline that transcends functional area, serving as a framework to lead and guide within higher education and beyond. As a participant in this class, you are asked to not only look at the leadership theories presented in class to formulate your approach as an educator, but also how you see these theories inform the ways in which you move and engage with the world around you.

EDD-762 Governance in Higher Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is planned for current and prospective higher education faculty, staff and administrators who seek to learn more about America's comprehensive higher education institutions and their role in the post-secondary knowledge industry. The course topics this semester will deal with the several major issues/topics that are critically important to higher education institutions. Institutes of higher education offer vast new opportunities in leadership. By engaging in intensive research, interactive discussions, continuous reading and writing, and creating new digital platforms for students and faculty, the participants in this course will develop the skills necessary to redefine the first steps of tertiary education in the twenty-first century.

EDD-764 Higher Education Law and Policy **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
This course examines legal issues relevant to American colleges and universities to provide students with the fundamental knowledge of higher education law for administrators. The law provides for a supporting role to the overall mission of a college or university, and without its adherence, the mission may be negatively affected, if not unaccomplished. EDD-764 Higher Education Law and Policy provides students with an overview of the major aspects of the legal environment that specifically impact institutions of higher education. Institutions of higher education are affected by laws that range from privacy and reporting to admissions and financial aid practices. This course offers students an opportunity to use legal resources, to learn strategies for addressing these legal requirements and for staying abreast of emerging legal concerns in higher education. Topics include the legal governance of higher education, academic freedom, affirmative action, and legal issues pertinent to faculty and students.

EDD-766 Higher Education in the United States **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
This course is designed to help you think about colleges and universities and the historical and social forces that have affected their development in the United States. Since education is an issue we often think about in personal terms, especially higher education, the course is intended to use our own knowledge and insights as a starting point, and to expand upon our reasoning skills as we study these issues historically. We will do this by reading, discussing and thinking about colleges and universities and the students that attended them in the past. Through this, the aim of this course is to provide everyone with a sound framework for using historical analysis to interpret problems in higher education, and in the development of American society. In the course of doing this you will be asked to offer evidence of your learning, particularly with regard to your historical reasoning abilities. You will do this through discussion of readings, in class presentations and exploration of key issues, and through your written work. It is critical, in that case, that you attend every class, complete assigned readings on schedule, and submit written work when expected.

EDD-768 Higher Education Finance **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
The purpose of this course is to understand the concepts related to Higher Education Finance and it's impact upon the Higher Education system in the United States. The course will provide an introductory examination of financial, economic, and budgetary issues within higher education. Focusing on not-for-profit postsecondary schools, students will review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, develop the ability to examine and analyze financial information, and assess the budget as an instrument of strategic planning, resource allocation, and control. The course is grounded in literature, theories, and examples specific to higher education. The goal is to provide students with the knowledge and abilities that empower them to make appropriate decisions as higher education leaders. Course Goals: This course aims at a working understanding of the economics of higher education finance. Thus, students at the end of the course should be able to: 1) Understand key economic concepts bearing on higher education finance in the United States and abroad; 2) Understand the logic of financial decisions in higher education; and 3) Apply such concepts and logic to various finance projects of their choosing.

EDD-799 Independent Study Education (DOC) **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Independent Study in Education Doctorate Level. Prior permission of the directing professor and department chair is required to take this course.

EDD-801 Research Design **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Focus will be on the development of a theme for the student's transformative leadership project. The Transformative Leadership Project provides opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. After a detailed needs assessment, the students will be required to decide on one program in their school district that needs to be improved. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face to face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the 2015 Professional Standards for Educational Leaders (Standards 1-10) and 2011 ELCC Standards (1-7). In addition to guiding students through an action research project, this course will address theoretical, philosophical, and epistemological questions around action research. We will discuss the tradeoff's that come with action research compared to more traditional research-how can insider status better inform research, and what might we lose compared to traditional research methods? How can the actions research framework better solve organizational problems, and on the other hand what insights may be lost by focusing on a single organization's questions or problems? This seminar will meet once a month for the fall and spring semesters. In addition to being a research design class, the class will also guide students through the actions research process that they can employ in other research, as well.

EDD-802 Writing for Professional Publication **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
The Transformative Leadership project classes provide opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face to face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the Professional Standards for Educational Leaders (formerly ISLLC). This course is designed to introduce doctoral students to the professional publication process. Students will engage in two major activities during the course: 1) learning how to organize a dissertation to fulfill the program requirements for the transformative learning project and 2) to write an article for professional publication. To meet the first requirement, you will revise your three-chapter project proposal created during EDD-801 Research Design, make a formal project proposal for the second year of the program to your dissertation committee, and learn how to write chapters 4 and 5 of the dissertation. To meet the second requirement, you will become familiar with editorial policies of relevant periodicals, identify various professional publication outlets, and review manuscripts using professional editorial criteria. The course will culminate in a finished manuscript submitted for publication.

EDD-803 Design-Based Research **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
The Transformative Leadership project classes provide opportunities for doctorial candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. This course has two main purposes. First, it introduces students to different design-based research methods in educational research. Second, it provides students with an intensive experience in carrying out their own design-based research studies. Through a combination of readings, lectures, demonstrations, discussions, site visits and class exercises, students will be introduced to the issues and practices associated with design-based research and how different researchers engage in this kind of work. By learning about the work of different researchers, students will also be introduced to distinct forms of design-based research in education. In their transformative learning project, students will apply what they have learned to the design and conduct of their own design-based research studies. Design-bases research is a research approach that systematically investigates teaching, learning and/or training phenomena through multiple cycles of design, development, evaluation and implementation of educational interventions (which may consist of curriculum/training interventions, systemic school programs, informal or formal teaching-learning strategies and materials, technology-based products and systems, etc.). This course will examine the history of this research approach along with related current literature, commentary and research. This form of inquiry necessarily involves foundational features of design practice as well as quantitative and qualitative research as appropriate. This course is not a substitute for coursework on quantitative or qualitative methods. It is actually intended to complement such courses. The purposes a scholar intends to achieve determine the appropriate form of inquiry.

EDD-804 Analyzing and Interpreting Data **Credits: 1-3**
Prerequisite(s): EDD-801, EDD-802, and EDD-803
Term Offered: All Terms
Course Type(s): None
The Transformative Leadership project classes provide opportunities for doctoral candidates to engage in leadership-related, authentic, action-research experiences in approved settings. Balancing theory with practice, working under the mentorship of an Ed Leadership Professor and in collaboration with a superintendent or assistant superintendent, candidates will be immersed in the realities of practice and hone their research skills while solving relevant, school-based challenges. Doctoral candidates will utilize the design process in order to identify an organizational challenge, create a solution, implement, measure, and redesign as appropriate. Sessions will encompass a blended learning model where candidates will have the opportunity for face-to-face experiences with peers as well as virtual sessions and ongoing support. Learning activities are experiential and research driven, reflect the School of Education's Conceptual Framework, and are linked to the leadership paradigm advocated by the Professional Standards for Educational Leaders (formerly ISLLC). This course is designed to immerse doctoral students in the analysis of interpretation of data. You will engage in the examination of data reflected to your transformative learning project. During the course, you will present and explain your research findings, outline chapters 4 and 5 of your dissertation, and write a preliminary and then final draft for chapters 4 and 5 of your dissertation. You will also give a PowerPoint presentation of your defense in preparation for your oral dissertation defense. The primary outcome of the course will be the completion of chapters 4 and 5 of your dissertation.

EDD-899 Independent Study in Education 800 Level Doctorate Credits: 3
Course Type(s): None
Independent Study in Education (800 level) Doctorate. Prior permission of the directing professor and department chair is required to take this course.

Education Educational Counseling (EDC)

EDC-CPE Counseling Preparatory Comprehensive Examination **Credits: None**
Term Offered: All Terms
Course Type(s): None
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.

EDC-500 Introduction to Professional Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDC-501 Introduction to College Student Development and Student Affairs **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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.

EDC-502 Counseling Skills **Credits: 3**
Prerequisite(s): EDC-500 and EDC-505
Co-requisite(s): EDC-530
Term Offered: All Terms
Course Type(s): HY
This course is designed to assist students in the development of their counseling skills. Students will develop a better understanding of themselves and their role in a helping relationship. In addition to the development of basic counseling skills, students will be able to recognize specific counseling microskills and when to use them. Further, this course will allow students to practice their counseling skills through the use of audio and video taping, live role playing, and providing critique and feedback to classmates.

EDC-505 Counseling and Ethical Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDC-508 Trauma and Crisis in Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-502, EDC-530, EDC-535
Term Offered: All Terms
Course Type(s): HY
This course is designed to prepare students to work with students who have experienced trauma or who are currently in a crisis situation. Students will learn trauma-informed counseling strategies and crisis intervention approaches. Given the frequency of occurrences of traumatic events or crisis situations, this course will provide students the opportunity to develop their skills and awareness of how these situations will impact their professional roles. This course will allow students to practice handling trauma and crisis situations through role playing and discussing these events.

EDC-510 Human Growth and Development **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDC-512 Access and Equity in Education **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, and completion of fifteen credits.
Term Offered: All Terms
Course Type(s): HY
This course is designed to provide students with an in-depth understanding of the role that systemic influences play in access and equity in education. Students will engage with research, theory, and practice models related to access to college and equity in higher education institutions, with an emphasis on how counselors in educational settings can disrupt racist policies and practices in schools. Using a social justice framework, this course will prepare students to be agents of change.

EDC-515 Risk and Resiliency in Children and Adolescents **Credits: 3**
Course Type(s): None
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.

EDC-517 Community Mental Health **Credits: 3**
Course Type(s): None
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.

EDC-520 Advanced Topics in Race and Racism **Credits: 3**
Prerequisite(s): EDC-535
Term Offered: All Terms
Course Type(s): None
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.

EDC-525 Assessment for Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDC-530 Counseling Theory and Practice **Credits: 3**
Prerequisite(s): EDC-500
Term Offered: All Terms
Course Type(s): None
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.

EDC-535 Diversity and Social Justice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDC-540 Group Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, and EDC-530
Term Offered: All Terms
Course Type(s): None
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.

EDC-541 Leadership and Administration of Campus Environments **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

EDC-545 Career Development and Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505 and EDC-530
Course Type(s): None
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. Education majors only.

EDC-546 Substance Awareness and Prevention in the Schools Credits: 3
Prerequisite(s): EDC-555
Term Offered: All Terms
Course Type(s): None
This course is a comprehensive study of the role of the Substance Awareness Coordinator in the Schools K-12. The areas that will be included for study will be a review of research based awareness and prevention programs as related to ATOD as seen in the school systems. School law, regulations, and policies, as it relates to substance abuse in the schools, as well as how well / consistent it is followed based on the school culture and the dynamics in a particular district. Prevention and advocacy will be emphasized as a large part of the SAC position, as well as learning to work within the school culture. Curriculum planning and staff education and development in chemical health will be an essential part of the course. Negotiating the systems to maximize potential of the SAC position will be the main focus. Prerequisite: EDC-555

EDC-550 Counseling At-Risk Children and Families Credits: 3
Prerequisite(s): EDC-500, EDC-505, and EDC-530
Term Offered: All Terms
Course Type(s): None
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.

EDC-555 School Counseling Program Planning and Consultation Credits: 3
Prerequisite(s): EDC-500, EDC-505, and EDC-530
Term Offered: All Terms
Course Type(s): None
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.

EDC-560 Consultation Procedures for Counseling Credits: 3
Prerequisite(s): EDC-500, EDC-505, and EDC-530
Term Offered: Spring Term
Course Type(s): None
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.

EDC-565 Supervision of Counselors Credits: 3
Term Offered: Summer Term
Course Type(s): None
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.

EDC-570 Alcohol and Drug Abuse Programs and Services Credits: 3
Course Type(s): None
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.

EDC-575 Alcohol and Drug Assessment and Counseling Credits: 3
Term Offered: Spring Term
Course Type(s): None
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.

EDC-580 Behavioral Issues in Counseling Credits: 3
Term Offered: All Terms
Course Type(s): None
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.

EDC-598 Special Topics in Educational Counseling Credits: 3
Term Offered: All Terms
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

EDC-599 Independent Study in Educational Counseling Credits: 3
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this class. Application must be filed before registration.

EDC-600 Practicum in Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-530, and EDC-535
Term Offered: All Terms
Course Type(s): None
An intensive supervised 100-hour, field-based experience in the school or university, which provides an orientation to the school counselor's role within a school counseling program or student affairs program. Provides supervised opportunities to practice individual and group counseling skills along with day-to-day tasks of the school counselor/student affairs professional. Additionally, intensive individual and group supervision is provided through videotaped and/or audio taped sessions.

EDC-601A Internship in Counseling I: School Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, EDC-540, EDC-600 and completion of twenty-four credits
Term Offered: All Terms
Course Type(s): None
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.

EDC-601B Internship in Counseling I: Student Affairs/College Counseling **Credits: 3**
Prerequisite(s): EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, EDC-540, EDC-600 and completion of twenty-four credits
Term Offered: All Terms
Course Type(s): None
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.

EDC-602A Internship in Counseling II: School Counseling **Credits: 3**
Prerequisite(s): EDC-601A or EDC-601B
Term Offered: All Terms
Course Type(s): None
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.

EDC-602B Internship in Counseling II: Student Affairs/College Counseling **Credits: 3**
Prerequisite(s): EDC-601A or EDC-601B
Term Offered: All Terms
Course Type(s): None
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.

EDC-606 Research Methodology and Applications **Credits: 3**
Term Offered: All Terms
Course Type(s): EDRES
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.

EDC-610 SAC Internship **Credits: 3**
Prerequisite(s): PC-540, PC-515 or EDC-510 or SW-509; PC-542 or SW-604; PC-510 or SW-518; EDC-555 and permission of the instructor
Term Offered: All Terms
Course Type(s): None
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.

EDC-672 Advanced Theory in Play Therapy **Credits: 3**
Term Offered: Spring Term
Course Type(s): OL
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 SW-672 and PC-672.

EDC-673 Advanced Techniques in Play Therapy **Credits: 3**
Term Offered: Spring Term
Course Type(s): HY
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 SW-673 and PC-673.

EDC-674 Play Therapy for Children at Risk **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
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 SW-674 and PC-674

EDC-675 Educational Counseling Capstone in Counseling **Credits: 3**
Co-requisite(s): EDC-602A or EDC-602B
Term Offered: All Terms
Course Type(s): HY
This course is designed to assist students in their personal and professional self-reflection, to solidify their academic experience into preparedness for the future. Such preparedness will also include the areas of self-care, including from a social justice advocate perspective, and continued professional development. Further, the course and course instructor, will support students in successfully creating a capstone project paper that demonstrates mastery of the competencies necessary to function as a counseling professional or student affairs professional, and social justice advocate within their chosen profession. Students' projects will reflect a culmination of their program.

EDC-699 Independent Study: Ed Counsel **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

Education Educational Leadership (EDL)

EDL-502 Development and Learning in Early Childhood **Credits: 3**
Course Type(s): None
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.

EDL-503 Literacy Instruction **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Focuses on the literacy development and instruction of regular and special education children, including those from linguistically diverse backgrounds in grades P-6. Ongoing assessment and instructional strategies will be explored in various engaging, literate, educational settings. Education majors only. Clinical experience hours required.

EDL-504 Introduction to Educational Leadership and Supervision for Student Learning P-12 **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-515 Advanced Literacy Instruction **Credits: 3**
Term Offered: All Terms
Course Type(s): EDFOU, MAT
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 P-12 Learners in a literate environment and assisting and supporting colleagues and paraprofessionals. Word identification, vocabulary, comprehension, and content strategies will be presented. Education majors only.

EDL-516 Literacy Strategies for All Learners I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-517 Literacy Strategies for All Learners II **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

EDL-521 Early Childhood Family, School and Community Collaboration in a Diverse Society **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-522 Early Literacy and Language Development **Credits: 3**
Course Type(s): None
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.

EDL-525 Multicultural Literature and Literacy **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-526 Strategies for Teaching Writing, K-12 **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

EDL-527 Literacy Trends and Issues **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-530 School Law and Policy **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-531 Economics and School Business Leadership **Credits: 3**
Course Type(s): None
Should be thought of as an applied economics course. It will focus on the topics that are of the greatest interest and importance to school business administrators. Applies topics in economic theory to administrative decision making. This course is concerned with the relationships between schools, consumers, and the economic environment in which they operate.

EDL-532 Human Resource Management and School Finance **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EDL-533 Community Relations **Credits: 3**
Course Type(s): None
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.

EDL-534 Principles of Accounting for School Business Administrators **Credits: 3**
Course Type(s): None
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.

EDL-535 School Facilities Planning and Management **Credits: 3**
Course Type(s): None
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.

EDL-536 Curriculum Development and Design **Credits: 3**
Term Offered: All Terms
Course Type(s): EDCUR
Examining models of curriculum development, candidates evaluate, design and develop effective curricula to support the instructional process and enhance student learning experiences.

EDL-537 Technology for School Leaders **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Focuses on the practical applications and the authentic use of technology to provide instructional and administrative support of the learning community.

EDL-539 Instructional Theory and Leadership for Student Learning **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

EDL-551 The In's and Out's and Do's and Don'ts of Embracing Technology Tools in the Classroom **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

EDL-552 Creative Technology: Utilizing Technology to Ignite a Passion for Learning **Credits: 3**
Course Type(s): None
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.

EDL-553 Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom **Credits: 3**
Prerequisite(s): EDL-551 and EDL-552
Term Offered: Spring Term
Course Type(s): None
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.

EDL-554 A Proactive Approach to Technology Implementation Across the Curriculum **Credits: 3**
Prerequisite(s): EDL-551 and EDL-552
Term Offered: Spring Term
Course Type(s): None
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.

EDL-560 Early Childhood Curriculum Assessment for Inclusive Environments **Credits: 3**
Course Type(s): None
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.

EDL-564 Assessment and Instruction in Literacy I **Credits: 3**
Term Offered: All Terms
Course Type(s): EDAST
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.

EDL-565 Assessment and Instruction in Literacy II **Credits: 3**
Prerequisite(s): EDL-564
Term Offered: Spring Term
Course Type(s): None
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.

EDL-566 Diagnosis and Remediation of Literacy Problems I, Secondary **Credits: 3**
Course Type(s): None
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.

EDL-569 Public School Supervision and Communication **Credits: 3**
Prerequisite(s): EDL-536 or EDL-565
Term Offered: All Terms
Course Type(s): None
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.

EDL-572 Current Topics in Educational Psychology **Credits: 3**
Course Type(s): None
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.

EDL-575 Methods of Teaching Content Area Literacy in the Inclusive Elementary Setting: Language Arts & Social Studies **Credits: 3**
Prerequisite(s): ED-550, EDL-503, and EDS-500
Term Offered: All Terms
Course Type(s): None
This course focuses on the literacy development of children, including those from diverse backgrounds in grades K-6. Ongoing assessment and instructional planning of modifications, accommodations, and strategies for integrating literacy within the language arts and social studies curricula will be explored. Special attention is noted for students with high incidence disabilities and the use of assistive technology. Education majors only. Clinical practice hours required.

EDL-582 Practicum in Supervision and Curriculum P-12 **Credits: 3**
Prerequisite(s): EDL-569 or EDL-565
Course Type(s): None
Application of duties and responsibilities of the supervisor and/or curriculum specialist to an in-school supervised practicum project.

EDL-585 Practicum in Literacy **Credits: 3**
Prerequisite(s): EDL-515, EDL-564 and EDL-565
Course Type(s): None
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.

EDL-588 Topics in School Leadership, Supervision, and Curriculum P-12 **Credits: 3**
Prerequisite(s): EDL-569
Co-requisite(s): EDL-590A
Course Type(s): None
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.

EDL-589 Advanced Topics in School Leadership, Supervision, and Curriculum P-12 **Credits: 3**
Prerequisite(s): EDL-588
Co-requisite(s): EDL-590B
Course Type(s): None
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.

EDL-590A Internship for School Leadership (P-12) I **Credits: 1**
Co-requisite(s): EDL-588
Term Offered: All Terms
Course Type(s): None
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 candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

EDL-590B Internship for School Leadership (P-12) II **Credits: 1**
Co-requisite(s): EDL-589
Course Type(s): None
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 candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

EDL-593 Administration and Supervision of Literacy Practices and Professional Development for School Leaders **Credits: 3**
Prerequisite(s): EDL-569
Term Offered: All Terms
Course Type(s): None
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.

EDL-598 Special Topics in Educational Leadership **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

EDL-599 Independent Study in Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

EDL-602 Research Methodology and Applications II **Credits: 3**
Prerequisite(s): EDC-606
Term Offered: Spring Term
Course Type(s): None
This course is designed to extend students' understanding of research methodological knowledge and techniques presented in EDC-606 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.

EDL-603 Individual Research Study **Credits: 3**
Course Type(s): None
Techniques of educational research including: types of research, problem definition, variables and controls, data collection, data analysis and communication of results.

EDL-606 Research Based Program Evaluation and Decision Making **Credits: 3**
Prerequisite(s): EDL-569
Course Type(s): None
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.

EDL-620 Practicum in Executive Leadership **Credits: 3**
Prerequisite(s): EDL-589
Course Type(s): None
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.

EDL-699 Independent Study in Educational Leadership **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

EDL-799 Independent Study in Educational Leadership Credits: 3
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration.

Education Special Education (EDS)

EDS-500 Foundations of Special Education: Child & Adolescent Development and Transition to Adulthood Credits: 3
Course Type(s): EDFOU, MAT
Philosophical, historical, and legal foundations of special education, including educational theories and prominent theorists. The Council of Exceptional Children (CEC) Code of Ethics and Standards for Practice are studied. Exploration of the similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with disabilities across the lifespan, including adolescent concerns and transition to adulthood. Examination of the educational implications of characteristics of various exceptionalities such as Autism Spectrum Disorders (ASD), Specific Learning Disabilities (SLD), ADHD, intellectual & developmental disabilities, emotional disabilities, and orthopedic impairment. Educational implications for learners from diverse cultures and second language learners will also be addressed through discussions on family characteristics and family systems theory. An overview of a continuum of service delivery models, inclusive practices, communication, and collaboration will be explored. Clinical hours required.

EDS-502 Autism: Characteristics, Etiology, and Current Issues Credits: 3
Term Offered: All Terms
Course Type(s): None
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.

EDS-522 Accommodating Learners with Special Needs in Inclusive Settings Credits: 3
Course Type(s): OL
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.

EDS-530 Research Issues and Trends in Special Education Credits: 3
Prerequisite(s): Take 6 graduate credits of EDS.
Term Offered: All Terms
Course Type(s): EDRES
An appraisal of current practices and issues in the field of special education is conducted through discussion and review of the research literature. P-12 educators 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. Prerequisite: 6 graduate credits of EDS

EDS-532 Physiological Aspects of Learning Credits: 3
Term Offered: Summer Term
Course Type(s): None
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).

EDS-534 Classroom Management in Inclusive Settings Credits: 3
Prerequisite(s): EDS-572
Term Offered: All Terms
Course Type(s): OL
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. Clinical hours required.

EDS-535 Technology and Students with Disabilities Credits: 3
Term Offered: All Terms
Course Type(s): MAT
Focus is on instructor-centered and learner-centered integration of technology to provide a technological supportive environment to meet the special needs of students. Clinical hours required.

EDS-537 Collaborating with Families, Students, and Professionals in Community and Educational Settings Credits: 3
Term Offered: All Terms
Course Type(s): None
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.

EDS-538 Special Education Law Credits: 3
Term Offered: Spring Term
Course Type(s): None
A historical overview of special education laws and the impact on special education services and professional practices in the United States. Includes a review of major court decisions and analysis of state laws, codes, and statutes. Application of legal principles in local processes and policies are examined.

EDS-542 Communication and Social Competence Skills Credits: 3
Term Offered: Spring Term
Course Type(s): None
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).

EDS-550 Learning Theories and Applications in Educational Settings **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
Covers various classical and contemporary philosophies, aspects and models of learning. Emphasis will be placed upon such topics as multiple intelligences, learning styles, teaching styles, information processing critical thinking skills, brain-based learning and other learning theories. Students will review and critique general learning theories, as well as investigate how people organize, encode, process, transform, utilize and articulate information presented in an instructional environment.

EDS-552 Methods of Teaching Students with Disabilities **Credits: 3**

Prerequisite(s): EDS-500 and EDS-572
Term Offered: All Terms
Course Type(s): OL
Implementation of evidence-based practices in lessons, unit plans, and transition planning for students with disabilities in separate and inclusive settings. Teaching methods in the field of special education are emphasized. Focus on curriculum planning, learning environments, and materials for students with disabilities; and identifying and creating accommodations and modifications to meet the needs of all students in special education and inclusive settings. Includes pedagogy that is applicable to teaching literacy to struggling readers and students with disabilities, including literacy in the content areas. Alternative and augmentative communication and assistive technology are addressed. Clinical hours required.

EDS-566 Assessment and Interventions for Individuals with Autism I **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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.)

EDS-567 Assessment and Interventions for Individuals with Autism II **Credits: 3**

Prerequisite(s): EDS-566
Term Offered: Spring Term
Course Type(s): None
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.)

EDS-568 Advanced Instructional Methods in Special Education **Credits: 3**

Prerequisite(s): EDS-500
Term Offered: All Terms
Course Type(s): None
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 especially in literacy and math 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.)

EDS-570 Assessment and Curricula Interventions and Strategies **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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.

EDS-571 Management of Challenging Behaviors **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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.)

EDS-572 Assessment Strategies and Applications in the Classroom **Credits: 3**

Term Offered: All Terms
Course Type(s): OL
Focuses on the educational assessment of students P-12 who may be at risk or who have been identified as having learning problems. Course content includes a discussion of assessment processes and concerns, importance of early intervention and procedural considerations. The course also includes an emphasis on educational interventions and strategies necessary to create an environment that leads to success for all learners with special needs. Further topics that are presented include accommodations and adaptations; technology across the curriculum; 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. Clinical hours required.

EDS-580 Experimental Design **Credits: 3**
Prerequisite(s): EDS-530
Term Offered: All Terms
Course Type(s): OL
This course will prepare students to utilize single subject experimental designs. Topics will include dependent and independent variables, internal and external validity, and identification of features and advantages of single subject designs. Candidates will prepare and implement a comprehensive research project utilizing a single subject design as a culminating project. Fieldwork is required. Education majors only.

EDS-590 Diagnosis and Correction of Learning Disabilities **Credits: 3**
Prerequisite(s): EDS-568, EDS-570 and completion of eighteen graduate credits
Term Offered: Spring Term
Course Type(s): None
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.

EDS-598 Special Topics in Special Education **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

EDS-599 Independent Study in Special Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

EDS-601 Applied Behavior Analysis: Introduction **Credits: 3**
Term Offered: Fall Term
Course Type(s): OL
This course includes an overview of basic concepts associated with applied behavior analysis (ABA). Candidates will explore the science of behavior analysis including goals, philosophical assumptions, and dimensions of ABA. Basic concepts and principles (including definitions and examples) will also be introduced. Education majors only.

EDS-602 Applied Behavior Analysis: Concepts and Principles **Credits: 3**
Prerequisite(s): EDS-601
Term Offered: Spring Term
Course Type(s): OL
This course teaches foundational concepts and principles of applied behavior analysis (ABA). There will be a specific focus on the learning principles, basic characteristics, processes, concepts and terminology in ABA. Education majors only.

EDS-603 Applied Behavior Analysis: Behavior Assessment **Credits: 3**
Prerequisite(s): EDS-601, EDS-602
Term Offered: Summer Term
Course Type(s): None
This course will focus on functional behavior assessment. Topics include reviewing records, determining the need for services, identifying socially significant behavior change goals, conducting assessments, describing functions of behavior, and interpretation of functional assessment data. Education majors only.

EDS-604 Applied Behavior Analysis: Behavior Change Procedures **Credits: 3**
Prerequisite(s): EDS-601, EDS-602, and EDS-603
Term Offered: Summer Term
Course Type(s): OL
This course will focus on the use and evaluation of conducting functional behavior change procedures for behavior analysts working in the field. Topics include using reinforcement, punishment, shaping, chaining, extinction, token economies, group contingencies, self-management, prompting, and evidence-based teaching strategies. Using procedures to promote generalization and maintenance will also be discussed. Education majors only.

EDS-605 Applied Behavior Analysis (ABA): Personnel Supervision and Management **Credits: 3**
Prerequisite(s): EDS-601, EDS-602, EDS-603, and EDS-604
Term Offered: All Terms
Course Type(s): None
This course is the 5th course in the BACB approved course sequence. Content includes a review of concepts and principles as well as detailed information on personnel supervision and management including assessing supervisee skills, establishing clear performance expectations, training, monitoring performance, and use of functional assessment approaches to identify variables impacting personnel performance (field work required).

EDS-606 Ethics and Professionalism for Behavioral Analysis **Credits: 3**
Prerequisite(s): EDS-601, EDS-602, EDS-603, EDS-604 and EDS-605
Course Type(s): None
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.

EDS-607 Experimental Design **Credits: 3**
Prerequisite(s): EDS-530, EDS-601, EDS-602, EDS-603, EDS-604, and EDS-605;
Term Offered: All Terms
Course Type(s): None
This course is designed to be the culminating course in the Master's program in Autism/ABA and the ABA certificate program and will focus on experimental research with emphasis on single subject research designs, behavioral measurement, data analysis methods, and critical evaluation of single subject research studies. Candidates will utilize knowledge from previous EDS 600 level ABA courses to prepare and implement a comprehensive research project utilizing a single subject design and create a poster presentation in order to share results.

EDS-610 Internship in Learning Disabilities Teacher-Consultant **Credits: 3**
Prerequisite(s): EDS-570, EDS-590 and approval of the program director
Term Offered: All Terms
Course Type(s): None
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 and a faculty member.

EDS-699 Independent Study in Special Education **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

English (EN)

EN-ESS English Master's Essay **Credits: None**
Term Offered: All Terms
Course Type(s): None
A revision and development of a graduate paper researched and written in a previous semester. Typical length 20-25 pages. Only for students in the Literature or Rhetoric and Writing Concentrations who are not writing a thesis. This is a pass/fail course.

EN-500 Critical Theory **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.4
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.

EN-502 Seminar in Literary Research **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

EN-509 Middle English Literature **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.1, EN.LT
Study of selected works from the twelfth through the fifteenth centuries in the context of contemporary cultural and literary developments.

EN-511 The English Renaissance **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.1, EN.LT
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.

EN-513 Shakespeare, His Contemporaries and Renaissance Society **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.1, EN.LT
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.

EN-525 Eighteenth Century British Literature **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.1, EN.LT
Intensive study of selected works of prose, poetry, and drama, which represent the Ages of Dryden, Pope, Johnson, and Hume.

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

EN-530 Topics in Contemporary World Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.3, EN.LT
Examines contemporary literary texts from one or more areas of the world outside the U.S. and Britain, along with relevant theories and criticism. Topics and areas of focus vary by semester.

EN-533 Topics in (Im)migration Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.3, EN.LT
Examines literature written by first- or second- generation immigrants about the experiences of forced or voluntary emigration and immigration. Close readings will be placed in historical context and supplemented with discussion of relevant critical and theoretical scholarship. Topics and areas of focus vary by semester.

EN-535 The Novel in English **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.2, EN.LT
The development of long prose fiction from the eighteenth century to the present with consideration of criticism that defines the novel as a genre.

EN-537 British Romanticism **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.2, EN.LT
Investigation of British Romanticism as a self-consciously defined movement in literature. Will also consider how "Romanticisms" have been read and defined historically.

EN-538 Victorian Novel **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-540 Topics in Modern British and Irish Literature **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
Examines literary texts from twentieth-century Britain and Ireland, with attention to criticism and theory that have made diverse writers central to the modernist field. Topics and areas of focus vary by semester.

EN-541 Utopias **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.LT
The significance of utopian proposals and attempts to create utopian communities in the history of ideas. From the utopias of Plato and More to dystopian visions of the Brave New World to 1984 and science fiction as a utopian genre.

EN-542 Contemporary American/British Literature **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-544 Irish Literary Studies **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-546 History and Theory of Rhetoric I **Credits: 3**
Course Type(s): EN.4, EN.RW
Examines important primary texts contributing to the formation of the rhetorical tradition. Covers from the Classical Era (c. the 5th century B.C.E.) through the end of the Renaissance (c. 1700 C.E.) and includes attention to historiographical issues, women's and cultural rhetorics, and implications for rhetorical theory and the teaching of composition.

EN-547 History and Theory of Rhetoric II **Credits: 3**
Course Type(s): EN.4, EN.RW
Examines important primary texts contributing to the formation of the rhetorical tradition. Covers from the beginning of the Enlightenment Era (c. 1800 C.E.) through the present and includes attention to historiographical issues, women's and cultural rhetorics, and implications for rhetorical theory and the teaching of composition.

EN-548 Rhetoric of Science and Society **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.4, EN.RW
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.

EN-550 Feminist Theory and Criticism **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.4
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.

EN-556 Writing Program and Writing Center Administration **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.4, EN.RW
This course examines the theories and strategies developed and used in the field of writing program administration. Writing programs include any campus program that seeks to enhance writing abilities amongst students, including first-year writing and writing centers, among others. This course particularly benefits students who seek entry into higher education teaching and administration. This course builds on theories presented in EN 558 (Teaching Composition) to effectively manage various types of writing programs in higher education settings, from first-year writing classes to writing in the disciplines to writing and multiliteracy centers.

EN-557 Professional and Technical Writing Pedagogy **Credits: 3**
Course Type(s): EN.RW
An advanced practicum introducing the rhetorical principles and pedagogical practices necessary for teaching workplace professional and technical writing; emphasis on professional and technical writing as humanities disciplines emphasizing genres, ethical issues and contexts that professional writers commonly encounter.

EN-558 Teaching Composition **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.RW, EN.4
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.

EN-560 Early American Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.1, EN.LT
The development of American literature in various genres through the Colonial, Revolutionary War, and Early Republic periods.

EN-561 Nineteenth Century American Literature **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-563 Linguistics and the English Language **Credits: 3**
Course Type(s): EN.4
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.

EN-565 New Jersey's Literary Heritage **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.2, EN.LT
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.

EN-567 Topics in Literature and Film Adaptation **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.LT, EN.2
This course investigates the relationship between literature and adaptation by focusing on filmed adaptations of literary texts from various time periods and cultures. Topics and area of focus will vary by semester.

EN-571 Modern American Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.2, EN.LT
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.

EN-581 Women in Literature **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.LT
Investigates the role of women in literature as writers, readers and subjects. Includes theoretical consideration of gender. Topics vary by semester.

EN-598 Special Topics in English **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

EN-599 Independent Study in English **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Reading and research under the direction of a member of the English faculty. A minimum of six, face-to-face meetings are required; bi-weekly meetings are the norm. Prior permission of the directing professor and department chair is required to take this course.

EN-607 Creative Non-Fiction Workshop **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.CW
In a workshop setting, students will present their own creative non-fiction pieces for intensive examination by workshop participants. They will also analyze readings in creative non-fiction to understand and become aware of the variant forms, techniques, and approaches used. This course may be retaken for credit.

EN-609 Poetry Workshop **Credits: 3**
Term Offered: Spring Term
Course Type(s): EN.CW
In a workshop setting, students will present their own poetry for intensive examination by workshop participants. They will also analyze readings in contemporary poetry to understand the employed forms, techniques, and approaches. This course may be retaken for credit.

EN-610 Poetry Workshop: Forms **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.CW
Students will examine and experiment with both traditional and contemporary forms of poetry. Areas of focus vary by semester.

EN-611 Fiction Workshop **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.CW
In a workshop setting, students will present their own short stories and novel chapters for intensive examination by workshop participants. They will also analyze readings to understand and become aware of the variant forms, techniques, and approaches used. This course may be retaken for credit.

EN-613 Seminar in Creative Writing: Playwriting **Credits: 3**
Course Type(s): EN.CW
In a workshop format, students will write, critique and perform stage readings of their classmates' plays. This course may be retaken for credit.

EN-615 Craft Seminar **Credits: 3**
Term Offered: All Terms
Course Type(s): EN.CW
Students will study creative writing craft techniques through close readings, lectures, discussion, written analysis, and the rigorous application of said techniques through weekly writing exercises and short workshops. Genre and seminar topics vary by professor (See MFA coursebook for details.) This course may be retaken for credit.

EN-617 Rhetoric and Writing Research and Publishing **Credits: 3**
Course Type(s): EN.RW
Examines how rhetoric and writing scholars conceptualize, construct, and compose empirical and textual research projects and provides students with an opportunity to sharpen their research and writing skills for the purpose of developing publication-quality presentations and articles for reputable conferences and journals in the field.

EN-618 Professional and Technical Writing Theory and Practice **Credits: 3**
Course Type(s): EN.RW
An advanced seminar and workshop in the rhetorical and writing principles necessary for producing appropriate professional writing; emphasis on audience, genres, ethical issues and contexts that professional writers commonly encounter while working in the field.

EN-619 Writing for Digital Audiences **Credits: 3**
Course Type(s): EN.RW, EN.4
A study of theories and concepts of writing and rhetoric in digital media with emphasis on the uses of written, aural, and visual media in digital spaces, such as websites, social media, infographics, digital video, apps, advertisements, and other digital technologies. Topics examined include new literacy and multiliteracy studies, visual literacy and rhetoric, technorhetorics, and multimedia participation, design, and creation. Students further examine digital infrastructure, from hardware to socioeconomic factors of authorship/audience, including racial disparity.

EN-644 Manuscript Seminar **Credits: 3-6**
Prerequisite(s): Completion of 21 credits with a minimum G.P.A. of 3.00 and a minimum of 6 credits of courses with a course type of ENCW
Term Offered: All Terms
Course Type(s): None
Completion of a single-genre manuscript under the direction of a first reader who is a member of the English graduate faculty, in consultation with a qualified second reader. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. The manuscript will consist of at least forty to fifty pages of poetry or prose half of which may be work begun in previous graduate creative writing courses and substantially revised for this course. The manuscript will include a five-page Introduction. 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.

EN-650 Publishing Seminar **Credits: 3**
Prerequisite(s): 12 credits from English MA or MFA, consent of the graduate advisor, and internship placement.
Course Type(s): None
A seminar designed for students who are interested in pursuing professional experience in publishing, media, the teaching of creative writing, and related fields. Guest speakers will include authors, editors, agents, and scholars. Professional participation exercises may include curriculum vitae workshops, preparing publication submissions, drafting grant applications, project proposals, query letters, interview techniques, and research into potential professional fields.

EN-652 Craft Intensive Seminar **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.CW
Students will conduct intensive study in advanced creative writing craft techniques through close readings, lectures, discussion, written analysis, and the rigorous application of said techniques through writing exercises and short workshops. Genre and seminar topics vary by professor. (See MFA coursebook for details.) This course may be retaken for credit.

EN-655A MFA Creative Thesis Seminar **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Students will complete 80-200 pages of prose, or 40-80 pages of poetry, consisting of previously written work that has been revised substantially along with new work, under the direction of a first reader who is a member of the English graduate faculty and in consultation with a qualified second reader. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. In addition, the student will craft a critical paper (7-10 pages) analyzing comparable texts that exemplify the literary tradition from which the thesis springs. The paper may discuss the influence of analyzed works on the thesis, but will focus on a discussion of the craft evident in the creative works discussed. Please contact the department for additional information.

EN-655B MFA Creative Thesis Seminar II **Credits: 3**
Prerequisite(s): EN-655A and 39 credits in English
Term Offered: All Terms
Course Type(s): None
Students will complete 80-200 pages of prose, or 40-80 pages of poetry, consisting of previously written work that has been revised substantially along with new work, under the direction of a first reader who is a member of the English graduate faculty and in consultation with a qualified second reader. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. In addition, the student will craft a critical paper (7-10 pages) analyzing comparable texts that exemplify the literary tradition from which the thesis springs. The paper may discuss the influence of analyzed works on the thesis, but will focus on a discussion of the craft evident in the creative works discussed. Please contact the department for additional information.

EN-674 Professional Research with Service Learning **Credits: 3**
Term Offered: Fall Term
Course Type(s): EN.CW, EN.LT, EN.RW
An independent study designed for students who want to explore and prepare for careers that are appropriate for holders of advanced degrees in English. It can fulfill a literature, rhetoric, or creative writing elective. Students will produce an annotated bibliography and researched writing totaling at least 25 pages, a service learning component that offers practice experience, and a curriculum vitae or resume, cover letter, and Linked In profile.

EN-691 English Thesis Development **Credits: 3**
Prerequisite(s): 12 credits and a minimum G.P.A. of 3.00.
Term Offered: All Terms
Course Type(s): None
An intensive and rigorous study of an author, topic, or theme developed under the direction of and evaluated by a first reader who is a member of the English graduate faculty, in consultation with a second reader, who is a full-time faculty member. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. 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 critical essay.

EN-692 English Thesis Writing **Credits: 3**
Prerequisite(s): EN-691, completion of twenty-one credits, and a minimum GPA of 3.00.
Term Offered: All Terms
Course Type(s): None
Completion of the writing of the thesis under the continuing direction of a first reader who is a member of the English graduate faculty, in consultation with a second reader, who is a full-time faculty member. Six face-to-face meetings with the first reader are required, and at least one meeting with the second reader. The thesis must comprise of between thirty-five and fifty pages (not including the works cited) and will be evaluated by the first and second readers. 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. Students may not register for Thesis Writing EN-692 in a summer session.

EN-698 Special Topics in English **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. Permission of the program director is required to take this course. This course is repeatable twice for credit.

EN-699 Independent Study in English **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
Reading and research under the direction of a member of the English faculty. A minimum of six, face-to-face meetings are required; bi-weekly meetings are the norm. Prior permission of the directing professor and department chair is required to take this course.

Foreign Language (FO)

FO-LTIOPIG Oral Proficiency Interview - GR **Credits: None**
Term Offered: All Terms
Course Type(s): None
Language Testing International Examination for graduate students; requires one-hour preparation a week. This is a pass/fail course.

FO-598 Special Topics in Foreign Languages **Credits: 3**
Course Type(s): None
Students study text in the original language at an advanced level. Course content will vary from semester to semester. If a prerequisite is required it will be announced in the course schedule.

FO-599 Independent Studies in the Teaching of World Languages **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Curriculum development in foreign languages at the elementary and secondary level; the study and application of teaching methods and materials. Prior permission of the directing professor and department chair is required to take this course.

Foreign Language, French (FF)

FF-511 Intensive Study: French **Credits: 3**
Course Type(s): None
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.

Foreign Language, Spanish (FS)

FS-511 Intensive Study: Spanish **Credits: 3**
Term Offered: Spring Term
Course Type(s): TPS
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.

FS-512 Intensive Study: Spanish **Credits: 3**
Prerequisite(s): FS-511
Term Offered: Spring Term
Course Type(s): TPS
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.

FS-599 Independent Study in Spanish **Credits: 3**
Term Offered: Spring Term
Course Type(s): TPS
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. Permission of the program director, chair, and research director is required to take this course. The student must be within the last twelve credits of graduation and have a G.P.A. of at least 3.00.

Geography (GO)

GO-500 Theories and Methods of Geographic Information Systems **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

GO-501 Advanced GIS Applications and Project Implementation **Credits: 3**
Prerequisite(s): GO-500
Term Offered: Spring Term
Course Type(s): None
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.

GO-510 Cartography in GIS **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

GO-515 Visual Basic for GIS **Credits: 3**
Prerequisite(s): GO-500
Course Type(s): None
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.

GO-520 Spatial Database Design and Management in GIS **Credits: 3**
Co-requisite(s): AN-524 or GO-524
Term Offered: All Terms
Course Type(s): None
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.

GO-524 Introduction to Geographical Information Systems (GIS) **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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 AN-524.

GO-530 Advanced Techniques and Technology in GIS **Credits: 3**
Prerequisite(s): GO-500
Course Type(s): None
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.

GO-537 Fundamentals of Remote Sensing **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Students learn the fundamentals of remote sensing technologies and of their application to environmental mapping and analysis. This course introduces concepts of light radiation behavior and detection, satellite and airborne imaging systems, image processing and classification, mapping, and map analysis. Students will apply this knowledge through a hands-on term project of their own design.

GO-540 Spatial Analysis **Credits: 3**
Prerequisite(s): AN-524 or GO-524
Term Offered: Spring Term
Course Type(s): None
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.

GO-559 Remote Sensing and GPS **Credits: 3**
Course Type(s): None
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.

GO-580 GIS and Society **Credits: 3**
Course Type(s): None
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.

GO-599 Independent Study in Geography **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
Reading and research under the direction of a member of the Geography faculty. Prior permission of the directing professor and department chair is required to take this course.

History (HS)

HS-CPE History Comprehensive Exam **Credits: None**
Term Offered: All Terms
Course Type(s): None
History Comprehensive Exam. This is a pass/fail course.

HS-CPE.EUR Comprehensive Exam in European History **Credits: None**
Prerequisite(s): Take 24 credits from Level 500
Term Offered: All Terms
Course Type(s): None
Comprehensive Examination in European History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your exam.

HS-CPE.US Comprehensive Exam in US History **Credits: None**
Prerequisite(s): Completion of 24 credits from 500 level.
Term Offered: All Terms
Course Type(s): None
Comprehensive Examination in US History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your exam.

HS-CPE.WLD Comprehensive Exam in World History **Credits: None**
Prerequisite(s): HS-503 and 9 credits from course types HSWLD and/or HSNW. Completion of 24 credits at the 500 level.
Term Offered: All Terms
Course Type(s): None
Comprehensive Examination in World History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your exam. 24 credits at the 500 level.

HS-THD Thesis Defense **Credits: None**
Prerequisite(s): # Take HS-503; # Take HS-690;, Take 24 credits; From level 500; From subject HS;
Term Offered: All Terms
Course Type(s): None
History Thesis Defense. This is a pass/fail course.

HS-THD.EUR Thesis Defense in European History **Credits: None**
Term Offered: All Terms
Course Type(s): None
Thesis Defense in European History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your defense. Completion of 24 credits at the 500 Level.

HS-THD.US Thesis Defense in US History **Credits: None**
Prerequisite(s): HS-690, 12 credits from course type HSUS. Completion of 24 credits at the 500 level.
Term Offered: All Terms
Course Type(s): None
Thesis Defense in US History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your defense. Completion of 24 credits at the 500 level.

HS-THD.WLD Thesis Defense in World History **Credits: None**
Term Offered: All Terms
Course Type(s): None
Thesis Defense in World History is a completion option for the HS.MA program. See Graduate Director for guidelines to arrange your defense. Completion of 24 credits at the 500 level.

HS-501 Historical Criticism **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

HS-502 The Philosophy of History **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

HS-503 Introduction to the Study of World History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSNW, HSWLD
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.

HS-504 Ancient Civilizations of Native America **Credits: 3**
Course Type(s): HSNW
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 AN-504.

HS-505 U.S. Women's History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS
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.

HS-506 Historical Archaeology **Credits: 3**
Term Offered: All Terms
Course Type(s): HSPUB, HSUS
An intensive introduction to historical and industrial archaeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization, and urbanism. Archaeological field methods and the interpretation of material culture are also introduced. Also listed as AN-506.

HS-507 Foundations of Public History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSPUB
This course will introduce public history, also known as applied history. Topics covered (from history, to theory, to practical application) will include oral history, exhibiting history, preserving historic sites and spaces, managing archives and historical records, marking history, recording memory as history, digitizing history, practicing ethical history, and more. Each class session will include a mixture of lectures, class discussions, guest speakers from the field, and hand-on collaborative work.

HS-509 The Civil Rights-Black Power Era **Credits: 3**
Term Offered: Fall Term
Course Type(s): HSUS
This course is a graduate level seminar on the Civil Rights Movement (CRM) and Black Power era in United States history (U.S.) with an emphasis on social and intellectual history. In this class, we will trace the long history of the struggle for Black equality from the early twentieth century to the Black Lives Matter Movement (BLM). This includes a discussion of major figures of the CRM and Black Power organizations, the pivotal role of women in this history, armed resistance, the movement in the North, and the limitations of civil rights reform in U.S. history more generally.

HS-510 Seminar in American History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
Selected topics in American history, with emphasis on techniques of independent historical research and writing.

HS-511 Readings on American Colonial History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
Readings in recent writings in monographs and periodicals devoted to social, economic, and political aspects of American colonial history.

HS-512 American Revolution and Constitutional Issues, 1763-1789 **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS
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.

HS-515 The Civil War and Reconstruction **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS
The economic, social, and political forces in the United States during the years 1850-1877 relating to the onset, nature, and impact of the Civil War and Reconstruction, and the Black Revolution.

HS-518 United States Family History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
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.

HS-519 Harlem Renaissance and the New Negro Era **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
This course is a graduate seminar on the history of the cultural and intellectual movement in African American life in the 1920s and 1930s known as the Harlem Renaissance and New Negro era characterized by developments in poetry, literature, and in the visual arts. Although Harlem was the center of African American life and culture at the time, this phenomenon had both national and global dimensions. In this course, we will focus on race, gender, class and sexuality in the Harlem Renaissance and New Negro era beyond Harlem including some discussion of negritude across the African Diaspora and negrismo in the Spanish speaking Caribbean. This course includes an examination of the Harlem Renaissance and New Negro era from multiple perspectives including literary, artistic, cinematic, economic, and philosophical aspects of this critical moment in African American history.

HS-520 Field Methods in Archaeology **Credits: 3**
Course Type(s): HSPUB
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 AN-520.

HS-522 History Urbanization in America **Credits: 3**
Term Offered: All Terms
Course Type(s): HSUS
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.

HS-524 Introduction to Geographical Information Systems (GIS) **Credits: 3**

Term Offered: All Terms
Course Type(s): HSPUB
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.

HS-525 World War II **Credits: 3**

Course Type(s): HSEU, HSUS
Considers the military, economic, and political characteristics of the Allied and Axis powers and the strategies they produced; examines the military campaigns, the wartime economics, life on the home fronts, the experience of combat, the dynamics of occupation, and the roles of morality and immorality in the conduct of the war.

HS-526 The Cold War **Credits: 3**

Course Type(s): HSEU, HSUS, HSWLD
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.

HS-527 United States Military History **Credits: 3**

Course Type(s): HSUS
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."

HS-528 History of Consumerism in America **Credits: 3**

Term Offered: Spring Term
Course Type(s): HSUS
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.

HS-529 History of Sexuality in America **Credits: 3**

Term Offered: Spring Term
Course Type(s): HSUS
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.

HS-530 New Jersey History **Credits: 3**

Term Offered: Spring Term
Course Type(s): HSUS
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.

HS-531 Studies in Ancient History **Credits: 3**

Term Offered: Spring Term
Course Type(s): HSEU
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.

HS-532 Native American History and Prehistory **Credits: 3**

Term Offered: All Terms
Course Type(s): HSNW, HSWLD
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 AN-532.

HS-533 Cultural Resource Management Practicum **Credits: 3**

Term Offered: All Terms
Course Type(s): HSPUB
Provides a hands-on introduction to and overview of cultural resource management archaeology (CRM), within the broader context of historic preservation. Students read about, discuss, and participate in actual historic preservation/cultural resource management projects in order to learn about current preservation practices.

HS-534 Digital History: Origins, Methods, Practice **Credits: 3**

Term Offered: All Terms
Course Type(s): None
This course is a graduate level class focused on a discussion of the origins, methodologies, major debates, and practices of digital history as a subfield within the digital humanities. In the first part of the semester, we will focus our readings and discussion on the origins, major debates, and methods used by digital history practitioners and in the second phase of the semester students will have the opportunity to propose, develop, and create their own digital history project. The specific content subfield focus in historical studies in this class may vary as per the instructor's area of expertise (U.S., Europe, World). Students will also be allowed to experiment with a variety of different forms of digital history approaches that may include (but not limited to) developing digital archives, web-based exhibits, podcasts, blogs, digital maps, mini documentaries or using social media platforms.

HS-535 The Renaissance **Credits: 3**

Term Offered: Summer Term
Course Type(s): HSEU
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.

HS-536 The Reformation **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
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.

HS-537 Power and Enlightenment: Europe 1648-1789 **Credits: 3**
Course Type(s): HSEU, HSPRE
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.

HS-540 Anti-Judaism and Anti-Semitism in European History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
This master's level seminar explores the history of ideas and feelings about Judaism-as a set of religious beliefs and cultural practices-from their first appearance in ancient Egypt, Greece, and Rome, through the origin and spread of Christianity, the middle ages, the Spanish expulsion and Inquisition, the Enlightenment, the spread of racialist and nationalist ideas and their politicization in the nineteenth century, concluding with the persistence of Anti-Semitism in the contemporary world.

HS-541 Graduate Seminar in European History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
Selected topics in European history, with emphasis on techniques of independent historical research and writing.

HS-542 French Revolution **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
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.

HS-544 The German Empire, 1871-1914 **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
The unification of the Empire; the political and social settlement imposed by Bismarck; the domestic crisis preceding World War I.

HS-545 World War I **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
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.

HS-546 The Weimar Republic, 1918-1933 **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
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.

HS-547 The Third Reich **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
The ideological origins of Nazism; the consolidation and character of Nazi rule; the relation of Hitler with the German people; Nazism as revolution.

HS-548 African American Historiography from 1865 to the Present **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSUS
A graduate seminar on the historiography of African Americans from 1865 to the present. Students in this class will become familiar with the major topics, themes, methods and scholarly debates in this field that will then allow them to identify potential research topics in African American history, enhance their teaching on the subject, as public-school educators, while sharpening their critical and analytical thinking skills. Readings in this class include scholarly works on the history of emancipation, resistance, gender, the rise of Jim Crow, the Harlem Renaissance, the urban North, and the long Civil Rights-Black Power era to the New Jim Crow.

HS-549 James Baldwin's America **Credits: 3**
Course Type(s): HSUS
A graduate seminar on twentieth century U.S. history with an emphasis on race, gender, sexuality, religion and politics as chronicled through the writings, thoughts and ideas of James Baldwin. Baldwin is one of the foremost intellectuals in U.S. history. He wrote on a variety of subjects including art, culture, politics, religion, race, gender, and sexuality. Students in this class will become familiar with twentieth century U.S. history as expressed in the life and work of James Baldwin through a critical examination of his writings. Students will enhance their understanding of the subject of race and African Americans, as public-school educators and those with a scholarly interest in the subject, while sharpening their critical and analytical thinking skills after becoming familiar with the major themes, topics and history illustrated in the writings of one of the nation's most important intellectuals. Readings in this class include Baldwin's writings on religion, race, gender and sexuality from the mid-twentieth century to the 1980's.

HS-550 Digital History: Origins, Methods, Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is a graduate level class focused on a discussion of the origins, methodologies, major debates, and practices of digital history as a subfield within the digital humanities. In the first part of the semester, we will focus our readings and discussion on the origins, major debates, and methods used by digital history practitioners and in the second phase of the semester students will have the opportunity to propose, develop, and create their own digital history project. The specific content subfield focus in historical studies in this class may vary as per the instructor's area of expertise (U.S., Europe, World). Students will also be allowed to experiment with a variety of different forms of digital history approaches that may include (but not limited to) developing digital archives, web-based exhibits, podcasts, blogs, digital maps, mini documentaries or using social media platforms.

HS-551 Graduate Seminar in British History **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
Selected topics in modern English and British history, with emphasis on techniques of historical research.

HS-553 Tudor-Stuart England **Credits: 3**
Course Type(s): HSEU
The political, religious, social, and cultural history of England in the sixteenth and seventeenth centuries: Tudor absolutism, the English Reformation, the rise of Puritanism, social and economic change, the conflict between crown and Parliament, the English Civil War, and the Revolution of 1688.

HS-561 Twentieth Century Russia and the Soviet Union **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU
Studies in the transformation of Russian society, with emphasis on the revolutionary movements and the economic, social, and political institutions of Soviet Russia.

HS-562 History of Maps and Mapping **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU, HSNW, HSWLD
Students will study the historical developments in cartographic technique, the development of mapping in different parts of the world, and the future of mapping in the computer age. Students will focus on the ways the events and ideology of a time period influence maps and mapping, and how in turn mapping influences history and ideology. Also listed an AN-562.

HS-563 Twentieth Century East Central Europe **Credits: 3**
Term Offered: All Terms
Course Type(s): HSEU
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.

HS-572 The History of Tourism **Credits: 3**
Term Offered: Fall Term
Course Type(s): HSPUB, HSEU, HSWLD
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 AN-572.

HS-573 Ecological Imperialism **Credits: 3**
Course Type(s): HSWLD
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 AN-573.

HS-581 Seminar in East Asian History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW
A study of selected topics in Chinese or Japanese history, with emphasis on techniques of historical research.

HS-584 Japanese Empire **Credits: 3**
Term Offered: Fall Term
Course Type(s): HSNW, HSWLD
This course fits into the curriculum on multiple levels. MA students in history with a concentration in world history will have a new course to consider that will broaden their understanding of modernity, empire, and global imperialism. This course seeks to expand the current history curriculum by focusing on East Asia, an important region that has not been previously covered in graduate history courses.

HS-585 Colonialism in Africa **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW
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 AN-585.

HS-586 Twentieth-Century China **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW
This graduate seminar is an introduction to English-language works and controversies in Chinese history from the early twentieth century through the People's Republic of China, the latter of which has only recently been studied by historians. Because the period from 1950 on was considered the purview of political scientists and sociologists until recently, this course aims to provide graduate students an overview of the scholarly literature in history, as well as the social sciences, on the People's Republic. The course will focus on issues that have been most prominent in contemporary scholarship, including state-building, modernization, the consolidation of CCP power, and the uneven effects of revolutionary change.

HS-587 Nationalism in Africa **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSNW, HSWLD
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.

HS-588 Decolonization in Africa 1940-1960 **Credits: 3**
Term Offered: All Terms
Course Type(s): HSNW, HSWLD
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.

HS-590 Paris, 1919: A World History **Credits: 3**
Term Offered: Spring Term
Course Type(s): HSEU, HSWLD
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.

HS-591 Islam **Credits: 3**
Term Offered: Summer Term
Course Type(s): HSNW, HSWLD
This course examines Islamic history, culture, and art across the world, including but not limited to the Middle East, North Africa, the Balkans, and the Americas. Thematic coverage will include religious/spiritual/ritualistic, political, cultural, and intellectual changes, as well as, imperialism, the rise of nation-states, and cultural interaction with traditionally non-Islamic lands and peoples. Also listed as AN-591.

HS-595 History Internship/Practicum **Credits: 3**
Prerequisite(s): Completion of twelve credits
Course Type(s): None
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.

HS-598 Special Topics in History **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

HS-599 Independent Study in History **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work under the direction of a member of the History faculty. Prior permission of the directing professor and department chair is required to take this course.

HS-690 History Master's Thesis **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

HS-798 Special Topics in History **Credits: 3**
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

HS-799 Independent Study in History **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work under the direction of a member of the History faculty. Prior permission of the directing professor and department chair is required to take this course.

Homeland Security (HLS)

HLS-CPE Homeland Security Comprehensive Examination Credits: None
Prerequisite(s): 33 credits in Homeland Security
Term Offered: All Terms
Course Type(s): None
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.

HLS-602 Theoretical Approaches to Homeland Security **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Examines the various theories and frameworks associated with homeland security. The theories and frameworks describe, explain, predict, and judge the causes of terrorism and crime, as well as the behaviors associated with natural, technological/accidental, and adversarial/human caused disasters. Topical issues include terrorism, transnational crime, extreme weather, and emergent threats including climate, economic, energy, environmental, food, human, technology, and water security.

HLS-610 Foundations of Homeland Security **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
Overview of homeland security basic management concepts, issues contributing to terroristic acts, and critical analysis of terrorist activities.

HLS-620 Terrorism: Causes and Consequences: The Unconventional Threat **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

HLS-630 Homeland Security Intelligence **Credits: 3**
Term Offered: Summer Term
Course Type(s): OL
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.

HLS-640 Interdisciplinary Approach to Homeland Security **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

HLS-650 Cyber Security **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

HLS-662 Psychopathology of Crime and Terrorism **Credits: 3**
Term Offered: Fall Term
Course Type(s): OL
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 predicators of maladaptive/pathological response, and the biological correlates of criminal behavior. Also listed as CJ-662.

HLS-665 Emergency Management for Homeland Security **Credits: 3**
Term Offered: Spring Term
Course Type(s): OL
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.

HLS-670 Constitutional Issues in Homeland Security **Credits: 3**
Prerequisite(s): HLS-610, HLS-620, HLS-630, and HLS-640
Course Type(s): OL
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.

HLS-675 Technology for Homeland Security **Credits: 3**
Prerequisite(s): HLS-610, HLS-620, HLS-630, and HLS-640
Term Offered: All Terms
Course Type(s): OL
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.

HLS-680 Comparative Government for Homeland Security **Credits: 3**
Prerequisite(s): HLS-610, HLS-620, HLS-630, and HLS-640
Course Type(s): OL
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.

HLS-685 Strategic Plan for Homeland Security **Credits: 3**
Prerequisite(s): HLS-610, HLS-620, HLS-630, and HLS-640
Term Offered: Fall Term
Course Type(s): OL
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.

HLS-690 Policy Analysis and Research Methods in Homeland Security **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
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.

HLS-695 Knowledge into Practice: Homeland Security Capstone Course **Credits: 3**

Prerequisite(s): HLS-690
Term Offered: Spring Term
Course Type(s): OL
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.

HLS-699 Independent Study in Homeland Security **Credits: 3**

Term Offered: All Terms
Course Type(s): None
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. Prior permission of the selected faculty member, program director, and chair is required to take this course.

Management Information Systems (MIS)

MIS-514 Networks **Credits: 3**

Prerequisite(s): CS-501A
Term Offered: All Terms
Course Type(s): CISEL
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 CS-514.

MIS-517 Database Design and Management **Credits: 3**

Prerequisite(s): CS-503 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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 CS-517.

MIS-525 Information System Architecture **Credits: 3**

Prerequisite(s): MIS-565 or SE-565
Term Offered: All Terms
Course Type(s): None
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. Also listed as SE-625.

MIS-550 Software Project Management **Credits: 3**

Prerequisite(s): SE-505
Term Offered: Fall Term
Course Type(s): None
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. Also listed as SE-650.

MIS-551 Software Organization Management **Credits: 3**

Prerequisite(s): SE-505
Term Offered: Spring Term
Course Type(s): None
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. Also listed as SE-651.

MIS-565 Software System Requirements **Credits: 3**

Prerequisite(s): CS-501A, SE-505, and SE-511
Term Offered: All Terms
Course Type(s): None
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. For MSIS students only.

MIS-575 Software Verification, Validation and Maintenance **Credits: 3**

Prerequisite(s): CS-501A and SE-505
Term Offered: All Terms
Course Type(s): None
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.

MIS-588 Information Systems Practice and Experience **Credits: 1**
Term Offered: All Terms
Course Type(s): None
Provides opportunity for international Information Systems graduate students on an F1 student visa to obtain related experience via employment at a local company or institution, with Monmouth University sponsorship. Available only to Information Systems graduate students who have completed at least 18 credit hours of graduate courses (500-600 level), with a minimum G.P.A. of 3.00. This course does not satisfy elective requirements. Students may take this course a maximum of two times. Limited to MSIS students on an F1 Student Visa. This is a pass/fail course.

MIS-599 Independent Study in Management Information Systems **Credits: 3**
Prerequisite(s): #12 credits in Management Information Systems
Term Offered: Fall Term
Course Type(s): None
The development and execution of a significant research project designed by the student in consultation with a management information systems professor. This is an experience meant to focus learning on an area of special interest to the student. Prior permission of the directing professor and department chair is required to take this course.

MIS-623 Management Information Systems **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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 SE-623. Not open to students who have successfully completed BM-520.

MIS-691 Management Information System Thesis I **Credits: 3**
Prerequisite(s): BM-520, MIS-525, MIS-565 and either MIS-517 and MIS-514 and MIS-575 or BM-565 and MIS-550 and MIS-551
Term Offered: All Terms
Course Type(s): None
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.

MIS-692 Management Information System Thesis II **Credits: 3**
Prerequisite(s): MIS-691
Term Offered: All Terms
Course Type(s): None
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.

MIS-695A Management Information System Practicum I **Credits: 3**
Prerequisite(s): BM-520 or MIS-623 and MIS-525 and MIS-565
Term Offered: All Terms
Course Type(s): None
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.

MIS-695B Management Information System Practicum II **Credits: 3**
Prerequisite(s): MIS-695A
Term Offered: All Terms
Course Type(s): None
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.

MIS-699 Individual Research Project in Management Information Systems **Credits: 1-3**
Term Offered: Spring Term
Course Type(s): None
The development and execution of a significant research project designed by the student in consultation with a Management Information Systems professor. An experience meant to focus learning on an area of special interest to the student. Prior permission of the directing professor and department chair is required to take this course.

Mathematics (MA)

MA-598 Special Topics in Mathematics **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

Music (MU)

MU-599 Independent Study in Music **Credits: 1-3**
Term Offered: Spring Term
Course Type(s): None
Reading and research on a selected topic under the direction of a Music Department faculty member. Prior permission of the directing professor and department chair is required to take this course.

Nursing (NU)

NU-SANE Sexual Assault Nurse Examiner **Credits: None**
Term Offered: All Terms
Course Type(s): NOSRCH
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.

NU-508 Factors Affecting Healthcare **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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.

NU-512 Nursing Research for Advanced Nursing Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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.

NU-514 Data Management for Advanced Nursing Practice **Credits: 3**
Prerequisite(s): NU-512
Term Offered: All Terms
Course Type(s): None
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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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.

NU-518 Education and Motivation of Nursing Clients **Credits: 3**
Term Offered: All Terms
Course Type(s): NU.EL
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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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.

NU-521 Pathophysiology and Histology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the life span. 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.

NU-524 Pharmacology for Advanced Nursing Practice **Credits: 3**
Prerequisite(s): NU-521
Term Offered: All Terms
Course Type(s): None
This course integrates advanced pharmacotherapeutic principles in the assessment and management of common diseases utilizing an evidence-based approach and critical analysis. Content includes historical perspectives, legal regulations and standards, controlled substances; 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 through the life span. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course only once. A second grade below a B will result in ineligibility to continue in programs requiring this course.

NU-535 Advanced Health and Physical Assessment **Credits: 3**
Prerequisite(s): NU-521
Term Offered: All Terms
Course Type(s): None
Theory and practice of health and physical 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 laboratory. Students practice physical assessment techniques and translate assessment data, interpretation of laboratory and diagnostic data into differential diagnoses, and plans of care. The relationship of health and physical assessment to the role and responsibilities of the nurse is examined in the context of advanced nursing 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.

NU-536 Advanced Health Assessment for Forensic Nurses **Credits: 3**
Prerequisite(s): NU-521 and NU-524
Term Offered: Summer Term
Course Type(s): None
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 across the lifespan. 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 diagnoses 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 grade of B in 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.

NU-541 Primary Care **Credits: 3**
Prerequisite(s): NU-521, NU-524, and NU-535
Co-requisite(s): NU-542S and NU-542P
Term Offered: Spring Term
Course Type(s): None
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. 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.

NU-542P Primary Care Practicum **Credits: 2**
Prerequisite(s): NU-521, NU-524, and NU-535
Term Offered: Spring Term
Course Type(s): None
Delivery of primary health care 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 health care providers. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-542S Primary Care Seminar **Credits: 1**
Prerequisite(s): NU-521, NU-524, and NU-535
Term Offered: Spring Term
Course Type(s): None
Delivery of primary health care to adults and older adults with common health problems includes 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 health care 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-543 Diagnosis and Treatment of Psychopathology **Credits: 3**
Co-requisite(s): NU-544P and NU-544S
Term Offered: All Terms
Course Type(s): None
This course will provide the basic foundations of diagnosis and clinical management of common psychiatric/mental health problems in adults. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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. Students must pass the lecture, seminar, and practicum to advance in the specialty program. Prerequisites: NU-521, NU-524, and NU-535 Corequisite: NU-544P and NU-544S

NU-544P Diagnosis and Treatment of Psychopathology Practicum **Credits: 2**
Prerequisite(s): NU-521, NU-524, and NU-535
Co-requisite(s): NU-543 and NU-544S
Term Offered: Fall Term
Course Type(s): None
This introductory clinical course will provide 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 current Diagnostic and Statistical Manual 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-544S Diagnosis and Treatment of Psychopathology Seminar **Credits: 1**

Prerequisite(s): NU-521, NU-524, and NU-535;
Co-requisite(s): NU-543 and NU-544P
Term Offered: Fall Term
Course Type(s): HY
This introductory clinical course will provide 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 current Diagnostic and Statistical Manual classification system, completing an initial psychiatric assessment and identifying psychopharmacologic interventions as appropriate. Establishment of collaborative role with other healthcare providers. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-562 Tests and Measures **Credits: 3**

Term Offered: Spring Term
Course Type(s): None
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. Students who have taken NU-562 are not eligible to take NU-762.

NU-564 Curriculum Development and Instruction in Nursing Education **Credits: 3**

Term Offered: Fall Term
Course Type(s): OL
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 who have taken NU-564 are not eligible to take NU-764.

NU-566P Nurse Educator Practicum I **Credits: 2**

Prerequisite(s): NU-521, NU-524, and NU-535
Co-requisite(s): NU-566S
Term Offered: Fall Term
Course Type(s): None
Course provides an opportunity for the student to engage in planned clinical practice experiences, incorporating the concentration (Pathophysiology, Pharmacology, and Advance Health Assessment) in a direct-care role in a clinical setting to strengthen their patient care delivery skills. The student will also function in the role of the novice academic nurse educator, applying teaching and learning principles in both the academic and clinical settings. Each practice experience is guided by a preceptor. Total practicum hours for this course is a minimum of 90 hours. This is a pass/fail course. Students who have taken NU-566P are not eligible to take NU-766P.

NU-566S Nurse Educator Seminar I **Credits: 1**

Prerequisite(s): NU-521, NU-524, and NU-535
Co-requisite(s): NU-566P
Term Offered: All Terms
Course Type(s): None
Through discussion and sharing, students reflect on their direct-care practicum expereinces and how it impact the role of academic nurse educator. In addition, students discuss the role of the academic nurse educator and how the practicum experiences relate to the eight core nursing competencies of the academic nurse educator outlined by the National League for Nursing. Students who have taken NU-766S are not eligible to take NU-566S.

NU-567P Nurse Educator Practicum II **Credits: 2**

Co-requisite(s): NU-567S
Term Offered: Spring Term
Course Type(s): None
Provides additional opportunities for the student to function in the role of the novice academic nurse educator in diverse settings. Students continue to apply teaching and learning principles in both academic and clinical settings under the guidance of a preceptor during an additional 90 hours of practicum experiences. Through continued reflection and sharing, students refine their practice and explore the eight core competencies outlined by the National League for Nursing. This is a pass/fail course. Ninety practicum hours are required. Students who have taken NU 567P are not eligible to take NU-767P.

NU-567S Nurse Educator Seminar II **Credits: 1**

Co-requisite(s): NU-567P
Term Offered: Spring Term
Course Type(s): None
Through further discussion, and sharing, students refine their practice and identify the tasks associated with the eight core competencies of the academic nurse educator outlined by the National League for Nursing. Also listed as NU-767S.

NU-575 Issues in Forensic Nursing **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Introduction to forensic nursing practice and the concepts, theories, and principles used in this advanced practice role. The use of the nursing process in forensic decision making for the management of individuals or populations are illustrated. The relationship between various socio-cultural factors, psychosocial issues, and ethical challenges are discussed in relationship to catastrophic injuries/illnesses and violent crimes. Comparison of the various roles in which forensic nursing can be applied are examined including the scopes and standards of nursing practice. Legal considerations in areas such as collection of forensic evidence and preservation, discovery, expert testimony are distinguished. 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.

NU-576 Interpersonal Violence **Credits: 3**
Term Offered: All Terms
Course Type(s): NU.EL
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 victims 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.

NU-577 Forensic Pathology **Credits: 3**
Prerequisite(s): NU-521, NU-524, and NU-535 all passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

NU-578P Forensic Nursing Practicum **Credits: 2**
Prerequisite(s): NU-521, NU-535, NU-543, NU-575, NU-576, and NU-577
Co-requisite(s): NU-578S
Term Offered: All Terms
Course Type(s): None
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.

NU-578S Forensic Nursing Seminar **Credits: 1**
Prerequisite(s): NU-521, NU-535, NU-543, NU-575, NU-576, and NU-577
Co-requisite(s): NU-578P
Term Offered: All Terms
Course Type(s): None
Explores forensic theory and research to forensic nursing practice. Forensic nurses practice as sexual assault examiners, educators, nurse coroners, death investigators, correctional nurses, life care planners, case managers, legal nurse consultants, Medicare set aside coordinators and clinical specialists in pediatrics and, gerontology. Issues addressing systematic analysis of pertinent data, and the physical/psychological issues related to forensic nursing and applying nursing science to public and legal proceedings will be discussed in seminar. Identification of outcomes and plans of action that provide effective coordination and communication in managing clients will be addressed. A scientific and conceptual knowledge of nursing, forensic and criminal justice will assist students to recognize appropriate techniques for the identification, prevention, and management of appropriate clients utilizing the scopes and standards of forensic nursing practice. The collaborative nature of forensic nursing practice as a component of multidisciplinary teams will be stressed. 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. 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.

NU-584 Curriculum and Instruction in Health Education **Credits: 4**
Term Offered: Fall Term
Course Type(s): HY
Examination of theoretical bases for health education for graduate school nursing students including program development and implementation, educational strategies, behavioral objectives, learner characteristics, instructional assessment and classroom management. Was previously offered as HE-584.

NU-585 School Nursing I **Credits: 4**
Term Offered: Fall Term
Course Type(s): None
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.

NU-586 School Nursing II **Credits: 4**
Term Offered: Spring Term
Course Type(s): None
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.

NU-587P Practicum: School Nurse I **Credits: 2**
Prerequisite(s): NU-585
Co-requisite(s): NU-587S
Term Offered: All Terms
Course Type(s): None
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.

NU-587S Seminar: School Nurse I **Credits: 2**
Prerequisite(s): NU-585
Co-requisite(s): NU-587P
Term Offered: Fall Term
Course Type(s): None
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.

NU-588P Practicum: School Nurse II **Credits: 2**
Prerequisite(s): NU-586, NU-584, and NU-587S
Co-requisite(s): NU-588S
Term Offered: Spring Term
Course Type(s): None
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.

NU-588S Seminar: School Nurse II **Credits: 2**
Prerequisite(s): NU-586 and NU-587S
Co-requisite(s): NU-584 and NU-588P
Term Offered: Spring Term
Course Type(s): None
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.

NU-598 Special Topics in Nursing **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. If a prerequisite is required it will be announced in the course schedule.

NU-599 Independent Study in Nursing **Credits: 1-4**
Term Offered: All Terms
Course Type(s): None
Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member. Prior permission of the directing professor and department chair is required to take this course.

NU-601F Principles of Practice Iii: Adult Occupational Therapy Fieldwork **Credits: None**
Prerequisite(s): OTD-511, OTD-512, and OTD-513;
Co-requisite(s): OTD-601, OTD-601L, OTD-602, and OTD-603;
Term Offered: Summer Term
Course Type(s): None
This course builds on the foundational principles to prepare students to develop and implement evidenced- based, and client- centered intervention, related to areas of occupation for a variety of clients and diagnoses, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

NU-631 Advanced Practice Nursing I **Credits: 3**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542P, NU-542S, NU-635, and NU-635P
Co-requisite(s): NU-632P and NU-632S
Term Offered: Fall Term
Course Type(s): None
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 primary care 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 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 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.

NU-632P Advanced Practice Nursing Practicum I **Credits: 2**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542P, NU-542S, NU-635, and NU-635P
Co-requisite(s): NU-631 and NU-632S
Term Offered: Fall Term
Course Type(s): None
Delivery of person-centered primary health care to clients with common health problems including collection of subjective and objective data; deriving differential and final diagnoses; planning care for acute and chronic illness using community resources; using communication strategies for health teaching, counseling and motivating clients with diverse backgrounds for positive health outcomes. Course focuses on developing competency as a novice advanced practice nurse and collaborating with interprofessional healthcare providers. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-632S Advanced Practice Nursing Seminar I **Credits: 1**
Term Offered: Fall Term
Course Type(s): HY
Delivery of primary health care to adults and older adults with common health problems includes 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 health care 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-633 Advanced Practice Nursing II **Credits: 3**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542, NU-631, NU-632P, NU-632S, NU-635, and NU-635P
Co-requisite(s): NU-634S and NU-634P
Term Offered: Spring Term
Course Type(s): None
This course is a continuation of NU-631. 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 chronic illness in culturally diverse populations utilizing community resources; using communication strategies for health teaching and counseling and to motivate clients with diverse backgrounds for positive health outcomes. Course focuses on expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice scope of practice, and ethical considerations, and collaboration with interprofessional team members. 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-634P Advanced Practice Nursing Practicum II **Credits: 2**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542, NU-631, NU-632S, NU-632P, NU-635, and NU-635P
Co-requisite(s): NU-633 and NU-634S
Term Offered: Spring Term
Course Type(s): None
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 health care providers. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-634S Advanced Practice Nursing Seminar II **Credits: 1**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542, NU-631, NU-632P, NU-632S, NU-635, and NU-635P
Co-requisite(s): NU-633 and NU-634P
Term Offered: Spring Term
Course Type(s): HY
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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-635 Advanced Practice Nursing Pediatrics **Credits: 2**
Co-requisite(s): NU-635P
Term Offered: Summer Term
Course Type(s): None
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.

NU-635P Advanced Practice Nursing Pediatrics Practicum **Credits: 1**
Prerequisite(s): NU-521, NU-524, NU-535, NU-541, NU-542P, and NU-542S
Co-requisite(s): NU-635
Term Offered: Summer Term
Course Type(s): None
Deliver primary care to pediatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; diagnose and plan care for acute and chronic illness in culturally diverse pediatric populations utilizing community resources; use communication skills for health teaching and counseling and to motivate pediatric clients and their families for positive health maintenance. Expand the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. Establish collaborative relationships with other health care providers for comprehensive care. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-661 Nursing Administration I **Credits: 3**
Co-requisite(s): NU-622P and NU-622S
Course Type(s): None
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.

NU-662P Nursing Administration I Practicum **Credits: 2**
Co-requisite(s): NU-661 and NU-662S
Term Offered: Fall Term
Course Type(s): None
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.

NU-662S Nursing Administration I Seminar **Credits: 1**
Co-requisite(s): NU-661 and NU-662P
Course Type(s): None
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.

NU-663 Nursing Administration II **Credits: 3**
Prerequisite(s): NU-661, NU-662S, and NU-662P
Co-requisite(s): NU-664P and NU-664S
Term Offered: Spring Term
Course Type(s): None
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.

NU-664P Nursing Administration II Practicum **Credits: 2**
Prerequisite(s): NU-661, NU-662S, and NU-662P
Co-requisite(s): NU-663 and NU-664S
Term Offered: Spring Term
Course Type(s): None
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.

NU-664S Nursing Administration II Seminar **Credits: 1**
Prerequisite(s): NU-661, NU-662S, and NU-662P
Co-requisite(s): NU-663 and NU-664P
Term Offered: Spring Term
Course Type(s): None
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.

NU-669 Psychiatric Mental Health Nursing I: Practice with Children and Adolescents **Credits: 3**
Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, and NU-544S
Co-requisite(s): NU-670P and NU-670S
Course Type(s): None
Examines psychological theories, assessment techniques and psychopharmacologic interventions for working directly with children, adolescents, and their caretakers. Emphasizes evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. Treatment planning and specific methodologies for working therapeutically with children and adolescents will be 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-670P Psychiatric Mental Health Nurse Practitioner Nursing I: Practice with Children and Adolescents Practicum **Credits: 2**
Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544S, and NU-544P
Co-requisite(s): NU-669 and NU-670S
Course Type(s): None
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. Students must pass the lecture, seminar, and practicum to advance in the specialty program.

NU-670S Psychiatric Mental Health Nursing I: Practice with Children and Adolescents Seminar **Credits: 1**
Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, and NU-544S
Co-requisite(s): NU-669 and NU-670P
Course Type(s): None
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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-671 Advanced Practice Psychiatric/Mental Health Nursing II: Psychopharmacology and Introduction to Therapy **Credits: 3**
Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, NU-544S, NU-669, NU-670P and NU-670S
Co-requisite(s): NU-672P and NU-672S
Term Offered: All Terms
Course Type(s): None
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. 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-672P Advanced Practice Psychiatric/ Mental Health Nursing Practicum II **Credits: 2**
Co-requisite(s): NU-671 and NU-672S
Term Offered: All Terms
Course Type(s): None
Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term problem-focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers. This is a pass/fail course. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-672S Advanced Practice Psychiatric/Mental Health Nursing Seminar II **Credits: 1**

Co-requisite(s): NU-671 and NU-672P
Term Offered: All Terms
Course Type(s): None
Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term problem-focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers. 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.

NU-673 Advanced Practice Psychiatric/ Mental Health Nursing III **Credits: 3**

Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, NU-544S, NU-669, NU-670P, NU-670S, NU-671, NU-672P, and NU-672S.
Co-requisite(s): NU-674P and NU-674S
Term Offered: All Terms
Course Type(s): None
This course will examine how client's 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. Students must earn a minimum grade of B in the course. Students who receive less than a grade of 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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-674P Advanced Practice Psychiatric/Mental Health Nursing Practicum III **Credits: 2**

Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, NU-544S, NU-669, NU-670P, NU-670S, NU-671, NU-672P, and NU-672S
Co-requisite(s): NU-673 and NU-674S
Term Offered: All Terms
Course Type(s): None
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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-674S Advanced Practice Psychiatric/Mental Health Nursing Seminar III **Credits: 1**

Prerequisite(s): NU-521, NU-524, NU-535, NU-543, NU-544P, NU-544S, NU-669, NU-670P, NU-670S, NU-671, NU-672P, and NU-672S
Co-requisite(s): NU-673 and NU-674P
Term Offered: All Terms
Course Type(s): None
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. Students must pass the lecture, seminar and practicum to advance in the specialty program.

NU-699 Independent Study in Nursing (600 Level) **Credits: 3**

Term Offered: All Terms
Course Type(s): None
Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member. Prior permission of the directing professor and department chair is required to take this course.

NU-701 Translating Evidence to Clinical Practice **Credits: 3**

Term Offered: All Terms
Course Type(s): OL
Components central to the concept of evidence-based practice are introduced and emphasis is placed on evaluating systematically, research and evidence from multiple sources. Critical appraisal of evidence utilizing clinical informatics, databases, multidisciplinary best practices, and systematic reviews of randomized clinical trials will be included in an approach to a clinical question or problem for a practice change. Strategies for creating a culture of evidence-based practice for individuals and clinical systems will be explored. Tools for diffusing the change or innovation are included. The concept of translational science will prepare students to begin formulation of a capstone project. Students must earn a grade of "B" or higher in this course or it will have to be repeated.

NU-702 Health Promotion in Diverse Populations **Credits: 3**

Term Offered: All Terms
Course Type(s): OL
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.

NU-703 Epidemiology and Genetics/Genomics Credits: 3
Term Offered: All Terms
Course Type(s): OL
Explores the 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. Exploration of the risks health care personnel deal with: environmental catastrophes, (chemical, biological, and radiation), nuclear attacks, disease outbreaks and global conflicts. Investigation into local, regional, national and international databases regarding health disparities, disease entities, genetic problems, global threats and the response preparedness and effectiveness of various agencies and governments. The student will identify risk factors for genetic disease and 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.

NU-705 Interprofessional Collaboration and Team Facilitation Credits: 3
Term Offered: All Terms
Course Type(s): OL
Examines advanced communication skills and other behaviors that provide the knowledge and skills needed for exemplary leadership, with an emphasis on relationships and team building. Strategies for building interdisciplinary, collaborative relationships from a leader's perspective will be explored. Conflict management and resolution is analyzed, along with group process and techniques for effective meeting management. Adult learning principles, emotional intelligence, and team characteristics are discussed in order to envision a quality professional practice environment.

NU-715 Organizational Leadership in Healthcare Credits: 3
Term Offered: All Terms
Course Type(s): OL
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.

NU-716 Health Care Policy for Advocacy in Health Care Credits: 3
Term Offered: All Terms
Course Type(s): OL
Examines healthcare economics, political and public health issues, and their relation to development and implementation of health policies at regional, national and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, health care financing, and issues of equity and social justice in the delivery of 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.

NU-718 Health Care Economics and Financial Management Credits: 3
Term Offered: All Terms
Course Type(s): OL
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.

NU-720 Research Methods in Healthcare Leadership Credits: 3
Term Offered: All Terms
Course Type(s): OL
Focus is on the critical analysis of the research process. There is an emphasis on the data collection and data analysis steps of research. Skills are developed in the use of the SPSS statistical program and the interpretation of descriptive and inferential statistics for outcome evaluation in healthcare. Interpretation and evaluation of statistical analysis in published research are emphasized. Skills are refined in the dissemination of research to healthcare professionals. DNP students only.

NU-730 Doctor Nursing Practice Project I Credits: 3
Prerequisite(s): NU-720 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): OL
The DNP project 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 the DNP education and advanced nursing practice specialty which focuses on change that impacts healthcare outcomes either through direct or indirect care. Students will share their journey toward developing the DNP project through class discussion using a variety of communication modalities. In consultation with the DNP Project Advisor, students will select an area of specialty practice and propose a project. The end result will be a proposed project based on the principles of evidence-based practice that incorporates planning, implementation, evaluation and dissemination concepts. This will provide a foundation for continued scholarship while making significant contributions in the student's area of interest. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU-731 Leadership Immersion I **Credits: 3**
Prerequisite(s): NU-701, NU-702, NU-703, NU-705, NU-715, NU-716 all passed with a grade of B or higher.
Term Offered: All Terms
Course Type(s): OL
Immersion into the leadership role provides the student an opportunity to expand their leadership skillset and apply, integrate, and synthesize the DNP Essentials through a collaborative partnership between the university and approved practice partners. The student will develop specific learning objectives related to the DNP Essentials, application of theory, and role requirements jointly with the assigned professor to develop their nursing specialty expertise. This course is individualized to each student's specific area of practice interest. This experience should provide opportunities to work with experts including interdisciplinary to build and assimilate knowledge for advanced nursing practice at the highest level of complexity. DNP Essentials guideline state that graduates should have 1000 hours of combines 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 previously completed in their master's level program or if additional hours are required to meet their advisor to construct a plan. This is a pass/fail course.

NU-732 Doctor Nursing Practice Project II **Credits: 3**
Prerequisite(s): NU-730 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): OL
DNP Project II builds on the content and processes developed in the DNP Project I towards implementation. Students will share their journey of implementation and evaluation of the DNP project through class discussion using a variety of communication modalities. In consultation with the DNP Project Advisor students will implement and evaluate the project. This course is a continuation of DNP Project 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 which focuses on change that impacts healthcare outcomes either through direct or indirect care. The end result will be an executed project based on the principles of evidence-based practice that incorporates planning, implementation, evaluation and dissemination concepts. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU-733 Leadership Immersion II **Credits: 3**
Prerequisite(s): NU-731 passed with a grade of P
Term Offered: All Terms
Course Type(s): OL
Continuation of the practice immersion experience provides the student with additional opportunities to apply, integrate, and synthesize the DNP Essentials. The student will again develop specific learning objectives related to the DNP Essentials, application of theory, and role requirements jointly with the assigned professor to develop their nursing specialty expertise. This course is individualized to each student's specific area of practice interest. This experience should provide opportunities to work with experts including interdisciplinary to build and assimilate knowledge for advanced nursing practice at the highest level of complexity. DNP Essentials guideline 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 previously completed in their master's level program or if additional hours are required to meet with their advisor to construct a plan. This is a pass/fail course.

NU-762 Tests and Measures **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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. Students who have taken NU-762 are not eligible to take NU-562.

NU-764 Curriculum Development and Instruction in Nursing **Credits: 3**
Term Offered: Fall Term
Course Type(s): OL
This theory course is designed to introduce the student to the role of the nurse educator in academic educational settings. The Core Competencies of Nurse Educators provides the framework. Factors influencing curriculum development, classroom and clinical teaching strategies, and student outcomes are emphasized. Curriculum analysis and evaluation are based on evidence-based teaching and learning theory within the context of an organization's mission and philosophy.
Prerequisites: NU-521, NU-524, and NU-535

NU-766P Nurse Educator Practicum I **Credits: 2**
Co-requisite(s): NU-766S
Term Offered: Fall Term
Course Type(s): OL
Course provides an opportunity for the student to engage in planned clinical practice experiences, incorporating the concentration (Pathophysiology, Pharmacology, and Advance Health Assessment) in a direct-care role in a clinical setting to strengthen their patient care delivery skills. The student will also function in the role of the novice academic nurse educator, applying teaching and learning principles in both the academic and clinical settings. Each practice experience is guided by a preceptor. Total practicum hours for this course is a minimum of 90 hours. This is a pass/fail course. Students who have taken NU-766P are not eligible to take NU-566P.

NU-766S Nurse Educator Seminar I **Credits: 1**
Co-requisite(s): NU-766P
Term Offered: Fall Term
Course Type(s): None
Through discussion and sharing, students reflect on their direct-care practicum experiences and how it impacts the role of academic nurse educator. In addition, students discuss the role of the academic nurse educator and how the practicum experiences relate to the eight core nursing competencies of the academic nurse educator outlined by the National League for Nursing. Students who have taken NU-566S are not eligible to take NU-766S.

NU-767P Nurse Educator Practicum II **Credits: 2**
Co-requisite(s): NU-567S or NU-767S.
Term Offered: Spring Term
Course Type(s): None
Provides additional opportunities for the student to function in the role of the novice academic nurse educator in diverse settings. Students continue to apply teaching and learning principles in both academic and clinical settings under the guidance of a preceptor during an additional 90 hours of practicum experiences. Through continued reflection and sharing, students refine their practice and explore the eight core competencies outlined by the National League for Nursing. This is a pass/fail course. Ninety practicum hours are required. Students who have taken NU-767P are not eligible to take NU-567P.

NU-767S Nurse Educator Seminar II **Credits: 1**
Co-requisite(s): NU-567P
Term Offered: Spring Term
Course Type(s): None
Through further discussion, and sharing, students refine their practice and identify the tasks associated with the eight core competencies of the academic nurse educator outlined by the National League for Nursing. Also listesd as NU-567S.

NU-799 Independent Study in Nursing (doctorate Level) **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member. Course can be graded (theory) or pass/fail (practica). Prior permission of the directing professor and department chair is required to take this course.

Physician Assistant (PHA)

PHA-601 Human Anatomy **Credits: 5**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-603 Introduction to Patient Assessment **Credits: 5**
Term Offered: Fall Term
Course Type(s): None
Students will be introduced to basic history taking and 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.

PHA-606 Physical Diagnosis **Credits: 3**
Prerequisite(s): PHA-603
Term Offered: Spring Term
Course Type(s): None
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.

PHA-615 Topics in Medicine and Surgery III **Credits: 6**
Prerequisite(s): PHA-637 and PHA-638
Term Offered: Fall Term
Course Type(s): None
Topics in Medicine and Surgery III is the third in a series of three courses instructing students in clinical medicine presented in an organ systems format. The course builds upon the knowledge acquired in Topics in Medicine & Surgery II. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-616 Physiology & Pathophysiology I **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
This is the first of two courses providing students with in-depth study of medical physiology & pathophysiology. Physiology and Pathophysiology I is designed to offer foundational training in the principles of medical physiology and pathophysiology, in addition to more specific training pertaining to the organ systems covered in the course that, when possible, are aligned with the topics delivered in concomitant Topics in Clinical Medicine coursework. Together, the two courses provide a foundation in human physiology coupled with the in-depth study of pathophysiological processes that lead to clinical signs and symptoms of illness and diseases.

PHA-617 Physiology and Pathophysiology II **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
This is the second of two courses providing students with in-depth study of medical physiology & pathophysiology. Physiology and Pathophysiology II builds on knowledge acquired in Physiology & Pathophysiology I to offer further training in the medical physiology, in addition to more specific training pertaining to the organ systems covered in the course that, when possible, are aligned with the topics delivered in concomitant Topics in Clinical Medicine coursework. Together, the two courses provide a foundation in human physiology coupled with the in-depth study of pathophysiological processes that lead to clinical signs and symptoms of illness and diseases.

PHA-618 Pharmacology and Pharmacotherapy I **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
The Pharmacology & Pharmacotherapy I course is the first of two courses providing students with in-depth study in the science and applications of pharmacology. This course covers an introduction to the principles of pharmacology, pharamacogenetics, and pharmacotherapy in addition to the indications, contraindications, interactions, and adverse effects of specific drug classes and the drugs within each class.

PHA-619 Pharmacology and Pharmacotherapy II **Credits: 3**
Prerequisite(s): PHA-618
Term Offered: Spring Term
Course Type(s): None
The Pharmacology & Pharmacotherapy II course is the second of two courses providing students with in-depth study in the science and applications of pharmacology. This course builds upon the knowledge gained in the first semester course and provides an in-depth study of the indications, contraindications, interactions, and adverse effects of specific drug classes and the drugs within each class.

PHA-620 PA Professional Practice **Credits: 2**
Term Offered: Spring Term
Course Type(s): None
PA Professional Practice is designed as a comprehensive introductory course to the PA profession and professional practice issues. Topics include the history of the PA profession, professionalism, team-based interprofessional care, patient-centered care practices, the medical coding, billing and documentation, healthcare systems and policies, concepts of public health, patient safety, quality improvement, risk management and topics related to diversity, equity and inclusion in the Physician Assistant practice. The course is taught by a team of faculty, and emphasizes the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine.

PHA-622 Clinical Management **Credits: 2**
Term Offered: All Terms
Course Type(s): None
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.

PHA-623 Clinical Skills I **Credits: 3**
Prerequisite(s): PHA-603
Term Offered: Spring Term
Course Type(s): None
Clinical Skills I builds upon the previous semester's Introduction to Patient Assessment course to further advance interpersonal and communication skills resulting in the effective exchange of information and collaboration with patients, their families, and other health professions, development of clinical reasoning and problem-solving abilities, patient evaluation, work-up, diagnosis, intervention, and management. The course will be modularized to accompany the topics covered in the Topics in Medicine & Surgery II courses occurring in the same semester.

PHA-624 Behavioral Medicine and Psychiatry **Credits: 4**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-627 Research Methods I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Research Methods I is the first of 2 courses specifically designed as the PA student's graduate-level research training with emphasis on practice-based learning and improvement (PBLI). The course includes specific training in principles of practice-based learning & improvement, basic biomedical statistics, research methods & design, and the analysis and application of medical research geared towards improving patient outcomes in clinical practice. As the first of two courses, this course will serve as a foundational course enabling the PA student to develop a practice-based improvement project that will be finalized in Research Methods II delivered during the clinical phase of training.

PHA-628 Clinical Skills II **Credits: 3**
Prerequisite(s): PHA-623
Term Offered: All Terms
Course Type(s): None
Clinical Skills II builds upon the previous semester's Clinical Skills I course to further advance interpersonal and communication skills resulting in the effective exchange of information and collaboration with patients, their families, and other health professions, development of clinical reasoning and problem-solving abilities, patient evaluation, work-up, diagnosis, intervention, and management. The course will be modularized to accompany the topics covered in the Topics in Medicine & Surgery III courses occurring in the same semester. Prerequisite; PHA-623.

PHA-632 Biomedical Ethics **Credits: 2**
Term Offered: Fall Term
Course Type(s): None
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.

PHA-635 Research Methods II **Credits: 1**
Prerequisite(s): PHA-627
Term Offered: Spring Term
Course Type(s): None
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.

PHA-637 Topics in Medicine and Surgery I **Credits: 6**
Term Offered: Fall Term
Course Type(s): None
Topics in Medicine and Surgery I is one of three courses instructing students in clinical medicine presented in an organ systems format. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-638 Topics in Medicine and Surgery II **Credits: 6**
Prerequisite(s): PHA-637 and successful completion of all previous coursework
Term Offered: Spring Term
Course Type(s): None
Topics in Medicine and Surgery II is the second of three courses instructing students in clinical medicine presented in an organ systems format. The course builds upon the knowledge acquired in Topics in Medicine & Surgery I. Students will develop their knowledge base in the genetics, epidemiology, clinical presentation, work-up, non-surgical and surgical treatment and management of the covered conditions/diseases. The courses provide students instruction in health promotion and disease prevention, generating differential diagnoses, ordering and interpreting diagnostic studies, patient management including acute and chronic care plans, patient education, and specialty referral specific for the conditions/diseases covered in each course. Combined, the Topics in Medicine and Surgery courses instruct students on the provision of medical care across the life span including prenatal, infant, children, adolescents, adults, and elderly patients. The courses are taught by a team of faculty, and emphasize the development of clinical reasoning and problem-solving abilities needed for the practice of clinical medicine. Additionally, the courses are designed to prepare students to work collaboratively in interprofessional patient centered teams.

PHA-640 Supervised Clinical Practice Experiences I **Credits: 8**
Term Offered: Spring Term
Course Type(s): None
The Supervised Clinical Practice Experiences (SCPE) courses include various clinical clerkships providing the student with the direct patient care exposures across required core and elective clinical experiences. In all experiences the student will participate in patient-care experiences under the supervision of a licensed clinician. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and surgical environments.

PHA-641 Supervised Clinical Practice Experiences II **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the second of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

PHA-642 Supervised Clinical Practice Experiences III **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the third of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

PHA-643 Supervised Clinical Practice Experiences IV **Credits: 8**
Course Type(s): None
Supervised Clinical Practice Experiences II (SCPEs II) I is the last of four courses that include various clinical clerkships arranged as modules to provide the student with direct patient care exposures across required core and elective clinical experiences over the span of four semesters. In all experiences the student will participate in the provision of medical care for patients across the lifespan under the supervision of a licensed clinician, primarily a board-certified and licensed physician or a nationally certified and licensed PA. It is in these clerkships that students apply the knowledge and skills gained in the didactic phase of the program to actual patient encounters. Combined, the four SCPE courses provide the opportunity for students to train in hospitals, emergency rooms, long-term care facilities, outpatient practices, and operative environments. At the conclusion of the four SCPEs courses, students will have had in-depth training and patient-care experiences in core areas, including Behavioral Medicine/Psychiatry, Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Pediatric Medicine, and Women's Health Care, including prenatal and gynecologic care. Additionally, students have selective clerkships that can be in one of the core areas or a specialty practice area.

Political Science (PS)

PS-598 Special Topics/Special Projects **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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 the program director is required to take this course.

PS-599 Readings and Research **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

Professional Counseling (PC)

PC-CPE Professional Counseling Comprehensive Examination
Credits: None
Prerequisite(s): Forty-eight credits in Professional Counseling including PC-505, PC-506, PC-512, PC-515, PC-523, PC-525, PC-529, PC-550, PC-570, PC-595, and PC-603
Co-requisite(s): PC-680
Term Offered: All Terms
Course Type(s): None
This is the Counselor Preparation Comprehensive Examination required to graduate from the Professional Counseling Program. Must be taken during the final term of study in the MS in Clinical Mental Health Counseling Program. Limited to Professional Counseling majors. This is a pass/fail course.

PC-502 Ecotherapy: Counseling and the Natural World **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Ecotherapy is defined as contact with nature as a method or element of counseling and addresses the critical fact that as humans we are interwoven with the natural world. Ecotherapists seek to develop and understand ways of expanding the emotional connection between clients and the natural world within the counseling context, thereby assisting individuals with developing sustainable lifestyles and remedying alienation from nature. Ecotherapy includes a wide range of techniques such as wilderness therapy, forest bathing, equine therapy, animal-assisted therapy, horticultural therapy, biophilic design and green therapy. Students in this course will obtain a firm understanding of the theoretical constructs of Ecosychology, demonstrate a model of EcoWellness, and obtain applicable skills in Ecotherapy.

PC-504 Adventure Based Ecotherapy **Credits: 3**
Prerequisite(s): PC-502 or instructor approval
Term Offered: Summer Term
Course Type(s): None
Ecotherapy is defined as contact with the natural world as a method or element of therapy and addresses the critical fact that as humans we are interwoven with the natural world. Based upon the tenets of ecotherapy, this class explores adventure based counseling (ABC). Adventure therapy is a type of experiential therapy that uses challenging adventure activities to aid the therapeutic healing process. Adventure therapy helps promote healthy identity development, self-efficacy, and a growth mindset. The class will be conducted outside and include experiences such as low and high ropes courses, rock-climbing and an immersive overnight outdoor expedition (rafting and/or backpacking). Preference will be given to students in the Ecotherapy certification.

PC-505 Mental Health Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is an overview of the profession of counseling, its ethical standards, literature and professional organizations. It allows the student to understand the knowledge, skills, personal development and abilities required for success in the mental health counseling field. This class will assist students in formulating a concept of the profession that will allow them to enhance their growth and professional identity as a counselor. The students will learn about the current local, state and national opportunities in the field. This course must be taken during the first term of study.

PC-506 Testing and Assessment in Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course provides students an overview of many facets of assessments for individuals, couples, families, and community. Students will learn the skills of administering, evaluating, and reporting many types of assessments. Statistical concepts including the essentialness for reliability and validity will be examined. Throughout the course, students will learn to implement ethical and culturally relevant strategies with counseling assessments.

PC-510 Community Mental Health & Social Advocacy **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is an overview of mental health counseling and addiction resources within the community. This social advocacy course reviews the spectrum of prevention, mental health and addiction intervention resources, overall community needs assessments, as well as, program implementation and evaluation for mental health and addiction services. Client and social advocacy, governmental policies, obtaining funding, and other aspects of the delivery of human services are explored. There is a particular focus on the management, social advocacy and ethical standards of administrative systems and clinical counseling services related to mental health and addiction programs.

PC-512 Psychopathology & Psychopharmacology **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course offers an intensive exploration of current thinking regarding development, etiology, biological basis, classifications and diagnosis of atypical behavior. Areas of study include clinical presentations, differential diagnoses, and pharmacological treatments as well as evidence-based practices.

PC-515 Human Development Through the Life Span **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course provides students with an overview of human development, with comprehensive coverage of all major developmental stages (prenatal period and infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood) and focuses on both normal and abnormal physical, mental health and social development. Emphasis on the interaction of biological, psychological and sociological forces that influence human development.

PC-516 Counseling and Sexuality **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

PC-517 Counseling and Religion **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Counseling and Religion will explore the world religions with a focus on the religions as they function in the U.S. in a multi-cultural context. This will give the student a basic understanding and respect for religious differences when counseling clients who have different religious values than the counselor. A historical perspective on the relationship between psychology and religion will be traced to contemporary practice. The student will be given the opportunity to develop a theory of how he or she would like to integrate his or her knowledge into his or her work as a counselor. Limited to Professional Counseling majors.

PC-521 Spirituality and Counseling **Credits: 3**
Course Type(s): None
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 Professional Counseling majors.

PC-522 Self-Exploration: Body, Mind, Spirit **Credits: 3**
Course Type(s): None
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 Professional Counseling majors.

PC-523 Introduction to Counseling Skills **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course is designed for students to learn and practice basic interviewing and counseling skills, learn the process of mental health counseling from intake to termination, evaluate risk assessments, and conduct mental status examinations. The importance of the therapeutic relationship, the influence of power and privilege with clients, and the counselor's self-development will also be emphasized.

PC-524 Counseling Children and Adolescents: Theories and Techniques **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors.

PC-525 Theories of Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course offers the mental health counseling student an understanding of historical and current core theoretical knowledge in counseling theories to inform conceptualization and best practices. The course includes a comprehensive exploration of affective, behavioral, and cognitive theories. Students will be expected to begin to develop a personal model of counseling based in theory that will be used in their field placements and to inform their future careers.

PC-526 Case Conceptualization & Advanced Techniques **Credits: 3**
Prerequisite(s): PC-505, PC-512, PC-523, and PC-525
Term Offered: All Terms
Course Type(s): None
This course allows the student to practice all aspects of case conceptualization while also developing advanced counseling techniques. Students will enter this class with the basic understanding of counseling theories, assessment, and psychopathology. Advanced techniques and approaches for counseling theories and differential diagnosis will be reviewed and practiced. With cultural sensitivity, students will be able to identify why and how an intervention is chosen based in theory. Students will demonstrate use of skills in person as well as telehealth.

PC-528 Family Counseling: Theory and Technique **Credits: 3**
Prerequisite(s): PC-525
Course Type(s): None
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 Professional Counseling majors.

PC-529 Multicultural Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course will examine the impact of culture, societal norms, and the influence that power and privilege have on the client and the therapeutic process. Theories and models of multicultural counseling and social justice will be studied. The counseling students will examine their own cultural identity development, worldviews and biases in order to to raise personal awareness and understand potential impact on clients. Methods of advocacy will also be emphasized.

PC-530 Crisis Intervention & Trauma **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course reviews crisis intervention theories, techniques, and applications, as well most current trauma theories and best practice.

PC-532 Counseling for Grief and Loss **Credits: 3**
Prerequisite(s): PC-525
Course Type(s): None
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.

PC-533 Couples Counseling **Credits: 3**
Prerequisite(s): PC-525
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors.

PC-540 Introduction to Alcohol and Drug Abuse **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course will offer an overview of historical and current models of addiction: medical, socio-cultural, familial, and psychological. The student will learn the definitions and descriptions associated with addictions and be able to give diagnostic impressions and understand their implications. There will also be an overview of best practices and evidence-based treatment approaches.

PC-542 Treatment of Alcohol and Drug Abuse **Credits: 3**
Prerequisite(s): PC-540
Term Offered: All Terms
Course Type(s): None
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.

PC-544 Advanced Alcohol and Drug Counseling **Credits: 3**
Prerequisite(s): PC-540 and PC-542
Term Offered: All Terms
Course Type(s): None
Covers advanced topics that are introduced in PC-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 Professional Counseling majors.

PC-546 Substance Awareness in the Schools **Credits: 3**
Prerequisite(s): PC-540
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors.

PC-550 Group Counseling **Credits: 3**
Prerequisite(s): PC-505 and PC-523
Term Offered: All Terms
Course Type(s): None
This didactic and experiential course 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.

PC-570 Career Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course instructs students about the influence of career counseling and the counseling profession and forms the historical basis of the profession's emphasis on human development, decision-making, and assessment. Career theories, life-span development, and assessment instruments used in career counseling are reviewed. Strategies for assisting clients in finding satisfactory interrelationship between work and other aspects of their life is emphasized with gender and cultural sensitivity.

PC-595 Professional Counseling Practicum **Credits: 3**
Prerequisite(s): PC-505, PC-512, PC-525, PC-526, PC-540, and PC-550 all passed with a grade of C+ or higher and PC-523 passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
This course will allow students to integrate theory and practice in the counseling profession through a field placement 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.).

PC-598 Special Topics in Professional Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors only. If a prerequisite is required it will be announced in the course schedule.

PC-599 Independent Study in Professional Counseling **Credits: 1-3**
Term Offered: All Terms
Course Type(s): None
Reading and research leading to significant written work under the direction of a faculty member. Limited to Professional Counseling majors only. Prior permission of the directing professor and department chair is required to take this course.

PC-603 Research Methods in Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
This course includes techniques for assessing quality research and evidence-based practices in mental health counseling. Course topics include reviewing academic and other literature, hypothesis generation, naturalistic observation, survey, interview procedures, and experimental methods. Students learn to identify and conduct different types of research that will inform their future careers as professional counselors.

PC-650 Transformational Travel for Counselors **Credits: 3**
Course Type(s): None
This course will allow the graduate professional counseling student to grow through an international experience personally and professionally. These various cultural experiences will allow the student to develop through service learning, multicultural immersion, and spiritual contemplations. The student will understand the political, religious, and traditional cultural values that interact with the human condition of psychic suffering and healing. This course intends to be a transformational experience to aid students decide their future worldviews and professional posture moving forward in their counseling careers. Students must apply to be in this elective class. Application process includes: 1) Attending information session; 2) Application through Global Education; 3) Essay of intention; 4) Possible interview. Students will be picked from this application process.

PC-651 International Multicultural Experience **Credits: 3**
Prerequisite(s): Take PC-650
Course Type(s): None
This course will allow the graduate professional counseling student to further grow on a personal, professional, and existential level during a 2nd international experience. While experiencing this culture for a second time, the counseling student will be able to take their understanding of different cultures to another level by adding a leadership role to their experience and counseling skills. These various cultural leadership experiences will allow the student to grow through service learning, multicultural involvements, and spiritual journeys. The student will have international leadership experiences with peers while leading the students from the Transformational Travel in their growth processes. This course will require an application that will include: 1) Meeting with Professor to understand requirements; 2) application through Global Education; 3)Essay to discuss intention of the trip. The students will be picked through this application process.

PC-672 Advanced Theory in Play Therapy **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
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 EDC-672 and SW-672.

PC-673 Advanced Techniques in Play Therapy **Credits: 3**
Term Offered: All Terms
Course Type(s): HY
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 listes as EDC-673 and SW-673.

PC-674 Play Therapy for Children at Risk **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
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 EDC-674 and SW-674.

PC-680 Clinical Internship in Professional Counseling **Credits: 3**
Prerequisite(s): PC-540 and PC-595
Term Offered: All Terms
Course Type(s): None
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 Professional Counseling majors who have completed at least thirty graduate credits. This is a pass/fail course. Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator.

PC-699 Independent Study in Professional Counseling **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

Social Work (SW)

SW-LPE Social Work Project Exposition **Credits: None**
Prerequisite(s): SW-780
Course Type(s): None
Social Work Project Defense. This is a pass/fail course.

SW-503 Social Work Practice with Individuals and Families **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Students must earn a grade of B or higher in this course or it will have to be repeated.

SW-505 Social Welfare Policy and Services I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

SW-507 Social Work Research **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

SW-509 Human Behavior in the Social Environment **Credits: 3**
Term Offered: Fall Term
Course Type(s): HY
This is a course which students use theory and empirical data to assess human behavior as it develops in a variety of sociopolitical environments at the micro, mezzo, and macro levels. 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.

SW-510 Field Practicum I **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

SW-513 Social Work Practice in Groups **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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.

SW-515 Social Welfare Policy and Services **Credits: 3**
Term Offered: Spring Term
Course Type(s): HY
This course examines the various forces that shape current social welfare policies in the United States from historical context. It includes critical analysis around contemporary social welfare policy development globally and locally with an emphasis on the dimensions of social problem definition, policy analysis, social allocation, delivery system structure and funding allocation from a social work perspective. The reciprocal role of policy and practice around social work's values, professional ethics, skills, and interventions are addressed and utilized to advocate for the human rights, and social, economic, and environmental justice of vulnerable and oppressed populations.

SW-518 Global Community Practice **Credits: 3**
Prerequisite(s): SW-509
Term Offered: All Terms
Course Type(s): None
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.

SW-519 Human Behavior in the Social Environment II **Credits: 3**
Prerequisite(s): SW-509
Course Type(s): None
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.

SW-520 Field Practicum II **Credits: 3**
Prerequisite(s): SW-510 passed with a grade of B or higher
Co-requisite(s): SW-503, SW-513 and SW-518
Term Offered: Spring Term
Course Type(s): None
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 repeated.

SW-598 Special Topics in Social Work **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 department chair required to take this course. If a prerequisite is required it will be announced in the course schedule.

SW-599 Independent Study in Social Work **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Reading and research under the direction of a member of the Social Work faculty. Prior permission of the directing professor and department chair is required to take this course.

SW-602 Domestic Violence **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-603 Addictions Considerations **Credits: 1**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-604 Clinical Practice in Addictions **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
Evaluates the clinical implications of substance use and abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiology, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented, and evaluated. On a mezzo level, the effects on, and needs of, the extended family and systemic community of those who use substances, will be addressed. Strategies for meeting those needs will be researched and evaluated. Lastly, on the macro level, existing resources available and active policy regarding substance abuse will be critically studied, and potential proposed changes will be discussed.

SW-605 Clinical Practice with Families and Children **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, and SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
Provides a historical perspective on family- centered practice. Introduces major theories and intervention types that are the foundation for clinical work with diverse families.

SW-611 Social Work Practice with Parents **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520, both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
Introduces students to assessment and intervention with individuals/couples/groups who are in parenting roles. Parenting techniques from a strengths based perspective and introduced. This course is a continuation of the ecological perspective of systems theory and social work practice illustrated in Human Behavior and the Social Environment and Social Work Practice & Techniques. Ethnic, culture and gender issues are included in the course information as they apply. Family violence, parenting styles, parenting roles, substance abuse and adolescence conflict are among the topics discussed in this course.

SW-613 Social Work Leadership and Management **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518, and SW-510 and SW-520 both passed with a grade of B or higher.
Term Offered: Fall Term
Course Type(s): OL
Students will learn the basic principles and applied practice of management and leadership in nonprofit human service and nongovernmental organizations from a social work perspective grounded in social justice and human rights. A wide range of human services management competencies are studied in this class while identifying internal and external environments for human service organizations and non-governmental organizations. Also, this course will review various organizational theories; human resource management skills; finance resource management skills and knowledge; and other current concerns in human service management.

SW-614 Grant Writing **Credits: 3**
Term Offered: All Terms
Course Type(s): TPS
Provides students with the opportunity to develop grant writing skills, to apply for a grant for their field internship agency and to begin to learn about project management. Emphasis will be placed on writing skills, concept development, program development and budget preparation. This course is suitable for students in either concentration.

SW-615 Advanced Global and Community Practice **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Fall Term
Course Type(s): OL
This is the first course in the concentration on Global and Community Practice. It is designed to introduce the student to local and global social work practice, with a special emphasis on community development and community organizing. The historical and current political context of development, the policies and practices of international aid, humanitarian agencies, governments and multilateral organizations and the role of social work in addressing human rights and needs are critically examined. Emphasis is given to the impact of social welfare policy decisions upon oppressed population groups and the implications of these decisions for human rights and social and economic justice. The importance of engaging organizations, community groups and institutions and allies to work together to address problems or conditions they have identified and wish to solve or change will also be highlighted. The macro context of the relationship and tensions between Global North and Global South development and practice are explored, as is the impact of this context on global community practice. Knowledge, skills and awareness for community practice work in multicultural local, transnational, and global settings are emphasized in this course. Engagement of communities and organizations via social media campaigns and collaborative in-person activities are also highlighted. Students must earn a grade of "B" or higher in this class or it will have to be repeated and this may delay a student's ability to move forward in the program. Prerequisites: SW-503, SW-505, SW-507, SW-509, SW-513, SW-518, and SW-510 and SW-520 both passed with a grade of B or higher

SW-616 Social Work Practice with the Aged **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-617 Environmental Justice and Sustainable Development in Social Work **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520, both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): OL
Addresses environmental crises and sustainable development challenges facing social workers in local and global arenas. Special attention will be made to conceptualize these challenges, themes and issues using a social justice and human rights framework embodied in Green Social Work. Social work pathways to facilitating environmental justice through local and global policy, coalitions and programming. Students must earn a "B" or higher in this class or it will have to be repeated and this may delay a student's ability to move forward in the program.

SW-619 Social Work Supervision **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-621 Social Work with Military Families **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
This course is an MSW elective. It is designed to assist students in understanding military systems and cultures within the United States. Also, we will examine contemporary areas of practice for social workers within and outside of the military. Special attention will be given to the impacts of the current and historical conflicts on military personnel, their families, and veterans and also to the ethical issues of working with these populations.

SW-623 Social Innovations **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
The problems facing today's world - global poverty, disease, climate change - are more complex than ever before, and solutions require interdisciplinary thinking and cross-sector collaboration. Social innovation represents a new paradigm that supports the development, implementation, and sustainability of transformational responses to social needs. Social innovation focuses attention on the ideas and solutions that create social value - as the processes through which they are generated, not just on individuals and organizations. This course introduces students to the strategies and processes of social innovation and social change. Students will gain knowledge of strategies of change that include the innovative activities of social and political entrepreneurs, activists, organizations, and social movements. Students will examine several individuals and groups who have catalyzed important positive social change through different organizational platforms - in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course students will examine social innovation through case studies, best practice analyses, and relevant readings.

SW-625 Program Planning and Evaluation **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): OL
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.

SW-626 Evaluation of Practice Effectiveness **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, and SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-627 Implications of Social Justice and Human Rights for Social Work **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): OL
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.

SW-628 School Social Work **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-510, SW-513, and SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-629 Spirituality and Social Work **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): None
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.

SW-630 Field Practicum III FC **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-631 Field Practicum III CI **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Fall Term
Course Type(s): OL
The course is designed to relate specifically to students completing their third semester of field practicum in a macro setting. It provides a forum where students can apply their course material to practical field experiences. Time will be spent considering an internship abroad in the spring semester. The course will explore issues in living and working abroad, anti-racist multicultural understanding and the integration of the field experience and learning. Students must earn a grade of B or higher in this course or it will have to be repeated.

SW-632 Crisis Intervention **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Course Type(s): None
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.

SW-634 Health and Wellness in Social Work Practice **Credits: 3**
Term Offered: All Terms
Course Type(s): OL
This is an online elective course designed to encourage social work students to explore the ways in which health and wellness permeate the layers of our lives and that of our clients, including the systems with which we interact. In doing so they will have the opportunity to focus on the responsibilities of, and challenges faced by, social workers engaged in this area of practice, a practice that is centered around the professional mandate to enhance human well-being and promote human and community well-being. As social workers are also called upon to pursue social change and justice there will be a deliberate focus on advocacy, at multiple levels and throughout the life course, with vulnerable populations to advance the human right to health. In this course, students will start and end with an exploration of self in the context of social work practice focused on health, healthcare, and wellness. In the process of that journey they will utilize the social determinants of health as a guide to better understand and prepare for opportunities in which social workers provide service and advocate for individuals', families', and communities' human right to health. By using this practice in context framework, students will be better prepared to meet the growing demand in the employment market for professionals with this knowledge and skill set, inside and out of the healthcare sector.

SW-635 Suicide Prevention and Intervention **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Fall Term
Course Type(s): None
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.

SW-640 Field Practicum IV FC **Credits: 3**
Prerequisite(s): SW-630 passed with a grade of B or higher
Co-requisite(s): SW-605, SW-645, and SW-665
Term Offered: All Terms
Course Type(s): None
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.

SW-641 Field Practicum IV CI **Credits: 3**
Prerequisite(s): SW-631 passed with a grade of B or higher
Co-requisite(s): SW-615 and SW-617
Term Offered: Spring Term
Course Type(s): None
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.

SW-642 Empowering Adults with Acute Stress and Trauma **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-510 passed with a grade of B or higher, SW-513, SW-518, and SW-520 passed with a grade of B or higher.
Course Type(s): None
Empowering Adults with Acute Stress and Trauma is an elective course for students in the advanced year of the MSW program. The course examines the variant experiences of acute stress, crisis, and post crisis adults may face when exposed to trauma in their life. Specific common occurrences, as well as unique experiences of trauma from a Micro, Mezzo and Macro impact are included, with special emphasis on the interventions specific for their needs to best foster empowerment and wellness. This course is repeatable once for credit.

SW-645 Clinical Social Work Assessment Diagnosis and Intervention Planning **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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. 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.

SW-654 Humanitarian Issues in War and Armed Conflict **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: Spring Term
Course Type(s): OL
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.

SW-665 Advanced Clinical Practice with Children **Credits: 3**
Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-669 Applications of Social Justice and Human Rights in Social Work **Credits: 3**

Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-518, and SW-627; and SW-510 and SW-520 both passed with a grade of B or higher
Course Type(s): OL
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.

SW-672 Advanced Theory in Play Therapy **Credits: 3**

Term Offered: All Terms
Course Type(s): OL
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 EDC-672 and PC-672.

SW-673 Advanced Techniques in Play Therapy **Credits: 3**

Term Offered: All Terms
Course Type(s): HY
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 EDC-673 and PC-673.

SW-674 Play Therapy for Children at Risk **Credits: 3**

Term Offered: All Terms
Course Type(s): OL
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 EDC-674 and PC-674.

SW-698 Special Topics in Social Work **Credits: 3**

Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-515, SW-518, SW-519; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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.

SW-699 Independent Study in Social Work **Credits: 3**

Prerequisite(s): SW-503, SW-505, SW-507, SW-509, SW-513, SW-515, SW-518, SW-519; and SW-510 and SW-520 both passed with a grade of B or higher
Term Offered: All Terms
Course Type(s): None
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 to take this course.

SW-710 Intersecting Ethics of Social Work, Leadership, Scholarship, and Human Rights **Credits: 3**

Course Type(s): OL
In this course, we will review the spiritual, philosophical, and historical foundations of modern ethics. This will include gaining insight into how ethics are reflected in social work values and principles that guide practice behaviors. We will examine the intersection between ethics and the mission of social work to address social justice and human rights for vulnerable populations. Over the course of semester various lenses will be used to examine how ethics translate into practice behaviors. Leadership will be explored as an expression of ethics, considering dilemmas that may exist between the mission of service providers and the environmental, economic, and social context within which agencies provide services to individuals and communities. We will examine how ethics influence our response to various social issues such as global climate change and experiences related to gender identity, race/ethnicity, spirituality, and culture. We will conclude the course by exploring ethical dilemmas associated with service provision and methods for evaluating and responding to these dilemmas.

SW-715 Herstory and the Evolution of Social Work's Contributions to Leadership and Human Rights **Credits: 3**

Course Type(s): OL
The aim of this course is to provide a foundation on the history of social work, social work education and human rights along with current illustrations of human rights leadership in the social work profession. The frameworks of the Universal Declaration of Human Rights and the Global Agenda are used to support progress toward just policies and practices. This course will prepare students with a foundation of knowledge and tools to critically assess and envision human rights leadership in the social work profession, social welfare policies, human service organizations, and the outcomes of social work delivery systems. As the name, "Herstory," suggests, this class will be taught through the lens of anti-racism, intersectional feminism, and global justice. Students will examine the tensions, achievements and possibilities within the profession including professionalization, the micro-macro divide, and practices of racism and anti-racism.

SW-720 Social Work Leadership Portfolio Development **Credits: 3**

Course Type(s): OL
This course is designed to provide students with structured support, guidance, and feedback as they develop their DSW portfolio and begin the planning phase of their Capstone Project. Students will learn to write a human rights focused case study and be able to frame it within the context of a literature review. The course will also assist students in narrowing the scope of their DSW research interests and will engage them in the process of thinking critically about how it can lead to eventual actionable change. In doing so, the course will introduce and explore how digital forms of advocacy and activism have been utilized to influence political and social change. Students will then learn the foundational skills that are necessary to effectively use digital technology and social media for this purpose. Students will later apply these skills in their Capstone Project to inform, educate, and engage a public audience on a human rights issue specific to their area of social work practice that requires attention and/or change.

SW-725 Leadership Portfolio Development and Strategic Planning for Career Trajectory **Credits: 3**
Course Type(s): OL
This course introduces leadership by focusing on the practice of leadership at the micro and mezzo levels. Attention is given to helping students understand and improve their own leadership performance as they begin to build a portfolio and develop a vision and strategic plan for career trajectory.

SW-730 Comparative Theories and Practices of Leadership and Human Rights **Credits: 3**
Course Type(s): OL
The aim of this course is to introduce students to advanced theories and practices of leadership using the framework of universal declaration human rights in developing social development perspectives across the disciplines. This course will address the contemporary, philosophical, and theoretical underpinnings of leadership, human rights, and social, economic, and environmental justice. More specifically, it will examine various leadership models and strategies in advanced human rights issues to ensure social, economic, and environmental justice. The course will not only prepare students to acquire the necessary knowledge base but will also teach students the skills to become advocates for the vulnerable constituents of our global population.

SW-735 Theories in Social Innovation and Change **Credits: 3**
Course Type(s): OL
This course is grounded in foundation social work courses and is designed to build on and apply previous course knowledge with a special emphasis on socially innovative program and community development utilizing a design thinking approach.

SW-740 Social Justice Approaches to Executive Leadership and Strategic Management **Credits: 3**
Course Type(s): OL
This course focuses on questions of mission and vision ("What areas should an organization be working in and what should the organization's future look like?) and on questions of strategy and operations ("How can we perform effectively and how do we measure and define success?"). The course will cover key skill areas such as mission statements, creating organizational goals, assessment of outcomes, strategic planning, building boards and committees, along with an overview of fundraising skills.

SW-745 Quantitative Research Methods and Analysis **Credits: 3**
Course Type(s): OL
In this course, will present quantitative research methods in the context of human rights and rigorous ethical standards. Students will review quantitative research methods and design allowing the social work practitioner to be able to discern and design quality research encompassing strong internal, external and measurement validity. A range of quantitative techniques will be presented leading to the development of a research proposal that addresses issues common to social work leadership.

SW-750 Qualitative Research **Credits: 3**
Course Type(s): OL
This course provides a review the various methods associated with qualitative research. This course will also provide an examination of the philosophical, epistemological, and methodological foundations that currently define qualitative research. Examples of qualitative methods in practice will be provided with a focus on how a method is determined and developed by a given research question.

SW-755 Educational Leadership in Human Rights Tool I **Credits: 3**
Course Type(s): OL
The aim of this course is to further students knowledge of education leadership, continuing to use the overarching framework of advancing human rights and advocating for social, economic, and environmental justice. This course is one of a pair of courses for students wanting to use education as a leadership tool, and it is offered in the third and final year of the DSW program. Placement of this pair of courses coincides with students' preparation and implementation of their transformative human rights leadership project. Students must take this course prior to taking its sequel Education Leadership in Human Rights Tool II.

SW-760 Education Leadership in Human Rights Tool II **Credits: 3**
Course Type(s): OL
The aim of this course is to further students' knowledge of education leadership, continuing to use the overarching framework of advancing human rights and advocating for social, economic, and environmental justice. This course is the second of a pair of courses for students wanting to use education as a leadership tool, and it is offered in the third and final year of the DSW program. Placement of this pair of courses coincides with students' preparation and implementation of their transformative human rights leadership project. Tool II provides students with an opportunity for experiential learning through completing a teaching practicum and aims to deepen students' understanding of global issues in educational leadership.

SW-765 Policy Leadership in Human Rights Tool I **Credits: 3**
Course Type(s): OL
This course will address the contemporary, philosophical, and theoretical underpinnings of leadership in policy development from a human rights lens to ensure social, economic, and environmental justice. There will be a special emphasis on knowledge of the policy process, with skills focusing on policy analysis, policy development and implementation. This course is one of a pair of courses on the use of policy as a human rights leadership tool, offered in the third and final year of the DSW program. Students must take this course prior to taking its sequel, Policy Leadership in Human Rights Tool II.

SW-770 Policy Leadership in Human Rights Tool II **Credits: 3**
Course Type(s): OL
This course provides opportunities for experiential learning through the completion of policy advocacy work in the student's community/ workplace. Throughout the course, there will be an emphasis on the impact of values and professional ethics on policy analysis and program planning and development. Emphasis is given to the impact of social welfare policy decisions upon oppressed groups including their implications for human rights and social, economic, and environmental justice.

SW-775 Mentored Preparation of Transformative Human Rights Leadership Project I **Credits: 3**
Course Type(s): OL
Similar to a dissertation, the capstone provides students with a guided opportunity to demonstrate the knowledge, skills, and understanding they have acquired throughout their course of study. Students are expected to identify a problem of importance connected to the Sustainable Development Goals and develop an innovative proposal for an immediately actionable social change effort. Students will work in close consultation with their doctoral committee to build upon the research question. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of a faculty mentor. Students will present the findings develop of a multimedia project that presents applied knowledge relevant to the social work profession. This course runs over two semesters.

SW-780 Mentored Preparation of Transformative Human Rights Leadership Project II **Credits: 3**
Prerequisite(s): SW-775
Course Type(s): OL
Similar to a dissertation, the capstone provides students with a guided opportunity to demonstrate the knowledge, skills, and understanding they have acquired throughout their course of study. Students are expected to identify a problem of importance connected to the Sustainable Development Goals and develop an innovative proposal for an immediately actionable social change effort. Students will work in close consultation with their doctoral committee to build upon the research question. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of a faculty mentor. Students will present the findings develop of a multimedia project that presents applied knowledge relevant to the social work profession. This course is the second in a two-semester course.

SW-798 Special Topics in Social Work **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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 department chair required to take this course. If a prerequisite is required it will be announced in the course schedule.

SW-799 Independent Study in Social Work **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Directed individual study of social work in areas of special interest. Prior permission of the directing professor and department chair is required to take this course.

Sociology (SO)

SO-505 Critical Issues in Crime and Delinquency **Credits: 3**
Course Type(s): None
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.

Software Engineering (SE)

SE-505 Principles of Software Engineering **Credits: 1.5**
Term Offered: All Terms
Course Type(s): None
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 method. Limited to Software Engineering students only.

SE-511 Object-Oriented Analysis **Credits: 1.5**
Prerequisite(s): SE-505 passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): CISEL
Introduces the development of the requirements and analysis model for a software application. Uses object-oriented methodologies. This is not a programming course. Limited to Software Engineering students only.

SE-512 Object-Oriented Design **Credits: 1.5**
Prerequisite(s): SE-511 passed with a grade of B- or higher
Term Offered: All Terms
Course Type(s): CISEL
Introduces the design of a software application. Uses object-oriented methodologies. This is not a programming course. Limited to Software Engineering majors only.

SE-517 Engineering Web-Based Systems **Credits: 3**
Prerequisite(s): CS-501A
Term Offered: All Terms
Course Type(s): None
A practical introduction to the principles, methods and tools required to create high-quality software applications for the distributed, client-server context of the Web. The course emphasizes on architectural designs, and language and data access methods that are common in web-based systems.

SE-565 Software System Requirements **Credits: 3**
Prerequisite(s): CS-501A, SE-505, and SE-511
Term Offered: All Terms
Course Type(s): CISEL
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.

SE-571 Software Design and Systems Architecture **Credits: 1.5**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): CISEL
Introduces software application design and system architecture in terms of the design process, design principles, design notations, design tools, design heuristics, and design patterns. Covers application and system design in detail concentrating on developing designs that are complete, correct, robust, implementable, and deployable. Limited to Software Engineering students only.

SE-572 Enterprise and Global Architecture **Credits: 1.5**
Prerequisite(s): SE-571
Term Offered: All Terms
Course Type(s): CISEL
Introduces architectural design at the Enterprise and Global Architectural levels. Provides students with an understanding of how new systems are brought into an organization to interoperate with an existing system, how systems are maintained throughout their lifecycle, and how systems are retired at the end of their lifecycle. Also provides students with an understanding of how the computing capabilities of a company fits into the larger scope of the Internet. Limited to Software Engineering students only.

SE-575 Software Verification, Validation and Maintenance **Credits: 3**
Prerequisite(s): CS-501A and SE-505
Term Offered: All Terms
Course Type(s): None
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.

SE-580 The Process of Engineering Software **Credits: 3**
Prerequisite(s): CS-503 and SE-505
Term Offered: Spring Term
Course Type(s): None
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.

SE-588 Software Practice and Experience **Credits: 1**
Prerequisite(s): 18 credits from Computer Science or Software Engineering
Term Offered: All Terms
Course Type(s): None
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 G.P.A. of 3.00. Does not satisfy elective requirements. Students may take this course a maximum of two times. This is a pass/fail course.

SE-599 Independent Study in Software Engineering **Credits: 1-3**
Prerequisite(s): Completion of at least 12 credits in Software Engineering
Term Offered: All Terms
Course Type(s): None
The development and execution of a significant research project designed by the student in consultation with a software engineering professor. This is an experience meant to focus learning on an area of special interest to the student. Prior permission of the directing professor and department chair is required to take this course.

SE-601 Outsourcing: Specifications and Strategies **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): CISEL
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.

SE-602 Technology Assessment **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): CISEL
Covers the practicalities of assessing a technology for use in delivery of products. It examines how new tools, processes, and training fit into an overall technology-adoption decision.

SE-603 MOST Implementation **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): CISEL
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.

SE-610 Software Systems Security **Credits: 3**
Prerequisite(s): SE-505
Term Offered: All Terms
Course Type(s): None
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.

SE-611 Secure Web Services Design **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): None
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. Also listed as CS-611.

SE-615 Usability Engineering/Human-Computer Interaction **Credits: 3**
Prerequisite(s): SE-565
Term Offered: Spring Term
Course Type(s): None
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.

SE-616 Extensible Markup Language (XML) **Credits: 3**
Prerequisite(s): CS-501B
Course Type(s): None
Presents XML fundamental concepts, XML as a document format, XML as a data format, and special topics in using XML.

SE-620 Networked Software Systems I **Credits: 3**
Prerequisite(s): SE-565
Course Type(s): CISEL
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: SE-565

SE-621 Networked Software Systems II **Credits: 3**
Prerequisite(s): SE-620
Term Offered: Spring Term
Course Type(s): None
Distributed File Systems, Replication, Shared Data, Transactions, Distributed Operating Systems, Micro Kernels, Network Operating Systems, Computing Environments and Toolkits: ONC, DCE, ISIS, Languages.

SE-623 Management Information Systems **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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 MIS-623. Not open to students who have successfully completed BM-520.

SE-625 Information Systems Architecture **Credits: 3**
Prerequisite(s): SE-565 or MIS-565
Term Offered: All Terms
Course Type(s): None
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. Also listed as MIS-525.

SE-626 Information Systems Engineering **Credits: 3**
Prerequisite(s): SE-625
Term Offered: Spring Term
Course Type(s): None
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.

SE-640 Real-time Systems **Credits: 3**
Prerequisite(s): CS-501B and SE-505
Term Offered: Fall Term
Course Type(s): CISEL
Theoretical foundations and practical algorithms in the specification and validation of real-time systems and applications. Important topics include real-time system specification, scheduling, resource access control, real-time task assignment, and high-level system modeling and analysis.

SE-641 Real-time Robot Control **Credits: 3**
Prerequisite(s): SE-640
Term Offered: Spring Term
Course Type(s): CISEL
Fundamentals of real-time and embedded software technology. Inter-process communication and synchronization. Robot operating system. Modern robot programming toolkits. Robot movement control. Robot speech and vision recognition.

SE-650 Software Project Management **Credits: 3**
Prerequisite(s): SE-505
Term Offered: Fall Term
Course Type(s): None
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.

SE-651 Software Organization Management **Credits: 3**
Prerequisite(s): SE-505
Term Offered: Spring Term
Course Type(s): None
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. Also listed as MIS-551.

SE-655 Cloud Computing - Concepts, Technology and Architecture **Credits: 3**
Prerequisite(s): CS-503
Term Offered: Summer Term
Course Type(s): CISEL
This course will introduce students to proven and mature cloud computing technologies and practices into a series of well-defined concepts, models, and technology mechanisms and architectures. Case studies will be presented to applying the concepts to practical applications. Also listed as CS-655.

SE-691 Software Engineering Thesis Research **Credits: 3**
Prerequisite(s): SE-565 and SE-580.
Term Offered: All Terms
Course Type(s): None
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.

SE-692 Software Engineering Thesis Research **Credits: 3**
Prerequisite(s): SE-691 and prior permission of the advising professor
Term Offered: All Terms
Course Type(s): None
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.

SE-695A Software Engineering Practicum **Credits: 3**
Prerequisite(s): SE-565 and SE-580
Term Offered: All Terms
Course Type(s): None
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 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.

SE-695B Software Engineering Practicum **Credits: 3**
Prerequisite(s): SE-695A
Term Offered: All Terms
Course Type(s): None
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.

SE-698 Special Topics in Software Engineering **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Approval of the department is required to take this course. If a prerequisite is required it will be announced in the course schedule.

SE-699 Individual Research Project in Software Engineering **Credits: 3**
Term Offered: All Terms
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course.

Speech Language Pathology (SLP)

SLP-ACR Academic Certification Requirements **Credits: None**
Term Offered: Spring Term
Course Type(s): None
Students must complete all academic requirements for American Speech-Language-Hearing Association Certification in Speech-Language Pathology (CCC-SLP) to graduate from the M.S.Ed. in SLP program. This pass/fail course is documentation of meeting that requirement.

SLP-CPE Comprehensive Portfolio Examination **Credits: None**
Prerequisite(s): SLP-680
Term Offered: All Terms
Course Type(s): None
Students will complete a comprehensive project demonstrating their clinical and research skills. This is a pass/fail course.

SLP-600 Professional Issues in Speech-Language Pathology **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

SLP-604 Clinical Methods in Speech-Language Pathology **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

SLP-605 Geriatric Communication Disorders **Credits: 3**
Term Offered: All Terms
Course Type(s): None
Study of normal and abnormal aging processes related to speech, language, hearing, and swallowing difficulties affecting the geriatric population and the relationship of social and emotional adjustment and health concerns of this population to communication disorders. Includes an in-depth focus on the effects of mild cognitive impairment and dementing diseases on cognitive-communication and cognitive bases of swallowing function.

SLP-610 Neurological Language Disorders and Aphasia **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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.

SLP-614 Assessment and Treatment of Dysphagia **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

SLP-625 Assessment Procedures in Speech-Language Pathology **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

SLP-630 Pediatric Language Disorders **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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.

SLP-645 Speech Sound Disorders **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
Examines both typical and disordered phonetic and phonological development in children, the nature of nonorganic articulation and phonological disorders, the evaluation process and appropriate intervention strategies for linguistically diverse populations.

SLP-650 Fluency Disorders **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Reviews stuttering and dysfluency behaviors; historical and etiological description and treatment; current theories of stuttering; contemporary research in the field; and treatment of stuttering.

SLP-655 Disorders of Voice and Resonance **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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.

SLP-660 Motor Speech Disorders **Credits: 3**
Term Offered: Fall Term
Course Type(s): None
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.

SLP-664 Audiology and Aural Rehabilitation **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
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 psycho-social development. Students gain practical experience developing aural rehabilitation programs using technological aids for the hearing impaired.

SLP-665 Augmentative and Alternative Communication **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

SLP-666 Literacy and Speech-Language Pathology in the Schools **Credits: 3**
Course Type(s): None
This course includes the establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in public schools. Emphasis is placed on the individual educational plan (IEP) process including referral, assessment, evaluation, identification, and development of a meaningful IEP. Techniques of scheduling, record keeping, material and equipment selection, counseling, and behavior management are discussed. In addition, the development of coordinated professional and interdisciplinary procedures and issues of ethical practice and cultural diversity are addressed. This course also addresses the relationship between language and literacy, and the role of the school SLP in prevention, assessment, and treatment of literacy issues through consultative, collaborative and pull-out methods.

SLP-678 Pediatric Feeding and Swallowing Disorders **Credits: 3**
Course Type(s): None
This is a graduate level course on pediatric feeding and swallowing. It provides students with information pertaining to the anatomy-physiology of pediatric swallowing processes, typical/normal swallowing/feeding development, and strategies for the prevention, assessment, and management of children with difficulties feeding and/or swallowing. Using current literature, common diagnostic and treatment approaches will be reviewed and analyzed in order to effectively implement evidenced based practices. The importance of impact on family and interdisciplinary treatment teams will be studied. The successful completion of this course will allow the student the foundational knowledge and the basic skills required to work with pediatric patients in various settings with feeding and/or swallowing disorders.

SLP-679 Diagnostic Practicum in Speech-Language Pathology **Credits: 3**
Term Offered: Summer Term
Course Type(s): None
Provides clinical practicum hours in the assessment of speech and language in children and adults. Students will plan, carry out and report diagnostic assessments.

SLP-680 Research Methods **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
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.

SLP-681 Clinical Practicum I **Credits: 3**
Prerequisite(s): SLP-604
Term Offered: Fall Term
Course Type(s): None
Provides supervised clinical practicum hours in therapeutic management of speech and language disorders.

SLP-682 Clinical Practicum II **Credits: 3**
Prerequisite(s): SLP-681
Term Offered: Spring Term
Course Type(s): None
Provides supervised clinical practicum hours in therapeutic management of speech and language disorders.

SLP-683 External Clinical Practicum I **Credits: 3**
Prerequisite(s): SLP-682
Term Offered: Fall Term
Course Type(s): None
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.

SLP-684 External Clinical Practicum II **Credits: 3**
Prerequisite(s): SLP-683
Term Offered: Spring Term
Course Type(s): None
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.

SLP-699 Ind Study in Speech Language Pathology **Credits: 1-3**
Term Offered: Summer Term
Course Type(s): None
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. Prior permission of the directing professor and department chair is required to take this course. Application must be filed before registration

Theatre (TH)

TH-526 Comedy and Drama in Western Culture **Credits: 3**
Course Type(s): None
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.

TH-598 Special Topics in Theatre **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
To equip teachers with the ability to use creative dramatics in the classroom. The emphasis is on the participant and participation. Dramatic play and play-making are integral to the class. Techniques will be taught that can be transferred to many other subjects and disciplines. Students should attend comfortably dressed. If a prerequisite is required it will be announced in the course schedule.

TH-599 Independent Study in Theatre **Credits: 3**
Term Offered: Spring Term
Course Type(s): None
Reading and research leading to significant written work under the direction of a member of the theatre faculty. Prior permission of the directing professor and department chair is required to take this course.

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