



Global Learning & Partnerships Catalog 2015 - 2016

includes accelerated, online and off-site undergraduate programs and all graduate and post-baccalaureate programs



Rowan University
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Glassboro, NJ 08028

This catalog is also available online at rowan.edu/catalogs

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Rowan University In Brief

Type

Comprehensive, coeducational, non-sectarian, state-supported, public research university, opened in 1923.

Colleges

Business, Communication & Creative Arts, Education, Engineering, Global Learning & Partnerships, Humanities & Social Sciences, Performing Arts, and Science & Mathematics. Schools: Cooper Medical School of Rowan University, Graduate School of Biomedical Sciences, School of Biomedical Science and Health Professions, and School of Osteopathic Medicine.

Degrees

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, Master of Arts, Master of Business Administration, Master of Education, Master of Engineering Management, Master of Music, Master of Science, Master of Science in Nursing, Master of Science in Teaching, Educational Specialist, Doctor of Education, Doctor of Medicine, Doctor of Osteopathic Medicine and Doctor of Philosophy.

Campuses

Main Campus – Glassboro, N.J. (approximately 20 miles southeast of Philadelphia, Pa.); Branch Campuses – Camden, Mullica Hill, and Stratford, N.J.

Size

Approximately 11,596 undergraduate students and 1,946 graduate students on the main campus in Glassboro and branch campuses; approximately 632 graduate students at the School of Osteopathic Medicine and 106 students at the Graduate School of Biomedical Sciences on the branch campus in Stratford; approximately 714 full-time equivalent (FTE) faculty.

Average Costs (2015-2016)

Tuition & Fees	Room & Board*	Total
In State		
\$12,864	\$11,386	\$24,250
Out of State		
\$20,978	\$11,386	\$32,364

Tuition and fees for the Global Learning & Partnerships (Rowan Global) vary with the nature of the program, location, and mode of delivery. Rowan Global costs can be found at either of these websites: www.rowan.edu/bursar or www.rowanu.com/tuition.

* For accommodations in a residence hall (double) and including the all-access meal plan with \$200 Dining Dollars and \$200 'Boro Bucks

From Normal to Extraordinary: A History of Rowan University

Rowan University has evolved from its humble beginning in 1923 as a normal school, with a mission to train teachers for South Jersey classrooms, to a comprehensive public research university with a strong regional reputation.

In the early 1900s, many New Jersey teachers lacked proper training because of a shortage of schools in the state that provided such an education. To address the problem in South Jersey, the state decided to build a two-year training school for teachers, known then as a normal school.

The town of Glassboro was an early favorite because of its excellent rail system, harmonious blend of industry and agriculture, natural beauty and location in the heart of South Jersey. Several towns in the region competed to be the site of the new normal school because of the economic benefit and prestige such an institution would bring.

In 1917, to sway the decision in their favor, 107 residents of Glassboro raised more than \$7,000 to purchase 25 acres, which they offered to the state for free if the borough were selected as the site. The tract of land included the Whitney mansion (now known as Hollybush) and carriage house. Before the purchase, the entire property belonged to the Whitney family, prominent owners of the Whitney Glass Works during the 1800s. This show of support, along with the site's natural beauty, convinced the selection committee that Glassboro was the perfect location.

A Strong Foundation

In September 1923, Glassboro Normal School opened with 236 students arriving by train to convene in the school's first building, now called Bunce Hall. Dr. Jerohn Savitz, the institution's first president, expanded the curriculum as the training of teachers became more sophisticated.

Despite the rigors of the Depression, the program was expanded to four years in 1934, and in 1937 the school changed its name to New Jersey State Teachers College at Glassboro. The college gained a national reputation as a leader in the field of reading education and physical therapy when it opened a clinic for children with reading disabilities in 1935 and added physical therapy for the handicapped in 1944. The college was one of the first in the country to recognize these needs and

was in the forefront of the special education movement.

Rowan's second president, Dr. Edgar Bunce, created a junior college program in 1946 to serve World War II veterans taking advantage of the GI Bill.

In the 1950s, Dr. Thomas Robinson, the University's third president, expanded the curriculum, increased enrollment and added several buildings to the campus. In 1958, the school's name was changed to Glassboro State College to better reflect its mission.

A Historic Summit

The University received worldwide attention when it hosted a historic summit conference between President Lyndon Johnson and Soviet Premier Aleksei Kosygin in Hollybush. The University was chosen because of its strategic location midway between Washington, D.C., and the United Nations in New York City, where Kosygin was scheduled to speak. The meetings between the two leaders, held June 23-25, 1967, led to a thaw in the Cold War and eased world tensions.

Rapid Growth to Serve Needs

The University's fourth president, Dr. Mark Chamberlain, guided the college through its next phase of growth as enrollment doubled and the college became a multi-purpose institution. As new majors and a Business Administration Division were added, four divisions grew into schools and a board of trustees was formed. In 1969, the University opened a campus in Camden to expand its educational services. With a 1978 Division III National Championship in baseball, the first of 11 national championships for the institution, the athletic program established itself as one of the premier athletic programs in the country.

The college's fifth president, Dr. Herman James, assumed the leadership of the institution in 1984. Under his direction, Rowan expanded by establishing the first doctoral program among the state's public institutions and adding the Colleges of Engineering and Communication. Dr. James also was responsible for the construction of Campbell Library, the Student Recreation Center and Rowan Hall.

A Transformative Gift

In July 1992, industrialist Henry Rowan and his wife, Betty, donated \$100 million to the institution, then the largest gift ever given to a public college or university in the history of higher education. Later that year, the school changed its name to Rowan College of New Jersey to recognize its benefactors' generosity. The Rowans' only request was that a College of Engineering be created with a curriculum that would address the shortcomings of engineering education at that time.

The college achieved University status in 1997 and changed its name to Rowan University under Dr. James' leadership. The College of Engineering quickly earned national accolades for its successful new curriculum.

Dr. Donald J. Farish was appointed as the sixth president in July 1998. Under his leadership, the University implemented an aggressive improvement plan that addressed academic and student support initiatives as well as campus construction and renovation projects.

Major construction projects included the University townhouses; Science Hall; Education Hall; and the Samuel H. Jones Innovation Center, the first building of the South Jersey Technology Park at Rowan University.

During his tenure, the University also entered into a public-private partnership that led to the construction of Rowan Boulevard, a \$300-million, mixed-use redevelopment project that links the campus with Glassboro's historic downtown. The corridor is home to more than 1,300 students, a Barnes & Noble collegiate superstore, a Courtyard at Marriott Hotel and numerous retail and dining outlets. Work is underway on market-rate and student housing, medical offices and other facilities.

A Broader Mission

During this period, Rowan founded Cooper Medical School of Rowan University—the first new medical school in New Jersey in more than 35 years and the first-ever M.D.-granting four-year program in South Jersey—in partnership with Cooper University Health Care.

The medical school welcomed its first class in the summer of 2012 into a new, six-story building adjacent to Cooper University Hospital in Camden. Close to 3,000 students applied for 50 spots in the medical school's charter class.

The Board of Trustees named then-Provost Dr. Ali Houshmand as interim president in July 2011 and then the University's seventh president in June 2012.

As provost, Dr. Houshmand established the College of Graduate and Continuing Education and started Rowan's online education program. As president, he dramatically reduced institutional expenses and increased revenue while expanding enrollment and academic programs.

In 2012, several of the colleges were restructured and schools were created—Colleges of Business, Communication & Creative Arts, Education, Engineering, Humanities & Social Sciences, Performing Arts, Science & Mathematics and the School of Biomedical Sciences and Cooper Medical School of Rowan University.

N.J. Medical & Health Sciences Education Restructuring Act

On July 1, 2013, Rowan again changed dramatically when the New Jersey Medical and Health Sciences Education Restructuring Act went into effect. The Restructuring Act designated Rowan as the New Jersey's second comprehensive public research institution, transferred the University of Medicine and Dentistry of New Jersey's School of Osteopathic

Medicine to Rowan and partnered Rowan with Rutgers-Camden to create health sciences programs in the City of Camden. Rowan became the second institution in the nation to have both a D.O.-granting medical school (RowanSOM) and an M.D.-granting medical school (Cooper Medical School of Rowan University). The transfer of programs also led to the creation of the Graduate School of Biomedical Sciences and gave Rowan its third campus, with Stratford joining Glassboro and Camden, New Jersey, as homes to Rowan programs.

Recognized Nationally

Rowan has attracted the attention of national organizations that evaluate colleges and universities. U.S. News & World Report ranks Rowan University 19th of Northern Regional Universities and third among the public institutions in the category. The College of Engineering is ranked 34th nationally among institutions where the highest engineering degree offered is a bachelor's or master's, and the Mechanical Engineering program is ranked 10th.

The Princeton Review included the William G. Rohrer College of Business in its edition of the “Best 296 Business Schools: 2015 Edition” from among more than 1,800 business schools nationwide.

The University has received more than a dozen awards for green initiatives since 2007. Recently, The Princeton Review listed it in its “Guide to 322 Green Colleges.”

Numerous Opportunities

Rowan continues to expand its programs and partnerships. Among the most recent—and vital to higher education in New Jersey—was its June 2015 partnership with the former Burlington County College (now Rowan College at Burlington County) to improve access to affordable four-year undergraduate degrees. That move followed one two years earlier with then-Gloucester County College (now Rowan College at Gloucester County) to establish a similar arrangement that enables students to pursue Rowan bachelor's degrees at the county college or transfer seamlessly to the University after earning an associate's degree and meeting set standards.

Today, Rowan's approximate 15,000 students can select from 63 bachelor's, 44 master's, and four doctoral degree programs in colleges and schools across four campuses.

From the modest normal school begun 90 years ago, Rowan University has become an extraordinary comprehensive institution that has improved the quality of life for the citizens of New Jersey and the surrounding states.

Rowan University Mission & Strategic Pillars

Mission

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

The University's strategy is anchored in four pillars:

Quality

We are committed to the development and transmission of new knowledge and providing rigorous, experiential and engaging educational experiences; a vibrant and healthy campus life; a rich intellectual, cultural, and artistic environment; and a safe, supportive and inclusive culture that respects and values the diversity of all of its members.

Access

We are committed to expanding quality educational opportunities for qualified students by increasing our enrollment capacity; supporting student success; utilizing an increasing array of pedagogies and platforms; and creating new pathways to undergraduate, graduate, post-graduate, and professional studies, including medicine.

Affordability

We are committed to keeping education affordable by managing costs; diversifying our revenue streams; reducing student debt; limiting tuition increases to the rate of inflation as measured by the consumer price index; and enhancing internship and employment opportunities for our students and graduates.

Economic Engine

We are committed to benefiting our local and state communities by making every effort to partner with and invest in regional businesses and organizations that contribute in meaningful ways to furthering our mission; preparing an educated citizenry and skilled workforce; enhancing the health of our citizens and the quality of life; and developing innovative products, services, and ideas.

Using This Catalog

Rowan University has multiple catalogs:

- The Undergraduate Catalog includes the program requirements and course descriptions for all traditional-format undergraduate programs (courses offered on-campus and across 16-weeks each term).
- The Global Learning & Partnerships (Rowan Global) Catalog includes the program requirements and course descriptions for all traditional-format post-baccalaureate and graduate programs (courses offered on-campus and across 16-weeks each term) as well as all of Rowan's non-traditional-format programs (courses offered online, off-site, hybrid, and/or accelerated each term) at every level (undergraduate, post-bac, and graduate - including doctoral).
- The Cooper Medical School of Rowan University (CMSRU) Catalog describes the curriculum and policies for the Doctor of Medicine (MD) program.
- The Rowan University School of Osteopathic Medicine Catalog describes the curriculum and policies for the Doctor of Osteopathic Medicine (DO) program.
- The Graduate School of Biomedical Sciences (GSBS) Catalog describes the curriculum and policies for the academic programs offered by GSBS.

Academic Calendar 2015-2016

Fall Semester 2015

President's Welcome	Sunday, August 30
Labor Day (no classes)	Monday, September 7
Semester Classes Begin	Tuesday, September 1
1st Quarter Concludes	Monday, October 19
Election Day (no classes)	Tuesday, November 3
Thanksgiving Recess (no classes)	Thursday-Saturday, November 26-28
2nd Quarter Concludes	Friday, December 11
Finals Week	Saturday-Friday, December 12-18
Semester Concludes	Friday, December 18

Spring Semester 2016

Spring Semester Begins	Tuesday, January 19
3rd Quarter Concludes	Monday, March 7
Spring Break (No Classes)	Monday-Saturday, March 14-19
Good Friday (No Classes)	Friday-Saturday, March 25-26
4th Quarter Concludes	Monday, May 2
Finals Week	Tuesday-Monday, May 3-9 (includes Saturday May 7)
Semester Concludes	Monday, May 9
Commencement Week	Tuesday- Friday, May 10-13

Summer Sessions 2016

Memorial Day (no Classes)	Monday, May 30
Fourth of July (no Classes)	Monday, July 4

Summer Sessions are Subject to Change.
Visit the Office of Winter & Summer Sessions for the Winter or Summer Term calendars <http://www.rowan.edu/summer>

NOTE: Please note that this calendar applies to traditional programs offered on the Glassboro and Camden campuses during the fall and spring semesters. Visit <http://www.rowan.edu/home/about/campus-calendars> and use the links listed for calendars from The Division of Global Learning & Partnerships, the Office of Winter & Summer Sessions (OWSS), the Cooper Medical School of Rowan University, the Rowan University School of Osteopathic Medicine, and the Graduate School of Biomedical Sciences.

About the Division of Global Learning & Partnerships (formerly CGCE)

The Division of Global Learning & Partnerships in Brief

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The Division of Global Learning & Partnerships is Rowan University's vehicle to identify and meet the needs of the adult student population. Our students include college graduates pursuing graduate or doctoral studies, returning college students pursuing the completion of a baccalaureate degree, employees/employers seeking professional development, and life-long learners looking for personal enrichment. The Division places foremost emphasis on making quality education accessible, convenient, and affordable by using delivery modes that address the vast range of adult student needs and preferences. In partnership with Rowan's seven academic colleges, Rowan Global currently offers several doctoral/specialist level programs (including both Ph.D. and Ed.D. programs), over 40 master's level programs (including specializations), more than 40 graduate-level and post-baccalaureate certificate programs and endorsements, and a host of accelerated undergraduate degree-completion and dual Bachelor/Master degree programs (4+1).

Given Rowan Global's variety and range of offerings, all courses/programs and corresponding services are classified into four major categories:

- **Traditional-format graduate-level** (including post-baccalaureate and doctoral) courses/programs for both part-time and full-time students. Courses are commonly face-to-face, 16 weeks, and held on one of Rowan's campuses.
- **Non-traditional format courses/programs at every level** (undergraduate, post-baccalaureate, graduate, doctoral). Courses are offered online, hybrid, off-site, Saturday-only, in an accelerated timeline, or some combination of these.
- All Rowan University **summer and intersession** courses.
- **Professional development and personal enrichment** non-credit courses, workshops, and seminars.

Locations

The Division of Global Learning & Partnerships is proudly located on Rowan University's Glassboro and Camden campuses.

Glassboro

The Division's Glassboro campus is located inside the Enterprise Center, a new, mixed-use facility on Rowan Boulevard next to the University Bookstore (Barnes & Noble).

Camden

Rowan Global at Camden is located in the University District of Camden in the historic First National Bank and Trust Company building and annex on the corner of Cooper and Broadway. Currently under renovation, the 44,000 square foot building houses a variety of academic programs including Law and Justice, Sociology and General Studies. In addition, the campus offers a Doctorate in Education and a Masters in School Counseling.

The campus is also home to several academic enrichment programs designed to advance access to higher education among diverse populations including the acclaimed Intensive English Language Program for English Language Learners (IELP) and the Educational Opportunity Fund program.

The Intensive English Language program integrates academic content with language competencies to prepare students for University study. This non-credit program provides face-to-face instruction in classes ranging from Academic Reading & Writing to American Literature and Oral Presentation Skills.

The Educational Opportunity Fund program (EOF) provides access, preparation, orientation and academic support programming for students who are among the first in their family to attend college, and for those who otherwise may face unique challenges in college due to economic, cultural or educational circumstances.

The campus is also home to varied college access programs including the CHAMP/GEAR UP, a program providing pre-college services to youth in high school and the Upward Bound program for Language Learners, a program dedicated to providing high achieving, high school English language learners with requisite skills necessary for success in the higher education setting.

The campus provides an array of services for students. Students, faculty and staff have access to the Barnes and Noble University District Bookstore and Café conveniently located on the Campus. In addition, students have full library privileges and use of the recreation center at Rutgers at Camden. The University provides a daily shuttle bus which travels between our Camden and Glassboro campuses for all University students. Students may also drive to campus and parking privileges are available for a fee.

Rowan Global Academic Affairs

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The Office of Academic Affairs at the Division of Global Learning & Partnerships oversees Rowan Global policy, courses, and academic programs. Rowan Global Academic Affairs also coordinates specialized projects for the Vice President of the Division of Global Learning & Partnerships and student services, scholarships, and programs for Rowan Global students.

Rowan Global Policies

Rowan Global Academic Affairs works with the Provost's Office, the Vice President of the Division of Global Learning & Partnerships, and the Graduate Advisory Council (GAC) to ensure that Rowan Global policy is communicated and applied fairly and consistently to all students.

Every student pursuing studies at Rowan University is subject to the university's policies and procedures as outlined in the official Student Handbook available online at www.rowan.edu/studentaffairs/handbook.html.

The Rowan University Student Handbook provides an overview of policies and practices governing undergraduate, post-baccalaureate, and graduate work at the institution. The University expects students to access and review this Handbook in order to remain informed of rules, regulations, policies and practices in the Rowan catalog or issued by the faculty, administration and the Rowan University Board of Trustees.

Students enrolled in programs or courses offered by Rowan Global (those in online, hybrid, off-site, and/or accelerated programs or registered for courses with a letter appearing after the section number in the Rowan Section Tally) should be aware that they may be required to follow slightly different policies, practices and/or deadlines (due to accelerated scheduling, this is especially true for admissions, registration as well as dropping/adding/withdrawing from classes/programs).

If a University policy or process should differ for a Rowan Global student, the Handbook will direct the student to www.rowanu.com/policies. Any questions about Rowan Global policy may be addressed to Rowan Global Academic Affairs.

Academic Progress Process Review for Post-bac & Graduate Students

At the conclusion of each semester (excluding WIntercession), Rowan Global Academic Affairs coordinates the official Satisfactory Academic Progress review process for all post-bac and graduate-level students at Rowan University. During this time, student records are reviewed to ensure students are meeting satisfactory academic progress standards (as outlined by current Rowan policy). Rowan Global Academic Affairs also coordinates all administrative responsibilities pertaining to the academic progress process review, including the placement of any necessary holds/notes, communication with students and Academic Advisors, as well as reviewing any requested appeals.

Program and Course Implementation & Maintenance

The Division of Global Learning & Partnerships Office of Academic Affairs works with the Vice President of Rowan Global, the academic department, and other appropriate campus offices to properly implement all new academic programs offered through Rowan Global.

Liaison to Student Groups

Rowan Global Academic Affairs works to support Rowan Global students groups (including but not limited to the Graduate Student Organization, and the graduate honors society, Alpha Epsilon Lambda).

Rowan Global Scholarships

Rowan Global Academic Affairs coordinates and oversees scholarships offered by the Division of Global Learning & Partnerships to Rowan Global students.

Rowan Global Marketing & Enrollment Management (MEM)

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The Division of Global Learning & Partnerships coordinates all admissions and admissions-related activities for Rowan Global academic programs.

Applying to Rowan Global

Admission to Rowan University as an undergraduate, post-baccalaureate, or graduate-level student is competitive. All applicants are admitted according to the standards and requirements established by Rowan's academic departments. Each component of the application is carefully reviewed and taken into consideration for each candidate. Additional policies and information about Rowan Global Admissions and applying can be found at www.rowanu.com/graduate/admissions for graduate programs or www.rowanu.com/undergraduate/admissions.

Eligibility for Admissions

Admission requirements for each academic program offered through the Division of Global Learning & Partnerships at Rowan University can be found at www.rowanu.com/programs.

- Undergraduate admission: Rowan Global offers non-traditional degree-completion (transfer) programs for undergraduate students. Any applicant who has completed 24 or more college credits at another institution is considered a transfer student. Students seeking a second bachelor's degree are also considered transfer students, whether they graduated from Rowan or from another institution. Most undergraduate-level programs at Rowan require a minimum GPA for admission. However, meeting that minimum does not guarantee admission due to competition for available openings. Admission decisions for applicants who've attended college more than five years ago are based on motivation, life experiences, career advancement, and college transcripts.

- Post-baccalaureate and graduate admission: To be admitted to a post-baccalaureate or graduate-level program at Rowan University, an applicant must have earned a baccalaureate degree from a regionally-accredited college or university in the United States or its equivalent from a foreign institution of higher education. Faculty-admission committees for post-baccalaureate and graduate-level programs use different evaluation criteria, according to the requirements of the profession and the number of applicants applying to the program.
- To apply to a Rowan Global program (undergraduate, post-baccalaureate, or graduate-level) please visit www.rowanu.com/programs and click on your program of interest for information and links to application deadlines and instructions.

Honors Admission for Rowan Graduates

Rowan undergraduate students who have graduated within the last three years, or Rowan seniors in their final semester, are exempt from paying an application fee and from taking standardized tests (except where it is necessary to meet standards recommended by accrediting bodies, certification agencies, statutory regulations, and/or professional societies) *if* they have achieved a cumulative GPA of 3.8 or greater in their undergraduate coursework and meet all other admission requirements.

Non-U.S. Transcript/Academic Credentials Requirements

Any Rowan Global applicants (regardless of U.S. citizenship) who attended a non-U.S. institution for more than one term and/or who earned a Bachelor's degree (or its equivalent) and/or Master's degree (or its equivalent) from a non-U.S. institution or where English was not the official language of instruction is required to submit to Rowan Global Admissions official English translations (if transcript is not in English) *and* a course-by-course transcript evaluation to determine equivalency. Acceptable evaluation agencies* are:

- World Education Services (WES) (www.wes.org)
- Educational Credentials Evaluators (ECE) (www.ece.org)
- Josef Silny (www.jsilny.com)

**Note: Rowan University has no affiliation with these companies and may accept an evaluation from other companies under special circumstances; however, the above agencies are proven to provide fast and accurate services to students and their evaluations are trusted by colleges throughout the U.S.*

English-language Proficiency Requirements for Non-native Speakers

International applicants are required to submit official copies of successful scores from one of the two tests listed below. (This requirement is waived for any applicant whose first language is English, any applicant who has been studying or working in the U.S. for two or more years, or whose undergraduate institution uses English as the language of instruction. Other ESL programs do not qualify.)

- TOEFL (Test of English as a Foreign Language) (www.toefl.org). Minimum required scores are: 550 or higher - paper test; 79 or higher - internet test; 213 or higher - computerized test
- IELTS (International English Language Testing System) (www.ielts.org). Minimum required score is 6.0.

Additional Requirements for International Applicants

- At Rowan University, non-U.S. citizens requiring the F-1 or J-1 visa must complete two separate processes to be admitted to the University and to be considered for the Rowan-sponsored I-20 necessary to obtain the proper visa.
- The first process is the academic admissions process. All applicants must submit complete application packets including all required materials for their particular program of interest by the appropriate deadline to Rowan Global Admissions and be evaluated for admission and matriculation into a full-time academic program.
- The second process is the financial review, which is coordinated independently by the International Center (IC) at Rowan University. Applicants must complete all of the steps outlined by the IC in order to demonstrate that they have the financial resources necessary to support themselves for the duration of their studies at Rowan. Without complete information and appropriate certification, Rowan's International Center cannot issue the I-20 necessary to obtain an F-1 or J-1 visa. For a full list of financial review requirements and instructions please visit www.rowan.edu/internationalstudents.

General Information about Standardized Tests

- *Tests scores must be no older than five years* and must be official reports submitted to Rowan Global Admissions directly from the testing agency*. Applicants must designate Rowan University as a recipient of their test scores or scores will not be released. (Only the most recent exam results are used for admission purposes.) Rowan's code for most standardized tests is 2515 except for the ACT (not required of graduate students) which is 2560, and the IELTS and GMAT, which both include instructions for proper score submission at the time of testing.
- **Some testing agencies may only provide an address for "The Graduate School." If that is the only option available, select it, but please include a note on the application indicating that test scores were sent to that address.*

Changing Academic Program after Matriculation

- Matriculated students who have already begun a program, may decide that a different Rowan program better suits their needs. If that is the case, students must complete a new online application for their program of interest and also indicate in the "Change of Program" section of the application that they are a currently enrolled student. Depending upon the admission requirements of the new program, additional materials may need to be submitted. Any questions

about the COP process should be directed to the enrollment counselor assigned to the new program of interest.

Rowan Global Student Services

Main phone: 856.256.5435
globalstudent@rowan.edu

Jeffrey Fields
Director of Academic & Student Services
Enterprise Center, 3rd Floor
Camden Academic Building, 2nd Floor
856.256.5131
fieldsj@rowan.edu

Rowan Global Student Services assists matriculated Rowan Global students with registration and other administrative needs throughout their program.

Registration Services

Melissa McKenna
Assistant Director
Enterprise Center, 3rd Floor
Camden Academic Building, 2nd Floor
856.256.5141
mckennam@rowan.edu

Transfer Credit Processing

Applicants seeking to transfer credits must submit a Transfer Credit Evaluation Form (available for download at www.rowanu.com/forms) and all required supporting materials (official transcripts, syllabi, course descriptions) at the time of application.

Most graduate programs at Rowan University allow incoming matriculated students to transfer up to 12 graduate-level credits provided that a grade of B or better was earned, the courses and credits are deemed equivalent to required courses and credits in the program, and the coursework was taken within the past 10 years. For the transfer credit policy for a particular graduate program, please contact the program's Academic Advisor.

Registration

For matriculated Rowan Global students, registration plans vary according to program. Information regarding how and when to register will be included in the matriculation confirmation email sent to new students upon receipt of a completed and signed Matriculation Signature Page. Any registration-related questions should be directed to Rowan Global Student Services at globalstudent@rowan.edu.

Non-matriculated students

(Not admitted to a degree or certification programs)

- **Undergraduate courses:** Non-matriculated students with a high school diploma or its equivalent may register for undergraduate courses for which they are otherwise eligible. Non-matriculated undergraduate students are not permitted to register for more than 11.5 credits in any term or accumulate more than a total of 24 undergraduate credits prior to formal acceptance into an undergraduate program. To inquire about registering for coursework as a non-matriculated undergraduate student, please visit www.rowan.edu/registrar.
- **Post-baccalaureate courses:** Non-matriculated undergraduate students who have already earned a Bachelor's degree are not permitted to accumulate more than a total of 6 undergraduate-level credits prior to formal acceptance into a post-baccalaureate program. To inquire about registering for coursework as a non-matriculated post-baccalaureate student, please email globalstudent@rowan.edu.
- **Graduate courses:** Non-matriculated students with a Bachelor's degree or its equivalent may register for graduate courses for which they are otherwise eligible. Non-matriculated graduate students are not permitted to accumulate more than a total of 9 graduate credits prior to formal acceptance into a graduate program. To inquire about registering for coursework as a non-matriculated graduate student, please email globalstudent@rowan.edu.

Courses taken as a non-matriculated student are not guaranteed to count toward a future Rowan program. Not all courses are open for registration to non-matriculated students. Please click on the course registration number (CRN) in the Rowan Section Tally (http://banner.rowan.edu/reports/reports.pl?task=Section_Tally) to view any pre-requisites or restrictions assigned to that course.

Non-matriculated students pay for their coursework according to the tuition rate assigned to the course level for each course for which they register. (For tuition rates, consult www.rowan.edu/bursar).

4+1 Registration Processing

In partnership with the academic departments, the Division of Global Learning & Partnerships coordinates the 4+1 (dual degree) process at Rowan University. While admission to the 4+1 is managed by the individual academic departments, once admitted and matriculated, Rowan Global Student Services works with the 4+1 Advisor and the student throughout the program to ensure that the student's record is updated as needed to enable proper transfer of coursework and proper registration through program completion.

Senior Privilege

Rowan Global Student Services coordinates the Senior Privilege process at Rowan that allows qualified students to enroll in up to six credits of graduate-level courses prior to completion of the Bachelor's degree and while paying the undergraduate tuition rate. Seniors (students with 90+ earned hours) at Rowan University who have at least a 3.000 cumulative undergraduate GPA may request permission to register for one graduate level course per semester through the Senior Privilege process by submitting the proper forms (available at www.rowanu.com/cgce/forms) to Rowan Global Student Services before the close of registration for the term in question. For more details about this policy and process please consult: www.rowanu.com/policies.

Financial Aid

Sandra L. Rollins
Interim Director
Savitz Hall, 1st Floor
856.256.4459
financialaid@rowan.edu

The Financial Aid Office strives to:

- Provide access to higher education by effectively managing federal, state, institutional, and private financial resources while adhering to any applicable laws, regulations, and policies;
- Implement strategies to help recruit, retain, and graduate a diverse and talented student body; and,
- Guide students and parents with financial aid information and resources that will enable students to achieve their educational goals.

Types of Aid

There are generally four main types of aid: Grants, Loans, Work-Study, and Scholarships. There may also be special aid options for those who are already NJ Stars, EOF recipients, transfer students, or those eligible for veteran's benefits.

Applying for Aid

Rowan Global students, regardless of how their course is offered (online, off-campus, hybrid, or face-to-face), must follow the same process for financial aid as other Rowan students. To apply for financial aid, all students must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. (Rowan's FAFSA code is 002609.) Applying for the FAFSA begins the federal aid process and since it is separate from any individual school's admission process, a student does not need to be admitted to an institution to begin. Rowan Global strongly encourages its students to apply for aid early and to apply for any academic year in which they are eligible.

Eligibility

Degree granting programs are academic programs that lead to a degree including bachelor's, master's, doctoral, and specialist programs. While a student does not need to be admitted to apply for federal aid, a student must be admitted and matriculated (have officially accepted the offer of admission) via the signed Rowan Global Student Guide & Agreement Signature Page in order to receive federal aid should they qualify. Financial Aid cannot be packaged or applied to any Rowan student account until you are officially matriculated into an academic program. It is also not possible to apply financial aid retroactively to a previous term, even within the same academic year.

You must apply each academic year for federal aid; and, while you may be awarded an estimated aid package for the year, aid is only officially disbursed by Rowan's Financial Aid Office each fall or spring term to matriculated students who are registered for the appropriate minimum number of credits that particular term. This could mean that you receive aid one term but not the next. Also keep in mind that aid might not be applicable for those matriculated Rowan Global students who begin a program mid-term because they are usually only taking one course which does not usually qualify for the federal part-time minimum enrollment for aid.

For an undergraduate-level student 6 credit hours per term is the minimum required to qualify for federal financial aid. For a graduate-level (or doctoral) student, 4.5 credit hours per term is the minimum. (These are both considered part-time status.) Financial aid is therefore not applicable for those terms in which the total number of credits for which a student is registered is fewer than 6 (for undergraduates) or 4.5 (for graduates).

Title IV Ineligible Programs

While Certificates of Graduate Study (COGS), Certificates of Advanced Graduate Study, Graduate Endorsements/Certifications, and Post-Baccalaureate programs are classified as academic, they are non-degree

programs. As such, these programs are ineligible for Title IV funding. Title IV programs include financial aid from the Federal Pell Grant, Federal SEOG, Federal TEACH Grant, Federal Stafford Loans, and Federal Work Study. However, prospective students are encouraged to seek other forms of assistance such as employer tuition reimbursement, private loans or scholarships.

Federal Return of Title IV Funds Policy

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws; or
- Stops attending before completing the semester; or,
- Does not complete all modules (courses which are not scheduled for the entire semester or payment period for which he/she has registered at the time those modules began).

Based on this calculation, Rowan University students who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

Registrar

Muriel Frierson
Savitz Hall, 1st Floor
856.256.4367
registrar@rowan.edu

As a member of the Division of Academic Affairs, the Office of the Registrar performs the essential roles of supporting, facilitating, and promoting the academic mission of Rowan University by providing information about and services related to academic programs and degree requirements, registration and enrollment verification, course scheduling and maintenance, and maintenance of permanent academic records for students, faculty, staff and external constituencies in timely, accurate, confidential and supportive manner in accordance with University policy, state and federal law. The Office is charged with ensuring adherence to academic policy, preserving academic integrity, safeguarding the security of academic records, and providing accessible service to our constituents by effectively and graciously dispensing, sharing, and applying knowledge.

The Registrar's Office seeks to:

- Create and maintain accurate student academic records in compliance with applicable policies, laws and regulations;
- Ensure continuously satisfactory service through good management practices and responsible stewardship and utilization of resources;
- Establish daily business practices which reflect the most advanced technological methods available to improve customer service;
- Make student data available in easily accessible formats to departments for administrative purposes and research;
- Interpret University and governmental policies to faculty, staff, students, parents and the general public; and,
- Assess the effectiveness of services provided to ensure equitable and ethical treatment of all customers.

Bursar

Leonardo T. Freyre
Savitz Hall, 1st Floor
856.256.4150
bursar@rowan.edu

The Bursar's Office is responsible for all billing of students and for the collection of payments.

Each term, a statement of expenses will be mailed electronically. All charges must be paid in full each semester on or before the date stipulated in the statement of expenses given each student. Students who do not pay their bills will be withdrawn from classes in accordance with the University policy on outstanding financial obligations. Credit may be extended to students engaged in negotiations concerning state scholarships, loans or grants. Questions regarding university expenses should be discussed with personnel in the Bursar's Office.

Checks in payment of all charges should be made payable to Rowan University. Payment may also be made with MasterCard, Visa, Discover or American Express. Detailed information on use of these credit cards is available to students prior to the beginning of each semester. All students qualify for the deferred payment program. Information on the deferred payment plan is available on the "Instructions for Term Invoice" page on-line at the Rowan Self Service web site at www.rowan.edu/selfservice.

Tuition and fees, regulated by Rowan University, are subject to change without notice to individual students.

Office of Graduate & Degree Completion Studies

Lorraine Ricchezza
Executive Director
Enterprise Center, 3rd Floor
Camden Academic Building, 2nd Floor
856.256.5130
ricchezza@rowan.edu

GA and GRA Webpage: <http://rowanu.com/graduate/assistantships>

Thesis and Dissertation Webpage: <http://rowanu.com/thesis>

AEL Webpage: <http://rowanu.com/academic-resources/alpha-epsilon-lambda>

The Office of Graduate & Degree Completion Studies within the Rowan University Division of Global Learning and Partnerships is responsible for all activities related to graduate and degree completion studies.

The Office of Graduate & Degree Completions Studies' primary mission is to serve an ever-growing diverse population of adult and non-traditional learners through course and academic program offerings in all modes of delivery to ensure undergraduate, graduate, and professional students develop the knowledge, skills, and dispositions necessary for advanced degree programs and professional career readiness. Graduate programs offered through Rowan Global are delivered online with accelerated coursework, or on the ground at campuses located throughout Southern New Jersey.

The Office of Graduate & Degree Completion Studies assists the University Colleges in the hiring of Graduate and Research Assistants (GAs and GRAs). The office provides students and faculty with information regarding the GA and GRA hiring process, as well as serving as a facilitator for the collection of student applications and employment forms. Additionally, the Office of Graduate Studies oversees thesis/dissertation format review for Master's and Doctoral students across all disciplines, reviewing and approving theses documents prior to notification of the Rowan University Registrar for graduation purposes.

The office maintains a strong relationship with the Graduate Student Organization (GSO), the Upsilon Chapter of Alpha Epsilon Lambda (AEL)—an honor society dedicated to Graduate & Professional Students—and our Graduate Faculty, Department Chairs, and College Administrators to foster the development and implementation of graduate level programming.

Rowan Online

Michael Ciocco
Director
Enterprise Center, 2nd Floor
856.256.5164
ciocco@rowan.edu

Rowan Online, develops, delivers, and supports online courses and programs. Rowan online courses are offered in a Learning Management System and are characterized by a user-friendly environment that incorporates multi-media technologies, including digital slide shows, audio, and video to deliver course content as effectively as in the classroom setting. Students engage one another and the course instructor using internet-based communication tools including email, chat rooms, and online discussion boards. Rowan Online also provides technical support 24 hours a day, seven days a week.

Rowan Global's online programs, with little exception, are delivered using either all online accelerated coursework or using a combination of online and face-to-face coursework (hybrid). Both students enrolled in online or hybrid courses are Rowan students with the same access to Rowan's state-of-the-art facilities and on-campus resources.

Office of Winter & Summer Sessions (OWSS)

Rebecca Gollihur
Executive Director
Enterprise Center, 4th Floor
856.256.5133
winterandsummer@rowan.edu

Web: www.rowan.edu/summer
Facebook: www.facebook.com/RowanOWSS
Twitter: twitter.com/RowanOWSS
Instagram: instagram.com/rowanowss

The Office of Winter & Summer Sessions (OWSS) within the Division of Global Learning & Partnerships, oversees and administers the winter and summer terms at Rowan University. Working closely with the academic departments, the Bursar, Registrar, Financial Aid, and other student services offices and divisions on campus, OWSS coordinates winter and summer course offerings, scheduling, marketing and communication, social media, term-specific policies and processes, as well as specific events and programs for Rowan's students, faculty, and staff.

Undergraduate Programs

Undergraduate studies at Rowan University are housed in seven colleges: Business, Communication and Creative Arts, Education, Engineering, Performing Arts, Humanities & Social Sciences, and Science & Mathematics. To receive a baccalaureate degree, the student must successfully complete a minimum of 120 semester hours of credit. Within this number must be included the general education and Rowan experience requirements plus the requirements of the academic major. Requirements for the major will vary from program to program, and some programs exceed 120 hours.

Students who have completed an Associate of Arts or Associate of Science degree at a New Jersey community college will receive at least 60 hours of transferable credit towards the appropriate Bachelor of Arts or Bachelor of Science Program. With regard to General Education, it is assumed that transfer students will have met all lower division General Education requirements expected of students having completed the first two years of a four-year program. Those students who do not complete an approved transfer program or who transfer from other accredited institutions will have their previous work evaluated on a course-by-course basis and will be required to correct any deficiencies that exist in the requirements of their major.

Academic Major Programs

Academic major programs listed with general education requirements in the colleges of Business, Communication & Creative Arts, Engineering, Humanities & Social Sciences, Sciences & Mathematics and Performing Arts fulfill baccalaureate degree requirements but not teacher certification requirements. Additional program information, including the fulfillment of certification requirements, may be secured by contacting either the office of the dean of the College of Education or the University Advising Center (UAC)

Second Major, Minor, or Concentration

Students may choose to complete a second major, minor, or concentration when graduating from a bachelor's degree program at Rowan University. To qualify for this additional designation on the transcript, a student must satisfy all course work for the second major, minor, or concentration concurrent with the conferral of the degree. Students must follow departmental policy regarding required course work to be completed at Rowan University for the minor, concentration, or second major. Academic policies governing the award of degrees for dual majors, concurrent, and successive degree programs are listed in the Rowan Handbook: www.rowan.edu/student_affairs When no departmental policy exists, the student must complete at least two-thirds (2/3) of the required course work at Rowan University.

General Education at Rowan University

A well-rounded education is a goal in itself and there are important aspects of this education that the university as a whole wants to emphasize. These aspects include a thorough grounding in communication and an exposure to university level science, mathematics, social and behavioral science, and the humanities.

Broadly speaking, the general education program will:

1. Develop students' abilities to speak and write effectively, think clearly and critically
2. Develop students' abilities to use computational, quantitative, and problem solving skills, as well as scientific thinking and modes of inquiry
3. Increase students' understanding of the complexity of issues in humanities, arts, social and behavioral sciences and the practice of free inquiry in their analyses and examination of values.
4. Provide opportunities for students to explore specializations, concentrations, minors, or disciplines outside of their own in greater depth.

As one of the fundamental principles of a general education curriculum is to experience a variety of disciplines, students are required to take courses from five areas: Communication; Science and Mathematics; Social and Behavioral Sciences; History, Humanities, and Language; and Non-Program Courses.

At Rowan University, the minimum number of hours required for a four-year degree is 120 semester hours, and all students are required to earn a combined total of 42 semester hours of General Education and Rowan Experience courses. (The Rowan Experience Requirements are described in detail in the next section.) Different degree programs vary in the number of hours required for Free Electives and the Major. Students must plan their program of study in consultation with an advisor in order to meet all the requirements of a specific major program.

Within General Education, there are specific areas of study or discipline groups. All of the semester hour requirements listed below are considered minimum requirements. Specific requirements may vary by degree type (Bachelor of Arts, Bachelor of Science) and/or by major program of study.

General Education Requirements by Area of Study

Following are the minimum numbers of credits required in each of five areas of study within General Education. In addition to meeting the minimum credit hours in each bank, students must earn a COMBINED TOTAL of 42 credits of General Education courses and Rowan Experience courses.

General Education Areas

Communication	6
Science and Mathematics	7
Social and Behavioral Sciences	6
History, Humanities and Language	6
Non-Program Courses	6

These are minimum requirements for each area of study or discipline group. Specific major programs may expand the requirements within any of these categories in order to meet program and learning outcome objectives as well as meeting the minimum 120 semester hour requirement for a four-year degree. Specific General Education courses may be required for individual majors if they serve as prerequisites for required courses within that major.

General Education courses must be selected so that the following requirements are satisfied:

1. All students must take College Composition I (3 s.h.) or Intensive College Composition I (4 s.h.) as well as College Composition II (3 s.h.).
2. The minimum of 6 s.h. of Communication is fulfilled by College Composition I and II. For all other banks requiring 6 or more semester hours, students must take courses from at least two different disciplines within the bank.
3. All students must take at least one course from the list of mathematics courses listed under Science and Mathematics.
4. All students must take at least one approved course that includes an in-class laboratory experience (LAB) under Science and Mathematics. Transfer courses must include the in-class lab experience. Students may not test out of the lab experience.
5. All courses at the university can be used in the Non-Program Bank, as long as they are not courses in the major program of the student.

Students Transferring from a New Jersey Community College to Rowan University

Students who have completed an Associate of Arts or Associate of Science degree at a New Jersey community college will receive at least 60 hours of transferrable credit towards the appropriate Bachelor of Arts or Bachelor of Science Program. With regard to General Education, it is assumed that transfer students will have met all lower division General Education requirements expected of students having completed the first two years of a four-year program. In most situations, students will receive transfer credit for a combination of General Education Courses, Rowan Experience Courses, Free Electives, and Major Requirements totalling at least 60 semester hours of credit or approximately one-half of a basic four-year degree. Exceptions to this assumption will occur when students have failed to complete required course work at the community college that is required for entrance into a required Rowan University course. Coordination between the student and advisor at the community college is necessary in planning for the transfer to Rowan University. Specific program requirements are available on the Rowan University home page.

For students transferring to the university without completing an Associate of Arts or Associate of Science degree, it is expected that credits taken at a New Jersey community college that are applicable to an Associate of Arts or and Associate of Science degree will be transferable to the basic four-year degree program at Rowan University. Transfer students must meet the specific graduation requirements of the Rowan University degree program to which they seek to transfer. It is expected that through careful planning, the transfer student will be able to meet these requirements within their two years of study at the community college and the following two years of study at Rowan University.

General Education Requirements

General Education is designed to fulfill the aim of a liberal education. It is intended to provide the breadth of knowledge and balance of judgment befitting a college graduate, regardless of major. At Rowan University, General Education is divided into five areas of study with specific goals. The educational goals of the five areas of study are:

Communication Bank Goals

1. Students will develop the ability to write a structured, well-reasoned, ordered and grammatically correct document appropriate to the intended audience.
2. Students will develop the ability to research and properly reference the work of others.

Science and Mathematics Bank Goals

1. Students will demonstrate an ability to identify and apply fundamental concepts in science and math.
2. Students will demonstrate an ability to collect, interpret and verify lab data.
3. Students will demonstrate an ability to analyze and manipulate data, and to access and organize information.

History, Humanities, and Languages Bank Goals

1. Students will demonstrate an understanding of major concepts, theories, and methods in at least two areas of history, humanities, culture, or world languages.
2. Students will develop an understanding of systems of thought and language.

Social and Behavioral Sciences Bank Goals

1. Students will demonstrate an understanding of major concepts, theories, and methods in at least two areas of the social and behavioral sciences.
2. Students will demonstrate an understanding of the development of human society as it relates to culture, geography, and language in the context of an emerging interdependent, global community.
3. Students will demonstrate an ability to apply basic methodologies used in the measurement of social and behavioral sciences.

Non-Program Electives Bank Goals

1. Students will develop a deeper understanding of at least one area outside of the major program of study as a means of creating a broader, customized, and complete program of general education.
2. Students will choose courses to enhance the major degree program and better prepare them to meet future professional and life objectives.

Some general courses offered at Rowan University fulfill one or more of the Rowan Experience Requirements, or are applicable to the Honors Concentration, or meet a combination of General Education, Rowan Experience, and Honors Concentration Requirements. Such courses are signified as follows:

(ACE) Artistic and Creative Experience

(H) Honors Concentration Course

(LIT) Broad-based literature course

(LAB) In-class laboratory experience

(PS) Public Speaking

(M/G) Multicultural/Global

(RS) Rowan Seminar

(WI) Writing Intensive

The General Education course listing can be viewed in the Approved General Education Courses section of the university catalog.

Non-Traditional-Format Undergraduate Offerings

Rowan also offers a few of its undergraduate degree programs in non-traditional modes of delivery (online, off-site, hybrid, accelerated, etc.) through the Global Learning & Partnerships (Rowan Global). For a list of available programs and related details, please visit www.rowanu.com/programs

Note: Admission to all traditional-format undergraduate programs at Rowan University is coordinated by the main Admissions Office (admissions@rowan.edu).

Admission to the non-traditional-format undergraduate programs at Rowan University is coordinated by the Rowan Global Admissions Office global@rowan.edu or www.rowanu.com.

The Rowan Experience

Rowan Experience Requirements All students must take courses that define the unique aspects of a Rowan University degree and are described as the Rowan Experience. The Rowan Experience consists of courses that require a demonstration of specific skills or provide specific kinds of experiences that the university deems significant for all graduates. All students must complete a course or series of courses with the following six Rowan Experience designations during their four-year education:

1. Artistic and Creative Experience (**ACE**)
2. Literature (**LIT**)
3. Multicultural/Global (**M/G**)
4. Public Speaking (**PS**)
5. Rowan Seminar (**RS**). Rowan Seminars are to be taken by all FRESHMEN. This requirement is waived for transfer students entering with sophomore, junior or senior standing.
6. Writing Intensive (**WI**). Writing Intensive courses **MUST** be taken at Rowan, and College Composition II or its equivalent must be completed prior to enrolling in a WI course.

Many courses are designated as ACE, LIT, M/G, PS, WI, and RS, including many General Education courses and many courses taken only by students within their designated major. Courses may also carry more than one designation so that one course may meet two or more Rowan Experience requirements as well as General Education or major requirements.

As noted in the previous section, **all students must take a minimum of 42 credits of General Education and Rowan Experience courses**. The purpose of this requirement is to ensure a broad-based education. Consequently, M/G, LIT, ACE, PS, WI and RS courses that are taken within the major program of study **DO NOT COUNT** towards this minimum total of 42 credits. Note, too, that General Education and Rowan Experience course requirements vary depending on the specific degree program, so students should plan their program of study in consultation with their academic advisors.

The specific goals of the Rowan Experience Requirements are to:

1. Help first-year students make a smooth academic transition to the university community, serious scholarship and the life of the mind (RS).
2. Develop the ability to give oral presentations on a variety of subjects that are well reasoned, ordered, correct, and appropriate for the intended audience (PS).
3. Have students explore the diverse ways in which human beings have confronted the perennial questions of human existence through various imaginative and discursive literary works (LIT).
4. Develop students' knowledge of the multi-faceted culture in which we live, contemporary social and cultural milieu, and the global implications of an increasingly interdependent and multicultural world (MG).
5. Develop the ability to create and/or critically evaluate works of art through experiential courses designed to expose students to the plastic and performing arts (ACE).

The Rowan Experience course listing can be viewed in the Approved Rowan Experience Courses section of this catalog.

Graduate & Post-Baccalaureate Programs

All post-baccalaureate and graduate-level (including doctoral) programs offered at Rowan University are administered by the Division of Global Learning & Partnerships (formerly CGCE) and housed across the academic colleges: Business, Communication and Creative Arts, Cooper Medical School, Education, Engineering, Graduate Schools of Biological Sciences, Humanities & Social Sciences, Performing Arts, School of Biomedical Sciences, School of Osteopathic Medicine, and Science & Mathematics.

The role of Rowan Global is to provide programmatic leadership, coordination, and administrative support for quality post-baccalaureate and graduate-level programs at Rowan University consistent with national, state and regional educational needs. Led by the Vice President of the Division of Global Learning & Partnerships and professional staff of Rowan Global, the Graduate Council, and the academic program advisors and faculty, the post-bac and graduate experiences are integral components of the overall mission of the University.

Graduate-level programs at Rowan provide those who already possess Bachelor's or Master's degrees an opportunity to continue to advance their education. Available offerings at the graduate level include but are not limited to the following degree and non-degree options:

- Doctor of Philosophy (Ph.D.), Doctor of Education Leadership (Ed.D.), Educational Specialist degree (Ed.S.), Master of Business Administration (M.B.A.), Master of Arts (M.A.), Master of Science (M.S.), Master of Engineering Management (M.E.M.), Master of Music (M.M.), Master of Science in Teaching (M.S.T.), Master of Education (M.Ed.)
- 4+1 (dual-degree Bachelor/Master) programs
- Certificates of Advanced Graduate Study (CAGS; post-master)
- Certificates of Graduate Study (COGS; post-baccalaureate)

Post-Baccalaureate (post-bac) programs are non-degree, undergraduate programs that enable Bachelor degree holders to obtain professional certifications in a variety of areas. The requirements and curricula of the post-baccalaureate programs are often similar to the requirements and curricula listed for the corresponding undergraduate degree programs and may also have the same national accreditation and/or state approval (in the case of College of Education certifications) as the corresponding undergraduate degree programs.

Available offerings at the post-bac (undergraduate) level include but are not limited to the following certification and non-degree options:

- Post-baccalaureate (post-bac/post Bachelor) programs in applied behavior analysis and cartography and GIS
- State certifications/endorsement programs (also post Bachelor) for school nursing, principals, supervisors, teacher of students with disabilities, driver education, learning disabilities teacher consultant (LDTTC), bilingual/bicultural education, English as a Second Language

Credit requirements for each program vary greatly according to level, degree and professional standards. Many programs will accept transfer credit from accredited institutions. For a full list of programs offered through Rowan Global, please visit www.rowanu.com/programs

One of the major goals of Rowan Global is to serve the adult non-traditional student population by offering programs and courses that meet the needs of individuals with busy personal and professional life-styles. Consequently, several programs are available in an accelerated format, online, hybrid or face-to-face formats at a number of selected off-campus locations. Such information is provided in the Rowan Global Catalog under the "Programs Offered" section for each academic college.

Note: Admission to all post-baccalaureate and graduate programs at Rowan University (both traditional-format and non-traditional-format), as well as all non-traditional-format undergraduate programs, is coordinated by Rowan Global Admissions (global@rowan.edu or www.rowanu.com).

Tuition & Fees

Tuition and fees* for the Division of Global Learning & Partnerships vary with the nature of the program, location, and mode of delivery. Rowan Global costs (tuition and fees) can be found at either of these websites: www.rowan.edu/bursar or www.rowanu.com/tuition.

**Tuition and fees are subject to annual change and do not include the cost of textbooks and personal expenses.*

Outstanding Financial Obligations

The University may deny a student graduation, readmission, registration, or records because of outstanding financial obligations to the University. This action may be taken in cases where reasonable notice of a debt and the consequences of nonpayment have been given to the student. If a student does not meet his/her outstanding obligations by the established deadlines under the policy, the student will automatically be denied registration for the following semester, in addition to losing all other university services. Denial for future semesters will also be continued until such time as the obligation is met. The student will have the right to a hearing in cases of dispute concerning an obligation. The request for a hearing must be submitted in writing by the student to the appropriate department or office head in which the obligation exists. If it becomes necessary, any appeal of a decision resulting from such a hearing must be arranged through the collection manager, Business Office, Savitz Hall, or Dean of Students, Savitz Hall.

The University will have the right to withhold the degree and all records, including certification, transcripts, placement services, etc., pending satisfactory financial arrangements.

A complete text of the Outstanding Financial Obligations Policy may also be obtained from the collection manager, the business office, or the Dean of Students in Savitz Hall.

Additional Information for Rowan Global Students

Listed below are other offices and resources available to Rowan Global students.

Office of the President

Ali A. Houshmand
President
856.256.4103
houshmand@rowan.edu

Carl (Tobey) Oxholm, III
Executive Vice President for Administration and Strategic Advancement
856.256.4188
oxholm@rowan.edu

Robert Zazzali
Vice President/Chief of Staff
856.256.4110
zazzali@rowan.edu

Joanne Connor
Executive Assistant to the President/Board of Trustees Liaison
856.256.4102
connorj@rowan.edu

The President works with the Board of Trustees and the Executive Cabinet to determine the vision and strategy for the University. The President's Office is comprised of the Executive Vice President for Administration and Strategic Advancement, the Executive Assistant to the President/Board of Trustees Liaison, and the President's Chief of Staff.

Division of Academic Affairs

James Newell
Senior Vice President and Provost
Bole Hall
856.256.4012
newell@rowan.edu

Roberta Harvey
Vice President for Academic Affairs
Bole Hall
856.256.5140
harvey@rowan.edu

Darren Nicholson
Associate Provost for Academic Affairs
Bole Hall
856.256.5144
nicholson@rowan.edu

Rowan University is an institution of higher learning in which priority is given to the intellectual development of its students. Intellectual development is held to be important for its own sake, essential as part of preparation for future careers and significant for the personal growth of students. Further, the University is committed to an academic tradition that encourages research and provides public service as a function of its social responsibility.

All academic programs offered at Rowan University have broad perspectives affecting the mind, body and spirit of its students. Intellectual pursuits often are matched by experiential enrichment field experience, work study and personal involvement. Students at Rowan University are expected to master bodies of knowledge. This mastery is typically accomplished by means of subject-matter specialization in combination with a required general education program strongly based in the liberal arts and sciences.

Academic excellence is core to all programs at Rowan University. Our faculty has the requisite expertise to assure the currency and high quality of the curriculum. The academic administrators and professional staff are selected according to their experience and expertise in curriculum, policy, and leadership. Support staff is essential to a well-functioning division that aims to promote student learning. Academic programs at Rowan University are reviewed, enhanced and/or modified regularly by the faculty to assure excellence and currency. Student learning outcomes assessment provide information to make changes where needed in the curriculum or to assure the excellence of programs. We seek accreditation or external

review for academic programs to demonstrate quality.

The academic program is divided into three main offerings: those courses which constitute the major program of study, general education courses which assure breadth and depth of the liberally educated mind, and free electives which provide students opportunities to explore various intellectual areas of curiosity.

The Academic Affairs Division is headed by the Provost or Chief Academic Officer. The Provost is responsible for leadership and oversight of academic programs, faculty affairs, and library services. The Deans of the Colleges of Business, Communication & Creative Arts, Education, Engineering, Performing Arts, Humanities & Social Sciences, and Science & Mathematics. The associate provosts for Academic Affairs, Research, and Library Information Services also report to the Provost. The Provost reports directly to the President and is second in the chain of command at the University.

Office of Research

Shreekanth Mandayam

Vice President

**600 Whitney Ave
shreek@rowan.edu**

Sarah Piddington

Director

**James Hall, Room 3128
856.256.5333
piddington@rowan.edu**

With its focus on sponsored research, the Office of the Vice President for Research is responsible for promoting, supporting and administering the research, scholarly and creative activity of Rowan faculty, staff and students. The Office of Research oversees three departments.

Division of Student Life

Detailed information about the offices and services within the Division of Student Life at Rowan University are available in the Rowan Student Handbook (www.rowan.edu/studentaffairs/handbook).

Richard L. Jones

Vice President and Dean of Students

**Savitz Hall, Room 203
856.256.4283
jonesri@rowan.edu**

The Division of Student Life provides and supports a collaborative learning environment that promotes the education of the whole person within a global society. Student Life is dedicated to actively engaging students by encouraging healthy life choices, multicultural competency, personal and professional growth, campus and community involvement, civic responsibility and leadership development. As an integral partner in the educational process, Student Life is committed to student learning and continual improvement through ongoing assessment and review of its programs and services.

The departments within the Division of Student Life include: Academic Success Center (Disability Resources and Veterans Affairs) Career Management Center (CMC), Counseling & Psychological Services, Dean of Students, Dining Services, EOF/MAP, Card Services, Community Standards, Recreation Center, Residential Learning & University Housing, Volunteerism, Community Engagement & Commuter Services, Social Justice, Inclusion, and Conflict Resolution, Student Activities, Student Center, and Student Health Center. These departments are responsible for numerous programs including Greek Affairs, Intramurals, Living and Learning Communities, Mentoring, Orientation, Parent & Family Program, Rowan After Hours, Student Leadership, the Student Government Association, and Student University Programming.

In addition, the Office of the Vice President for Student Life and Dean of Students provides guidance and support to students in the following areas; students facing prolonged absences due to a health problem or other extenuating circumstances; reporting sexual assault; and other related student issues.

Academic Success Center

John Woodruff

Director

**Savitz Hall, 3rd floor
856.256.4259
successcenter@rowan.edu**

The Academic Success Center provides a myriad of comprehensive programs and services that assist students in enhancing and maximizing their academic potential from Orientation through Graduation. The Center provides services in the following areas; tutorial services, veterans affairs, disability resources, testing/basic skills, academic coaching program, and

an array of academic support workshops.

Disability Resources provides accommodations and assistance to students with various documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Students who meet University admissions requirements (i.e., otherwise qualified to attend the University) are required to submit appropriate documentation so that the University can determine whether they qualify for reasonable accommodations.

Veterans Affairs handles all military education benefits and provides support services for our student veterans and programming for the campus community to recognize and appreciate their contributions.

Card Services Office

Christine Noon
Director of Card Services
Chamberlain Student Center
856-256-4531
noon@rowan.edu

The Card Services Office is responsible for managing all aspects of the official Rowan University identification card and coordination of all activities related to the use of the RowanCard. These responsibilities include managing the University wide card system applications, monitoring the University wide card systems for proper performance, coordinating all distributed responsibilities for University wide card systems, and coordinating integration of all departmental card system applications. The office provides all training related to card systems amongst all campuses. In addition, the office serves as the point of contact for students experiencing problems with their ID card.

Career Management Center (CMC)

Savitz Hall
856.256.4456

The mission of the Career Management Center (CMC) is to engage students in the development and implementation of meaningful educational and career goals consistent with their personal values, interests, and abilities. To this end, the office team helps students and alumni create an effective framework for a lifetime of active career management through one-on-one counseling, workshops, recruitment programs, career fairs, job posting databases and by promoting strong partnerships with employers, academic departments, and the university community.

Community Standards

Joseph Mulligan
Assistant Vice President
Chamberlain Student Center, Suite 210
856.256.4242
mulligan@rowan.edu

The Office of Community Standards articulates and upholds the standards of behavior expected within the University community. The office addresses violations of the student code of conduct through the university disciplinary system to ensure respect for all members of the community and the maintenance of a collaborative and learning-centered environment.

Counseling & Psychological Services Center

David F. Rubenstein
Associate Vice President for Student Wellness
Wellness Center at Winans Hall
856.256.4333
wellnesscenter@rowan.edu

Counseling & Psychological Services (CPS) at the Wellness Center provides confidential mental health and substance abuse services to enrolled students. CPS provides individual and group counseling, triage and emergency evaluations, psychological testing and outreach programs in the area of mental health and substance abuse prevention. Some common areas addressed in counseling for college students include addressing academic stressors, coping with personal and family relationship issues, stress and anxiety management, coping with depression, eating and body image issues, dealing with grief and loss, trauma and substance use.

The University's Stress Management and Response Team (SMART) is coordinated through the Wellness Center and each professional staff is a core member of the team. This university-wide group is available to meet with various divisions, departments, organizations, and groups on campus in order to assist with response to traumatic events that impact particular groups of students or university community as a whole.

Educational Opportunity Fund/Maximizing Academic Potential

Penny McPherson

Assistant Vice President of Academic Enrichment, Director, EOF/MAP Glassboro & Camden

Savitz Hall, 3rd floor

856.256.4080

Camden, Academic Building, 2nd Fl.

856.256.9230

mcpersonp@rowan.edu

Healthy Campus Initiatives

Allie Pearce

Assistant Director, Healthy Campus Initiatives

Wellness Center at Winans Hall

856.256.4333

hci@rowan.edu

Healthy Campus Initiatives (HCI) at the Wellness Center educates students about making healthy decisions and choices regarding their personal wellness that will enhance their college experience. All members of the Rowan community are encouraged to attend workshops, programming, and campus events aimed at increasing knowledge and developing attitudes and beliefs that promote health and wellness in several areas. These areas include suicide prevention, sexual health education, sexual assault prevention, substance abuse prevention, and mental health outreach. Students are given opportunities for leadership through internships, field placements, and becoming members of the peer education group, StudentCare. Several groups meet weekly for students to learn to deal with stress and relationships.

Recreation Center

Tina Pinocci

Associate Vice President

856.256.4900

pinocci@rowan.edu

The Student Recreation Center staff is committed to providing exceptional programs, services, and facilities that promote and encourage a balanced, healthy lifestyle. We are dedicated to creating a safe and welcoming environment that enhances student learning and skill development, fosters enjoyment and appreciation for recreational life, and enriches the quality of life for the Rowan Community.

Rowan University's Recreation Center is a three-story, 76,000 square foot recreational activities facility. The building houses an eight-lane swimming pool, a three-lane indoor track, a three-court multi-sport gymnasium, five racquetball courts (one used for indoor cycling) and a group exercise room. The facility also has a 9,000 square foot fitness and weight room, a conference room, locker/shower facilities, and a smoothie bar and café. The main desk of the facility operates as ID access/control area, equipment checkout center, and as the program/membership registration area. Access to the facility is granted to full time students with a current and active Rowan ID card. Students taking 6 or fewer credits may purchase a membership

The Recreation Center offers a broad range of programs and services; coordinating or co-sponsoring over 200 programs annually in the following programmatic areas: intramural sports, fitness and wellness, aquatics, sport clubs, informal sports and special events. The building maintains 18 hour days during the academic year, with modified hours during the weekends, holidays, and breaks over the course of the year. Although the foundation of our department rests on serving student recreational needs as a priority, we are also committed to a broader constituency.

Social Justice, Inclusion & Conflict Resolution

Garly J. Guiteau

Director

Robinson Hall, Room 118

856-256-5495

socialjustice@rowan.edu

Formed through the collaborative efforts of students, faculty and staff, the Office of Social Justice, Inclusion and Conflict Resolution exists to promote an inclusive university community where individuals are empowered to grow in their understanding of identity, social justice, and the skills needed to lead a more just society. The office provides dedicated physical space and resources for underrepresented and underserved students at Rowan University. The office serves as an umbrella for the following programs and centers:

Harley E. Flack Student Mentoring Program - The Harley E. Flack Student Mentoring Program was founded in 1992, and provides a comprehensive array of mentoring services. Services are designed and delivered using methods based on

strong evidence, which indicates that these programs support retention and student success.

Multicultural Center - The Multicultural Center is an evolution of the long established Office of Multicultural Affairs, which has been merged into the new structure. The Multicultural Center serves as a resource for students from diverse cultural and identity groups, and is intended to promote the celebration diversity, development cross cultural understanding and competency, and inclusion of diverse people in the Rowan community.

Spiritual Exploration Center - The Spiritual Exploration Center aims to promote a campus environment that is inclusive of student's religious and spiritual identities and allows for expression and exploration of spiritual and religious beliefs and values. Programs and initiatives of the center will advance understanding and appreciation of the contributions of communities of faith.

LGBTQIA+ Center - The LGBTQIA+ Center located in the Office of Social Justice, Inclusion, and Conflict Resolution (SJICR) aims to create a safe space for students who identify as LGBTQIA+ and support students' exploration of their identity. SJICR staff working to fulfill the goals of this center advocate for campus inclusion of the LGBTQIA+ community at Rowan.

Women's Center - The Women's Center develops programing aimed at addressing the needs of all women and empower students to promote a campus community inclusive of all genders and respectful of gender differences. Programs and initiatives of the center will support efforts to address inequity, promote understanding of women's and gender issues, and create a space for women to build bridges and a strong sense of community.

Student Activities

Constantine Alexakos

Assistant Director

Chamberlain Student Center, Room 209

856.256.4696

alexakos@rowan.edu

The Office of Student Activities (OSA) supports the mission of the Division of Student Life. This office is also responsible for oversight and advising of both Rowan After Hours and Student University Programmers. Through constant collaboration with campus partners, the OSA plans and implements co-curricular programs for all students that are designed to stimulate personal development, create opportunities for student engagement, and contribute to building campus community.

Student Center

Tina Pinocci

Associate Vice President

Chamberlain Student Center

856.256.4604

pinocci@rowan.edu

The Chamberlain Student Center serves as a safe and welcoming environment with unlimited opportunities for personal development and enhanced student learning experiences. Through quality services, programs and facilities, the Student Center is "more than just a building."

The main administrative office of the Chamberlain Student Center is responsible for a variety of services within the building, including scheduling and reservations for meeting or program spaces, assistance with set-up or AV tech needs, employment of student staff, and enforcement and interpretation of building policies and procedures. The administrative staff also oversees the following service areas within the facility: the Information Desk, ID Processing Center, Profs Place, and the game room.

Additional offices and services housed within the facility include: Student Activities, Greek Life, RowanCard Services, Volunteerism, Community Engagement & Commuter Services, Student Government Association, Student University Programmers, Mailroom and Campus Dining Services (Food Court, Marketplace, Owl's Nest, Profs Place, Starbuck's, and RoGo Convenience store and Catering).

Student Health Services

Scott Woodside

Director for Student Health Services

856.256.4333

wellnesscenter@rowan.edu

Student Health Services (SHS) at the Wellness Center strives to remove health-related barriers to learning, to promote optimal wellness, to enable students to make informed decisions about health issues, and to empower students to be self-directed and well informed health care consumers.

Licensed physicians, nurse practitioners and registered nurses provide quality, professional healthcare to all students who are matriculated and currently enrolled at Rowan University.

All incoming matriculated students must provide SHS with a complete health record that can be downloaded from our website. This packet has simple, yet detailed information regarding your immunization history and other health requirements that must be submitted by July 15th for Fall admission and December 15th for Spring.

All matriculated students are required to have health insurance as a condition of full-time enrollment at Rowan University. To enroll in the health insurance plan offered by United Healthcare, visit www.firststudent.com and follow the instructions. To waive the Rowan University health insurance plan, visit the Health Insurance tab on the Bursar's Office website and follow the instructions www.rowan.edu/bursar. Failure to waive the United Insurance plan will result in automatic enrollment into the plan. Further information is available at the "Health Insurance" or the "Mandatory Pre-Entrance Health Forms" tabs at the left on our website www.rowan.edu/health

Volunteerism, Community Engagement & Commuter Services

Andrew Perrone
Assistant Director
Chamberlain Student Center, Suite 210
856.256.4597
perrone@rowan.edu

The Office of Volunteerism, Community Engagement & Commuter Services provides programming, resources, and support to promote a Rowan community of active citizens. We work collaboratively with university faculty and community partners to design a range of curricular and co-curricular service-learning opportunities. Students who engage with service learning, volunteerism and community engagement at Rowan will reflect on meaningful volunteer experiences as they develop a lifelong commitment to their communities. We also collaborate with Glassboro Administration and officials to assist with community concerns that may arise related to Rowan students sharing community life with residential neighbors. Furthermore, the VCECS office also provides programming and support resources geared towards Rowan University's commuter student population.

Division of Strategic Enrollment Management

Jeff Hand
Vice President
Savitz Hall, Third Floor
856.256.5185
handj@rowan.edu

The Division of Strategic Enrollment Management encompasses several key areas at Rowan University committed to attracting high caliber students and retaining them through graduation. In short, we are a division dedicated to our students' success. SEM includes the departments of Admissions, Financial Aid, University Web Services, the International Center, Conference & Event Services, Student Diversity, Office of University Scheduling, and in the Retention area, University Advising Services, University Transfer Services, University Retention Systems, the Office of Academic Transition Programs, the Tutoring Center, Testing Services, and the Basic Skills Math program. Together, these departments recruit students, help finance their education, advise them on college and career choices, and communicate with them via the Rowan University web and mobile sites. The Division of Strategic Enrollment Management provides academic support and retention programs for students from their first semester through their graduation.

The Office Of International Initiatives & Support Services (OISS)

Jacqueline McCafferty
Interim Director
Robinson Hall, 117
856.256.2914
mccafferty@rowan.edu

The Office of International Initiatives & Support Services is committed to comprehensive internationalization at Rowan through collaborative efforts that infuse global perspectives throughout the university's teaching, learning, and service.

The OISS offers the expertise in international partnership development and governmental regulations pertaining to non-immigrant Visas. We are the primary facilitator for faculty, student or staff engaging internationally for their studies, research, employment, or for the development of collaborative programs and agreements with universities and organizations abroad. The OISS works closely with multiple departments at Rowan, including: Academic Colleges, Admissions, Advising, The Faculty Center, the Health Center, Residence Life, the Registrar, and Financial Aid. Through this collaboration, we can attract high quality international students and provide the support, training and services necessary for student retention and success. The OISS staff is also responsible for the ongoing support of international students and scholars through academic and cultural workshops, enrichment activities, and social programming to facilitate a positive campus experience. By engaging the wide array of expertise across our campus, our international students are integrated into campus life, thus providing opportunities for all students, faculty and staff to globalize their experiences and perspectives, a critical component of life in the 21st century.

The OIIS is responsible for the following areas:

- International Student & Scholar Support Services; SEVIS Compliance Oversight; International Recruitment & Admission Strategies; International Partnerships & Initiatives; English Language Programs; and, Campus Internationalization Initiatives.

The Office of International Initiatives and Support Services has offices at the Glassboro and Camden Campuses:

Glassboro Campus, Office of International Initiatives & Support Services, Robinson Hall 117

Camden Campus, English Language Programs, College Hall 516

Tutoring Center

Kelly Young

Coordinator

Savitz Hall Third Floor

856.256.4462

tutoringcenter@rowan.edu

Tutoring is available free of charge to all Rowan University students. The Tutoring Center provides small-group or drop-in tutoring in most subject areas. Students may request academic assistance on a one time basis or may be scheduled for regular assistance on a weekly basis throughout the semester. The purpose of tutoring is to complement classroom instruction, not replace it. Workshops on learning strategies and effective study techniques are presented at various times throughout the academic year.

University Advising Center (UAC)

Rory McElwee

Associate Vice President

Savitz Hall, Third Floor

856.256.5187

mcelwee@rowan.edu

Carol Eigenbrot

Coordinator

Savitz Hall, Third Floor

856.256.4459

eigenbrotc@rowan.edu

The University Advising Center is a collaborative, learning-centered environment committed to engaging students in the development and implementation of meaningful educational goals, informed academic planning, and major selection consistent with their personal values, interests, and abilities. The University Advising Center serves select undergraduate students in the College of Science & Math the College of Humanities & Social Sciences, which includes the Exploratory Studies (undeclared) population, and the College of Communication & Creative Arts.

College of Education Advising Center (CEAC)

Sheri Rodriguez & Gina Gondos

Coordinators

James Hall, Second Floor

856.256.4420

The College of Education Advising Center provides academic advising for students enrolled in College of Education programs and School of Biomedical Sciences and Health Professions programs. Additionally, informational meetings are available for students considering these programs.

Division of Information Resources & Technology

Memorial Hall
856.256.4410
irt@rowan.edu

www.rowan.edu/irt

For any service please use the following contact info:

Support Desk
856.256.4400
support@rowan.edu

The Division of Information Resources and Technology (IRT) provides university-wide support for all information resources governance processes, information technology infrastructure, information security, business applications, data governance, and information management services.

IRT is committed to providing technical support for computer, network, telephone/voicemail, username/password and other technology issues or questions. This is accomplished by utilizing the IRT Support Desk.

By providing the university community with information and technology resources and services that support and enhance academic and administrative programs, IRT promotes student-centeredness, excellence in instructional practice, quality management, and efficiency and integrity of operations.

William G. Rohrer College of Business

Sue Lehrman
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856.256.4126
kozachyn@rowan.edu

Deborah J. Jewell
Director of Development
Spheen Hall
856.256.5227
jewell@rowan.edu

Introduction & Mission

The William G. Rohrer College of Business, through innovative academic preparation and professional development opportunities, equips its graduates with the skill set necessary to achieve sustainable career success, while responsibly advancing the business and economic interests of their organizations and society.

Vision

To become a regionally prominent, nationally recognized, and globally engaged college of business creating a transformative learning experience.

Core Values

Excellence: faculty, staff, students, and alumni strive to distinguish themselves as valued quality contributors in their chosen fields/professions

Inquiry: nurture a culture of intellectual curiosity and critical thinking

Innovation: encourage creative and adaptive thinking

Respect: promote tolerance, collegiality, and ethical behavior

Social Responsibility: strive to generate sustainable value for business and society as a whole

Accreditation

Rowan University's business programs are accredited by AACSB International (The Association to Advance Collegiate Schools of Business). To achieve this prestigious accreditation, the business programs successfully demonstrated a wide range of quality standards relating to faculty qualification, strategic management of resources, interactions of faculty and students, as well as a commitment to continuous improvement and achievement of learning goals in degree programs.

In addition, the College is just one of a few AACSB International schools in the nation to have the Management Information Systems Program also accredited by ABET, the Accreditation Board for Engineering and Technology, Inc.

Departments

The William G. Rohrer College of Business houses the departments of Accounting and Finance, Management and Entrepreneurship, and Marketing and Business Information Systems. (Not all departments offer programs through the Division of Global Learning & Partnerships.)

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit www.rowanu.com/programs.

MASTER'S DEGREE

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Master of Business Administration	Face-to-face at Glassboro campus with some accelerated/online course options	MBA-BUS/G501	Both	36

<u>Specialization Name</u>	<u>Specialization Code</u>
Accounting	P500
Finance	P504
Management	P522
Management Information Systems	P521
Supply Chain & Logistical Systems	P523

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Master of Business Administration (General Business specialization)	100% online and accelerated	MBA-BUS/G501	Part-time	36
Master of Science in Finance	Face-to-face at Glassboro campus	MS-FIN/G514	Part-time	30

CERTIFICATES OF ADVANCED GRADUATE STUDY (NON-DEGREE)

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Certificate of Advanced Graduate Study in Accounting	Face-to-face at Glassboro campus	CAG-BUSACCT/G551	Part-time	9
Certificate of Advanced Graduate Study in Finance	Face-to-face at Glassboro campus	CAG-BUSFIN/G553	Part-time	9
Certificate of Advanced Graduate Study in Management	Face-to-face at Glassboro campus with some accelerated/online course options	CAG-BUSMANG/G554	Part-time	9
Certificate of Advanced Graduate Study in Management Information Systems (MIS)	Face-to-face at Glassboro campus with some accelerated/online course options	CAG-BUSMIS/G556	Part-time	9

CERTIFICATES OF GRADUATE STUDY (NON-DEGREE)

Program Name	Format/Location	Program/Major Codes	Avail FT/PT	Total Credits
Certificate of Graduate Study in Accounting	Face-to-face on Glassboro campus with some accelerated/online course options	COG-ACCT/G139	Part-time	15
Certificate of Graduate Study in Business	Face-to-face on Glassboro campus with some accelerated/online course options or 100% online	COG-BUSINESS/G133	Both	15
Certificate of Graduate Study in Management Information Systems (MIS)	Face-to-face on Glassboro campus with some accelerated/online course options	COG-MIS/G131	Part-time	12

Admissions

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit www.rowanu.com/programs. Click on your program of interest to be connected to program and admission details.

Master's Degrees

Master of Business Administration Overview

The Master of Business Administration (MBA) program at Rowan University provides contemporary graduate business education to professionals from diverse fields and academic backgrounds. The program prepares students as team leaders and team players with effective interpersonal, oral, and written communication and group process skills. The MBA curriculum emphasizes critical thinking, quantitative analysis and computing applications, and the technological and international nature of business.

The Rohrer College of Business MBA program offers small class sizes with an average student/faculty ratio of 19 to 1. The program attracts graduates from business, sciences, engineering and other programs, whose careers are leading them to positions of increasing responsibility in business or industry. Graduates are prepared to assume managerial positions in commercial, not-for-profit, and governmental organizations/agencies.

The MBA program consists of 12 graduate classes with nine required and three elective courses. The three elective courses allow the individual student to tailor the academic program to meet his or her specific career development needs. Prospective students who do not have the required foundation courses may choose to apply directly to the MBA program, and complete their foundation courses while enrolled as a graduate student.

Rowan's Master of Business Administration (MBA) program is especially designed to accommodate both full-time students and full-time employees. The program is personal, pragmatic, and progressive. Classes are conveniently scheduled in the evening, on Saturdays, and online to accommodate demanding work schedules. Rowan's reputation makes the reasonable cost of a Rowan MBA a wise investment. Rowan's MBA tuition is among the lowest for AACSB accredited programs in the Philadelphia region.

Foundation Courses

Eligible applicants must have successfully completed the following undergraduate foundation courses at an accredited institution. (Foundation courses FC-6 and FC-7 must be completed at a 4-year institution to fulfill foundation course requirements. FC-1 through FC-5 may be taken at a junior/community college.) During the admissions process, the MBA Academic Advisor will determine foundation course equivalencies and how any unfinished undergraduate foundation courses can be scheduled concurrently with graduate enrollment. If applicable, official notification of any unfinished foundation courses will be included in the applicant's official admission decision letter from Rowan University.

FC-1. Calculus Techniques & Applications (3.0 s.h.)

FC-2. Statistics I (3.0 s.h.)

FC-3. Foundations of Accounting (3.0 s.h.) or Principles of Accounting I and II

FC-4. Principles of Economics: A Survey (3.0 s.h.) (Or Microeconomics & Macroeconomics)

FC-5. Principles of Marketing (3.0 s.h.)

FC-6. Principles of Finance (3.0 s.h.)

FC-7. Operations Management (3.0 s.h.)

MBA Specializations

The MBA program offers the degree with the following specialization options.

- Accounting
- Finance
- Management
- Management Information Systems (MIS)
- Supply Chain & Logistical Systems
- General Business

Program Requirements

Required Courses

27 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
ACC 03500	Managerial Accounting	3
FIN 04500	Financial Decision Making	3
MGT 01510	Professional, Legal & Managerial Responsibilities	3
MGT 06500	Designing, Developing & Leading High Performance Organizations	3
MGT 06502	International Business and Society	3
MGT 06629	Managing Organizational Strategy	3
MGT 07500	Managerial Decision Making Tools	3
MIS 02500	Issues in Management Information Systems	3
MKT 09500	Marketing Management	3

Specialization Courses (take the place of any elective courses)

Accounting

9 s.h.

Choose 9 s.h. from the following options

Course #	Course Title	S.H.
ACC 03502	Advanced Managerial Accounting	3
ACC 03507	Government & Not-for-Profit Accounting	3
ACC 03509	Intermediate Financial Accounting	3
ACC 03510	Financial Statement Analysis	3
ACC 03511	Introduction to Federal Taxation	3
ACC 03512	Advanced AIS & Business Process Controls	3
ACC 03513	CPA Review	3
ACC 03514	Accounting Legal Liability & Professional Responsibility	3
ACC 03515	Forensic Accounting	3

Finance

9 s.h.

Choose 9 s.h. from the following options

Course #	Course Title	S.H.
BUS 01600	Special Topics in Business Administration (finance topic)	3
FIN 04505	Advanced Financial Planning	3
FIN 04510	Quantitative Methods in Finance	3
FIN 04516	Issues in Finance	3
FIN 04518	Derivative Securities & Financial Risk Management	3
FIN 04520	Financial Modeling	3
FIN 04530	Multinational Financial Management	3
FIN 04540	Financial Institutions Management	3
FIN 04560	Fixed Income Securities	3
FIN 04600	Investment Analysis & Portfolio Management	3

Management

9 s.h.

Choose 9 s.h. from the following options

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
BUS 01600	Special Topics in Business Administration (management topic)	3
ENT 06505	Entrepreneurship & Innovation	3
HRM 06605	Strategic Human Resource Management	3
MGT 06501	Advanced Operations Management and Strategy	3
MGT 06503	Organization Development	3
MGT 06520	Global Leadership & Organization Culture	3
MGT 06601	Strategic Planning for Operating Managers	3
MGT 06603	Business Processes & Improvement	3
MGT 07600	Business Forecasting	3

Management Information Systems

9 s.h.

Choose 9 s.h. from the following options

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MIS 02515	Electronic Commerce	3
MIS 02522	Systems Analysis & Design	3
MIS 02525	Project Management	3
MIS 02538	Database Design	3
MIS 02599	Special Topics in MIS	3

Supply Chain & Logistics Systems

9 s.h.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MKT 09575	Introduction to Logistics & Supply Chain Management	3
MKT 09605	Competitive Advantage Through Supply Chain Management	3

AND

Choose one (1) from the following options.

3 s.h.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MGT 06603	Business Processes & Improvement	3
MIS 02522	Systems Analysis & Design	3

General Business

9 s.h.

Choose three (3) courses from those listed above.

(Not all electives will be offered every year. There may be options not included above.)

Total Required Credits for the Program

36 s.h.

Foundation Courses

See MBA Overview section.

Graduation/Exit, Benchmark & Thesis Requirements

None

Program Director Contact Information

James C. Jordan

Bunce Hall

856.256.5220

jordanja@rowan.edu

Master of Science in Finance

The Master of Science in Finance is a rigorous program that combines quantitative techniques with practical experience. The program consists of ten three-credit courses that take fifteen months for full time students to complete. Part-time students can extend the program beyond 15 months. The majority of courses are offered on campus. Several courses are completed online. The program is designed to prepare students for financial analyst and financial planner positions in corporations and financial institutions. An objective of the program is to help prepare students for the CFA (Chartered Financial Analysts) and CFP (Certified Financial Planner) exams, the premier certifications in the finance field.

Program Requirements

Required Courses

30 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
ACC 03510	Financial Statement Analysis	3
FIN 04500	Financial Decision Making	3
FIN 04505	Advanced Financial Planning	3
FIN 04510	Quantitative Methods in Finance	3
FIN 04518	Derivative Securities & Financial Risk Management	3
FIN 04520	Financial Modeling	3
FIN 04530	Multinational Financial Management	3
FIN 04540	Financial Institutions Management	3
FIN 04560	Fixed Income Securities	3
FIN 04600	Investment Analysis & Portfolio Management	3

Total Required Credits for the Program

30 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark & Thesis Requirements

None

Program Director Contact Information

James C. Jordan

Bunce Hall

856.256.5220

jordanja@rowan.edu

Certificates of Advanced Graduate Study (Non-degree)

Certificate of Advanced Graduate Study (Post-MBA CAGS) Overview

Completion of a Certificate of Advanced Graduate Study will afford Rowan MBA alumni as well as MBA graduates of other AACSB accredited universities the opportunity to complete an area of specialization or complete a new specialization. The Post MBA CAGS provides MBA graduates an opportunity to prepare themselves for opportunities in a rapidly changing workplace by enrolling in specializations related to their current or expected career paths.

Specializations

The Post-MBA CAGS program offers the following specialization options.

- Accounting
- Finance
- Management
- Management Information Systems (MIS)

Certificate of Advanced Graduate Study in Accounting (CAGS)

See “Certificate of Advanced Graduate Study (Post-MBA CAGS) Overview.”

Program Requirements

Required Courses

9 s.h.

(s.h.: semester hours/credit hours)

Choose three (3) from the following options.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
ACC 03502	Advanced Managerial Accounting	3
ACC 03507	Government & Not-for-Profit Accounting	3
ACC 03509	Intermediate Financial Accounting	3
ACC 03510	Financial Statement Analysis	3
ACC 03511	Introduction to Federal Taxation	3
ACC 03515	Forensic Accounting and Fraud Examination	3
FIN 04512	Capital Budgeting	3

Total Required Credits for the Program

9 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark & Thesis Requirements

None

Program Director Contact Information

James C. Jordan
Bunce Hall
856.256.5220
jordanja@rowan.edu

Certificate of Advanced Graduate Study in Finance (CAGS)

See “Certificate of Advanced Graduate Study (Post-MBA CAGS) Overview.”

Required Courses

9 s.h.

(s.h.: semester hours/credit hours)

Choose three (3) from the following options.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
BUS 01600	Special Topics in Business Administration (finance topic)	3
FIN 04512	Capital Budgeting	3
FIN 04516	Issues in Finance	3
FIN 04518	Financial Engineering	3
FIN 04600	Investment/Portfolio Analysis	3

Total Required Credits for the Program

9 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark & Thesis Requirements

None

Program Director Contact Information

James C. Jordan
Bunce Hall
856.256.5220
jordanja@rowan.edu

Certificate of Advanced Graduate Study in Management (CAGS)

See “Certificate of Advanced Graduate Study (Post-MBA CAGS) Overview.”

Program Requirements

Required Courses

9 s.h.

(s.b.: semester hours/credit hours)

Choose three (3) from the following options.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
BUS 01600	Special Topics in Business Administration (management topic)	3
ENT 06505	Entrepreneurship & Innovation	3
ENT 06506	Corporate Entrepreneurship & New Venture Development	3
ENT 06599	Special Topics in Entrepreneurship	3
HRM 06605	Strategic Human Resource Management	3
MGT 06501	Advanced Operations Management & Strategy	3
MGT 06503	Organization Development	3
MGT 06520	Global Leadership & Organization Culture	3
MGT 06601	Strategic Planning for Operating Managers	3
MGT 06603	Business Processes & Improvement	3
MGT 07600	Business Forecasting	3

Total Required Credits for the Program

9 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark & Thesis Requirements

None

Program Director Contact Information

James C. Jordan
 Bunce Hall
 856.256.5220
 jordanja@rowan.edu

Certificate of Advanced Graduate Study in Management Information Systems/MIS (CAGS)

See “Certificate of Advanced Graduate Study (Post-MBA CAGS) Overview.”

Program Requirements

Required Courses

9 s.h.

(s.b.: semester hours/credit hours)

Choose three (3) from the following options.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MIS 02515	Electronic Commerce	3
MIS 02522	Systems Analysis & Design	3
MIS 02525	Project Management	3
MIS 02538	Database Design	3
MIS 02599	Special Topics in MIS	3

Total Required Credits for the Program

9 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark & Thesis Requirements

None

Program Director Contact Information

James C. Jordan
Bunce Hall
856.256.5220
jordanja@rowan.edu

Certificates of Graduate Study (Non-degree)

Certificate of Graduate Study in Accounting (COGS)

The Accounting COGS is designed so that students can expand their knowledge in specialized accounting subjects as well as obtain additional courses needed to reach the 150 credit requirement to be licensed as a CPA. Students may also choose to begin earning their M.B.A. by first completing the COGS in Accounting.

Program Requirements

Required Courses

15 s.h.

(s.h.: semester hours/credit hours)

Choose five (5) from the following options.

Course #	Course Title	S.H.
ACC 03502	Advanced Managerial Accounting	3
ACC 03507	Government & Not-for-Profit Accounting	3
ACC 03509	Intermediate Financial Accounting	3
ACC 03510	Financial Statement Analysis	3
ACC 03511	Introduction to Federal Taxation	3
ACC 03512	Advanced AIS & Business Process Controls	3
ACC 03513	CPA Review	3
ACC 03514	Accounting Legal Liability & Professional Responsibility	3
ACC 03515	Forensic Accounting & Fraud Examination	3

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Director Contact Information

James C. Jordan
Bunce Hall
856.256.5220
jordanja@rowan.edu

Certificate of Graduate Study in Business (COGS)

The Business COGS provides graduate course exposure to students who are ultimately interested in pursuing the M.B.A. degree. There are many potential graduate students who are considering the M.B.A. degree. However, they hesitate investing the time and energy required to complete the GMAT exam (a requirement for admission to Rowan's M.B.A. program) without fully understanding the nature of the coursework. The purpose of the COGS in Business is to provide an opportunity for aspirant M.B.A. applicants to take several classes before they apply to the M.B.A. Program. Students who wish to later pursue a Rohrer M.B.A. may have all COGS credits transferred into the Rohrer College of Business M.B.A. program, assuming they have earned a grade of "B" or better in all courses.

GMAT Waiver: Students who earn a 3.9 or higher cumulative GPA at the completion of all 5 COGS in Business courses will have the GMAT requirement waived should they decide to apply to the MBA program.

Program Requirements

Required Courses 15 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
ACC 03500	Managerial Accounting	3
MGT 01510	Professional, Legal & Managerial Responsibilities	3
MGT 06500	Designing Developing & Leading High Performance Organizations	3
MIS 02500	Issues in Management Information Systems	3
MKT 09500	Marketing Management	3

Total Required Credits for the Program 15 s.h.

Foundation Courses

Eligible applicants must have successfully completed the following undergraduate foundation courses at a regionally accredited institution. During the admission process, the M.B.A. Academic Advisor will determine foundation course equivalencies. If applicable, official notification of any unfinished foundation courses will be included in the applicant's official decision letter from Rowan University.

FC-1. Foundations of Accounting or Principles of Accounting I and II

FC-2. Principles of Marketing

Students admitted without having completed these foundation courses may complete them while enrolled in the COGS in Business program. The foundation courses must be completed before the corresponding course for which the foundation course is a pre-requisite and do not count toward the 15 required semester hours for the program.

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Director Contact Information

James C. Jordan
Bunce Hall
856.256.5220
jordanja@rowan.edu

Certificate of Graduate Study in Management Information Systems/MIS (COGS)

The MIS COGS will enhance a student's preparedness to assume jobs in a world of rapidly changing technology by preparing them to develop business solutions through the use of information and technology resources. Students will be experienced in dealing with technological issues, understand the role of humans in developing technology-based solutions, and have the ability to manage technology-related projects. Students may also choose to begin earning their M.B.A. by first completing the COGS in MIS.

Program Requirements

Required Courses 3 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
MIS 02500	Issues in Management Information Systems	3

Elective Courses 9 s.h.

Choose three (3) from the following options.

Course #	Course Title	S.H.
MIS 02515	Electronic Commerce	3
MIS 02522	Systems Analysis & Design	3
MIS 02525	Project Management	3
MIS 02599	Special Topics in MIS	3
MIS 02538	Database Design	3

Total Required Credits for the Program 12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Director Contact Information

James C. Jordan

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College of Communication & Creative Arts

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History

The College of Communication was established July 1, 1996, after unanimous final approval by the Rowan University Board of Trustees at their June 1996 meeting. In 2012, the Department of Art joined the college, and the college was renamed the College of Communication and Creative Arts to reflect the full range of programs and courses.

Introduction

The College of Communication and Creative Arts at Rowan University blends the theoretical, the creative, and the practical, building upon an expansive base of general education courses that serve to develop a liberal arts perspective in all areas. Experimental learning is a strong component of the programs and internships are encouraged in all majors.

Departments

The College of Communication and Creative Arts houses six departments: Art, Communication Studies, Journalism, Public Relations and Advertising, Radio, Television, and Film, and Writing Arts. (Not all departments offer programs through the Division of Global Learning & Partnerships.)

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit www.rowanu.com/programs.

MASTER'S DEGREE

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total credits</u>
Master of Arts in Public Relations	Face-to-face at Glassboro campus (some course options available online)	MA-PR/G895	Both	33
Master of Arts in Writing	Face-to-face at Glassboro campus	MA-WRITNG/G608	Both	30

CERTIFICATES OF GRADUATE STUDY (NON-DEGREE)

Program Name	Format/Location	Program/Major Codes	Avail FT/PT	Total Credits
Certificate of Graduate Study in Creative Writing**	Face-to-face at Glassboro campus	COG-CREATWR/G641	Both	9
Certificate of Graduate Study in Editing and Publishing for Writers**	Face-to-face at Glassboro campus	COG-EDITGPUB/G640	Both	9
Certificate of Graduate Study in Integrated Marketing Communication & New Media*	100% Online	COG-IMCNM/G132	Part-time	9
Certificate of Graduate Study in School Public Relations*, ***	100% Online	COG-SCHPR/G616	Part-time	9
Certificate of Graduate Study In Radio, Television and Film	Face-to-face at Glassboro campus	COG-RTVF/G613	Part Time	12
Certificate of Graduate Study in Writing, Composition and Rhetoric**	Face-to-face at Glassboro campus	COG-COMRHET/G116	Both	9
Certificate of Graduate Study in Writing and New Media**	Face-to-face at Glassboro campus	COG-WRNMEDA/G642	Both	12

DUAL DEGREE (4+1 PROGRAMS)

Program Name	Format/location	Program/Major Codes	Avail FT/PT	Total credits
Master of Arts /Bachelor of Arts in Writing Arts	Face-to-face at Glassboro campus	MABA-WRARTS/G619	Full-time	138

*courses in this program count toward the M.A. in Public Relations.

**courses in this program may count toward the M.A. in Writing.

*** courses in this program may count toward the M.Ed. in Teacher Leadership.

Admissions

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit www.rowanu.com/programs. Click on your program of interest to be connected to program and admission details.

Master's Degrees**Master of Arts in Public Relations (M.A.)**

The Master of Arts in Public Relations emphasizes real-world applications of theories and techniques offered in an environment that emphasizes collaborative learning. The program attracts a cross section of students with experience levels ranging from recent graduates to senior managers. The M.A. in Public Relations curriculum grounds students in four key areas: writing, research, problem solving, and planning.

Program Requirements**Required Courses**

21 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MAPR 01544	Public Relations Planning	2
MAPR 01547	Techniques in Communication	3
MAPR 01550	Introduction to Communication Research	3
MAPR 01551	Public Relations Overview	3
MAPR 01553	PR Case Studies	1
MAPR 01561	Advanced Techniques in Communication	3
MAPR 01620	Seminar in Public Relations (2 semesters)	6

Students wishing to focus on Educational Public Relations should also take FNDS 21502 Foundations of Education 3.0 and a graduate-level Psychology course.

Elective Courses 12 s.h.

Approved Modules and Electives (depending on Specialization). Please discuss with Academic Advisor.

Total Required Credits for the Program 33 s.h.**Foundation Courses**

Eligible applicants must have successfully completed the following undergraduate foundation course at an accredited institution. During the admissions process, the M.A. in PR Academic Advisor will determine foundation course equivalencies. If applicable, official notification of any unfinished foundation courses will be included in the applicant's official admission decision letter from Rowan University.

FC-I. Publication Layout and Design (JRN 02317) (3.0 s.h.)

Students admitted without having completed this foundation course may complete it while enrolled in the M.A. in PR program. The foundation course must be taken before completing the program and does not count toward the 33 required semester hours for the Master's degree.

Graduation/Exit, Benchmark, and Thesis Requirements

Students write a research project on any aspect of public affairs, educational communication, or corporate communication to complete the program. Comprehensive oral/written exam also required.

Program Coordinator/Advisor Contact Information

Edward H. Moore
Bozorth Hall
856.256.4274
mooree@rowan.edu

Master of Arts in Writing (M.A.)

The Master of Arts in Writing is an innovative, interdisciplinary degree that integrates the scholarship on composition and new media with the practice of creative, journalistic, academic, and electronic writing.

The MA provides students with a strong theoretical foundation in writing studies through four core courses and offers several areas in which students may develop their personal and professional goals, including composition studies, new media and creative writing/journalism. A Master's Project is a requirement of the program.

Rowan University undergraduates majoring in the Bachelor of Arts in Writing Arts program can apply to the accelerated B.A./M.A. dual degree (4+1) program allowing them to earn both the B.A. and M.A. degrees in five years. Please see information about the B.A./M.A. admissions requirements at www.rowancce.com/programs for details.

Program Requirements**Required Courses** 12 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MAWR 01554	Core I: Theories and Techniques for Writers	3
MAWR 01559	Core II: Research Methods for Writers	3
MAWR 01561	Seminar I	3
MAWR 01571	Seminar II	3

Elective Courses 18 s.h.

- Four MAWR courses (12 s.h.) in the specialized area (Composition Studies, Creative Writing/Journalism or New Media).
- Two graduate-level elective courses (6 s.h.). Please discuss with Academic Advisor.

Total Required Credits for the Program 30 s.h.**Foundation Courses**

None

Graduation/Exit, Benchmark, and Thesis Requirements

Master’s Project, completed as a course requirement in Seminars I and II

Program Coordinator/Advisor Contact Information

Ron Block
Hawthorn Hall
856.256.4858
Blockr@rowan.edu

Certificates of Graduate Study (Non-degree)

Certificate of Graduate Study in Creative Writing (COGS)

By participating in a curriculum that combines the writing workshop model with the study of craft through a close reading of published texts, students will engage in the advanced practices of the genres of their choice. They will learn to engage in a process of composition that, when combined with the development of a critical vocabulary, allows students to give, receive, and use criticism in their revisions. As they discover and develop their individual style, voice, and literary vision, they will acquire the discipline and the creative and organizational strategies necessary to prepare for and advance them toward publication.

Program Requirements

Required Courses

9 s.h.

(s.b.: semester hours/credit hours)

Choose three (3) from the following options.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MAWR 02505	Poetry Workshop	3
MAWR 02515	Creative Nonfiction Workshop	3
MAWR 02520	Writing the Novel	3
MAWR 02521	Writing the Nonfiction Book	3
MAWR 02522	Nonfiction Workshop	3
MAWR 02523	Writing the Memoir	3

Total Required Credits for the Program

9 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Ron Block
Hawthorn Hall
856.256.4858
blockr@rowan.edu

Certificate of Graduate Study in Editing & Publishing for Writers (COGS)

Due to recent changes in the publishing industry (corporate mergers, ever-advancing publishing technologies, radical alterations in traditional book distribution and bookselling) writers are now compelled to be excellent editors and marketers of their own work. Utilizing a curriculum that combines advanced editing and revision of works of the student's own choice (nonfiction book, YA novel, poetry, articles and essays), along with the hands-on opportunities in classes, students will acquire a necessary understanding of contemporary editing and publishing procedures in a variety of print and digital environments, including periodicals, and digital and book publishing, as well as the discipline and organizational strategies necessary to prepare and submit a variety of types of work for publication.

Program Requirements

Required Courses 9 s.h.
(s.h.: semester hours/credit hours)

Choose three (3) from the following options.

Course #	Course Title	S.H.
MAWR 01557	Writing the Freelance Features	3
MAWR 01566	Editing the Literary Journal	3
MAWR 01622	Publishing for Creative Writers	3
MAWR 01623	Writing Stories for Children & Young Adults	3
MAWR 02521	Writing the Nonfiction Book	3

Total Required Credits for the Program 9 s.h.

Foundation Courses
 None

Graduation/Exit, Benchmark, and Thesis Requirements
 None

Program Coordinator/Advisor Contact Information
Ron Block
Hawthorn Hall
856.256.4858
blockr@rowan.edu

Certificate of Graduate Study in Integrated Marketing Communication & New Media (COGS)

The Certificate of Graduate Study (COGS) in Integrated Marketing Communication and New Media provides insight into how company efforts to offer greater accountability from their marketing efforts have intensified, and how new media have proliferated.

This has intensified the search for new ways to get more accountability from marketing communication efforts. The result has been a growing understanding on the part of corporate management that (1) the efficiencies of mass media advertising are not what they used to be; (2) consumers are more sophisticated, cynical, and distrusting than ever before; (3) tremendous gaps exist between what companies say in their advertising and what they actually do; and (4) in the long run, nourishing good customer relationships is far more important than making simple exchanges.

There is now a growing movement toward integrating all the messages created by various communication agencies and sent out by various departments within the company to achieve consistency. This process is known as Integrated Marketing Communication.

Students can use the coursework from this COGS and apply it toward the Master of Arts in Public Relations program.

Program Requirements

Required Courses 3 s.h.
(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MAPR 01565	IMC and New Media	3

Elective Courses 6 s.h.

Choose two (2) from the following options.

Course #	Course Title	S.H.
MAPR 01550	Intro to Communication Research	3
MAPR 01563	Research, Messaging & Audience Analysis	3
MAPR 06515	Online Public Relations	3
MAWR 01555	Writing for Electronic Communities	3
MAWR 01564	Information Architecture	3

Total Required Credits for the Program 9 s.h.**Foundation Courses**

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Coordinator/Advisor Contact Information**Suzanne FitzGerald****Bozorth Hall****856.256.4265****sparks@rowan.edu****Certificate of Graduate Study in School Public Relations (COGS)**

The School Public Relations Certificate of Graduate Study provides students with a broad overview of School Public Relations and a focus on several essential components of the field. By investigating and assessing real world case studies, students will develop an understanding of the need for formal planning and evaluation of an educational organization's public relations initiatives.

Students can use the coursework from this COGS and apply it toward the Master of Arts in Public Relations program.

Program Requirements**Required Courses** 6 s.h.*(s.h.: semester hours/credit hours)*

Course #	Course Title	S.H.
MAPR 98503	School Public Relations	3
MAPR 01547	Techniques of Communication	3

Elective Courses 3 s.h.

Choose three (3) credits from any combination of the following existing communication modules:

Course #	Course Title	S.H.
MAPR 01524	Fundraising & Development	2
MAPR 01528	Global PR	1
MAPR 01530	Internal Communication in Organizations	1
MAPR 01533	Crisis Public Relations	1
MAPR 01534	Small Group Communication	1
MAPR 01535	Interpersonal Communication	1
MAPR 01537	Contemporary PR Challenges	1
MAPR 01538	Legislative Liaison for PR Practitioners	1
MAPR 01544	Public Relations Planning	2
MAPR 01550	Intro to Communication Research	3
MAPR 01553	Graduate Case Studies in PR	1
MAPR 01554	Planning & Conducting Special Events	1
MAPR 01555	Persuasive & Feature Writing	1
MAPR 01557	Using Electronic Media in Public Relations	2
MAPR 01558	Integrated Marketing Communication	1

Total Required Credits for the Program 9 s.h.**Foundation Courses**

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Edward H. Moore
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mooree@rowan.edu

Certificate of Graduate Study in Writing, Composition & Rhetoric (COGS)

This 9-credit program for teachers and other writing professionals improves students' knowledge of contemporary theories, issues, and practices in writing and writing instruction. Students develop their writing abilities by analyzing their own writing and that of published writers. Courses emphasize composition theory, writing assessment, and the role of technology in writing.

Program Requirements

<u>Required Courses</u>		9 s.h.
<i>(s.b.: semester hours/credit hours)</i>		
<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MAWR 01549	Issues in Composition Studies	3
MAWR 01555	Writing for Electronic Communities	3
MAWR 01556	Assessment of Writing	3
<u>Total Required Credits for the Program</u>		9 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Ron Block
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Certificate of Graduate Study in Writing & New Media (COGS)

This Certificate will increase students' awareness of composing opportunities, theories, and practices that are emerging as a result of the ubiquity of new media technologies and online writing spaces. Students will learn how to effectively compose in and for a variety of online writing spaces using a variety of modes and genres. Students will also learn theories in areas that hold significant import for understanding the implications of new media communication technologies: information architecture, visual rhetoric, social media, computers and writing, and designing with web standards. These marketable skills will enhance students' current and future career opportunities.

Program Requirements

<u>Required Courses</u>		12 s.h.
<i>(s.b.: semester hours/credit hours)</i>		
<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MAWR 01555	Writing for Electronic Communities	3
MAWR 01564	Information Architecture	3
MAWR 01620	Internet & Writing Studies	3
MAWR 01621	Visual Rhetoric & Multimodal Composition	3
<u>Total Required Credits for the Program</u>		12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Advisor Contact Information

Ron Block
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blockr@rowan.edu

Dual Degree (4+1 Programs)

Overview

The dual degree 4+1 program is designed to be completed in five years. Students typically apply during their junior year. If admitted, the senior year (fourth year) marks the official start of the dual degree 4+1 program. During this year, students will be matriculated as undergraduate 4+1 students and will usually enroll in up to 12 graduate credits while also completing any remaining undergraduate B.A. in Writing Arts and general education course requirements. The 12 graduate credits double-count towards both the undergraduate and graduate degrees. If approved to officially continue in the graduate portion of the program, during year five students will be matriculated as graduate 4+1 students and their coursework will include the remaining graduate credits required for the Master's degree. (Students in this program must satisfy all the requirements for the undergraduate degree before proceeding to the +1 year [or graduate year] of the program.)

Master of Arts/Bachelor of Arts in Writing Arts - 4+1 Program (M.A./B.A.)

The dual Bachelor of Arts/Master of Arts in Writing Arts is an innovative, interdisciplinary accelerated degree program that integrates the scholarship on composition and new media and the practice of creative, journalistic, academic, and electronic writing.

The undergraduate major in Writing Arts provides students an in-depth understanding of the multiple facets of written communication. Through a variety of courses and learning experiences, students develop their awareness of writing's theoretical foundations and practical applications.

The M.A. provides students with a strong theoretical foundation in writing studies through four core courses and offers several areas in which students may develop their personal and professional goals, including composition studies, creative writing, new media, and journalism. A Master's Project is a requirement of the program.

This program allows students to earn a Bachelor of Arts in Writing Arts and a Master of Arts in Writing in five years.

4+1 Undergraduate Program Requirements

Required Major Courses

19 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
CMS 04250	Communication Theory	3
WA 01200	Introduction to Writing Arts	3
es	3	
WA 01300	The Writer's Mind (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 01301	Writing, Research & Technology (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 01405	Evaluating Writing (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 01450	Writing Arts Portfolio Seminar	1
WA 07290	Creative Writing I	3
OR		
WA 07309	Writing Children's Stories	3

Elements of Language

3 s.h.

Choose one course from the following options.

Course #	Course Title	S.H.
ANTH 02250	Introduction to Anthropological Linguistics	3
CMS 04225	Semantics	3
CMS 04325	Linguistics	3
ENGL 05301	American English Grammar	3
	Completion of second semester 200-level foreign language course	3

Note: Languages that offer this level course: Chinese, French, German, Italian, Russian, Spanish. Also, while the requirement is 3 s.h., other courses prior to this 200-level course will likely be necessary.

Writing Specialization

12 s.h.

You must choose 12 s.h. from any of the courses listed below. If you choose all 12 s.h. from one of the three specializations, that specialization will appear on your diploma and transcript. If you complete more than one specialization, you must take at least 9 s.h. in each specialization. See www.rowan.edu/wa for more information on shaping a specialization.

Creative Writing

Course #	Course Title	S.H.
JRN 02332	The Publishing Industry (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
RTF 03393	Film Scenario Writing (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 01304	Writing with Style (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 01370	Professions in Writing Arts	1
WA 07291	Creative Writing II	3
WA 07391	Fiction Writing (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 07392	Fundamentals of Playwriting (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 07395	Writing Poetry (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 07410	Tutoring Writing (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
	Internship or Research Practicum	3-6

Technical & Professional Writing

Course #	Course Title	S.H.
CMS 04290	Rhetorical Theory	3
JRN 02332	The Publishing Industry (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
RTF 03295	Introduction to New Media	3
WA 01302	Intro to Technical Writing (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 01370	Professions in Writing Arts	1
WA 01400	Writing for the Workplace (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
WA 07410	Tutoring Writing (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
	Internship or Research Practicum	3-6

New Media Writing & Publishing

Course #	Course Title	S.H.
CMS 04215	Fiction to Film (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
CMS 04315	Participatory Media (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
JRN 02314	Photojournalism (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
JRN 02317	Publication Layout and Design	3
JRN 02321	Online Journalism I (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3
JRN 02332	The Publishing Industry (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.)*	3

JRN 02335	Media Law (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.) ^{*t3}	
RTF 03275	Applied Media Aesthetics: Sight, Sound & Story (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.) [*]	3
RTF 03295	Introduction to New Media (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.) [*]	3
WA 01370	Professions in Writing Arts (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.) [*]	1
WA 01400	Writing for the Workplace (A graduate-level elective course may substitute for this course. Discuss with your Academic Advisor.) [*]	3
	Internship or Research Practicum	3-6

*No more than 12 graduate credits total may be used to replace undergraduate coursework. Discuss with your Academic Advisor.

General Education, Rowan Experience, and Free Elective Courses 86 s.h.
Please discuss course options with your Academic Advisor and 4+1 Coordinator.

Total Required Credits for the Undergraduate Portion of the Program 120 or 108** s.h.

(**The first number is the official number of credits required for the undergraduate degree; however, the second number reflects the actual number of credits students will take through undergraduate coursework since 12 of the graduate credits are completed in the 4th/senior year and count for both the undergraduate and graduate degrees.)

4+1 Graduate Program Requirements

Required Graduate Courses taken while an undergraduate 4+1 student 6 s.h.
(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MAWR 01554	Core I: Theories & Techniques for Writing	3
MAWR 01559	Core II: Research Methods for Writers	3

Required Graduate Elective Courses taken while an undergraduate 4+1 student 6 s.h.
Choose two (2) from the "Required Elective Course Listing" below to complete while an undergraduate student. Your Academic Advisor/4+1 Coordinator will help to shape a specialization within the program.

Required Graduate Courses taken while a graduate 4+1 student 6 s.h.
(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MAWR 01561	Seminar I	3
MAWR 01571	Seminar II	3

Required Graduate Elective Courses taken while a graduate 4+1 student 12 s.h.
Choose four (4) from the "Required Elective Course Listing" to complete while a graduate student.

Course #	Course Title	S.H.
MAWR 01546	Contemporary Rhetoric	3
MAWR 01549	Issues in Composition Studies	3
MAWR 01555	Writing for Electronic Communities	3
MAWR 01556	Assessment of Writing	3
MAWR 01557	Writing Freelance Features	3
MAWR 01558	Fiction Workshop	3
MAWR 01560	Managerial Communication	3
MAWR 01564	Information Architecture	3
MAWR 01565	Technical Writing	3
MAWR 01566	Editing the Literary Journal	3
MAWR 01615	Independent Study	3
MAWR 01618	Special Topics	3
MAWR 01620	Internet & Writing Studies	3
MAWR 01621	Visual Rhetoric & Multimodal Composition	3
MAWR 01622	Publishing for Creative Writers	3
MAWR 01623	Writing Stories for Children & Young Adults	3

MAWR 01630	Writing Difference	3
MAWR 02505	Poetry Workshop	3
MAWR 02510	Writing for Broadcast	3
MAWR 02515	Creative Nonfiction Workshop	3
MAWR 02520	Writing the Novel	3
MAWR 02521	Writing & Publishing the Nonfiction Book	3
MAWR 02522	Nonfiction Workshop	3
MAWR 02523	Writing the Memoir	3
MAWR 07500	The Essay: Art & Craft	3

Total Required Credits for the Graduate Portion of the Program 30 s.h.
(This number includes the 12 graduate credits that will double-count for the graduate and undergraduate portions of the program.)

Total Required Credits for the Entire 4+1 Program 138 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

Master's Project, completed as a course requirement in Seminars I and II

Program Coordinator/Advisor Contact Information

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College of Education

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Mission

To positively impact and develop local, regional, national and global educational communities by

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings;
 - integrating teaching, research, and service to advance knowledge in the field; and,
 - preparing and supporting professionals through the development of knowledge, skills and dispositions
- with the ultimate goal of ensuring equitable educational opportunities for all learners.

Vision

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

Goals

Rowan University has an historic and unwavering commitment to preparing candidates, educators, and other professionals who will demonstrate the knowledge, skills, and dispositions indicative of the potential for outstanding success in their future careers. "The Learning Community in Action" is the conceptual framework for all programs in the College of Education at Rowan University. Therefore, the College of Education strives to model learning community principles for both initial and advanced candidates who will in turn create learning communities in their professional positions. Candidate performances are measured according to the knowledge, skills and dispositions defined in the Conceptual Framework as developed in response to appropriate national and/or state standards.

Accreditation

Rowan University's teacher education program, one of the largest and most comprehensive in New Jersey and in the nation, has been accredited by the National Council for Accreditation of Teacher Education (NCATE) now known as the Council for the Accreditation of Educator Preparation (CAEP) since 1956. In addition, College of Education programs have received National Recognition from the following professional organizations:

- ACEI Association for Childhood Education International
- ACTFL American Council on the Teaching of Foreign Languages
- CEC Council for Exceptional Children
- ELCC Educational Leadership Constituent Council
- IRA International Reading Association
- NAEYC National Association for the Education of Young Children
- NASP National Association of School Psychologists
- NASPE National Association for Sport and Physical Education
- NCSS National Council for the Social Studies
- NCTE National Council of Teachers of English

- NCTM National Council of Teachers of Mathematics
- NSTA National Science Teachers Association
- TESOL Teachers of English to Speakers of Other Languages

In addition, the M.A. in Counseling in Educational Settings program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The New Jersey State Department of Education also approves Rowan's programs.

Departments

The College of Education is composed of four (4) academic departments. They include:

- Educational Services & Leadership
- Interdisciplinary & Inclusive Education
- Language, Literacy & Sociocultural Education
- Science, Technology, Engineering, Art & Mathematics (STEAM) Education

(Not all departments offer programs through the Division of Global Learning & Partnerships.)

Support Services

In addition to the academic departments, the College of Education houses several offices that support the academic program including:

The Office of Field Experiences

The Office of Field Experiences coordinates all field placements, including school or clinical settings required for graduation and state certification applications. The mission of the College of Education is to prepare educators to transform classrooms and schools into learning communities that foster academic achievement, social responsibility, personal responsibility and social justice. The Office of Field Experiences is located in the College of Education Advising Center in Herman D. James Hall, 2nd floor. Hours are 8:30 a.m. to 4:30 p.m., Monday through Friday.

The College of Education Advising Center (CEAC)

The College of Education Advising Center provides students with the necessary support and guidance as they pursue their educational goals and courses through the College of Education. It is a resource that offers program advisement for current and prospective students. The center is focused on providing accurate and timely information to assist students who are working toward a degree and/or licensure in a number of professional education careers.

The **John J. Schaub Instructional Technology Center** consists of a Computer Laboratory and an Instructional Materials Center (IMC). The Instructional Technology Center provides facilities, technology, materials and training in the four areas of Instructional Technology: print technology, audio-visual technology, computer technology, and integrated technology. It is the primary instructional technology resource and training facility for students and faculty in the College of Education. The IMC houses PreK-12 teaching kits and other materials related to the educational programs offered by the College of Education. It is a comfortable study space that serves as a teachers' library and workroom for students in the College of Education.

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit www.rowanu.com/programs.

DOCTORAL DEGREE/EDUCATIONAL SPECIALIST DEGREE

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Doctor of Education in Educational Leadership	Face-to-face/Glassboro campus (track courses 100% online)	EDD-EDLDRSHP/D928	Part-time	60
	Blended: 60% online & 40% face-to-face at NJPSA (New Jersey Principals and Supervisor's Association) in Jamesburg, NJ (track courses 100% online)		Part-time	60
	Online with 2 residencies on the Glassboro campus		Part-time	60
Educational Specialist in School Psychology: School Psychologist Certification#	Face-to-face/Glassboro campus	EDS-SCHPSYCH/ES03	Both	39

MASTER'S DEGREES

Program Name	Format/Location	Program/Major Codes	Avail FT/PT	Total Credits
Master of Arts in Counseling in Educational Settings#	Face-to-face/Glassboro campus (fall entry) or Face-to-face/Camden campus (spring entry)	MA-COUNEDSET/G825	Both	48
Master of Arts in Higher Education	Face-to-face/Glassboro campus	MA-HIGHED/G807	Both	31-37 depending upon track selected
Master of Arts in Learning Disabilities#	Face-to-face/Glassboro campus (with some online/accelerated course options)	MA-LRNDIS/G818	Both	33-39 depending upon track selected
Master of Arts in Reading Education Track I: Reading Practitioner	Online	MA-READED/G830	Part-time	33
Master of Arts in Reading Education Track II: Reading Specialist#	Blended		Part-time	33
Master of Arts in School Administration#	Blended: 100% online coursework with a total of 4 face-to-face meetings during the program	MA-SCHADMIN/G827	Part-time	36
	Face-to-face/Glassboro campus		Part-time	36
Master of Arts in School Psychology	Face-to-face/Glassboro campus	MA-SCHPSYCH/G822	Both	34
Master of Arts in Special Education#	Face-to-face/Glassboro campus	MA-SPECED/G809	Both	30-41 depending upon track selected
	Online		Part-time	30-41 depending upon track selected
Master of Arts in STEM Education#	Blended/Glassboro campus	MA-STEM/G845	Full-time	30
Master of Education in Teacher Leadership	100% online or blended (depending upon content COGS selected)	MED-TCHLD/G815	Part-time	33-36 depending upon content COGS selected
Master of Science in Teaching: Elementary Education#	Blended/Glassboro campus	MST-ELED/G800	Full-time	40
Master of Science in Teaching: Subject Matter Education#	Blended/Glassboro campus	MST-SEED/G802	Full-time	40
Master of Science in Teaching: Subject Matter Education– Theatre Education#	Blended/Glassboro campus	MST-THRED/G008	Full-time	40

CERTIFICATES OF ADVANCED GRADUATE STUDY (NON-DEGREE)

Program Name	Format/Location	Program/Major Codes	Avail FT/PT	Total Credits
Certificate of Advanced Graduate Study in Principal Preparation**#	100% online	CAG-PRINCIPL/G628	Part-time	21-24 depending upon track selected

CERTIFICATES OF GRADUATE STUDY (NON-DEGREE)

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Certificate of Graduate Study in Autism Spectrum Disorders	100% online	COG-AUTDIS/G108	Part-time	15
Certificate of Graduate Study in Educational Technology*	100% online	COG-EDTECH/G124	Part-time	15
Certificate of Graduate Study in English as a Second Language (ESL)*#	100% online	COG-ESL/G604	Part-time	16-21 depending whether or not the candidate has an NJ teaching certificate
Certificate of Graduate Study in Enhancing Instructional Practices in Health Professions Education	100% online	COG-ENHPRAC/G103	Part-time	12
Certificate of Graduate Study in Learning Disabilities	100% online or Face-to-face/Glassboro	COG-LRNDIS/G138	Part-time	15
Certificate of Graduate Study in Reading	100% online	COG-READ/G630	Part-time	15
Certificate of Graduate Study in Reading/Writing Literacy	Blended/Glassboro campus	COG-RWLITRCY/G126	Part-time	15
Certificate of Graduate Study in Special Education*	100% online	COG-SPED/G127	Part-time	18
Certificate of Graduate Study in Teaching & Learning*	100% online	COG-TCHLRN/G109	Part-time	18

CERTIFICATIONS, ENDORSEMENTS & RELATED POST-BACCALAUREATE PROGRAMS (NON-DEGREE)

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Learning Disabilities Teacher Consultant (LDTTC) Certification#	Face-to-face (with some online/accelerated course options)/Glassboro campus	GCT-LRNDIS/G618	Both	33
Supervisor Certification **#	100% online	GCT-SPRVSR/G629	Part-time	12
Bilingual/Bicultural Education Endorsement#	100% online	GE-BILINGCUL/G605	Part-time	12
Graduate Endorsement for Teacher of Students with Disabilities#	Face-to-face/Glassboro campus	GE-TCHSTUDIS/G609	Part-time	23 – Program is intended for those who already have teacher certification.
	100% online		Part-time	23 – Program is intended for those who already have teacher certification.
Post-baccalaureate: Teacher of Reading #	Face-to-face/Glassboro campus	CRT-READ/9830	Part-time	30

CERTIFICATIONS, ENDORSEMENTS & RELATED POST-BACCALAUREATE PROGRAMS (NON-DEGREE)
continued

Program Name	Format/Location	Program/Major Codes	Avail FT/PT	Total Credits
Post-baccalaureate: Teacher of Students with Disabilities#	Face-to-face/Glassboro campus	CRT-TCHSTDIS/9811	Full-time/Part-time	27 – Program is intended for those who do not possess but are concurrently pursuing teacher certification.
	100% online		Part-time	27 – Program is intended for those who do not possess but are concurrently pursuing teacher certification.
Post-baccalaureate: School Nursing Certification #	100% online	CRT-SCHNURSG/9221	Part-time	18
Undergraduate Endorsement: Driver Education #	Blended	UE-DRIVERED/9610	Part-time	3

*Coursework in this program counts as approximately one half of the coursework required for the Master of Education in Teacher Leadership.

**Coursework in this program counts toward the coursework required for the Master of Arts in School Administration.

#Program leads to a state certificate/endorsement.

Admissions

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit www.rowanu.com/programs. Click on your program of interest to be connected to program and admission details.

DOCTORAL DEGREE/EDUCATIONAL SPECIALIST DEGREE
Doctor of Education in Educational Leadership (Ed.D.)

The Educational Leadership doctoral program provides opportunities for students to acquire and construct knowledge that enhances their ability to transform educational institutions to meet the challenging needs of an ever-changing society. This is achieved by educating students to become reflective practitioners who comprehend and evaluate professional literature and research, and who understand leadership and change. In addition, students learn how to translate the research and theory into practice.

Benchmarks & Dissertation

The Ed. D. at Rowan University requires the completion of 60 graduate semester hours (S.H.) made up of 16 courses (48 S.H.) and 12 S.H. of dissertation. The program includes three distinct benchmarks. Benchmark I takes place after the completion of four of the five core courses and consists of a written assessment, followed by an interview with a committee of faculty. Benchmark II consists of a presentation of dissertation proposal to a committee of faculty. Benchmark III is the dissertation symposium.

Track Options

The doctoral program offers 3 tracks. Each track includes 4 specialized courses. All of the track courses are 8 weeks long and offered 100% online, regardless of the overall delivery format chosen. The 3 track options are:

1. **Higher Education:** This track is for educators who are looking to gain advanced knowledge in the field of higher education, with a special focus on administration and leadership at the post-secondary/four-year college level.
2. **P-12:** This track is for those educators who are looking to gain advanced knowledge in the field, with a special focus on developing the leadership skills and dispositions necessary to enact lasting and meaningful change within the preschool through secondary school levels.
3. **Nurse Educator:** This track is for those educators who are looking to gain advanced knowledge in the field, with a special focus on educating nurses.

A **Community College Leadership Initiative (CCLI)** track is typically offered on a biennial basis. This track is for those educators who are looking to gain advanced knowledge in the field, with a special focus on community college.

Residency Requirement

The Ed.D. program is available in a number of different delivery modes, including online. Those who choose the online delivery format will be required to complete 2 residencies as outlined below:

- **Residency I:** Students will spend three days/two nights (Friday to Sunday) on the campus of Rowan University becoming familiar with campus resources, University policies and procedures, the mission and conceptual framework of the College, and program expectations of the Educational Leadership Department. This orientation-based residency is a wonderful introduction to the doctoral experience that serves to enhance the online learning environment by providing a face-to-face opportunity to engage with cohort members and Educational Leadership faculty and staff. Students will attend workshops designed to acquaint them with leadership development, action research and change strategies, reflective practice, social justice issues, and the development and implementation of professional learning communities. On-campus housing is available.
- One day at Rowan's Glassboro campus for the written portion of the Benchmark I exam. The exam is given twice per year. Students choose when they wish to take it after the completion of foundational first-year coursework.
- **Residency II:** A weekend stay at the conclusion of year two on Rowan's Glassboro campus. This residency will focus on preparing students for dissertation work and the dissertation process.

Program Requirements**Required Courses for All Tracks**

36 s.h.

(S.H.: Semester Hours)

Course #	Course Title	S.H.
EDST 24503	Quantitative Analysis in Educational Research	3
EDST 24721	Action Research in Educational Leadership	3
EDST 24724	Issues in Qualitative Analysis in Educational Leadership	3
EDST 24725	Mixed Methods Research in Educational Leadership	3
EDAM 27704	Changing Organizations	3
EDAM 27719	Dissertation Seminar I	3
EDAM 27720	Dissertation Seminar II	3
EDAM 27733	The Policy Environment	3
EDAM 27750	Applied Ethics in Educational Leadership	3
EDAM 27752	Advanced Leadership	3
EDSU 28706	Diversity in Educational Leadership	3
EDSU 28715	Leadership Theory	3

Required Track Courses

12 s.h.

Ed.D. students must complete the four courses in their selected track. (Track is selected during the application process.)

Course #	Course Title	S.H.
Higher Education Track Courses		
EDAM 27741	Current Issues in Higher Education	3
EDAM 27746	Higher Education Governance	3
EDAM 27783	Student Development & Adult Learning Theory	3
TBD	Nature & Function in Higher Education	3
P-12 Track Courses		
EDAM 27714	Planning & Negotiating	3
EDAM 27735	Promoting Effective Learning	3
EDAM 27749	Issues in School Governance	3
EDAM 27790	Instructional Leadership & The Curriculum	3
Nurse Educator Track Courses		
EDAM 27783	Student Development & Adult Learning Theory	3
SNUR 92751	Instructional Design & Curriculum Development in Nursing Education	3
SNUR 92752	Nursing Program Evaluation & Information Resources	3
SNUR 92753	Practicum in Nursing	3
Community College Track Courses		
EDAM 27780	Community College Leadership & Governance	3
EDAM 27781	Community College Budgeting & Finance	3
EDAM 27782	The American Community College	3
EDAM 27783	Student Development & Adult Learning Theory	3

Required Dissertation Research Course

Ed.D. students must complete a minimum of 12 semester hours of Dissertation Research.

Course #	Course Title	S.H.
EDST 24795	Dissertation Research	12

Note about Dissertation Research: In order to maintain matriculation in the program, students must register for at least 1 semester hour of EDST 24795 (Dissertation Research) per term until their dissertation is complete and approved and at least 12 Dissertation Research semester hours total have been completed.

Total Required Semester Hours for the Program

60 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- Students must successfully complete and defend dissertation.

Benchmarks: *Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks' timing and assessments will be shared with the student throughout the program by the Academic Advisor.*

Benchmark I:

- *Timing:* Occurs after the completion of 12 prescribed semester hours (Phase I)
- *Requirements:* Benchmark consists of two parts: A timed, written examination, followed by an interview with a committee of faculty.
- *Options:* If the student does not successfully pass the benchmark on the first try, then the student is invited to re-take the exam. Student will not be permitted to continue coursework during this time. If unsuccessful or the student chooses not to attempt the exam when offered a second time, the student will be dismissed from the program.

Benchmark II:

- *Timing:* Occurs after the completion of 30 prescribed semester hours (Phase II)
- *Requirements:* Student may present his or her dissertation proposal at a time mutually agreed upon by the student and his or her dissertation committee. The dissertation proposal must be approved before moving onto the completion of the dissertation project.
- *Options:* If the student does not successfully pass the benchmark, meaning an approved dissertation proposal is not obtained, then the student is able to revise and take again while continuing dissertation coursework.

Benchmark III:

- *Timing:* Occurs after the completion of all 60 prescribed semester hours (Phase III)
- *Requirements:* Student must successfully complete and defend a dissertation at a final symposium.
- *Options:* If the student does not successfully pass the benchmark, then the student may resubmit and defend the dissertation. If still unsuccessful, student will not be approved for graduation from the program.

Program Coordinator/Advisor Contact Information**Maria Lanza-Gladney****Herman D. James Hall****856.256.4500 ext. 3637****lanza-gladney@rowan.edu****Educational Specialist in School Psychology – School Psychologist Certification (Ed.S.)**

The Ed.S. is an advanced degree that enables the candidate to develop practitioner expertise in psychological, educational, professional and related areas. Candidates hone skills in assessment, consultation, counseling and intervention to prepare to work with children and adolescents, parents, guardians, teacher and other educational professionals in a school setting. To earn the Ed.S. degree, a candidate must complete all courses, a school-based 300 hour practicum and a school-based 1200-hour externship/internship.

Upon completion of the Ed.S., candidates are eligible for New Jersey Department of Education certification as a school psychologist. Rowan University Ed.S. graduates may also apply to become a Nationally Certified School Psychologist

Rowan University's School Psychology program is an approved program by the National Association of School Psychology (NASP).

Program Requirements**Required Courses**

39 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
CURR 29580	Fundamentals of Curriculum Development	3
EDSU 28546	Educational Organization and Leadership	3
SPSY 06627	Cognitive Assessment & Data-Based Decision Making	3
SPSY 06628	Psychoeducational Assessment & Data-Based Decision Making	3
SPSY 06629	Behavioral-Social Assessment & Data-Based Decision Making	3
SPSY 06632	School Psychology: Consultation, Collaboration & Intervention	3
SPSY 08545	Home/School/Community Collaboration	3
SPSY 08547	Professional School Psychology	3
SPSY 22623	Internship in School Psychology	3(*4)
or SPSY 22634	Internship in School Psychology	6(*2)
SPSY 22630	Practicum in School Psychology	3

*Students should take 2-6 s.h. SPSY 22634 Internship in School Psychology courses or 4-3 s.h. SPSY 22623 Internship in School Psychology courses.

Total Required Credits for the Program

39 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Barbara Bole Williams
 Herman D. James Hall
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 williamsb@rowan.edu

MASTER'S DEGREES**Master of Arts in Counseling in Educational Settings (M.A.)**

This program leads to a Master of Arts degree in Counseling in Educational Settings, and also New Jersey certification in School Counseling. Graduates may work in elementary, middle, and/or secondary school settings, providing student counseling services. Such services include individual and group counseling for students regarding personal, social, and educational needs; consultation with faculty and other professional staff; assessment of individual students regarding personal-social, academic and career interests and needs; consultation with families regarding the individual's educational progress and career-related plans; and working cooperatively with community resources. A number of our graduates seek careers in Higher Education settings, such as Residence Hall, Student Services, and Career and Academic Planning.

Program Requirements**Required Courses**

48 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
COUN 26501	Introduction to Counseling & Guidance	3
COUN 26509	Group Counseling in Educational Settings	3
COUN 26520	Design & Administration of Developmental Counseling Programs	3
COUN 26525	Multicultural Counseling & Advocacy	3
COUN 26526	Individual Counseling Procedures	3
COUN 26527	Practicum/Counseling in Educational Settings	3
COUN 26528	Assessment & Appraisal Tech in CES	3
COUN 26529	Counseling Interviewing Skills & Techniques	3

COUN 26582	Career Counseling in Educational Settings	3
COUN 26601	Internship/Counseling in Educational Settings (3 credits Fall and 3 credits Spring)	6
COUN 26603	Research & Evaluation Procedures/Counseling in Educational Settings	3
COUN 26605	Advanced Workshop/Counseling in Educational Settings	1 (3)*
PSY 22507	Development & Learning	3
or LDTC 18510	Applied Theories of Learning	3
PSY 09560	Lifespan Development	3

* Students should take 3-1 s.h. Advanced Workshops.

Total Required Credits for the Program 48 s.h.

Foundation Courses

None

Graduation/Exit/Thesis Requirements

An Action Research project is required as part of the coursework.

Program Coordinator/Advisor Contact Information

Hector Rios

Herman D. James Hall

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Master of Arts in Higher Education (M.A.)

The Master of Arts in Higher Education is intended for individuals who wish to pursue careers at 2 or 4 year institutions. This program offer 3 specializations:

Administration (Concentration P807)

Graduates of this program go on to careers in student affairs including residential life, admissions, academic advising, student activity planning and programming, judicial affairs, and service learning/volunteerism.

Students in this specialization are required to prepare and keep a portfolio throughout the duration of the program experience. The portfolio serves as a tool to help faculty observe student progress and learning which is assessed through a Synthesis/Reflective Application Exercise conducted usually at the end of the first year of study but prior to enrolling in the Seminar/Internship in Higher Education Administration I capstone course.

Instruction (Concentration P808)

This specialization is intended for those who wish to pursue employment opportunities as adjunct instructors or as instructors in developmental education/ basic skills programs or in selected science disciplines at 2 or 4-year colleges (this track is not recommended for those who plan to seek full time tenure track professional positions in a specific discipline).

This specialization is offered in a limited number of academic specializations: Computer Science, Mathematics, English as a Second Language, and Reading. It is also possible to craft programs in Biology, Physics, and Chemistry. The programs in the specialization range from 31-37 credits, depending on the academic specialty:

- Computer Science (37 credits)
- Mathematics (37 credits)
- English as a Second Language (34 credits)
- Reading (31 credits)
- Academic specialties in Biology, Physics, and Chemistry may vary according to student experience. Please consult the Academic Advisor for more information.

Academic Advising

The Academic Advising track is intended for those individuals who wish to increase their knowledge and skills as well as those who seek an entry level position in a 2-year or 4-year college or university, specifically in an academic advising role in higher education, whether in an advising center, an academic department or college, or in a tutoring center or other specialized academic setting.

Students in this specialization are required to prepare and keep a portfolio throughout the duration of the program experience. The portfolio serves as a tool to help faculty observe student progress and learning which is assessed through a Synthesis/Reflective Application Exercise conducted usually at the end of the first year of study but prior to enrolling in the Seminar/Internship in Higher Education Administration I capstone course.

Program Requirements**Required Courses**

Students select one track area from the options below and complete the listed courses.

Administration

36 s.h.

Course #	Course Title	S.H.
CURR 29504	Understanding Adult Learning & Development	3
EDAM 27620	Legal Issues in Higher Education	3
EDAM 27622	Planning & Resource Allocation in Higher Education	3
EDAM 27623	Diversity in Higher Education	3
EDAM 27628	Seminar/Internship in Higher Education Administration I (Capstone course)	3
EDAM 27629	Seminar/Internship in Higher Education Administration II (Capstone course)	3
EDAM 27637	Higher Education Administration	3
EDAM 27737	The College Student: Issues & Support Programs	3
EDST 24501	Procedures & Evaluation in Research	3
HIED 06605	Higher Education in America	3

Restricted Electives: 6 s.h. of pre-approved restricted electives. Please consult with the Academic Advisor

Instruction

31-37 s.h.

Course #	Course Title	S.H.
CURR 29504	Understanding Adult Learning & Development	3
EDST 24501	Procedures & Evaluation in Research	3
HIED 06603	Seminar/Internship in Higher Education Instruction	3
HIED 06605	Higher Education in America	3

Restricted Electives: 18-24 s.h. of coursework in students specialization area as determined in consultation with the Academic Advisor.

Academic Advising

36 s.h.

Course #	Course Title	S.H.
COUN 26509	Group Counseling in Educational Settings	3
COUN 26523	Counselor Interviewing Skills & Techniques	3
COUN 26582	Career Counseling in Educational Settings	3
CURR 29504	Understanding Adult Learning & Development	3
EDAM 27620	Legal Issues in Higher Education	3
EDAM 27623	Diversity in Higher Education	3
EDAM 27628	Seminar/Internship in Higher Education Administration I (Capstone course)	3
EDAM 27629	Seminar/Internship in Higher Education Administration II (Capstone course)	3
EDAM 27630	Academic Advising in Higher Education	3
EDAM 27737	The College Student: Issues & Support Programs	3
EDST 24501	Procedures & Evaluation in Research	3
HIED 06605	Higher Education in America	3

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- **Administration & Academic Advising:** An internship, and thesis
- **Instruction:** An internship, major research project, and comprehensive exam

Program Coordinator/Advisor Contact Information

Burton Sisco
Herman D. James Hall
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Master of Arts in Learning Disabilities (M.A.)

The Master of Arts in Learning Disabilities is an innovative program designed to provide motivated teachers with the knowledge and skills needed to meet the multitude of challenges found in both regular and special education classrooms. Both tracks in the program, each with a specific focus, are designed to prepare classroom teachers to meet the needs of students with learning difficulties. Collaborative field experiences are included in each track.

This program received national accreditation and recognition from NCATE and CEC.

Track Information

There are two track options in this program. The total number of required credits varies from 33-39 depending upon the track selected during the application process.

- **Track I** (Learning Disabilities Teacher-Consultant Track) is designed to prepare candidates for the Learning Disabilities Teacher-Consultant certification. Students in this track work in collaboration with other members of a child study team.
- **Track II** (Pre-school Track) is designed for graduate students who wish to facilitate learning for young children with developmental delays and disabilities. This track is not currently running.

Program Requirements for Track I

Required Courses

39 s.h.

(s.b.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
LDTC 18503	Foundations of Learning Disabilities	3
LDTC 18504	Assessment of Learning Disabilities	3
LDTC 18505	Correction of Learning Disabilities	3
LDTC 18510	Applied Theories of Learning	3
LDTC 18516	Applied Tests & Measurements	3
LDTC 18520	Neurological Bases of Educational Disorders	3
LDTC 18525	Advanced Assessment Techniques	3
LDTC 18600	Seminar & Research in Learning Disabilities I	3
LDTC 18601	Seminar & Research in Learning Disabilities II	3
LDTC 18650	Clinical Experiences in Learning Disabilities*	6
READ 30530	Teaching Reading to Exceptional Children	3
SPED 08555	Education & Psychology of Exceptional Learners	3

* matriculated students only and only with permission of program advisor

Total Required Credits for the Program

39 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Students must successfully complete and defend Master's thesis.

Program Requirements for Track II

Required Courses

33 s.h.

(s.b.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
LDTC 18503	Foundations of Learning Disabilities	3
LDTC 18510	Applied Theories of Learning	3
LDTC 18516	Applied Tests & Measurements	3
LDTC 18520	Neurological Bases of Educational Disorders	3
LDTC 18540	Motor Development in Young Children with Disability	3
LDTC 18545	Language Development in Young Children with Disability	3
LDTC 18550	Foundation of Early Childhood Special Education	3
LDTC 18600	Seminar & Research in Learning Disabilities I	3
LDTC 18601	Seminar & Research in Learning Disabilities II	3
PSY 06631	Psychological Testing of the Preschool Child	3
SPED 08555	Education & Psychology of Exceptional Learners	3

Total Required Credits for the Program

33 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Students must successfully complete and defend Master's thesis.

Program Coordinator/Advisor Contact Information**Sharon Davis****Herman D. James Hall****856.256.4500 ext. 3796****bianco@rowan.edu****Master of Arts in Reading Education (M.A.)**

The Masters of Arts in Reading Education is nationally accredited by the National Council for Accreditation in Teacher Education in conjunction with the International Reading Association. This degree leads to a Reading Specialist state certification. It is designed for candidates who have an initial teaching license and want to expand their knowledge, skills, and dispositions in teaching literacy and coaching paraprofessionals and colleagues. Students in the program will have the opportunity to develop both a contemporary conceptual framework and effective strategies that are appropriate for guiding literacy development in classroom and clinical environments.

The goals and objectives for the program and for the individual courses therein are aligned with the International Reading Association standards, preparing reading specialists to work with professionals and students to enable all students to meet the appropriate New Jersey Core Curriculum Standards in Language Arts/Literacy.

The course of studies provides students with an understanding of the basic principles of developmental and remedial reading instruction for grades pre-k-12. Students acquire advanced knowledge of the reading process. They engage in hands-on experiences in diagnosing and teaching learners who are having difficulty with literacy acquisition. The program prepares professionals to teach literacy to all learners and serve as leaders in supporting their colleagues in the field.

There are two track options in this program. The total number of required credits varies from 30-33 depending upon the track selected during the application process.

- **Track I: Reading Practitioner** is best intended for those who wish to pursue advanced study in literacy education and become more knowledgeable about instructional strategies that align with the Common Core English/Language Arts Standards. Students in this track are not required to have teaching certification, but are required to have access to a classroom and/or school district setting as well as a group of children to work with.
- **Track II: Reading Specialist** is best intended for those who hold a current NJ teaching certificate and want to expand their knowledge, skills, and dispositions in teaching literacy and coaching colleagues. Students learn procedures for administering reading programs in elementary and secondary schools. While enrolled in the course Clinical Experiences in Reading, students are required to engage in tutoring at the highly regarded clinic held on Rowan's Glassboro campus. There is an emphasis on reflective practice with colleagues and peer mentoring as part of this experience.

Program Requirements**Required Courses for Track I**

33 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
READ 30500	Theory & Practice in Literacy Education	3
READ 30510	Teaching Reading in the Elementary Schools	3
READ 30520	Content Area Literacy	3
READ 30530	Teaching Reading to the Exceptional Child	3
READ 30535	Word Study: Phonics, Spelling & Vocabulary Instruction	3
READ 30545	Using Multicultural Literature in the K-12 Reading & Writing Classroom	3
READ 30547	Teaching Literacy to English Language Learners	3
READ 30555	Teaching Writing in K-12 Classrooms	3
READ 30557	21st Century Literacy: Digital Knowledge, Digital Teaching	3
READ 30610	Literacy Assessment	3

Total Required Credits for the Program 30 s.h.

Required Courses for Track II 33 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
READ 30515	Teaching Reading & Writing across the Grades	3
READ 30520	Content Area Literacy	3
READ 30530	Teaching Reading to the Exceptional Child	3
READ 30535	Word Study: Phonics, Spelling & Vocabulary Instruction	3
READ 30540	Administration & Supervision of School Reading Programs	3
READ 30545	Using Multicultural Literature in the K-12 Reading & Writing Classroom	3
READ 30550	Diagnosis of Remedial Reading Problems	3
READ 30560	Correction of Remedial Reading Problems	3
READ 30570	Clinical Experiences in Reading	6
READ 30600	Seminar & Research in Reading	3

Total Required Credits for the Program 33 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- Students selecting Track II must successfully complete a comprehensive exam and defend a Master's Thesis.

Contact Information

Program Coordinator

Valarie G. Lee

Herman D. James Hall

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Academic Advisor

Alicia Groatman

Herman D. James Hall

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Master of Arts in STEM Education (M.A.)

The need for teachers continues to grow, particularly in high-need disciplines. By 2015, it is projected that 280,000 new math and science teachers will be needed in America's public school classrooms (Business-Higher Education Forum). This program addresses these challenges by selecting exceptionally able college seniors and career changers with science, technology, engineering, or mathematics backgrounds from across the country and supporting them to develop successful careers as highly skilled math, science and technology teachers.

The Master of Arts in STEM Education (MA) offers the unique opportunity for students who have undergraduate degrees in the mathematics, engineering, or the sciences to pursue an initial New Jersey teaching certificate in mathematics and/or the sciences and a Master's degree simultaneously.

This program is carefully designed such that all coursework has a STEM (Science, Technology, Engineering, Mathematics) focus that provides the ideal pedagogical preparation for prospective Mathematics or Science teachers in the K-12 setting.

Program Requirements

Required Courses

30 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
SELN 60576	Inclusive Instruction in STEM Classrooms	3
STEM 60501	Teaching & Research Methods I	3
STEM 60502	STEM Teaching & Research Methods II	5
STEM 60503	STEM Teaching & Research Methods III	6
STEM 60504	Professional Seminar for STEM Educators	3
STEM 60510	Teaching STEM in Diverse Settings	3
STEM 60512	STEM Education Residency I	1
STEM 60513	STEM Education Residency II	3
READ 30520	Content Area Literacy	3

Total Required Credits for the Program

30 s.h.

Foundation Courses

Students in this program are required to meet admission course requirements in either K-12 Biology, Chemistry, Mathematics, Physical Science, or Physics NJ state certification subject areas. Please consult Academic Advisor for information.

Graduation/Exit/Thesis Requirements

Exit Portfolio required.

Program Coordinator/Advisor Contact Information

Jill Perry

Herman D. James Hall

856.256.4500 ext. 3819

perry@rowan.edu

Master of Arts in School Administration (M.A.)

This principal preparation program provides the candidate with the opportunity to learn the diagnostic and prescriptive skills necessary to function as a collaborative leader in a P-12 learning organization. The program meets the requirements established by the New Jersey Department of Education for state certification as a public school administrator in positions such as assistant superintendent for curriculum and instruction, principal, assistant principal, vice principal, and director. In order for candidates to qualify for the Certificate of Eligibility (C.E.) for the principal endorsement, they must achieve a satisfactory score on the School Leaders Licensure Assessment.

Program Requirements

Required Courses

36 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CURR 29580	Fundamentals of Curriculum Development	3
CURR 29590	Curriculum Evaluation	3
EDAM 27510	Change for School Improvement	3
EDAM 27521	Introduction to the Principalship	3
EDAM 27535	School Finance & Records	3
EDAM 27559	Law & Ethics for School Leadership	3
EDAM 27600	Practicum/Seminar I in Administration & Supervision	3
EDAM 27601	Practicum/Seminar II in Administration & Supervision	3
EDST 24504	Action Research in Education	3
EDSU 28522	Instructional Leadership & Supervision	3
EDSU 28523	Building Organizational Capacity	3
EDSU 28546	Educational Organizations & Leadership	3

Total Required Credits for the Program

36 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Benchmarks: *Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks timing and assessments will be shared with the student throughout the program by the Academic Advisor.*

Benchmark I:

- *Timing:* Occurs after the completion of 12 prescribed credits (Phase I)
- *Requirements:* Candidates must successfully complete all Phase I courses and begin collecting a sample of course products from Phase I courses that demonstrate formative or developing achievement of appropriate ISLLC/ELCC standards to be ultimately included in final professional portfolio. Discuss details with Academic Advisor.
- *Options:* If the student does not successfully pass the benchmark, then the student is invited to re-take any necessary coursework.

Benchmark II:

- *Timing:* Occurs after the completion of 30 prescribed credits (Phase II)
- *Requirements:* Candidates must take the School Leader Licensure Assessment and have an approved tentative plan for the Practicum and Seminar in Administration and Supervision courses (internship). Discuss details with the Academic Advisor.
- *Options:* If the student does not successfully pass the benchmark, then the student is able to re-take Assessment Exam or any incomplete coursework, until such time as benchmark is passed or student is made inactive.

Program Coordinator/Advisor Contact Information

Maria Lanza-Gladney

Herman D. James Hall

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Master of Arts in School Psychology (M.A.)

Completion of the Master of Arts (M.A.) in School Psychology provides a background in the theories, major knowledge, and methodological procedures in school psychology. This program (or its equivalent) is required for admission into the Educational Specialist (Ed.S.) program. The M.A. and Ed.S. in School Psychology combine to meet the requirements for NJ Department of Education certification in School Psychology.

Program Requirements

Required Courses

34 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
COUN 26509	Group Counseling in Educational Settings	3
COUN 26526	Individual Counseling Procedures	3
EDST 24561	Applied Research Statistics Lab	1
LDTG 18520	Neurological Bases of Educational Disorders	3
PSY 01570	Research Methodology and Statistics in Counseling Psych	3
PSY 03624	Psychopathology of Childhood & Adolescence	3
PSY 05610	Social and Cultural Diversity	3
PSY 06533	Test & Measurements	3
PSY 22507	Development & Learning	3
or PSY 09560	Lifespan Development	3
PSY 22600	Seminar I: App Res in School Psychology	
or SCPY 22600	Applied Research Seminar I: School Psychology	3
PSY 22601	Seminar II: App Res in School Psychology	
or SCPY 22601	Applied Research Seminar II: School Psychology	3
SPED 08555	Educational Psychology of the Exceptional Learner	3

Total Required Credits for the Program

34 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- Students must successfully complete and defend Master's thesis.
- Successful completion of comprehensive exam

Program Coordinator/Advisor Contact Information

Barbara Bole Williams
Herman D. James Hall
856.256.4500 ext. 3804
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Master of Arts in Special Education (M.A.)

This advanced program is designed for individuals who possess an instructional certificate and want to pursue a master's degree in Special Education. The purpose of the program is to provide advanced studies focusing on educational, psychological and sociological needs of the children and youth with disabilities. The course work and related field experiences are designed to foster an understanding of students with special needs, combined with pedagogical skills to accommodate these needs and provide appropriate curriculum modifications when necessary. Upon completing the program, candidates earn a Master of Arts in Special Education.

Track Information

There are currently three track options in this program. The total number of required credits varies from 30-36 depending upon the track selected during the application process.

- **Track I: Graduate Endorsement** is designed for those who wish to qualify for State of New Jersey Teacher of Students with Disabilities Certification while simultaneously earning their Master's degree.
- **Track II: Autism Spectrum Disorders** is designed for those who are already licensed to teach Special Education, but are interested in working with students with significant disabilities, especially autism spectrum disorders.
- **Track III: Learning Disabilities** is designed for teachers who are looking to broaden their knowledge and skills to better serve students with learning difficulties.

Program Requirements**Core Required Courses**

18 s.h.

(s.b.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
SELN 10577	Collaborative Instruction in Inclusive Classrooms	3
SELN 10578	Administration and Supervision in Special Education	3
SELN 10582	Communication Skills for Students with Disabilities	3
SELN 10585	Educational Assessment to Endorsement	3
SELN 10600	Research Seminar in Special Education	3
SELN 10601	Research Seminar in Special Education	3

Graduate Endorsement Track

18 s.h.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
READ 30530	Teaching Reading to Exceptional Children	3
SELN 10581	Implementing Positive Behavior Support	3
SELN 10592*	Clinical Seminar in Special Education	2
SPED 08515	Curriculum, Instruction & Transition in Special Education	3
SPED 08520*	Clinical Experiences in Special Education	4
SPED 08555	Education & Psychology of Exceptional Learners	3

* Taken after successful completion of all Graduate Endorsement track courses.

Autism Spectrum Disorders Track

12 s.h.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
PSY 02520	Assessments & Interventions for Social Skills & Relationships in Children	3
PSY 02600	ABC's of Applied Behavior Analysis	3
SELN 10590	Introduction to Autism Spectrum Disorders	3
SELN 10591	Instructional Methods for Students with Autism Spectrum Disorders	3

Learning Disabilities Track

15 s.h.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
LDTC 18503	Foundations of Learning Disabilities	3
LDTC 18504	Assessment of Learning Disabilities	3
LDTC 18520	Neurological Basis of Educational Disorders	3
READ 30530	Teaching Reading to Exceptional Children	3
SPED 08555	Educational Psychology of the Exceptional Learner	3

Total Required Credits for the Program

30-36 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Students must successfully complete and defend Master's thesis.

Contact Information**Program Coordinator/Academic Advisor (on-campus)****Joy Xin****Herman D. James Hall****856.256.4734****xin@rowan.edu****Academic Advisor (online)****Gina Gondos****Herman D. James Hall****856.256.4792****gondos@rowan.edu**

Master of Education in Teacher Leadership (M.Ed.)

The M.Ed. in Teacher Leadership program is a graduate program of Rowan University's NCATE accredited College of Education. It is designed for teachers who want to develop and hone their leadership skills but wish to remain in the classroom. Candidates work with curriculum, become mentor/master teachers, and develop programs aimed at improving schooling for all children.

The Master of Education degree program has three goals:

1. To develop teacher leaders who practice teaching skills aligned with the National Board for Professional Teaching Standards (NBPTS)'s Five Core Propositions
2. To develop teacher expertise in a content area of choice
3. To empower teachers to assume leadership roles within their schools and districts

This is a part-time program with its core courses offered in an online accelerated format. The degree requires the completion of 33 to 36 graduate semester hours (s.h.) or 11-12 courses in six consecutive semesters. The following three components make up the M.Ed. in Teacher Leadership program: Core Courses in teaching and learning (18 semester hours, also offered as a separate Teaching and Learning COGS), Content Area (COGS) (15-18 semester hours), and the Program Exit (additional details below).

The six Core courses for this program are offered completely online. The approved Content Area Certificates of Graduate Study (COGS) are offered in varying formats depending on the COGS (e.g., online, online and face-to-face, face-to-face Glassboro Campus, face-to-face Camden Campus).

Content COGS Options

Following are the currently accepted Content area COGS for the M.Ed. program. Advisement for each of those COGS is managed by the department in which it is housed.

- Autism Spectrum Disorders (Interdisciplinary & Inclusive Education, Online)
- Educational Technology (STEAM Education, Online)
- ESL/Bilingual (Language, Literacy & Sociocultural Education, Online)
- Global History (History, Glassboro Campus)
- History (History, Glassboro Campus)
- Learning Disabilities (Interdisciplinary & Inclusive Education, Online)
- Middle School Mathematics (Mathematics, Glassboro Campus)
- Reading (Language, Literacy & Sociocultural Education, Glassboro Campus)
- Reading/Writing (Language, Literacy & Sociocultural Education, Glassboro Campus)
- School Public Relations (Public Relations & Advertising, Glassboro Campus)
- Special Education (Interdisciplinary & Inclusive Education, Online and Glassboro Campus)

Program Requirements

Required Courses (Core COGS/Teaching and Learning COGS courses) 18 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
CURR 29580	Fundamentals of Curriculum Development	3
EDUC 01624	Educational Change	3
ELEM 02511	Learning Community Classrooms	3
ELEM 02550	Analysis of Classroom Teacher Behaviors	3
LDTC 18510	Applied Theories of Learning	3
READ 30566	Researching Classroom Practice	3

If students hold National Board certification, two courses in the Core/Teaching and Learning COGS will be waived.

Required Content Area Courses 15-18 s.h.

Choose one of the Content Area COGS options listed and follow the course requirements as listed in this catalog.

Total Required Credits for the Program 33-36 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Three mandatory, face-to-face meetings at Rowan University's Glassboro campus.

1. **Orientation:** Overview of the program; clarification of program requirements and expectations; discussion about the coaching process; information regarding program Exit Requirements.
2. **Exit** (Scheduled at the beginning of the last semester of coursework): Review of National Board Standards and Rowan Principles; discussion of Portfolio theme; clarification of expectations and requirements for the Synthesis Portfolio and Teacher Leadership Presentation; review of grading rubric for the Portfolio and Presentation; review of dates when the Presentations will take place; review of Portfolios submitted by program graduates.
3. **Teacher Leadership Presentation:** A 20-minute oral and slide show presentation on how the candidate is now demonstrating teacher leadership skills as reflected in the program's standards.

Professional Synthesis Portfolio: A reflection on the program's core course assignments and the candidate's content COGS assignments and how these have helped the candidate meet the program's 8 standards for teacher leadership.

For additional details, please consult the Academic Advisor.

Contact Information**Program Coordinator**

Maria Sudeck

Herman D. James Hall

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Academic Advisor

Gina Gondos

Herman D. James Hall

856.256.4420

gondos@rowan.edu

Master of Science in Teaching: K-6 Elementary Education (M.S.T.)

The Master of Science in Teaching (M.S.T.) in Elementary Education program offers the unique opportunity for students to pursue an initial New Jersey teaching certificate and a Master's degree simultaneously. The program is designed to prepare individuals who have undergraduate degrees to be certified elementary teachers. Students whose undergraduate degree is in a professional or technical area may need to take as many as 30 additional credits to meet certification requirements before being accepted into the program. Courses that demonstrate content knowledge in the areas of instruction in the elementary classroom are required. Questions about appropriate undergraduate majors, academic sequences or pre-requisites should be directed to the program advisor. The elementary program is designed to prepare prospective teachers for kindergarten through grade six. The M.S.T. program is a full-time program. The program cycle includes three consecutive terms beginning with a summer term and concluding after spring term.

Program Requirements**Required Courses**

36 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
EDST 24504	Action Research in Education	3
EDST 24608	Internship Project Report [INDEPENDENT STUDY]	1
EDUC 01500	Trends & Practices in Classroom Teaching	3
EDUC 01601	Clinical Internship I [FIELD PLACEMENT; 3 full days per week]	3
EDUC 01605	Clinical Internship II [FIELD PLACEMENT; 5 full days per week]	7
EDUC 01610	Teaching for Equity & Achievement in Diverse Classrooms	3
EDUC 02602	MST Professional Seminar	1
ELEM 02511	Learning Community Classrooms	3
ELEM 02512	Teaching Math, Science & Health in Elementary Classrooms	3
ELEM 02513	Teaching Language Arts, Social Studies & the Arts in Elementary Classrooms	3
READ 30515	Teaching Reading & Writing across the Grades	3
SELN 10576	Effective Inclusive Instruction	3

Total Required Credits for the Program

36 s.h.

Foundation Courses

Bachelor's degree must include 60 credits of Liberal Arts and Sciences coursework as required for certification.

Graduation/Exit, Benchmark, and/or Thesis Requirements

Students must successfully complete an Action Research Project, as part of the coursework.

Contact Information

Program Coordinator

Yvonne Rodriguez
Herman D. James Hall
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Academic Advisor

Alicia Groatman
Herman D. James Hall
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Master of Science in Teaching in Subject Matter Education (M.S.T.)

The Master of Science in Teaching (M.S.T.) in Subject-Matter (P-12) Education program offers the unique opportunity for students to pursue an initial New Jersey teaching certificate and a Master's degree simultaneously. The program is designed to prepare individuals who have undergraduate degrees to be certified as subject-matter (P-12) teachers. Students whose undergraduate degree is in a professional or technical area may need to take as many as 30 additional credits in the desired content discipline necessary to meet certification requirements before being accepted into the program. Questions about appropriate undergraduate majors, academic sequences or pre-requisites should be directed to the program advisor. The subject-matter program is designed for prospective social studies, English, or Spanish teachers. The M.S.T. program is a full-time program. The program cycle includes three consecutive terms beginning with a summer term and concluding after spring term.

Subject Matter Focus Areas

The following focus areas are available in the Subject Matter Education program (candidates will officially declare their focus area at the time of application):

- P-12 English
- P-12 Foreign Language
- P-12 Social Studies

There is also an option for Subject Matter Education – Theatre Education, which has its own catalog entry in this section.

Program Requirements

Required Courses

36 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
EDUC 01500	Trends & Practices in Classroom Teaching	3
EDUC 01601	Clinical Internship I [FIELD PLACEMENT; 3 full days per week]	3
EDUC 01605	Clinical Internship II [FIELD PLACEMENT ; 5 full days per week]	7
EDUC 01610	Teaching for Equity & Achievement in Diverse Classrooms	3
EDUC 02602	MST Professional Seminar	1
EDST 24504	Action Research in Education	3
EDST 24608	Internship Project Report [INDEPENDENT STUDY]	1
ELEM 02511	Learning Community Classrooms	3
READ 30520	Content Area Literacy	3
SELN 10576	Effective Inclusive Instruction	3
SMED 60500	Teaching Methods I [Subject Area]	3
SMED 60501	Teaching Methods II [Subject Area]	3

Total Required Credits for the Program

36 s.h.

Foundation Courses

For a list of foundation courses for each focus area, please contact the Academic Advisor.

Graduation/Exit, Benchmark, and/or Thesis Requirements

Students must successfully complete an Action Research Project, as part of the coursework.

Contact Information

Program Coordinator

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Academic Advisor

Alicia Groatman
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Master of Science in Teaching in Subject Matter Education – Theatre Education (M.S.T.)

The Master of Science in Teaching (M.S.T.) in Theatre Education program offers the unique opportunity for students to pursue an initial New Jersey teaching certificate and a Master's degree simultaneously. The program is designed to prepare individuals who have undergraduate degrees to be certified P-12 Theatre teachers. Students whose undergraduate degree is in a professional or technical area may need to take as many as 30 additional credits in the desired content discipline necessary to meet certification requirements before being accepted into the program. Questions about appropriate undergraduate majors, academic sequences or pre-requisites should be directed to the program advisor. The Theatre Education program is designed for those with undergraduate theatre degrees who wish to teach theatre in P-12 classrooms. The M.S.T. program is a full-time program. The program cycle includes three consecutive terms beginning with a summer term and concluding after spring term.

Program Requirements

Required Courses

36 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
EDST 24504	Action Research in Education	3
EDST 24608	Internship Project Report [INDEPENDENT STUDY]	1
EDUC 01500	Trends & Practices in Classroom Teaching	3
EDUC 01601	Clinical Internship I [FIELD PLACEMENT; 3 full days per week]	3
EDUC 01605	Clinical Internship II [FIELD PLACEMENT; 5 full days per week]	7
EDUC 01610	Teaching for Equity & Achievement in Diverse Classrooms	3
EDUC 02602	MST Professional Seminar	1
ELEM 02511	Learning Community Classrooms	3
READ 30520	Content Area Literacy	3
SELN 10576	Effective Inclusive Instruction	3
SMED 60500	Teaching Methods I	3
THD 07525	Theory & Practice in Teaching Theatre	3

Total Required Credits for the Program

36 s.h.

Foundation Courses

Bachelor's degree should include at least 30 credits from an accredited, four year institution in a coherent sequence in the prospective content area, for which 12 credits must be at the junior, senior, or graduate level.

Graduation/Exit, Benchmark, and/or Thesis Requirements

Students must successfully complete an Action Research Project, as part of the coursework.

Contact Information**Program Coordinator****Yvonne Rodriguez****Herman D. James Hall****856.256.4500 ext. 3807****rodriguez@rowan.edu****Academic Advisor****Alicia Groatman****Herman D. James Hall****856.256.4420****groatman@rowan.edu****CERTIFICATES OF ADVANCED GRADUATE STUDY (NON-DEGREE)****Certificate of Advanced Graduate Study in Principal Preparation (CAGS)**

This program meets the requirements specified by the state of New Jersey, including a 300 hour internship and is designed to serve the person who has already earned a Master's degree in some field and who wants to qualify as a principal in the public schools. The Principal's Certification Program comprises two different tracks. Applicants must select a track that best meets their needs (based on supervisory experience and NJ Certification code) at the time of admission.

Track Information There are two track options in this program. The total number of required credits varies from 21-24 depending upon the track selected during the application process.

- Track I is for those candidates with a Masters Degree, Supervisor's Certificate, and 5 Years or More of Supervisory Experience. Track I students are required to complete 7 courses.
- Track II is for those candidates with a Masters Degree, Supervisor's Certificate, 5 Years of Full-Time Teaching Experience, and 0-5 Years of Supervisory Experience. Track II students are required to complete 8 courses.

Program Requirements for Track I**Required Courses**

21 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
EDAM 27510	Change for School Improvement	3
EDAM 27521	Introduction to the Principalship	3
EDAM 27535	School Finance & Records	3
EDAM 27559	Law & Ethics for School Leadership	3
EDAM 27600	Practicum/Seminar I in Administration & Supervision	3
EDAM 27601	Practicum/Seminar II in Administration & Supervision	3
EDSU 28523	Building Organizational Capacity	3

Total Required Credits for the Program

21 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Benchmarks: *Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks' timing and assessments will be shared with the student throughout the program by the Academic Advisor.*

Benchmark I:

- **Timing:** Occurs after the completion of 12 prescribed credits
- **Requirements:** Candidates must achieve a passing score on the School Leader Licensure Assessment and have an approved tentative plan for the Practicum and Seminar in Administration and Supervision courses (internship). Discuss details with the Academic Advisor.
- **Options:** If the student does not successfully pass the benchmark, then the student is able to re-take Assessment Exam or any incomplete coursework, until such time as benchmark is passed or student is made inactive.

Program Requirements for Track II**Required Courses**

24 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
EDAM 27510	Change for School Improvement	3
EDAM 27521	Introduction to the Principalship	3
EDAM 27535	School Finance & Records	3
EDAM 27559	Law & Ethics for School Leadership	3
EDAM 27600	Practicum/Seminar I in Administration & Supervision	3
EDAM 27601	Practicum/Seminar II in Administration & Supervision	3
EDSU 28522	Instructional Leadership & Supervision (Track II only)	3
EDSU 28523	Building Organizational Capacity	3

Total Required Credits for the Program

24 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Benchmarks: *Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks' timing and assessments will be shared with the student throughout the program by the Academic Advisor.*

Benchmark I:

- *Timing:* Occurs after the completion of 12 prescribed credits
- *Requirements:* Candidates must achieve a passing score on the School Leader Licensure Assessment and have an approved tentative plan for the Practicum and Seminar in Administration and Supervision courses (internship). Discuss details with the Academic Advisor.
- *Options:* If the student does not successfully pass the benchmark, then the student is able to re-take Assessment Exam or any incomplete coursework, until such time as benchmark is passed or student is made inactive.

Program Coordinator/Advisor Contact Information**Maria Lanza-Gladney****Herman D. James Hall****856.256.4500 ext. 3637****lanza-gladney@rowan.edu****CERTIFICATES OF GRADUATE STUDY (NON-DEGREE)****Certificate of Graduate Study in Autism Spectrum Disorders (COGS)**

The Certificate of Graduate Study in Autism Spectrum Disorders program is designed to enable school professionals and behavior specialists to develop their knowledge about students on the autism spectrum and to learn about instructional strategies for or this rapidly expanding population. Students will understand the definition and causes of the various syndromes within the broad category of Autism Spectrum Disorders. They will also learn how to design and modify instruction for individuals with ASD to address their learning, social, behavior, and communication needs.

Program Requirements**Required Courses**

15 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
PSY 02520	Assessment & Interventions for Social Skills & Relationships in Children	3
PSY 02600	ABC's of ABA	3
SELN 10582	Communication Skills for Students with Disabilities	3
SELN 10590	Introduction to Autism Spectrum Disorders	3
SELN 10591	Instructional Methods for Students with Autism Spectrum Disorders	3

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

S. Jay Kuder
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Certificate of Graduate Study in Educational Technology (COGS)

The Certificate of Graduate Study in Educational Technology includes a comprehensive picture of the use of computers in education today. The goal of this program is to provide educators with the knowledge and proficiencies needed to incorporate the existing and emerging educational technologies into their classroom. Individuals completing this program will not only be skilled in the use of computers in the classroom, they will be prepared to assume leadership roles in educational technology in preschool to twelfth grades.

Program Requirements

Required Courses

15 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
EDTC 33510	Computers & the Curriculum	3
EDTC 33580	Introduction to Educational Technology	3
EDTC 33584	Desktop Publishing in the Educational Environment	3
EDTC 33585	Internet in the Classroom	3
SPED 08540	Technology for Students with Special Needs	3

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Contact Information

Program Coordinator
Lara EnglishHill
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Academic Advisor
Gina Gondos
Herman D. James Hall
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Certificate of Graduate Study in English as a Second Language (COGS)

There is a critical need for highly qualified teachers trained to work with the growing numbers of English language learners in US schools. This program is open to candidates who possess NJ standard instructional certification in other areas, as well as to alternate route candidates who are eligible for NJ instructional certification. The program is approved by the New Jersey State Department of Education. Specific objectives are to: (1) develop multifaceted understandings of the unique needs, challenges, and experiences of ELL students in order to advocate for their success; (2) develop curriculum, including lesson and unit plans, that integrates language and content for ELL students at various levels of English proficiency; and (3) instruct ELL students using cutting-edge, research-based teaching methods.

The COGS also represents an opportunity for prospective teachers of ESL to continue their professional development in the M.Ed. in Teacher Leadership and in the MA in Higher Education, Instructional Track.

The number of credit hours required for the program varies depending upon whether or not the candidate holds a NJ teaching certificate. Those who already possess a NJ teaching certificate complete 16 s.h. and those without complete 21 s.h.

Program Requirements

Required Courses

16-21 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
BLED 40510	Issues of Language & Cultural Diversity in ESL/Bilingual Programs	3
BLED 40512	Linguistics & Second Language Acquisition for Teaching Languages	3
BLED 40515	Language, Culture & Communication	3
BLED 40520	Planning, Teaching & Assessment in ESL	3
BLED 40522	Integrating Language & Content in ESL/Bilingual Education	3
BLED 40523	Practicum in Teaching ESL	1
or BLED 40524*	Clinical Internship in ESL	6

* BLED 40524: Clinical Internship in ESL will be required for all program candidates who do not currently hold a Standard certificate, or a Certificate of Eligibility with Advanced Standing (CEAS) license from the State of NJ. Any program candidate who currently holds one of those licenses must take BLED 40523: Practicum in Teaching ESL.

Total Required Credits for the Program

16-21 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Beth Wassell
Herman D. James Hall
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Certificate of Graduate Study in Enhancing Instructional Practices in Health Professions Education (COGS)

Program Requirements

Required Courses

12 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CURR 29503	Teaching Adult Learners	3
EDAM 27742	The Curriculum of Higher Education	3
HIED 06610	Assessment & Evaluation in Health Professions Education	3
HIED 06611	Applied Instructional Techniques & Practices	3

Total Required Credits for the Program

12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information**Burton Sisco****Herman D. James Hall****856.256.4500 ext. 3717****sisco@rowan.edu****Certificate of Graduate Study in Learning Disabilities (COGS)**

The Certificate of Graduate Study in Learning Disabilities Program (COGS in LD) is designed for teachers who are looking to broaden their knowledge and skills to better serve students with learning difficulties. The goals and objectives for the program include the further development of educational leaders in supporting students, parents, and colleagues in the field. Graduate students complete the COGS in Learning Disabilities with knowledge and skills in the current research on learning disabilities and methods so as to more effectively serve individuals with learning disabilities; and, in this program they are trained to be educational collaborators and leaders, to be change agents in their classrooms, and school districts.

Courses in this program may be used to satisfy course requirements in Rowan University's Master of Arts in Learning Disabilities program or the Master of Arts in Special Education program. For more information, please visit www.rowanu.com/programs.

Program Requirements**Required Courses**

15 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
LDTC 18503	Foundations of Learning Disabilities	3
LDTC 18504	Assessment of Learning Disabilities	3
LDTC 18520	Neurological Basis of Educational Disorders	3
READ 30530	Teaching Reading to Exceptional Children	3
SPED 08555	Educational Psychology of the Exceptional Learner	3

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information**Sharon Davis****Herman D. James Hall****856.256.4500 ext. 3796****bianco@rowan.edu****Certificate of Graduate Study in Reading (COGS)**

This program meets the increasing need for highly qualified practitioners in the area of reading. This program benefits classroom teachers K-12 who wish to increase their knowledge of literacy instruction. It offers a strong pedagogical and theoretical core from the reading discipline that will enable teachers to pursue an advanced degree. The COGS in Reading does not lead to any state certification. All courses carry over to the MA in Reading as appropriate.

Program Requirements**Required Courses**

15 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
READ 30515	Teaching Reading & Writing Across the Grades	3
READ 30520	Content Area Literacy	3
READ 30530	Teaching Reading to Exceptional Children	3
READ 30535	Word Study: Phonics, Spelling & Vocabulary Instruction	3
READ 30545	Using Multicultural Literature in the K-12 Reading & Writing Classroom	3

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Academic Advisor Contact Information**Alicia Groatman****Herman D. James Hall****856.256.4420****groatman@rowan.edu****Certificate of Graduate Study in Reading/Writing Literacy (COGS)**

This program meets the increasing need for highly qualified practitioners in the area of Reading/Writing Literacy as required by the Common Core English and Language Arts Standards. This program benefits classroom teachers K-12 who wish to increase their knowledge of literacy instruction. Courses in this program also enable teachers to apply for National Board Certification by building content area knowledge in reading and writing. The COGS in Reading/Writing Literacy does not lead to any state certification. All courses carry over to either the M.A. in Writing or the M.A. in Reading as appropriate.

Program Requirements**Required Courses**

15 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MAWR 01549	Issues in Composition	3
MAWR 01556	Assessment of Writing	3
READ 30515	Teaching Reading & Writing Across the Grades	3
READ 30520	Content Area Literacy	3
READ 30535	Word Study: Phonics, Spelling & Vocabulary Instruction	3
READ 30552	Selected Topics in Reading	3
or MAWR 01618	Special Topics in Writing	3

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Academic Advisor Contact Information

Alicia Groatman
Herman D. James Hall
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groatman@rowan.edu

Certificate of Graduate Study in Special Education (COGS)

The Certificate of Graduate Study (COGS) in Special Education is designed for general education teachers who wish to increase their knowledge of special education, as well as special education teachers who wish to pursue further coursework at the graduate level. The goal of this certificate is to provide teachers with an overview of the salient issues in special education, as well as opportunities to focus on the essential aspects of evidence-based practices.

The six course sequence and corresponding field experiences are aligned with the professional standards set forth by the Council for Exceptional Children, as well as the New Jersey Department of Education; collectively they ensure program graduates acquire the essential knowledge, skills, and dispositions needed to best serve students with disabilities.

This COGS is offered in an online format and can be used to satisfy the Content COGS requirement in the Master of Education in Teacher Leadership program. Teachers who successfully complete the COGS coursework can also opt to continue pursuit of the Teacher of Students with Disabilities Graduate Endorsement Program (see a department representative for additional details).

Program Requirements**Required Courses**

15 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
READ 30530	Teaching Reading to Exceptional Children	3
SELN 10581	Implementing Positive Behavior Strategies	3
SELN 10585	Educational Assessment in Special Education	3
SPED 08515	Curriculum, Instruction, Transition in Special Education	3
SPED 08555	Education and Psychology of Exceptional Learners	3

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None.

Contact Information**Program Coordinator/Academic Advisor (on-campus)**

Joy Xin
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Academic Advisor (online)

Gina Gondos
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Certificate of Graduate Study in Teaching and Learning (COGS)

The Certificate of Graduate Study in Teaching and Learning COGS is designed for teachers who desire to develop and hone their leadership skills and who wish to remain in the classroom. The program approaches leadership from the perspectives of exemplary teaching, continuous learning for all, a need to balance change with stability and the importance of peaceful existence in a diverse community of learners. This COGS also serves as the Core of the M.Ed. in Teacher Leadership and is offered in an online format.

The following Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) and three additional Principles identified by College of Education faculty provide the focus for the master's program:

NBPTS Propositions

1. Teachers are committed to students and their learning;
2. Teachers know the subjects they teach and how to teach those subjects to students;
3. Teachers are responsible for managing and monitoring student learning; and,
4. Teachers think systematically about their practice and learn from their experience.
5. Teachers are members of learning communities.

Rowan Program Principles

1. Teachers account for the needs of culturally, linguistically, and cognitively diverse learners;
2. Teachers are change agents, teacher leaders, and partners with colleagues; and,
3. Teachers use technology to facilitate student learning and their own professional development.

Program Requirements

Required Courses

18 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CURR 29580	Fundamentals of Curriculum Development	3
EDUC 01624	Educational Change	3
ELEM 02511	Learning Community Classrooms	3
ELEM 02550	Analysis of Classroom Teacher Behavior	3
LDTG 18510	Applied Theories of Learning	3
READ 30566	Researching Classroom Practice	3

If students hold National Board certification, two courses in the Core/Teaching and Learning COGS will be waived.

Total Required Credits for the Program

18 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Contact Information

Program Coordinator

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Academic Advisor

Gina Gondos

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CERTIFICATIONS, ENDORSEMENTS & RELATED POST-BACCALAUREATE PROGRAMS (NON-DEGREE)**Learning Disabilities Teacher/Consultant Certification (LDTC)**

Learning Disabilities Teacher-Consultants work in collaboration with other members of a child study team to determine eligibility for special services. LDT-Cs also consult with parents, teachers, and other school personnel to provide research-based instructional strategies to assist pupils struggling academically.

Graduates of the Master of Arts in Learning Disabilities Program at Rowan University earn the Learning Disabilities Teacher-Consultants certificate (an Educational Services credential) concomitantly with the Master of Arts in Learning Disabilities degree. However, applicants who have earned a Masters degree in learning disabilities from another institution or a masters degree in a related field (e.g., special education or reading) may apply to the Learning Disabilities Teacher-Consultant (LDT-C) certificate-only program.

This program meets all State of New Jersey requirements for the LDT-C certificate. It also received national recognition for accreditation through CEC for educational diagnosticians.

Program Requirements**Required Courses**

33 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
LDTC 18503	Foundations of Learning Disabilities	3
LDTC 18504	Assessment of Learning Disabilities	3
LDTC 18505	Correction of Learning Disabilities	3
LDTC 18510	Applied Theories of Learning	3
LDTC 18516	Applied Tests and Measurements	3
LDTC 18520	Neurological Bases of Educational Disorders	3
LDTC 18525	Advanced Assessment Techniques	3
LDTC 18650*	Clinical & Field Experiences in Learning Disabilities	6
READ 30530	Teaching Reading to Exceptional Children	3
SPED 08555	Education & Psychology of Exceptional Learners	3

* Matriculated students only and only with permission of program advisor.

Total Required Credits for the Program

33 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information**Sharon Davis****Herman D. James Hall****856.256.4500 ext. 3796****bianco@rowan.edu**

Supervisor Certification

This program meets the requirements specified by the state of New Jersey and is designed to serve the person who has already earned a Master's degree in some field and who wants to qualify as a supervisor in the public schools; one who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel.

Program Requirements

Required Courses 12 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
CURR 29580	Fundamentals of Curriculum Development	3
CURR 29590	Curriculum Evaluation	3
EDSU 28522	Instructional Leadership & Supervision	3
EDSU 28546	Educational Organizations & Leadership	3

Total Required Credits for the Program 12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Maria Lanza-Gladney

Herman D. James Hall

856.256.4500 ext. 3637

lanza-gladney@rowan.edu

Graduate Endorsement: Bilingual/Bicultural Education

This program responds to the need for highly qualified teachers prepared to teach content in both the student's native language and in English to the growing numbers of English language learners in the schools. The program, approved by the New Jersey State Department of Education, includes 12 credits hours of formal instruction in the following topics: linguistics, language acquisition, development of literacy skills for the second language learner, methods of teaching content in bilingual education, and theory and practice of bilingual education. Specific objectives emphasize the application of theory to practice, development of long-range and short-range plans that integrate language and content, design of appropriate authentic assessment instruments, and use of technology to research content and instructional techniques.

Program Requirements

Required Courses 12 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
BLED 40510	Issues of Language & Cultural Diversity in ESL/Bilingual Programs	3
BLED 40512	Linguistics & Second Language Acquisition for Teaching Languages	3
BLED 40521	Teaching Bilingual Education: Process & Practice	3
BLED 40522	Integrating Language & Content in the ESL/Bilingual Education Classroom	3

Total Required Credits for the Program 12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Beth Wassell
Herman D. James Hall
856.256.4500 ext. 3812
wassell@rowan.edu

Graduate Endorsement: Teacher of Students with Disabilities

This program is designed for individuals who possess a standard instructional certificate, or possess/are eligible for CEAS and wish to obtain Teacher of Students with Disabilities certification in New Jersey. The purpose of the program is to provide advanced studies focusing on educational, psychological and sociological needs of children and youth with disabilities. Each course in the program builds on the earlier knowledge and skills gained in the candidates initial certification programs.

The coursework and related field experiences are designed to foster an understanding of students with special learning needs, combined with pedagogical skills to accommodate these needs and provide appropriate curriculum modifications when necessary. Upon completing the program, candidates will be recommended for certification.

Candidates who want to pursue a Masters degree may transfer 9 credit hours to the Master of Arts in Special Education program and must apply through Rowan Global Student Services.

Students who have completed the COGS in Special Education and want to pursue the certification of Teacher of Students with Disabilities need to reapply for this endorsement program.

Program Requirements**Required Courses**

21 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
SELN 10581	Implementing Positive Behavior Strategies	3
SELN 10585	Educational Assessment in Special Education	3
SELN 10592*	Clinical Seminar in Special Education	2
SPED 08515	Curriculum, Instruction, Transition in Special Education	3
SPED 08520*	Clinical Experiences in Special Education	4
SPED 08555	Education and Psychology of Exceptional Learners	3

* Taken after success completion of all other Graduate Endorsement courses.

Total Required Credits for the Program

21 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Successful completion of comprehensive exam

Contact Information**Program Coordinator/Academic Advisor (on-campus)**

Joy Xin
Herman D. James Hall
856.256.4734
xin@rowan.edu

Academic Advisor (online)

Gina Gondos
Herman D. James Hall
856.256.4792
gondos@rowan.edu

Post-baccalaureate Certification: Teacher of Reading

The Post Baccalaureate Program in Teacher of Reading is an endorsement program that leads to certification as a Teacher of Reading. It is available to students who have already been admitted to teacher certification programs or who already hold New Jersey teaching certificates. Reading certification is granted only when a student has fulfilled all requirements for a major teaching certificate. To matriculate, students must complete an introductory reading course and satisfy the requirements listed below.

The program requires students to successfully complete 30 semester hours of coursework in reading and reading-related areas to obtain Teacher of Reading Certification. Students may fulfill the requirement for the New Jersey Teacher of Reading Endorsement with undergraduate coursework, graduate coursework, or a combination of the two.

Program Requirements

Reading Theory and Pedagogy

12 s.h.

(s.b.: semester hours/credit hours)

Choose from the following:

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
READ 30280	Teaching Literacy	3
READ 30319	Teaching Reading & Writing in the Content Area (for Subject Matter Education)	3
READ 30320	Language Development & Emergent Literacy (for Early Childhood Education)	4
READ 30350	Using Children's Literature in the Reading/Writing Classroom	3
READ 30351	Differentiated Literacy Instruction	2
and ELEM 02338	Practicum in Mathematics & Literacy	1
READ 30347	Phonics & Spelling	3
READ 30515	Teaching Reading and Writing Across the Grades	3
READ 30520	Content Area Literacy	3
READ 30530	Teaching Reading to the Exceptional Child	3
READ 30535	Word Study: Phonics, Spelling & Vocabulary Instruction	3
READ 30545	Using Multicultural Literature in the K-12 Reading & Writing Classroom	3

Application through Tutoring

6 s.h.

Choose from the following:

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
READ 30421	School Reading Problems	3
READ 30451	Supervised Clinical Practice	3
READ 30545	Using Multicultural Literature in the K-12 Reading & Writing Classroom	3
READ 30550	Diagnosis of Remedial Reading Problems	3
READ 30560	Correction of Remedial Reading Problems	3
READ 30570	Clinical Experiences in Reading	6

Core/Supporting Courses

12 s.h.

Choose from the following:

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
EDUC 01272	Teaching in Learning Communities II	2
ELEM 02539	Contemporary Curriculum Processes/Elementary Language Arts	3
FNDS 21230	Characteristics of Knowledge Acquisition	3
PSY 22512	Educational Psychology	3
PSY 22586	Psychology of Motivation & Learning	3
READ 30120	Literacies in Today's World	3
SECD 03350	Teaching Students of Linguistic & Cultural Diversity	1
SPED 08130	Human Exceptionality	3

Total Required Credits for the Program

30 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Susan Browne
 Herman D. James Hall
 856.256.4500 ext. 3830
 brownes@rowan.edu

Post-baccalaureate Certification: Teacher of Students with Disabilities

This program leads to the Endorsement in Teacher of Students with Disabilities and is available to students who have completed teacher certification programs and/or who already possess initial New Jersey teaching certification. The program requires students to successfully complete 27 semester hours of coursework in Special Education and Special Education-related areas to obtain the Teacher of Students with Disabilities Endorsement from the NJ State DOE. Please note that most classes require a 20-hour field placement component in an approved setting; several of the courses in the program are bundled and must be taken together. The Teacher of Students with Disabilities Endorsement will be granted by the NJ State DOE only when a student has fulfilled all requirements for the program, including taking and passing the Praxis II exam for Special Education (5354) and the successful completion of Clinical Practice/Clinical Seminar.

Program Requirements**Required Courses**

27 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
READ 30351	Differentiated Literacy Instruction	2
SPED 08130	Human Exceptionality	3
SPED 08307	Assessment of Students with Exceptional Learning Needs (ELNs)	3
SPED 08308	Assistive Technology & Transition Planning for Students with ELNs	3
SPED 08316	Differentiated Instruction in the Inclusive Classroom	2
SPED 08350	Practicum in Special Education I	1
SPED 08351	Practicum in Special Education II	1
SPED 08360	Positive Behavioral Support Systems	3
SPED 08415	Specialized Instruction for ELNs	3
SPED 08445*	Clinical Seminar in Special Education	2
SPED 08450*	Clinical Practice in Special Education	4

* Taken after successful completion of all other Post-Baccalaureate: Teacher of Students with Disabilities courses.

Note: Students who are currently matriculated in the B.A. in Education Specialization: Early Childhood Education (P-3) program should consult with their Academic Advisor regarding specific requirements.

Total Required Credits for the Program

27 s.h.

Foundation Courses

Successful completion of READ 30280 Teaching Literacy, or equivalent course as determined by department.

Graduation/Exit, Benchmark, and/or Thesis Requirements

Benchmarks: *Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks' timing and assessments will be shared with the student throughout the program by the Academic Advisor.*

Benchmark I:

- *Timing:* Occurs after the completion of 22 prescribed credits
- *Requirements:* Candidates must achieve passing scores on the Praxis I, Praxis II: Subject, and Praxis II: Special Education.
- *Options:* If the student does not successfully pass the benchmark, then the student is able to re-take Assessment Exam or any incomplete coursework, until such time as benchmark is passed or student is made inactive.

Contact Information

Program Coordinator
 Nanci Paparo
 Herman D. James Hall
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 paparo@rowan.edu

Academic Advisor
Gina Gondos
Herman D. James Hall
856.256.4792
gondos@rowan.edu

Post-baccalaureate Certification: School Nursing

The Post Baccalaureate School Nursing Certification Program is designed to build upon the baccalaureate prepared registered nurse's varied educational and experiential foundation of previously acquired knowledge, skills, and attitudes for the enhancement of the nurse's professional performance in the school setting. A dual preparation in health and education best qualifies school nurses for participation in the intraprofessional and interdisciplinary aspects of school health.

The Post-Baccalaureate School Nursing Certification Program reflects a curriculum that requires students to matriculate into the program, have a baccalaureate degree from an accredited college or university, a current New Jersey professional registered nurse (RN) license issued by the New Jersey Board of Nursing and current certificates in cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED).

The curriculum permits students to become eligible for the New Jersey Standard Educational Services Certificate with a School Nurse Endorsement. It is a non-degree post baccalaureate certification program designed to prepare registered nurses with the course requirements to meet the mandates of the New Jersey Administrative Code (NJAC 6A: 9-13.3) and with the NASN Standards of Professional School Nursing Practice and Standards of Care.

Program Requirements

Required Courses

18 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
SNUR 92407	School & Family Issues for Children with Ongoing Health Care Needs	3
SNUR 92430	Methods & Materials in Health Teaching for School Nurses	3
SNUR 92444	Practicum in School Nursing	3
SNUR 92445	Internship in Health Teaching for School Nursing	3
SNUR 92466	School Health Services	3
SPED 08130	Human Exceptionality	3

Total Required Credits for the Program

18 s.h.

Foundation Courses

Eligible applicants must have successfully completed the following undergraduate foundation courses at an accredited institution. During the admissions process, the School Nursing Academic Advisor will determine foundation course equivalencies and how any unfinished undergraduate foundation courses can be scheduled concurrently with post-bac enrollment. If applicable, official notification of any unfinished foundation courses will be included in the applicant's official admission decision letter from Rowan University.

- FC-1. NURS 03401 Community Health Nursing (3.0 s.h.)
- FC-2. NURS 03303 Health Assessment (3.0 s.h.)

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Contact Information

Program Coordinator
Concetta Venuto
venuto@rowan.edu

Academic Advisor
Gina Gondos
Herman D. James Hall
856.256.4792
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Undergraduate Endorsement: Teacher of Driver Education

This program is designed for those who possess a Standard New Jersey Instructional Certificate or CEAS (Teacher of Health and Physical Education) or are currently enrolled in a health/physical education teacher prep/certification program in the State of New Jersey, and who wish to earn New Jersey Driver Education Teacher Endorsement. The content includes learning to teach motor vehicle operation and driving environments, and the student development of teaching techniques emphasizing safety, risk perception, and decision-making processes applied in a vehicle. Learning how to instruct others in performing behind-the-wheel driving will be scheduled outside of class time.

Those who matriculate in and successfully complete the Driver Education Course and Endorsement Program will then be recommended by Rowan University to the State of New Jersey for certification as a Teacher of Driver Education.

Program Requirements

Required Courses

3 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
HES 00100*	Teaching Concepts of Driver Education	3
* This course is offered in an accelerated format. In addition to face-to-face meetings on Rowan University's main campus and behind-the-wheel sessions, some coursework will be completed online.		

Total Required Credits for the Program

3 s.h.

Foundation Courses

Successful completion of an undergraduate-level course in Safety and First Aid, or CPR, First Aid, and AED Certification is highly recommended.

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Academic Advisor Contact Information

Shari Willis

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Mission

The mission of the College of Engineering is to provide programs that are effectively responsive to regional aspirations and that address the needs and the changing characteristics of the leading-edge engineers of the future. The College aims to educate students prepared to apply technology for the betterment of society and to serve as global change agents for the future. Rowan University also recognizes that the College of Engineering will aid in the economic and cultural development of southern New Jersey, while generating opportunities for its diverse graduates in local, national and international industries.

The College of Engineering consists of programs in the areas of biomedical engineering, chemical engineering, civil engineering, environmental engineering, electrical & computer engineering, engineering management, and mechanical engineering. At the core of the program are faculty who collaborate as a multidisciplinary team. The engineering program is designed to provide students with the tools needed to contribute to the technological and economic development of our global society.

The graduate program is tailored to provide students with opportunities to enhance the breadth of their education, or to specialize in a technical area. It also provides a strong foundation for doctoral studies. Industry partnerships provide an additional dimension to the graduate program through joint ventures in Engineering Clinic, research and development projects. The result is a new breed of engineer; professionals schooled in practical applications and theory, and agile engineers ready to improve existing processes and products, and create new systems.

Departments

The Henry M. Rowan College of Engineering houses the following academic departments: Biomedical Engineering, Chemical Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, and Mechanical Engineering. (Not all departments offer programs through the Division of Global Learning & Partnerships.)

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit www.rowanu.com/programs.

DOCTORAL DEGREES

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>
Doctor of Philosophy in Engineering	Face-to-face/Glassboro	PHD-ENGR/D901	Both
<u>Specialization Name</u>	<u>Specialization Code</u>		<u>Total Credits</u>
Biomedical Engineering	P919		72
Electrical & Computer Engineering	P912		72

MASTER'S DEGREES

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total credits</u>
Master of Engineering Management	100% online and accelerated	MEM-ENMAN/G913	Part-time	30
Master of Science in Chemical Engineering	Face-to-face/Glassboro	MS- CHEMENGR/G907	Both	30
Master of Science in Civil Engineering	Face-to-face/Glassboro	MS-CIVENGR/G905	Both	30
Master of Science in Electrical & Computer Engineering	Face-to-face/Glassboro	MS-ECENGR/G903	Both	30
Master of Science in Engineering Management	Face-to-face/Glassboro, with accelerated/online course options	MS-ENMAN/G902	Both	30
Master of Science in Mechanical Engineering	Face-to-face/Glassboro	MS- MECHENGR/G904	Both	30

CERTIFICATES OF GRADUATE STUDY (NON-DEGREE)

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Certificate of Graduate Study in Engineering for Educators	Face-to-face/Glassboro, with accelerated/online course options	COG-ENGREDU/G140	Part-time	9

Admissions

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit www.rowanu.com/programs. Click on your program of interest to be connected to program and admission details.

Doctor of Philosophy**Doctor of Philosophy (Ph.D.)**

Rowan's Ph.D. Program in Engineering is a terminal degree program that is specifically designed to meet the changing needs of researchers, scholars and scientists in academia, industry, and the government. The primary goal of this program is therefore to prepare students for careers in research and/or academics by providing an environment that closely reflects the realities and expectations encountered by today's academicians, professional scientists and research engineers. The program offers a highly flexible inter and multi-disciplinary curricular structure, allowing specialization in any (or multiple) of the traditional or emerging engineering disciplines. The primary strength of the program is involving students in activities that they are most likely to encounter in a real-world academic or industrial settings.

Program Requirements**Required Courses**

(s.b.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S. H.</u>
ENGR 01599	Master's Research	No more than 9
ENGR 01600	ToughTalk - Graduate Seminar	0
ENGR 01601	Effective Teaching in Academic & Corporate Environments	3
ENGR 01602	Strategic Technical Writing & Winning Grant Proposals	2
ENGR 01699	Ph.D. Dissertation Research	At least 12
MATH 015XX/STAT 025XX	One approved graduate-level Math class (see list of Approved Graduate Math Courses below)	3

Approved Graduate Elective Courses*(s.b.: semester hours/credit hours)***General Engineering**

Course #	Course Title	S. H.
ENGR 01510	Finite Element Analysis	3
ENGR 01511	Engineering Optimization	3
ENGR 01512	Principles of Nanotechnology	3

Electrical & Computer Engineering

Course #	Course Title	S. H.
ECE 09504	Special Topics in Electrical & Comp Engineering	3
ECE 09509	Virtual Reality Systems	3
ECE 09521	Fundamentals in Systems Engineering	3
ECE 09551	Digital Signal Processing	3
ECE 09552	Digital Image Processing	3
ECE 09553	Digital Speech Processing	3
ECE 09554	Theory and Engineering Application of Wavelets	3
ECE 09555	Advanced Topics in Pattern Recognition	3
ECE 09556	Embedded System Design	3
ECE 09560	Artificial Neural Networks	3
ECE 09566	Adv. Topics in Systems, Devices & Alg. in Bioinformatics	3
ECE 09568	Discrete Event Systems	3
ECE 09569	System on Chip Verification	3
ECE 09571	Instrumentation	3
ECE 09572	Advanced Smart Grid	3
ECE 09573	Advanced Smart Sensors	3
ECE 09585	Advanced Engineering Cyber Security	3
ECE 09586	Advanced Portable Platform Development	3
ECE 09590	Advanced Emerging Topics in Computer Engineering	3
ECE 09593	Advanced Emerging Topics in Biomedical Systems	3
ECE 09595	Advanced Emerging Topics in Computational Intelligence, Machine Learning & Data Mining	3
ECE 09651	Detection & Estimation Theory	3

Civil & Environmental Engineering

Course #	Course Title	S. H.
CEE 08504	Engineering Estimating	3
CEE 08507	Prestressed Concrete	3
CEE 08512	Advanced Environmental Treatment Process	3
CEE 08522	Site Remediation Engineering	3
CEE 08531	Solid/Hazardous Water Management	3
CEE 08532	Pollutant Fate & Transport	3
CEE 08533	Integrated Solid Waste Management	3
CEE 08543	Advanced Water Resources	3
CEE 08544	Hydraulic Design	3
CEE 08545	Environmental Fluid Mechanics	3
CEE 08552	Foundation Engineering	3
CEE 08553	Earth Retaining Systems	3
CEE 08562	Advanced Transportation	3
CEE 08564	Design Elements Transport Engineering	3
CEE 08573	Advanced Structural Analysis	3
CEE 08584	Prestressed Concrete	3
CEE 08585	Advanced Reinforced Concrete	3
CEE 08586	Bridge Engineering	3

Chemical Engineering

Course #	Course Title	S. H.
ChE 06506	Process Heat Transfer	3
ChE 06508	Membrane Process Tech	3
ChE 06510	Biochemical Engineering	3
ChE 06512	Safety Process Industry	3
ChE 06514	Trans Phenomena Engineering	3
ChE 06515	Advanced Reactor Design	3

ChE 06516	Advanced Separation Process Technology	3
ChE 06518	Polymer Engineering	3
ChE 06520	Green Engineering Design in Chemical Ind.	3
ChE 06528	Fluid Flow Application Process/Manufacturing	3
ChE 06568	Electrochemical Engineering	3
ChE 06570	Air Pollution Control	3
ChE 06571	Biomedical Control Systems	3
ChE 06572	Biomedical Process Eng	3
ChE 06573	Biomaterials Eng	3
ChE 06574	Advances Particle Tech	3
ChE 06575	Biopharmaceuticals & Industrial Mixing	3
ChE 06576	Bioseparation Processes I	3
ChE 06577	Adv. Engineering Process Analysis & Experimental Design	3
ChE 06578	Tissue Engineering	3
ChE 06579	Industrial Process Pathways	3
ChE 06580	Optimization of Engineering Projects	3
ChE 06581	Advanced Process Analysis	3
ChE 06584	Controlled Release Theory	3
ChE 06585	Engineering Quality Control	3

Mechanical Engineering

<u>Course #</u>	<u>Course Title</u>	<u>S. H.</u>
ME 10501	Computer Integrated Manufacturing & Automation	3
ME 10506	Computational Material Science	3
ME 10511	Combustion	3
ME 10513	Principles in Advanced Heat & Mass Transfer	3
ME 10514	Energy Conversion Systems	3
ME 10522	Computational Fluid Dynamics	3
ME 10541	Adv. Mechanism Design	3
ME 10542	Adv. Mechatronics	3
ME 10543	Advanced Design for X	3
ME 10544	Automotive Engineering	3
ME 10550	Adv. Solid Mechanics	3
ME 10551	Mechanics Continuous Media	3
ME 10552	Structural Acoustics	3
ME 10553	Analytical Dynamics	3
ME 10554	Elastic Stability of Structures	3
ME 10570	Principles in Biomechanics	3
ME 10571	Principles of Biotransport	3
ME 10572	Principles of Biomaterials	3
ME 10576	Principles in Orthopaedic Biomechanics	3

Approved Graduate Math Courses***(s.h.: semester hours/credit hours)*

<u>Course #</u>	<u>Course Title</u>	<u>S. H.</u>
MATH 01505	Probability & Mathematical Statistics	3
MATH 01512	Complex Analysis I	3
MATH 01515	Engineering Applications of Analysis	3
MATH 01521	Nonlinear Differential Equations	3
MATH 03511	Operations Research I	3
MATH 03512	Operations Research II	3
STAT 02513	Applied Stochastic Processes	3
STAT 02514	Decision Analysis	3
STAT 02525	Design & Analysis of Experiments	3

****** *If a student feels that another Math or Math intensive class (offered at Rowan or elsewhere) is more suitable for his/her research, such a course may also be included as an "approved graduate level Math" class, subject to his/her advisor's and home department chair's approval. Additional courses that may later be developed by the Math Department will also be added to this list as appropriate.*

Total Required Credits for the Program

72 s.h.*

* Minimum of 72 credits of graduate-level work beyond a bachelor degree, or 42 credits of graduate-level work beyond a Master's degree in a related field are required. Of these 72 total credits, 42 must come from course work including:

1. At least one approved (see below) graduate level Math class. Certain math intensive engineering courses may be used to satisfy this requirement (3 credits).
2. Effective Teaching in Academic & Corporate Environments (3 credits).
3. Strategic Technical Writing & Winning Grant Proposals (2 credits).

At least 18 course credits (not including Effective Teaching and Strategic Technical Writing courses) must be obtained from graduate only classes (600-level classes, or 500-level classes with no corresponding 400-level equivalent offered at the same time).

A minimum of 21 credits must come from "Research." Up to 9 Research credits may come from ENGR 01599. Students who complete their Master's degree elsewhere will be considered to have taken 9 credits of ENGR 01599. All remaining Research credits must come from ENGR 01699, the last 3 of which must be taken during the semester in which the Ph.D. Candidate plans to taken during his/her Ph.D. Dissertation Defense.

Graduation/Exit/Thesis Requirements

- a. Complete minimum of 72 credits of graduate level work beyond Bachelor degree OR minimum of 42 credits of graduate level work beyond Master's degree. Minimum of 42 credits of the 72 credits must come from coursework, the rest from research/dissertation credits. At least 18 credits must come from graduate only courses (500 level courses with no concurrent 400-level students in class, or 600-level courses). At least one course must be graduate-level Math (or math intensive engineering course)
- b. Completion of all of University's standard Ethical and Responsible Conduct of Research training (including human/animal subject training when applicable)
- c. Regular attendance and participation in (0-credit) graduate seminars
- d. Successful completion of a Ph.D. Qualifier examination[^]
- e. Successful completion of a Ph.D. Candidacy (proposal) examination[^]
- f. Successful completion of Career Preparation and Readiness Experience that consists of teaching, grant writing, publishing and service[^]
- g. Successful completion of Ph.D. defense[^]

[^] The specific details, nature and scope of these examinations (e.g., format of the exam) and requirements (e.g. number of journal vs. conference publications, number of teaching assignments) will be determined by the student's Ph.D. committee and/or department policies for student's home department, in line with College policies.

Program Coordinator/Advisor Contact Information

Mark Byrne
Henry M. Rowan Hall
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byrnem@rowan.edu

Master's Degrees**Master of Engineering Management (M.E.M.)**

The goal of the Engineering Management (M.E.M.) program is to effectively prepare engineers for management level positions. Students in this program receive knowledge of administrative procedures such as budgeting, strategic decision making, and supervising. Also, the combination of courses from Rowan's College of Engineering and AACSB accredited Rohrer College of Business equips students with the ideal balance of advanced technical knowledge and managerial skills required to advance as managers. The M.E.M. is a part-time program offered in an accelerated online format. Two courses are scheduled per semester for five consecutive semesters resulting in possible degree completion in less than 24 months.

Program Requirements**Required Courses**

30 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S. H.
EM 01501	Engineering Economics	3
EM 01511	Strategic Risk Management	3

EM 01512	Quality in Engineering Management	3
EM 01513	Engineering Decisions	3
EM 01541	Engineering Law and Ethics	3
ENGR 01501	Special Topics in Engineering: Facilities Management	3
ENGR 01501	Special Topics in Engineering: Systems	3
MGT 06666	Managing Engineering Teams	3
MGT 06677	Management Skills for Engineers	3
MIS 02526	Project Management for Engineers	3

Total Required Credits for the Program 30 s.h.

Foundation Courses

The following undergraduate courses must be successfully completed at an accredited institution: Chemistry I, Physics I, Calculus I, and Statistics I.

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Ralph Alan Dusseau
Rowan Hall
856.256.5320
dusseau@rowan.edu

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

Master of Science in Chemical Engineering program emphasizes project management skills and industrially relevant research that prepares students and working engineers for successful careers in high-tech fields. This program also includes the following focus areas: Bioengineering; Signals, Systems and Computational Intelligence; and Sustainability.

Students can choose between a thesis track, and a coursework track. Students may also work on a project, which may be counted toward a coursework track degree. Most full time students work on funded research projects, leading to a thesis. Most part time students select the coursework track. In order to be eligible for a Research Assistantship, students must select the thesis track.

Tracks

The program includes two tracks. Each have different course and graduation exit requirements which are outlined in the chart.

- Thesis Track: The thesis option requires the completion of 30 semester hours, 6-9 of which are in thesis research/engineering project.
- Non-Thesis Track: The non-thesis option requires the completion of 30 semester hours of coursework.

Program Requirements

Required Courses 9 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S. H.
MATH 01515	Engineering Applications of Analysis (or equivalent)	3
TBD	Engineering Application of Computers (or equivalent determined in consultation with Academic Advisor)	3
TBD	Approved Business course – determined in consultation with Academic Advisor)	3

Required Specialized Courses 12–21 s.h.

Choose 21 s.h. (non-thesis track) or 12-15 s.h. (thesis track) of approved electives in consultation with the Academic Advisor. The eligible courses include, but are not limited to the following:

Course #	Course Title	S. H.
CHE 06502	Special Topics in Chemical Engineering	3
CHE 06506	Process Heat Transfer	3
CHE 06508	Membrane Process Technology	3
CHE 06510	Biochemical Engineering	3
CHE 06512	Safety in the Process Industries	3

CHE 06514	Transport Phenomena for Engineers	3
CHE 06515	Advanced Reactor Design	3
CHE 06516	Advanced Separation Process Technology	3
CHE 06518	Polymer Engineering	3
CHE 06520	Green Engineering Design in the Chemical Industry	3
CHE 06528	Fluid Flow Applications in Processing and Manufacturing	3
CHE 06568	Electrochemical Engineering	3
CHE 06570	Air Pollution Control	3
CHE 06572	Biomedical Process Engineering	3
CHE 06574	Advances in Particle Technology	3
CHE 06576	Bioseparation Processes	3
CHE 06577	Advanced Engineering Process Analysis & Experimental Design	3
CHE 06579	Industrial Process Pathways	3
CHE 06580	Optimization of Engineering Projects	3
CHE 06581	Advanced Process Analysis	3
CHE 06582	Food Engineering Systems	3

Required Thesis/Project Courses 6–9 s.h.

Course #	Course Title	S. H.
ENGR 01599	Masters Research	6-9

Total Required Credits for the Program 30 s.h.

Foundation Courses

The following undergraduate courses must be successfully completed at an accredited institution: Chemistry I, Physics I, Calculus I, II, and III, Linear Algebra, and Differential Equations.

Graduation/Exit, Benchmark, and Thesis Requirements

If thesis track is selected, students must successfully complete and defend the Master's Thesis.

Program Coordinator/Advisor Contact Information

Joseph Stanzione
Rowan Hall
856.256.5356
stanzione@rowan.edu

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

The Master of Science in Civil Engineering program allows students to develop an interdisciplinary focus through their coursework and thesis topic. Graduate students work with faculty with expertise in transportation, geo-technology, structures, water resources, and the environment. Interdisciplinary areas include mechanics and materials, and sustainability. This program also includes the following focus areas: Mechanics and Materials; Signals, Systems and Computational Intelligence; Sustainability; and Transportation Engineering.

Students can choose between a thesis track, and a coursework track. Students may also work on a project, which may be counted toward a coursework track degree. Most full time students work on funded research projects, leading to a thesis. Most part time students select the coursework track. In order to be eligible for a Research Assistantship, students must select the thesis track.

Tracks

The program includes two tracks. Each have different course and graduation exit requirements which are outlined in the chart.

- Thesis Track: The thesis option requires the completion of 30 semester hours, 6-9 of which are in thesis research/engineering project.
- Non-Thesis Track: The non-thesis option requires the completion of 30 semester hours of coursework.

Program Requirements**Required Courses**

9 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S. H.
MATH 01515	Engineering Applications of Analysis (or equivalent determined in consultation with Academic Advisor)	3
TBD	Engineering Application of Computers (or equivalent determined in consultation with Academic Advisor)	3
TBD	Approved Business course – Please discuss with Academic Advisor.	3

Required Courses

12–21 s.h.

Choose 21 s.h. (non-thesis track) or 12–15 s.h. (thesis track) of approved electives in consultation with the Academic Advisor. The eligible courses include, but are not limited to the following:

Course #	Course Title	S. H.
CEE 08504	Engineering Estimating	3
CEE 08507	Prestressed Concrete	3
CEE 08512	Advanced Environmental Treatment Process	3
CEE 08522	Site Remediation Engineering	3
CEE 08531	Solid/Hazardous Water Management	3
CEE 08532	Pollutant Fate & Transport	3
CEE 08533	Integrated Solid Waste Management	3
CEE 08543	Advanced Water Resources	3
CEE 08544	Hydraulic Design	3
CEE 08545	Environmental Fluid Mechanics	3
CEE 08552	Foundation Engineering	3
CEE 08553	Earth Retaining Systems	3
CEE 08562	Advanced Transportation	3
CEE 08564	Design Elements Transport Engineering	3
CEE 08573	Advanced Structural Analysis	3
CEE 08584	Prestressed Concrete	3
CEE 08585	Advanced Reinforced Concrete	3
CEE 08586	Bridge Engineering	3

Required Thesis/Project Courses

6–9 s.h.

Course #	Course Title	S. H.
ENGR 01599	Masters Research	6–9

Total Required Credits for the Program

30 s.h.

Foundation Courses

The following undergraduate courses must be successfully completed at an accredited institution: Chemistry I, Physics I, Calculus I, II, and III, Linear Algebra, and Differential Equations.

Graduation/Exit, Benchmark, and Thesis Requirements

If thesis track is selected, students must successfully complete and defend the Master's Thesis.

Program Coordinator/Advisor Contact Information

Yusuf Mehta
Rowan Hall
856.256.5320
mehta@rowan.edu

Master of Science in Electrical & Computer Engineering (M.S.)

The Master of Science in Electrical & Computer Engineering program gives students an opportunity to expand their skill sets in advanced topics of interest. Specialization areas include signal & image processing, computational intelligence and pattern recognition, power systems and renewable energy, discrete event systems, and virtual reality systems. This program also includes the following focus areas: Bioengineering; Signals, Systems and Computational Intelligence; and Sustainability.

Students can choose between a thesis track, and a coursework track. Students may also work on a project, which may be counted toward a coursework track degree. Most full time students work on funded research projects, leading to a thesis. Most part time students select the coursework track. In order to be eligible for a Research Assistantship, students must select the thesis track.

Tracks

The program includes two tracks. Each have different course and graduation exit requirements which are outlined in the chart.

- Thesis Track: The thesis option requires the completion of 30 semester hours, 6-9 of which are in thesis research/engineering project.
- Non-Thesis Track: The non-thesis option requires the completion of 30 semester hours of coursework.

Program Requirements

Required Courses 9 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S. H.
MATH 01515	Engineering Applications of Analysis (or equivalent)	3
TBD	Engineering Application of Computers (or equivalent determined in consultation with Academic Advisor)	3
TBD	Approved Business course – Please discuss with Academic Advisor.	3

Required Courses 12–21 s.h.

Choose 21 s.h. (non-thesis track) or 12–15 s.h. (thesis track) of approved electives in consultation with the Academic Advisor. The eligible courses include, but are not limited to the following:

Course #	Course Title	S. H.
ECE 09504	St Elec & Comp Engineering	3
ECE 09521	Fundamentals in Systems Engineering	3
ECE 09551	Digital Signal Processing	3
ECE 09552	Digital Image Processing	3
ECE 09553	Digital Speech Processing	3
ECE 09554	Theory/Eng App of Wavelets	3
ECE 09555	Adv Topics in Pattern Recog	3
ECE 09556	Embedded System Design	3
ECE 09560	Artificial Neural Networks	3
ECE 09566	Advanced Topics in Devices, Algorithms, in Bio	3
ECE 09571	Instrumentation	3
ECE 09572	Advanced Smart Grid	3
ENGR 01510	Finite Element Analytics\3	
ENGR 01511	Engineering Optimization	3

Required Thesis/Project Courses 6–9 s.h.

Course #	Course Title	S. H.
ENGR 01599	Masters Research	6-9

Total Required Credits for the Program 30 s.h.

Foundation Courses

The following undergraduate courses must be successfully completed at an accredited institution: Chemistry I, Physics I, Calculus I, II, and III, Linear Algebra, and Differential Equations.

Graduation/Exit, Benchmark, and Thesis Requirements

If thesis track is selected, students must successfully complete and defend the Master's Thesis.

Program Coordinator/Advisor Contact Information

Nidhal Bouayana
Rowan Hall
856.256.5363
bouayana@rowan.edu

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

The Master of Science in Engineering Management program effectively prepares students for management positions in the engineering profession by providing them with the necessary skill sets, knowledge, and training to succeed as engineering managers. The courses that can be taken as part of this program include courses that are taught in-class and courses that are taught entirely online.

Students learn about administrative procedures such as budgeting, strategic decision-making, and supervising. The combination of courses from the College of Engineering and AACSB-accredited Rohrer College of Business equips students with the ideal balance of advanced technical knowledge and managerial skills required to advance as a manager. Courses are taught in-class and online.

Students can choose between a thesis track, and a coursework track. Students may also work on a project, which may be counted toward a coursework track degree. Most full time students work on funded research projects, leading to a thesis. Most part time students select the coursework track. In order to be eligible for a Research Assistantship, students must select the thesis track.

Tracks

The program includes two tracks. Each have different course and graduation exit requirements which are outlined in the chart.

- Thesis Track: The thesis option requires the completion of 30 semester hours, 6-9 of which are in thesis research/engineering project.
- Non-Thesis Track: The non-thesis option requires the completion of 30 semester hours of coursework.

Program Requirements**Required Common Core Courses**

12 s.h.

*(s.h.: semester hours/credit hours)***Required Math/Computer Applications Courses**

Choose two (2) from the following options.

<u>Course #</u>	<u>Course Title</u>	<u>S. H.</u>
ENGR 01511	Engineering Optimization	3
MATH 03511	Operations Research I	3
MATH 03512	Operations Research II	3
MATH 01515	Engineering Applications of Analysis	3

Required Business Courses

Choose two (2) from the following options.

<u>Course #</u>	<u>Course Title</u>	<u>S. H.</u>
ENT 06506	Corp. Entrepreneurship and New Venture Development	3
MGT 06510	Strategic Engineering Management	3
MGT 06666	Managing Engineering Teams	3
MGT 06677	Management Skills for Engineers	3
MIS 02526	Project Management for Engineers	3

Required Courses

9-18 s.h.

Choose 18 s.h. (non-thesis track) or 9-15 s.h. (thesis track) of approved electives in consultation with the Academic Advisor. The eligible courses include, but are not limited to the following:

<u>Course #</u>	<u>Course Title</u>	<u>S. H.</u>
CEE 08504	Engineering Estimating	3
CEE 08522	Site Remediation Engineering	3
CEE 08531	Solid and Hazardous Waste Management	3
CHE 06512	Safety in the Process Industries	3
CHE 06577	Advanced Engineering Process Analysis and Experimental Design	3

CHE 06580	Optimization of Engineering Projects	3
CHE 06581	Advanced Process Analysis	3
EM 01501	Engineering Economics	3
EM 01511	Strategic Risk Management	3
EM 01512	Quality in Engineering Management	3
EM 01513	Engineering Decisions	3
EM 01541	Engineering Law and Ethics	3
ENGR 01511	Engineering Optimization	3
ENGR 01599	Masters Thesis Research	3
MGT 06666	Managing Engineering Teams	3
MGT 06677	Management Skills for Engineers	3
MIS 02526	Project Management for Engineers	3

Thesis/Project Courses (if thesis option is selected) 0–9 s.h.

Course #	Course Title	S. H.
ENGR 01599	Masters Research	0–9

Total Required Credits for the Program 30 s.h.

Foundation Courses

The following undergraduate courses must be successfully completed at an accredited institution: Chemistry I, Physics I, Calculus I, and Statistics I.

Graduation/Exit, Benchmark, and Thesis Requirements

If thesis track is selected, students must successfully complete and defend the Master's Thesis.

Program Coordinator/Advisor Contact Information

Ralph Alan Dusseau
Rowan Hall
856.256.5320
dusseau@rowan.edu

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

The Master of Science in Mechanical Engineering program allows a student to develop a high level of competence in engineering design, and a deep understanding of current technology. The interdisciplinary nature of the program provides students with an opportunity to work on exciting research areas at the leading edge of technology. This program also includes the following focus areas: Bioengineering; Mechanics and Materials; Signals, Systems and Computational Intelligence; and Sustainability.

Students can choose between a thesis track, and a coursework track. Students may also work on a project, which may be counted toward a coursework track degree. Most full time students work on funded research projects, leading to a thesis. Most part time students select the coursework track. In order to be eligible for a Research Assistantship, students must select the thesis track.

Tracks

The program includes two tracks. Each have different course and graduation exit requirements which are outlined in the chart.

- Thesis Track: The thesis option requires the completion of 30 semester hours, 6–9 of which are in thesis research/engineering project.
- Non-Thesis Track: The non-thesis option requires the completion of 30 semester hours of coursework.

Program Requirements

Required Courses 12 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S. H.
MATH 01515	Engineering Applications of Analysis (or equivalent)	3
TBD	Engineering Application of Computers (or equivalent determined in consultation with Academic Advisor)	3
TBD	Approved Business course – Please discuss with Academic Advisor.	3
MGT 06510	Strategic Engineering Management	3

Required Courses

12–18 s.h.

Choose 18 s.h. (non-thesis track) or 12–15 s.h. (thesis track) of approved electives in consultation with the Academic Advisor. The eligible courses include, but are not limited to the following:

Course #	Course Title	S. H.
ME 10501	Computer Integrated Manufacturing and Automation	3
ME 10505	Sp Tp Mech Eng	3
ME 10506	Computational Materials Sci	3
ME 10511	Combustion	3
ME 10512	Rocket Propulsion	3
ME 10514	Energy Conversion Systems	3
ME 10521	Gas Dynamics	3
ME 10522	Computational Fluid Dynamics	3
ME 10541	Advanced Mechanism Design	3
ME 10542	Advanced Mechatronics	3
ME 10544	Automotive Engineering	3
ME 10550	Advanced Solid Mechanics	3
ME 10551	Mechanics Continuous Media	3
ME 10552	Structural Acoustics	3
ME 10553	Analytical Dynamics	3
ME 10554	Elastic Stability of Structures	3
ME 10570	Principles in Biomechanics	3
ME 10571	Principles of Biotransport	3

Required Thesis/Project Courses

6–9 s.h.

Course #	Course Title	S. H.
ENGR 01599	Masters Research	6–9

Total Required Credits for the Program

30 s.h.

Foundation Courses

The following undergraduate courses must be successfully completed at an accredited institution: Chemistry I, Physics I, Calculus I, II, and III, Linear Algebra, and Differential Equations.

Graduation/Exit, Benchmark, and Thesis Requirements

If thesis track is selected, students must successfully complete and defend the Master's Thesis.

Program Coordinator/Advisor Contact Information

Krishan Bhatia
Rowan Hall
856.256.5340
bhatia@rowan.edu

Certificate of Graduate Study (Non-degree)**Certificate of Graduate Study in Engineering for Educators (COGS)**

The *Next Generation Science Standards* include a commitment to integrate engineering design to the same level as scientific inquiry when teaching science disciplines. This COGS is designed to help middle-school and high-school teachers acquire content knowledge in engineering and engineering design.

Program Requirements (Option 1)**Required Courses**

6 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S. H.
SMED 33502	Processes & Principles in School Mathematics	3
SMED 60501	Teaching Methods II: Science	3

Elective Courses 3 s.h.

Choose 3 s.h. from the following:

Course #	Course Title	S. H.
STEM 01540	Automation & Robotics for Middle School Teachers	1.5
STEM 01541	Design & Solid Modeling for Middle School Teachers	.15
STEM 01550	Engineering Design & Solid Modeling for High School Teachers	3
STEM 01551	Principles of Engineering for High School Teachers	3
STEM 01552	Digital Electronics for High School Teachers	3
STEM 01553	Civil Engineering & Architecture for High School Teachers	3

Total Required Credits for Option 1 9 s.h.**Program Requirements (Option 2)****Required Courses** 6 s.h.

Choose 6 s.h. from the following:

Course #	Course Title	S. H.
STEM 01540	Automation & Robotics for Middle School Teachers	1.5
STEM 01541	Design & Solid Modeling for Middle School Teachers	.15
STEM 01550	Engineering Design & Solid Modeling for High School Teachers	3
STEM 01551	Principles of Engineering for High School Teachers	3
STEM 01552	Digital Electronics for High School Teachers	3
STEM 01553	Civil Engineering & Architecture for High School Teachers	3

Elective Courses 3 s.h.

Choose 3 s.h. from the following:

Course #	Course Title	S. H.
SMED 33502	Processes & Principles in School Mathematics	3
SMED 60501	Teaching Methods II: Science	3

Total Required Credits for Option 2 9 s.h.**Foundation Courses**

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Douglas Cleary
Henry M. Rowan Hall
856.256.5325
cleary@rowan.edu

Issam Abi-el-Mona
Herman D. James Hall
856.256.4736
abi-el-mona@rowan.edu

College of Performing Arts

John Pastin
Dean
Wilson Hall
856.256.4551
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Melanie Stewart
Associate Dean
Wilson Hall
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History

The College of Performing Arts (formerly, the School of Fine and Performing Arts at Glassboro State College) was founded in 1971. In 1997, during the transition from Glassboro State College to Rowan University, the School became the College of Fine and Performing Arts. In 2012, the College was renamed the College of Performing Arts. Today, the College is comprised of the departments of Music (including the Maynard Ferguson Institute of Jazz Studies) and Theatre & Dance. The College offers baccalaureate degrees in the fields of Music, Theatre, Dance and graduate degrees in Music and Theatre: Arts Administration.

In addition to more than 250 performances on campus each year, the faculty, staff and students collaborate in scholarly and artistic activities at the international, national and regional levels.

The College is dedicated to fostering artistic and creative experiences for the campus and the surrounding community. Specifically, the College of Performing Arts provides professional training for performance majors and aesthetic experiences for all Rowan University students, enhancing the educational programs of the institution.

Mission

The College of Performing Arts at Rowan University is dedicated to developing future leaders in the performing arts and arts education. The college provides students with rigorous professional preparation through close mentorship by a world-class faculty of artist scholars. Our exemplary undergraduate and graduate curricula are complimented by a challenging liberal arts education. The college serves as a cultural center for the campus and the South Jersey region by providing a wide range of classical and contemporary arts programming.

Accreditation

Specialized, national arts accreditation has been granted by the following organizations:

- The National Association of Schools of Music
- The National Association of Schools of Theatre

Departments

The College of Performing Arts houses the academic departments of Music and Theatre & Dance. (Not all departments offer programs through the Division of Global Learning & Partnerships.)

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit www.rowanu.com/programs.

MASTER'S DEGREES

<u>Program Name</u>		<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	
Master of Music		MM-MUSIC/G004	Both	
<u>Specialization Name</u>	<u>Format/Location</u>	<u>Specialization Code</u>		<u>Total Credits</u>
Composition	Face-to-face/Glassboro	PO12		33-40
Conducting	Face-to-face/Glassboro	PO16		34-40
Instrumental Performance	Face-to-face/Glassboro	PO17		34-38
Jazz Studies	Face-to-face/Glassboro or 100% Online (Military option)	PO18		32
Vocal Performance	Face-to-face/Glassboro	PO19		34-38

MASTER'S DEGREES *continued*

<u>Program Name</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	
<u>Program Name</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	
Master of Arts in Theatre	MA- THEATRE/G007	Part-time	
<u>Specialization Name</u>	<u>Format/Location</u>	<u>Specialization Code</u>	<u>Total Credits</u>
Arts Administration	100% Online	P009	30

Master's Degrees**Master of Music Overview**

The Master of Music program provides intensive experiences in performance, conducting, jazz studies, or composition as well as courses geared to enhance the student's knowledge and understanding of the literature of their area of specialization, and a greater understanding of music in general. The M.M. program at Rowan University is for the aspiring musician who wishes to make a career as a jazz musician, classical performer, conductor, or composer or will continue their studies at the Ph.D. or DMA level. Graduates of Rowan's Master of Music program have gone on to major doctoral programs, performing careers, arts leadership positions, and careers as college professors and public school teachers.

M.M. Specializations

The M.M. program offers the degree with five specializations as detailed below:

- Composition
- Conducting
- Instrumental Performance
- Jazz Studies
- Vocal Performance

Notes:

- Students will officially declare their focus area at the time of application during the audition.
- Specialization requirements may only be modified by permission of the program coordinator.

The Master of Music requires 32-40 semester hours depending upon the specialization selected at the time of application. The Master of Music degree at Rowan University is designed to be 4 semesters long.

Students will take Music Theory and Music History placement exams the first week of classes (not admission bearing).

Admissions

A performance audition or portfolio review is required for admission to the Master of Music program. Audition requirements for each instrument or area of specialization can be found at www.rowan.edu/music/auditions.

An appointment for audition will be scheduled once the candidate's application is complete. The auditions are scheduled on an individual basis according to the following procedures:

- **Voice, Instrument, Jazz Studies:** This audition can be taken during the academic year September through April by appointment
- **Conducting:** If a candidate is invited to Phase 2 of the audition process, this audition must be scheduled during the academic year October through April.
- **Composition:** The composition portfolio and accompanying materials can be submitted year round.

An audition can be scheduled by contacting Professor Marian Stieber, Academic Advisor, at stieber@rowan.edu or 856-256-4500 ext. 3715.

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit www.rowan.com/programs. Click on your program of interest to be connected to program and admission details.

Master of Music: Composition (M.M.)

Program Requirements

See the Master of Music Overview.

Required Courses

12 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 04560	Form and Analysis	3
MUS 04570	20th Century Literature & Techniques	3
MUSG 05547	Music & the Related Arts	3
SMED 32502	Teaching Music Theory	3

Required Specialization Courses

Group A

12–16 s.h.

Choose 12–16 s.h. from the following being sure to include at least one offering each of Composition I and one offering of Composition II.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10525	Graduate Music Composition I	4
MUS 10526	Graduate Music Composition II	4
MUS 10527	Graduate Music Composition I	6
MUS 10528	Graduate Music Composition II	6

Group B

2 s.h.

Choose 2 s.h. from the following (Course numbers rotate each semester.)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10537 - MUS 10540	Graduate Ensemble: Concert Choir	1
MUS 10541 - MUS 10544	Graduate Ensemble: Jazz Band	1
MUS 10545 - MUS 10548	Graduate Ensemble: Lab Band	1
MUS 10549 - MUS 10552	Graduate Ensemble: Orchestra	1
MUS 10553 - MUS 10556	Graduate Ensemble: Wind Ensemble	1
MUS 10569 - MUS 10572	Graduate Ensemble: Chamber Music	1
MUS 10576 - MUS 10579	Graduate Ensemble: Contemporary Music	1

Group C

2 s.h.

Choose 2 s.h. from the following.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10501	Graduate Secondary Applied Instrument I	2
MUS 10505	Graduate Secondary Applied Voice I	2

Elective Courses

5–8 s.h.

Choose courses from the following to total 5–8 credit hours.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 04541	Jazz Piano (non-keyboard students)	1
MUS 04551	Piano Accompanying	1
MUS 04555	Counterpoint	3
MUS 04557	Advanced Orchestration	3
MUS 04561	Score Reading I	1
MUS 04562	Score Reading II	1
MUS 04565	Seminar in Band Conducting	3
MUSG 06503	Jazz History	3
MUSG 06506	Art Song Literature	3
MUSG 06509	String Instrument Literature	3
MUSG 06511	Survey of 20th Century Band Literature	3
MUSG 06542	Opera Literature	3
MUSG 06545	Development & Interpretation of Choral Literature	2
MUSG 06546	Development & Interpretation of Symphonic Literature	3

Total Required Credits for the Program

33–40 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

- Culminating Experience: recital, lecture, and/or thesis
- Successful completion of oral comprehensive exam

Program Coordinator/Advisor Contact Information**Marian Stieber****Harold F. Wilson Hall****856.256.4500 ext. 3715****stieber@rowan.edu****Master of Music: Conducting (Instrumental or Choral) (M.M.)**

See the Master of Music Overview. The following three focus areas are available for a Master of Music in Conducting:

- Choral Conducting
- Orchestral Conducting
- Wind Conducting

Program Requirements**Required Courses**

8 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 04560	Form & Analysis	3
MUS 04561	Score Reading I	1
MUS 04562	Score Reading II	1
MUSG 05547	Music & the Related Arts	3

Required Specialization Courses**Group A**

12-16 s.h.

Choose 12-16 s.h. from the following.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10529	Graduate Conducting I	4
MUS 10530	Graduate Conducting II	4
MUS 10531	Graduate Conducting III	4
MUS 10532	Graduate Conducting IV	4
MUS 10533	Graduate Conducting I	6
MUS 10534	Graduate Conducting II	6

Group B

2-4 s.h.

Choose 2-4 s.h. from the following. (Course numbers rotate each semester.)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10537 - MUS 10540	Graduate Ensemble: Concert Choir	1
MUS 10541 - MUS 10544	Graduate Ensemble: Jazz Band	1
MUS 10545 - MUS 10548	Graduate Ensemble: Lab Band	1
MUS 10549 - MUS 10552	Graduate Ensemble: Orchestra	1
MUS 10553 - MUS 10556	Graduate Ensemble: Wind Ensemble	1
MUS 10561 - MUS 10564	Graduate Ensemble: Statesmen	1
MUS 10565 - MUS 10568	Graduate Ensemble: Women's Choir	1
MUS 10569 - MUS 10572	Graduate Ensemble: Chamber Music	1

Required Focus Area Courses

2-4 s.h.

Students select one focus area from the three below.

Choral Conducting Focus Area

Choose 9 s.h. from the following.

Course #	Course Title	S.H.
MUS 04514	Choral Procedures	2
MUS 04557	Advanced Orchestration	3
MUSG 06542	Opera Literature	3
MUSG 06545	Development & Interpretation of Choral Literature	2
	Select an approved French or Italian or German language course	3

Orchestral Conducting Focus Area

Choose 9 s.h. from the following.

Course #	Course Title	S.H.
MUS 04557	Advanced Orchestration	3
MUSG 06542	Opera Literature	3
MUSG 06546	Development & Interpretation of Symphonic Literature	3
	Select an approved French or Italian or German language course	3

Wind Conducting Focus Area

Choose 9 s.h. from the following.

Course #	Course Title	S.H.
MUS 04557	Advanced Orchestration	3
MUS 04565	Seminar in Band Conducting	3
MUSG 06511	Survey of 20th Century Band Literature	3
	Select an approved French or Italian or German language course	3

Elective Courses

3 s.h.

Choose 3 s.h. from the following.

Course #	Course Title	S.H.
MUS 04551	Piano Accompanying	1
MUSG 06503	Jazz History	3
MUSG 06506	Art Song Literature	3
MUSG 06509	String Instrument Literature	3
MUSG 06542	Opera Literature	3
MUSG 06545	Development & Interpretation of Choral Literature	2
MUSG 06546	Development & Interpretation of Symphonic Literature	3

Total Required Credits for the Program

34-40 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

- Culminating Experience (Recital)
- Successful completion of oral comprehensive exam

Program Coordinator/Advisor Contact Information

Marian Stieber
Harold F. Wilson Hall
856.256.4500 ext. 3715
stieber@rowan.edu

Master of Music: Jazz Studies (M.M.)

See the Master of Music Overview.

Program Requirements

Required Courses

18 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 04540	Jazz Arranging	3
MUS 04542	Jazz Composition	3
MUS 04543	Analyzing Jazz Structures A	1
MUS 04544	Analyzing Jazz Structures B	1
MUS 04545	Analyzing Jazz Structures C	1
MUS 04546	Music Entrepreneurship	3
MUSG 06503	Jazz History	3
MUSG 05547	Music & the Related Arts	3

Required Specialization Courses

Group A

12 s.h.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10509	Graduate Applied Instrument I	4
MUS 10510	Graduate Applied Instrument II	4
MUS 10511	Graduate Applied Instrument III	4

Group B

2 s.h.

Choose 2 s.h. from the following. (Course numbers rotate each semester.)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10541 - MUS 10544	Graduate Ensemble: Jazz Band	1
MUS 10545 - MUS 10548	Graduate Ensemble: Lab Band	1

Total Required Credits for the Program

32 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

- Culminating Experience (Recital)
- Successful completion of oral comprehensive exam

Contact Information

Program Coordinator/Academic Advisor (on-campus)

Marian Stieber

Harold F. Wilson Hall
856.256.4500 ext. 3715
stieber@rowan.edu

Program Coordinator/Academic Advisor (online)

Davide Ceriani
Harold F. Wilson Hall
856.256.4500 ext. 3711
ceriani@rowan.edu

Master of Music: Performance (Instrumental or Vocal) (M.M.)

See the Master of Music Overview.

The following four focus areas are available for a Master of Music in Performance:

- Orchestral Instruments
- Guitar
- Keyboard
- Voice

Program Requirements

Required Courses

6 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 04560	Form and Analysis	3
MUSG 05547	Music and the Related Arts	3

Required Graduate Performance Music Courses

12–16 s.h.

Choose 12–16 s.h. from the following.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10509	Graduate Applied Instrument I	4
MUS 10510	Graduate Applied Instrument II	4
MUS 10511	Graduate Applied Instrument III	4
MUS 10512	Graduate Applied Instrument IV	4
MUS 10513	Graduate Applied Voice I	4
MUS 10514	Graduate Applied Voice II	4
MUS 10515	Graduate Applied Voice III	4
MUS 10516	Graduate Applied Voice IV	4
MUS 10517	Graduate Applied Instrument I	6
MUS 10518	Graduate Applied Instrument II	6
MUS 10519	Graduate Applied Instrument III	6
MUS 10520	Graduate Applied Instrument IV	6
MUS 10521	Graduate Applied Voice I	6
MUS 10522	Graduate Applied Voice II	6
MUS 10523	Graduate Applied Voice III	6
MUS 10524	Graduate Applied Voice IV	6

Required Specialization Courses

2–4 s.h.

Choose 2–4 s.h. from the following. (Course numbers rotate each semester.)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 10537 - MUS 10540	Graduate Ensemble: Concert Choir	I
MUS 10541 - MUS 10544	Graduate Ensemble: Jazz Band	I
MUS 10545 - MUS 10548	Graduate Ensemble: Lab Band	I
MUS 10549 - MUS 10552	Graduate Ensemble: Orchestra	I
MUS 10553 - MUS 10556	Graduate Ensemble: Wind Ensemble	I
MUS 10557 - MUS 10560	Graduate Ensemble: Opera Company	I
MUS 10569 - MUS 10572	Graduate Ensemble: Chamber Music	I

Required Focus Area Courses

2–11 s.h.

Students select one focus area from the four below.

Orchestral Instruments Focus Area

Students in this focus area complete 2 s.h. as follows.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MUS 04536	Chamber Music I	I
MUS 04537	Chamber Music II	I

Guitar Focus Area

Students in this focus area complete 8 s.h. as follows.

Course #	Course Title	S.H.
MUS 04536	Chamber Music I	1
MUS 04537	Chamber Music II	1
MUSG 06505	History and Literature of Guitar and Lute	3
SMED 32506	Guitar Pedagogy	3

Keyboard Focus Area

Students in this focus area complete 7 s.h. as follows.

Course #	Course Title	S.H.
MUS 04551	Piano Accompanying	1
MUSG 06510	Keyboard Literature	3
SMED 32507	Piano Pedagogy	3

Vocal Focus Area

Students in this focus area complete 11 s.h. as follows.

Course #	Course Title	S.H.
	Select an approved French or Italian or German language course	3
MUS 04545	Opera Role Study I	3
MUS 04546	Opera Role Study II	3
MUS 04551	Piano Accompanying	1
MUSG 06506	Art Song	3
MUSG 06542	Opera Literature	3

Elective Courses

3–12 s.h.

Students select one focus area from the four below.

- Students in the Orchestral Instruments focus area choose 12 s.h. from the following.
- Students in the Guitar focus area choose 5 s.h. from the following.
- Students in the Keyboard focus area choose 7 s.h. from the following.
- Students in the Vocal focus area choose 3 s.h. from the following.

Course #	Course Title	S.H.
MUS 04536	Chamber Music I	1
MUS 04537	Chamber Music II	1
MUS 04541	Jazz Piano	1
MUS 04545	Opera Role Study	3
MUSG 06503	Jazz History	3
MUSG 06506	Art Song Literature	3
MUSG 06509	String Instrument Literature	3
MUSG 06542	Opera Literature	3
MUSG 06545	Development & Interpretation of Choral Literature	2
MUSG 06546	Development & Interpretation of Symphonic Literature	3
SMED 32502	Teaching Music Theory	3

Total Required Credits for the Program

34–38 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

- Culminating Experience (Recital)
- Successful completion of oral comprehensive exam

Program Coordinator/Advisor Contact Information

Marian Stieber
Harold F. Wilson Hall
856.256.4500 ext. 3715
stieber@rowan.edu

Master of Art in Theatre: Arts Administration (M.A.)

The Master of Arts (M.A.) in Theatre: Arts Administration will provide students with the business, marketing, and administrative skills needed to initiate their own performing arts organizations or to secure stable administrative positions in regional or national arts venues or arts institutions. This program provides vital, up-to-date strategies taught by well-known working professionals from the field for career development in the professional disciplines of visual arts, music, theatre, dance, and business. Students who graduate from this program would be prepared to pursue careers in theatre management or in related businesses such as gallery directors, music producers, and dance company managers or as arts/cultural entrepreneurs.

Program Requirements

Required Courses

30 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
THD 07505	Independent Study in Graduate Theatre & Arts Administration	3
OR THD 07515	Internship in the Arts	3
THD 07511	Production/Performance/Arts Administration Project	3 (x2)
THD 07530	Arts Administration Leadership	3
THD 07531	Producing & The Arts	3
THD 07532	Arts Planning: An Elegant Process	3
THD 07533	Audience Development	3
THD 07534	Education & Outreach Programs in the Arts	3
THD 07535	Curatorial Practice in the Arts	3
MAPR 01524	Fundraising & Development	2
MAPR 01541	Understanding and Writing Grants and Proposals	1

Total Required Credits for the Program

30 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Elisabeth Hostetter
 Harold F. Wilson Hall
 856.256.4034
 hostetter@rowan.edu

College of Humanities & Social Sciences

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Mission

The College of Humanities and Social Sciences affirms the humanities and social sciences as the core of liberal arts education and the foundation of professional preparation. The College is committed to excellence in instruction, research, and scholarship. Its disciplines promote extensive interaction between faculty and students, attention to individual development of critical and creative thinking, the building of interdisciplinary communities through partnerships both internal and external, and the development of new knowledge through research and creative activities. The College plays an essential role in Rowan's mission: to educate students who remain lifelong learners and ethically responsible citizens, sensitive to cultural and ethnic diversity and engaged in advancing our global society.

Departments

The departments in the College are: English, Foreign Languages and Literatures, Geography and Environment, History, Law and Justice Studies, Philosophy and Religion Studies, Political Science and Economics, and Sociology and Anthropology. (Not all departments offer programs through the Division of Global Learning & Partnerships.)

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit www.rowanu.com/programs.

MASTER'S DEGREE

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total credits</u>
Master of Arts in Criminal Justice	100% online, blended, and face-to-face at Glassboro Campus	MA-CRIJUS/G105	Both	30
Master of Arts in History	Face-to-face at Glassboro campus	MA-HIST/G205	Both	30

CERTIFICATES OF GRADUATE STUDY (NON-DEGREE)

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total credits</u>
Certificate of Graduate Study in Global History	Face-to-face at Glassboro campus	COG-WRLDHIS/G121	Both	15
Certificate of Graduate Study in History	Face-to-face at Glassboro campus	COG- HISTORY/G120	Both	15

DUAL DEGREE (4+1 PROGRAMS)

Program Name	Format/location	Program/Major Codes	Avail FT/PT	Total credits
Master of Arts/Bachelor of Arts in History	Face-to-face at Glassboro campus	MABA- HIST/G200	Both	138
Master of Arts/Bachelor of Arts in Criminal Justice/Law and Justice Studies	Face-to-face at Glassboro campus (some online course options available)	MABA- LAWCJ/G104	Both	138

UNDERGRADUATE DEGREE-COMPLETION PROGRAMS

(These programs lead to Bachelor's degrees. They are offered through the Division of Global Learning & Partnerships but official course descriptions and more about the program as a whole are included in Rowan's Undergraduate Catalog: www.rowan.edu/catalogs.)

Program Name	Format/location	Program/Major Codes	Avail FT/PT	Total credits
Bachelor of Arts in Law & Justice Studies	100% online and accelerated, and blended with face-to-face meetings at Rowan College of Gloucester County	BA- LAWJUST/2105	Both if student chooses and has the need for additional credits beyond the major	120
Bachelor of Arts in Liberal Studies: Humanities/Social Science	100% online and accelerated, and blended with face-to-face meetings at Rowan College of Gloucester County	BA-LIBSTU/4933	Both if student chooses and has the need for additional credits beyond the major	120

Admissions

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit www.rowanu.com/programs. Click on your program of interest to be connected to program and admission details.

Master's Degrees**Master of Arts in Criminal Justice (M.A.)**

The master's degree in Criminal Justice prepares students for leadership positions in criminal justice agencies; for research positions in federal, state, county, city, non-profit and private research institutions; and for further study in doctoral programs. The program focuses on the growing emphasis in the criminal justice system on using research evidence to evaluate the effectiveness of programs and policies aimed at preventing and controlling crime.

Graduate faculty have earned doctoral degrees from the best Criminal Justice programs in the country, and have practical experience working in the system as well as diverse academic interests. Both tracks prepare students for professional careers by providing an understanding of the causes of crime, the impact of law on society and contemporary issues in policing, courts and corrections.

Tracks

The program includes two tracks. Each has different course and graduation exit requirements which are outlined in the chart.

- **Thesis Track:** Students choosing the Thesis Track will complete 6 required courses, select two electives, and earn six credits for doing research and writing a thesis while working closely with experienced faculty.
- **Non-Thesis Track:** Students choosing the Non-Thesis Track will complete 6 required courses, select four electives, and take a comprehensive exam after completing their coursework.

Rowan University undergraduates majoring in the Bachelor of Arts in Law and Justice Studies program can apply to the accelerated B.A./M.A. dual degree (4+1) program allowing them to earn both the B.A. and M.A. degrees in five years.

Program Requirements**Required Courses**

18 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
CJ 09510	Contemporary Issues in Criminal Justice	3
CJ 09511	Research Methods I	3
CJ 09512	Research Methods II	3
CJ 09515	Law and Society	3
CJ 09517	Criminal Justice Policy Analysis	3
CJ 09518	Contemporary Developments in Theory	3

Elective Courses

6-12 s.h.

Choose 12 s.h. (non-thesis track) or 6 s.h. (thesis track) of approved electives in consultation with the Academic Advisor.

Course #	Course Title	S.H.
CJ 09516	Administrative Law/Ethics	3
CJ 09519	Seminar in Criminal Justice Planning	3
CJ 09520	Courts and Supportive Agencies	3
CJ 09521	Prevention and Rehabilitation	3
CJ 09522	Seminar in Violence	3
CJ 09523	White Collar Crime	3
CJ 09524	Police and Society	3
CJ 09525	Altruism, Cooperation, and Criminal Justice	3
CJ 09526	Management of Criminal Justice Organizations	3
CJ 09527	Gender & Crime	3
CJ 09528	Seminar in Juvenile Justice and Delinquency	3
CJ 09529	Community Justice	3
CJ 09530	International Criminal Law Seminar	3
CJ 09532	Race, Ethnicity, Class & Justice	3
	Other approved graduate-level courses as approved by Academic Advisor	3

Required Thesis Courses (if Thesis-track is selected)

6 s.h.

Course #	Course Title	S.H.
CJ 09601	Master's Thesis in Criminal Justice I	3
CJ 09602	Master's Thesis in Criminal Justice II	3

Total Required Credits for the Program

30 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- Successful completion of comprehensive exam is required for those who select the non-thesis track.
- If thesis track is selected, students must successfully complete and defend Master's Thesis.

Contact Information**Program Coordinator/Academic Advisor (on-campus)**

Wanda D. Foglia
Campbell Library
856.256.4399
foglia@rowan.edu

Program Coordinator/Academic Advisor (online)

Joseph Johnson
Harold J. Wilson Hall
856.256.4500 ext. 3722
johnsonjo@rowan.edu

Master of Arts in History (M.A.)

The Master of Arts in History at Rowan is designed mainly for students who desire increased competence in historical studies preparatory or supplementary for teaching in that field on the high school or community college level. It is also appropriate for students who seek qualification for admission to a doctoral program at another institution and for students who wish to pursue a liberal education at an advanced level for intellectual challenge and personal self-fulfillment.

Our program is set in the tradition of a Liberal Arts education. Courses offer an opportunity for students to extend their knowledge and enhance their competence in historical studies through direct, face-to-face interaction with Rowan's award-winning, full-time faculty members.

Total graduate semester hours required for program completion is 30. Students are encouraged to devote at least 12 credits of their electives to pursuing an area of specialization in American, European, or global history, but they must take at least one course in another area. Up to 6 credits may be taken as independent study, and students may take one elective graduate course outside of the History Program, chosen in consultation with the Graduate Advisor.

Tracks

The program includes two tracks. Each has different course and graduation exit requirements which are outlined in the chart.

- **Thesis Track:** The M.A. Thesis Track is designed for those who are interested in pursuing original research and is strongly recommended for those who are planning to do doctoral work in history. Students pursuing the thesis track will complete the 6 required credits, 18 elective graduate credits in history, and 6 credits of Master's Thesis.
- **Non-Thesis Track:** Students may choose to complete the degree by pursuing coursework without a thesis. This track may be appropriate for those seeking professional development or broader content knowledge. Students pursuing the non-thesis track will complete the 6 required credits and 24 elective graduate credits in history.

Rowan University undergraduates majoring in the Bachelor of Arts in History program can apply to the accelerated B.A./M.A. dual degree (4+1) program allowing them to earn both the B.A. and M.A. degrees in five years.

Program Requirements

Required Courses

6 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
HIST 05510	Readings & Research in History I	3
HIST 05512	Readings & Research in History II	3

Elective Courses

18-24 s.h.

Choose 24 s.h. (non-thesis track) or 18 s.h. (thesis-track) of approved electives in consultation with the Academic Advisor.

Course #	Course Title	S.H.
HIST 05511	Colloquium in American History I	3
HIST 05514	Colloquium in American History II	3
HIST 05516	Colloquium in American History III	3
HIST 05522	Colloquium in European History I	3
HIST 05523	Colloquium in European History II	3
HIST 05524	Colloquium in European History III	3
HIST 05531	Colloquium in Global History I	3
HIST 05533	Colloquium in Global History II	3
HIST 05535	Colloquium in Global History III	3
HIST 05545	History of Crime	3
HIST 05551	Graduate Independent Study	3

Required Thesis Courses (if thesis track is selected)

6s.h.

Course #	Course Title	S.H.
HIST 05601	Master's Thesis in History I	3
HIST 05602	Master's Thesis in History II	3

Total Required Credits for the Program

30 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

If thesis track is chosen, students must successfully complete and defend Master's Thesis.

Program Coordinator/Advisor Contact Information

Scott Morschauser
Robinson Hall
856.256.4500 ext. 3993
morschauser@rowan.edu

Certificates of Graduate Study (Non-degree)**Certificate of Graduate Study in Global History (COGS)**

The COGS in Global History offers an opportunity to study on a graduate level for professional or personal development. The courses will range from topics in Latin American, Russian, Asian, African and Middle Eastern history. Each offering will familiarize students with relevant primary and secondary sources, as well as up-to-date historical interpretations and methodologies in the respective fields.

Program Requirements

12 s.h. must be in areas other than United States history

Required Courses

9 s.h.

(s.b.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
HIST 05511	Colloquium in American History	3
HIST 05522	Colloquium in European History	3
HIST 05531	Colloquium in Global History	3

Elective Courses

6 s.h.

Select two courses jointly approved by the applicant and the graduate advisor.

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Scott Morschauser
Robinson Hall
856.256.4500 ext. 3993
morschauser@rowan.edu

Certificate of Graduate Study in History (COGS)

The Certificate of Graduate Study in History offers an opportunity to study history on a graduate level for professional or personal development. The courses will familiarize students with relevant primary and scholarly sources as well as up to date historical interpretations and methodologies in the field.

Program Requirements**Required Courses**

9 s.h.

(s.b.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
HIST 05511	Colloquium in American History	3
HIST 05522	Colloquium in European History	3
HIST 05531	Colloquium in Global History	3

Elective Courses

6 s.h.

Select two courses jointly approved by the applicant and the graduate advisor.

Total Required Credits for the Program

15 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information**Scott Morschauser****Robinson Hall****856.256.4500 ext. 3993****morschauser@rowan.edu****Post-Baccalaureate Programs (Non-degree)****Post-baccalaureate Certificate in Cartography & GIS**

This certificate program is designed to accommodate working professionals in planning, public health, engineering, business, and other areas who wish to gain expertise in cartography and GIS.

Program Requirements**Required Courses**

21 s.h.

(s.h.: semester hours/credit hours)

Choose from the following in consultation with the Academic Advisor.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
Business Courses		
	Choose from the following:	
MIS 02150	Integrated Software Tools for Business	3
MIS 02338	Design of Database Systems	3
Computer Science Courses		
	Choose from the following:	
CS 01102	Intro to Programming	3
CS 04103	Computer Science & Programming	4
CS 04222	Data Structures & Algorithms	3
CS 04315	Programming Languages	3
Mathematics Courses		
	Choose from the following:	
MATH 01122	Precalculus Mathematics	4
MATH 01130	Calculus I	4
MATH 01131	Calculus II	4
MATH 03125	Calculus: Techniques and Applications	3
MATH 03150	Discrete Mathematics	3
Geography Courses		
	Choose from the following:	
GEOG 06160	Intro to Mapping & Geographical Information Sciences	3
GEOG 06308	Remote Sensing/Air Photo	3
GEOG 06313	Geography of Transportation	3
GEOG 06315	Field Studies	3
GEOG 06319	Geovisualization	3
GEOG 06320	Cartography	3
GEOG 06350	Quantitative Methods in Geography	3
GEOG 06360	Geographical Information Systems I	3
GEOG 06415	Geographical Information Systems II	3
PLAN 31360	Metropolitan & Regional Planning	3
PLAN 31386	Land Use & Conservation	3

Total Required Credits for the Program

21 s.h.

Foundation Courses

None

Graduation/Exit/Thesis Requirements

None

Program Coordinator/Advisor Contact Information

John Hasse
Robinson Hall
856.256.4812
hasse@rowan.edu

Dual Degree (4+1) & Undergraduate Degree-Completion Programs**Dual Degree (4+1) Programs**

The dual degree 4+1 program is designed to be completed in five years. Students typically apply during their junior year. If admitted, the senior year (fourth year) marks the official start of the dual degree 4+1 program. During this year, students will be matriculated as undergraduate 4+1 students and will usually enroll in up to 12 graduate credits while also completing any remaining undergraduate and general education course requirements. The 12 graduate credits double-count towards both the undergraduate and graduate degrees. If approved to officially continue in the graduate portion of the program, during year five students will be matriculated as graduate 4+1 students and their coursework will include the remaining graduate credits required for the Master's degree. (Students in this program must satisfy all the requirements for the undergraduate degree before proceeding to the +1 year [or graduate year] of the program.)

Master of Arts/Bachelor of Arts in History - 4+1 Program (M.A./B.A.)

See Overview. This program allows students to earn a Bachelor of Arts in History and a Master of Arts in History in five years.

4+1 Undergraduate Program Requirements**Required Major Courses**

30 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
HIST 05100	Western Civilization to 1660	3
HIST 05101 or HIST 05120	Western Civilization since 1660 World History since 1550	3 3
HIST 05150 or HIST 05151 or	United States to 1865 United States since 1865 Any Level History Elective	3 3 3
HIST 05306	Historical Methods (WI)	3
HIST 05492	Five Upper Level (300/400) History Courses Seminar	15 3

Other Required Courses

18 s.h.

Course #	Course Title	S.H.
	Any Economics course from the SBS bank	3
	Any Political Science course from the SBS bank	3
	Any Multicultural/Global (M/G) Geography or Anthropology course	3
ENGL 02116	Readings in Non-Western Literature	3
	Foreign Language I	3
	Foreign Language II (Foreign Language I and II must be in the same language.)	3

General Education, Rowan Experience, and Free Elective Courses

72 s.h.

(Any approved graduate level History course may substitute for any of the free elective courses. No more than 12 graduate credits total may be used to replace undergraduate coursework. Please discuss course options with your Academic Advisor and 4+1 Coordinator.)

Total Required Credits for the Undergraduate Portion of the Program

120 or 108** s.h.

(**The first number is the official number of credits required for the undergraduate degree; however, the second number reflects the actual number of credits students will take through undergraduate coursework since 12 of the graduate credits are completed in the 4th/senior year and count for both the undergraduate and graduate degrees.)

4+1 Graduate Program Requirements**Required Graduate Courses taken while an undergraduate 4+1 student**

12 s.h.

(s.h.: semester hours/credit hours)

(Any approved graduate level History course may substitute for any of the free elective courses. No more than 12 graduate credits total may be used to replace undergraduate coursework. Please discuss course options with your Academic Advisor and 4+1 Coordinator.)

Required Graduate Courses taken while a graduate 4+1 student

6-12 s.h.

Course #	Course Title	S.H.
Thesis Track		
HIST 05510	Readings & Research in History I	3
HIST 05512	Readings & Research in History II	3
HIST 05601	Master's Thesis in History I	3
HIST 05602	Master's Thesis in History II	3
Non-Thesis Track		
HIST 05510	Readings & Research in History I	3
HIST 05512	Readings & Research in History II	3

Required Graduate Elective Courses taken while a graduate 4+1 student

18-24 s.h.

Course #	Course Title	S.H.
Thesis Track		
	Choose six (6) from the "Approved Graduate Elective Course Listing"	18
Non-Thesis Track		
	Choose eight (8) from the "Approved Graduate Elective Course Listing"	24

Approved Graduate Elective Course Listing

Course #	Course Title	S.H.
HIST 05511	Colloquium in American History I	3
HIST 05514	Colloquium in American History II	3
HIST 05516	Colloquium in American History III	3
HIST 05522	Colloquium in European History I	3
HIST 05523	Colloquium in European History II	3
HIST 05524	Colloquium in European History III	3
HIST 05531	Colloquium in Global History I	3
HIST 05533	Colloquium in Global History II	3
HIST 05535	Colloquium in Global History III	3
HIST 05545	History of Crime	3
HIST 05551	Graduate Independent Study	3

Total Required Credits for the Graduate Portion of the Program

30 s.h.

(This number includes the 12 graduate credits that will double-count for the graduate and undergraduate portions of the program.)

Total Required Credits for the Entire 4+1 Program

138 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Thesis is required for those who select the thesis track.

Program Coordinator/Advisor Contact Information

Corrine Blake
Robinson Hall
856.256.4500 ext. 3991
blake@rowan.edu

Master of Arts in Criminal Justice/Bachelor of Arts in Law and Justice - 4+1 Program (M.A./B.A.)

See Overview. This program allows students to earn both a Bachelor of Arts in Law and Justice Studies and a Master of Arts in Criminal Justice in five years.

4+1 Undergraduate Program Requirements**Required Major Courses**

24 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
LAWJ 05175	Survey of Criminal Justice	3
LAWJ 05200	Intro Corrections	3
or LAWJ 05201	Intro Courts	3
or LAWJ 05202	American Police	3
LAWJ 05255	Criminal Law	3
LAWJ 05356	Criminal Justice Internship I	3
LAWJ 05369	Theories of Crime & Criminality	3
LAWJ 05380	Criminal Justice Research	3
LAWJ 05401	Law and Human Rights	3
LAWJ 05469	Seminar WI	3

Required Elective Courses

12 s.h.

Choose four (4) from the following options.

(Any course from the "Required Graduate Course Listing" or the "Approved Graduate Elective Course Listing" may substitute for any of the free elective courses. No more than 12 graduate credits total may be used to replace undergraduate coursework. Please discuss course options with your Academic Advisor and 4+1 Coordinator.)

Course #	Course Title	S.H.
LAWJ 05120	Intro to Security	3
LAWJ 05205	Minorities, Crime and Criminal Justice	3
LAWJ 05210	Restorative Justice	3
LAWJ 05220	Victimology	3
LAWJ 05274	Criminal Justice and Community Relations	3
LAWJ 05276	Parole, Probation and Community Corrections	3
LAWJ 05285	Criminal Investigation	3
LAWJ 05290	Forensic Law	3
LAWJ 05305	Law and Evidence	3
LAWJ 05310	Criminal Jurisprudence	3
LAWJ 05312	Criminal Procedure II	3
LAWJ 05315	Criminal Justice and Social Conflict	3
LAWJ 05320	Civil Aspects of Law Enforcement	3
LAWJ 05322	Drugs and Crime in America	3
LAWJ 05324	Sentencing and the Rights of the Convicted	3
LAWJ 05325	Comparative Criminal Justice	3
LAWJ 05330	Problems of World Justice	3
LAWJ 05335	Criminal Procedure I	3
LAWJ 05337	Treatment of the Offender	3
LAWJ 05342	Counseling and Guidance of the Offender	3
LAWJ 05346	Women, Crime and Criminal Justice	3
LAWJ 05356	Criminal Justice Internship II	3
LAWJ 05361	Intro to Juvenile Justice	3
LAWJ 05379	Political Prisoner	3
LAWJ 05392	Criminal Justice Administration	3
LAWJ 05395	Incarceration Experience	3
LAWJ 05415	Selected Topics in Criminal Justice	3

Other Required Courses		12 s.h.
Course #	Course Title	S.H.
PHIL 09110	The Logic of Everyday Reasoning	3
or PHIL 09241	Philosophy & Society	3
POSC 07100	Introduction to Government and Politics	3
or POSC 07110	American Government	3
PSY 01106	Psychology of Scientific Thinking	3
or PSY 01107	Essentials of Psychology	3
SOC 08221	Social Problems	3

General Education, Rowan Experience, and Free Elective Courses 72 s.h.
 (Any course from the "Required Graduate Course Listing" or the "Approved Graduate Elective Course Listing" may substitute for any of the free elective courses. No more than 12 graduate credits total may be used to replace undergraduate coursework. Please discuss course options with your Academic Advisor and 4+1 Coordinator.)

Total Required Credits for the Undergraduate Portion of the Program 120 or 108** s.h.

(**The first number is the official number of credits required for the undergraduate degree; however, the second number reflects the actual number of credits students will take through undergraduate coursework since 12 of the graduate credits are completed in the 4th/senior year and count for both the undergraduate and graduate degrees.)

4+1 Graduate Program Requirements

Required Graduate Courses taken while an undergraduate 4+1 student 6 s.h.

(s.h.: semester hours/credit hours)

Choose two (2) from the "Required Graduate Course Listing" to complete while an undergraduate student. (Course selection dependent upon departmental schedule of graduate course offerings.)

Required Graduate Elective Courses taken while an undergraduate 4+1 student 6 s.h.

Choose two (2) from the "Approved Graduate Elective Course Listing" to complete while an undergraduate student.

Required Graduate Courses taken while a graduate 4+1 student 12 s.h.

CJ 09511 Research Methods I 3

CJ 09512 Research Methods II 3

and choose two (2) from the "Required Graduate Course Listing" to complete while a graduate student. (Course selection dependent upon departmental schedule of graduate course offerings.)

Required Graduate Elective Courses taken while a graduate 4+1 student 6 s.h.

Choose two (2) from the "Approved Graduate Elective Course Listing" to complete while a graduate student.

Required Graduate Course Listing

Course #	Course Title	S.H.
CJ 09510	Contemporary Issues in Criminal Justice	3
CJ 09515	Law and Society	3
CJ 09517	Criminal Justice Policy Analysis	3
CJ 09518	Contemporary Developments in Theory	3

Approved Graduate Elective Course Listing

Course #	Course Title	S.H.
CJ 09516	Administrative Law/Ethics	3
CJ 09519	Seminar in Criminal Justice Planning	3
CJ 09520	Courts and Supportive Agencies	3
CJ 09521	Prevention and Rehabilitation	3
CJ 09522	Seminar in Violence	3
CJ 09524	Police and Society	3
CJ 09525	Altruism, Cooperation, and Criminal Justice	3
CJ 09526	Management of Criminal Justice Organizations	3
CJ 09527	Gender & Crime	3

CJ 09528	Seminar in Juvenile Justice and Delinquency	3
CJ 09529	Community Justice	3
CJ 09530	International Criminal Law Seminar	3
CJ 09532	Race, Ethnicity, Class & Justice	3
	Other approved graduate-level courses as approved by Academic Advisor	3

Total Required Credits for the Graduate Portion of the Program 30 s.h.
(This number includes the 12 graduate credits that will double-count for the graduate and undergraduate portions of the program.)

Total Required Credits for the Entire 4+1 Program 138 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- Successful completion of comprehensive exam is required.

Program Coordinator/Advisor Contact Information

Wanda D. Foglia
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Undergraduate Degree-Completion Programs

(These programs lead to Bachelor's degrees. They are offered through the Division of Global Learning & Partnerships, but official course descriptions and more about the program as a whole are included in Rowan's Undergraduate Catalog: www.rowan.edu/catalogs.)

Bachelor of Arts in Law & Justice Studies (B.A.)

The Rowan University Bachelor of Arts in Law & Justice Studies degree offers students solid academic preparation in criminal law and the criminal justice system with an interdisciplinary approach to coursework that enhances critical thinking, reasoning, writing, and logic skills. It prepares students for professional careers in four major areas: law enforcement and security services, court services, corrections, and human services. The program also offers students the rigorous preparation necessary to eventually pursue graduate studies and professional school programs.

Rowan University requires the completion of 120 semester hours of approved general education and major coursework in order to graduate with a bachelor's degree. The B.A. in Law & Justice Studies degree-completion program is a full- or part-time, accelerated program that provides students with 36 of the required semester hours. Students will work with their Academic Advisor to evaluate eligible transfer credits, and determine their entire degree program and mode-of-delivery options.

Program Requirements

Required Law & Justice Studies Core Courses 36 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
LAWJ 05175	Survey of Criminal Justice	3
LAWJ 05200	Introduction to Corrections	3
LAWJ 05255	Criminal Law	3
LAWJ 05305	Law & Evidence	3
LAWJ 05356	Criminal Justice Internship I	3
LAWJ 05361	Introduction to Juvenile Justice	3
LAWJ 05369	Theories of Crime and Criminality	3
LAWJ 05380	Criminal Justice Research	3
LAWJ 05395	The Incarceration Experience	3
LAWJ 05401	Law & Human Rights	3
LAWJ 05415	Selected Topics in Criminal Justice	3
LAWJ 05469	Seminar in Law/Justice (Writing Intensive)	3

General Education and Elective Courses 84 s.h.

Total Required Credits for the Program 120 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Academic Advisor Contact Information

Mayra Arroyo

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856.256.4662

arroyo@rowan.edu

Bachelor of Arts in Liberal Studies: Humanities/Social Science (B.A.)

The B.A. in Liberal Studies: Humanities/Social Science program is designed for those who possess at least 24 college credits and want to complete a bachelor's degree in a convenient setting. This quality liberal studies program offers students solid academic preparation and is ideal for working adults who need a bachelor's degree in order to pursue a career or advance in their current position.

Rowan University requires the completion of 120 semester hours of approved general education and major coursework in order to graduate with a bachelor's degree. The B.A. in Liberal Studies: Humanities/Social Science program is a part-time, accelerated program that provides students with 39 of the required semester hours in approximately eight consecutive semesters. Students will work with their Academic Advisor to evaluate eligible transfer credits, and determine their entire degree program and mode-of-delivery options.

Focus Area Options

Through Rowan Global, the following focus area option is possible:

- Philosophy & Religion and Public Relations (PR) in the Workplace

Program Requirements for the Focus Areas in Philosophy & Religion and PR in the Workplace

Required Liberal Studies Core Courses 39 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
ADV 04330	Introduction to Advertising	3
ADV 04360	Integrated Marketing Communication	3
PHIL 09120	Introduction to Philosophy	3
PHIL 09241	Philosophy & Society	3
PHIL 09325	American Philosophy	3
PHIL 09328	Philosophy & Gender	3
PHRE 11490	Senior Seminar in Philosophy & Religion	3
PR 06301	Basic PR Writing	3
PR 06310	Intro to PR/Advertising Research	3
PR 06350	Introduction to PR	3
PR 99362	Public Opinion	3
REL 10200	Religions of the World	3
REL 10210	Religion in America	3

General Education and Elective Courses 81 s.h.

Total Required Credits for the Program 120 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Advisor Contact Information

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College of Science & Mathematics

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Mission

The College of Science and Mathematics builds on the foundation of a liberal education to provide graduate programs that prepare students for professional positions, enhance skills needed in current careers, and provide training needed for continuing study in doctoral programs. Committed to excellence in instruction and scholarship, its disciplines promote rigorous inquiry, analytical and integrative reasoning and decision making skills.

In addition to the programs listed below, the College supports graduate programs in the college of Education. The various curricula in the College combine the richness of science and mathematical theories and traditions with applications for the workplace in the new millennium.

The College of Science and Mathematics affirms the natural sciences, behavioral sciences and mathematics as core components of liberal education and the foundation of professional preparation. As the one of the newest units of Rowan University, the College is committed to excellence in instruction, research, and scholarship. Its disciplines promote extensive interaction between faculty and students, attention to individual development of critical and creative thinking, the building of interdisciplinary communities through partnerships both internal and external, and the development of new knowledge through research and creative activities. The College plays an essential role in Rowan's mission: to educate students who remain lifelong learners and ethically responsible citizens, sensitive to cultural and ethnic diversity and engaged in advancing our global society.

Departments

The departments in the College are: Biological Sciences, Chemistry and Biochemistry, Computer Science, Mathematics, Nursing, Physics and Astronomy, and Psychology. (Not all departments offer programs through the Division of Global Learning & Partnerships.)

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit www.rowancgce.com/programs.

MASTER'S DEGREES

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total credits</u>
Master of Arts in Applied Behavior Analysis	Face-to-face at Glassboro campus	MA- APPLBEH/G222	Both (however, no more than 9 credits/semester)	36
Master of Arts in Clinical Mental Health Counseling	Face-to-face at Glassboro campus	MA- MNTHLTH/G824	Full-time	60
Master of Arts in Mathematics	Face-to-face at Glassboro campus	MA- MATH/G701	Both	30
Master of Science in Bioinformatics	Face-to-face at Glassboro campus	MS-BINF/G499	Both	30
Master of Science in Computer Science	Face-to-face at Glassboro campus	MS- CS/G704	Both	30
Master of Science in Nursing	Blended	MSN-NURS/G265	Part-time	35-38
Master of Science in Pharmaceutical Science	Face-to-face at Glassboro campus	MS-PHARMASCI/G301	Both	31

CERTIFICATES OF ADVANCED GRADUATE STUDY (NON-DEGREE)

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total credits</u>
Certificate of Advanced Graduate Study in Applied Behavior Analysis	Face-to-face at Glassboro campus	CAG- APPLBEH/G212	Part-time	18
Certificate of Advanced Graduate Study in Clinical Mental Health Counseling	Face-to-face at Glassboro campus	CAG- MNTHLTH/G211	Part-time	12

CERTIFICATES OF GRADUATE STUDY (NON-DEGREE)

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total credits</u>
Certificate of Graduate Study in Cyber Security	Face-to-face at Glassboro campus	COG- CYBERSEC/G137	Part-time	12
Certificate of Graduate Study in Comparative Data Analysis	Face-to-face at Glassboro campus	COG- COMPDATA/G136	Part-time	12
Certificate of Graduate Study in Middle School Mathematics Education*	Face-to-face at Glassboro campus	COG- MIDMATH/G119	Part-time	18
Certificate of Graduate Study in Health Data Management	Face-to-face at Glassboro campus	COG- HLTHDMGMT/G135	Part-time	12
Certificate of Graduate Study in Networks	Face-to-face at Glassboro campus	COG -NETWORKS/G128	Both	12
Certificate of Graduate Study in Software Engineering	Face-to-face at Glassboro campus	COG- SFTWENG/G129	Both	12
Certificate of Graduate Study in Web Development	Face-to-face at Glassboro campus	COG- WEBDEV/G130	Both	12

POST-BACCALAUREATE PROGRAMS (NON-DEGREE)

<u>Program Name</u>	<u>Format/location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total credits</u>
Post-Baccalaureate Certificate in Applied Behavior Analysis	Face-to-face at Glassboro campus	CRT- APPLBEH/A122	Both	12

DUAL DEGREE (4+1 PROGRAMS)

Program Name	Format/location	Program/Major Codes	Avail FT/PT	Total credits
Master of Arts/ Bachelor of Science in Mathematics	Face-to-face at Glassboro campus	MABS- MATH/G703	Both	138
Master of Science/ Bachelor of Science in Computer Science	Face-to-face at Glassboro campus with some accelerated/online course options	MSBS- CS/G700	Both	138

UNDERGRADUATE DEGREE COMPLETION PROGRAMS

(These programs lead to Bachelor's degrees. They are offered through the College of Graduate & Continuing Education but official course descriptions and more about the program as a whole are included in Rowan's Undergraduate Catalog: www.rowan.edu/catalogs .)

Program Name	Format/location	Program/Major Codes	Avail FT/PT	Total credits
Bachelor of Science in Nursing	Hybrid- Combination of some face to face courses and some fully online courses	.BXBSN-NUR/1203	Part-time	121

* courses in this program may count toward the M.Ed. in Teacher Leadership.

Admissions

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit www.rowanu.com/programs . Click on your program of interest to be connected to program and admission details.

Master's Degrees**Master of Arts in Applied Behavior Analysis (M.A.)**

Applied behavior analysis (ABA) is one of the most effective and frequently utilized treatment approaches for individuals with special needs including those with developmental disabilities and autism. ABA involves the use of well-established and empirically supported principles to assess and treat problem behavior, and to facilitate skill acquisition. In southern NJ, over 20,000 children in special education programs have been classified with conditions that behavior analysts regularly treat; however, there are not enough qualified behavior analysts in the region to meet these needs. The Behavior Analyst Certification Board, Inc. (BACB) certifies two levels of behavior analysts: Board Certified assistant Behavior Analysts (BCaBA) for individuals with a Bachelors degree and Board Certified Behavior Analysts (BCBA) for individuals with a Masters degree in behavior analysis, psychology, or education. The Master of Arts in Applied Behavior Analysis meets both the degree and coursework requirements for certification as a BCBA. To be eligible to become a BCBA, the BACB also requires 1500 hours of practice in ABA supervised by a BCBA. For more information, see the BACB standards at www.bacb.com.

Program Requirements**Required Courses**

36 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
I. Fundamental Behavior Analytic Knowledge & Skill (9 credits)		
PSY 02500	Basic Principles of Behavior	3
PSY 02610	Applied Behavior Analysis	3
PSY 02620	Behavioral Assessment & Functional Analysis	3
II. Understanding Populations & Contexts (3 credits)		
PSY 03624	Psychopathology of Childhood & Adolescence	3
III. Advanced Applied Behavior Analysis (15 credits)		
PSY 02661	Special Topics in ABA	9
PSY 02670	Ethical & Legal Issues in ABA	3
PSY 02680	Advanced Practice in ABA	3

IV. Experience (3 credits)

PSY 01660	Practicum in Applied Behavior Analysis	3
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V. Research (6 credits)

PSY 02510	Research Methods in Behavior Analysis	3
PSY 02660	Research Project in ABA	3

<u>Total Required Credits for the Program</u>		36 s.h.
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Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- Successful completion of oral and written comprehensive exams
- Successful completion of written research project

Benchmarks: *Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks' timing and assessments will be shared with the student throughout the program by the Academic Advisor.*

Benchmark I:

- *Timing:* Occurs after the completion of 12 prescribed credits (Phase I)
- *Requirements:* Candidates must successfully complete all Phase I courses as evidenced by grades in courses and passing comprehensive written and oral examinations with a score of 70 or better in each section before taking any additional coursework.
- *Options:* If the student does not successfully pass the benchmark, then the student is invited to re-take any necessary coursework and/or the written/oral examination once more. If still unsuccessful, student will be dismissed from the program.

Benchmark II:

- *Timing:* Occurs after the completion of 30 prescribed credits (Phase II)
- *Requirements:* Candidates must submit a manuscript of an original research study to their research advisor within the timeframe specified by the program advisor (no later than 12 months following the completion of 30 credits) in the evaluation letter sent to the student each semester, and the research advisor must approve the final manuscript.
- *Options:* If the student does not successfully pass the benchmark, then the student may be provided an opportunity to re-take the research project course, and complete a different research project or the student may be dismissed from the program.

Benchmark III:

- *Timing:* Occurs at the conclusion of each semester
- *Requirements:* Candidates must meet all the requirements of the profession in terms of professional demeanor, client interaction, and ethical behavior as determined by the faculty members and off-site clinical supervisors.
- *Options:* If the student does not successfully pass the benchmark, then they may be provided a remediation plan for professional behavior by the faculty, or they may be dismissed from the program.

Program Coordinator/Advisor Contact Information

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Master of Arts in Clinical Mental Health Counseling (M.A.)

The focus of the CMHC program is on preparing students to become mental health counselors who are involved in the prevention and treatment of a wide variety of mental health problems. Many of our students apply for certification as Licensed Associate Counselors (LAC), and then as Licensed Professional Counselors (LPC) in New Jersey and certification by the National Board of Certified Counselors (NBCC). With the master's degree completion, some students choose to seek research positions or pursue doctoral degrees. As such, students will receive a comprehensive background in counseling theories, empirical research findings, counseling skills, and treatment approaches necessary for the effective delivery of services in a variety of mental health settings. The program places a particular emphasis upon developing strong skills in differential diagnosis, conceptualization, development of treatment plans and the use of evidence-based practices, with strong studies in ethics and multicultural issues.

Students are required to complete at least 600 hours of supervised practice in a mental health setting and complete the Counselor Preparation Comprehensive Examination (CPCE). Students may elect to substitute the CPCE with the National

Counselor Examination (NCE). The master's program consists of 60 credit hours of graduate work, which is the educational requirement for the LAC/LPC and NBCC certification.

Program Requirements

Required Courses

60 s.h.

(s.b.: semester hours/credit hours)

Course #	Course Title	S.H.
PSY 01564	Counseling Theory & Techniques I	3
PSY 01566	Counseling Theory & Techniques II	3
PSY 01572	Research Methods & Statistics in Counseling Psychology I: Basics	3
PSY 01574	Research Methods & Statistics in Counseling Psychology II: Applied	3
PSY 01612	Group Counseling & Psychotherapy	3
PSY 01615	Professional Pro-seminar	1
PSY 01620	Legal, Ethical & Professional Issues in Counseling	3
PSY 01623	Psychopathology I: Diagnosis & Epidemiology	3
PSY 01624	Psychopathology II: Conceptualization & Etiology	3
PSY 01650	Practicum in Counseling	8
PSY 01685	Masters Thesis I*	3
PSY 01687	Masters Thesis II*	3
PSY 05610	Social & Cultural Diversity	3
PSY 05652	Advanced Seminar in Clinical Practice	3
PSY 06625	Assessment I: Psychometrics, Evaluation, & Treatment Planning	3
PSY 06626	Assessment II: Assessment of Career/Vocational Interests, Treatments, & Programs	3
PSY 09560	Lifespan Development	3
PSY 09595	Introduction to Counseling: Development of Basic Skills	3
PSY 10610	Psychopharmacology & Biological Bases of Behavior	3

* Note: Students may choose from two tracks of study: The Thesis Track and the Non-Thesis/Advanced Clinical Track. Both tracks fulfill the educational content area requirements for licensure. The Thesis Track enables students to work on a unique research project via completing Master's Thesis I & II (PSY 01685 & PSY 01687). The Non-Thesis/Advanced Clinical Track offers additional exposure to theories/interventions via two courses in Advanced Seminar in Clinical Practice with various clinical topic areas.

Total Required Credits for the Program

60 s.h.

Foundation Courses

Students must have successfully completed at least 12 credits of undergraduate-level Psychology courses at an accredited institution, including one course in Abnormal Psychology, one course in Statistics, and one course in Research Methods.

Graduation/Exit, Benchmark, and/or Thesis Requirements

- All students are required to take the Counselor Preparation Comprehensive Examination (CPCE) during their second year in the program (or the equivalent for students who are part-time). Students may replace this exam with the National Counselor Examination (NCE). Students are responsible for the cost of the selected exam.

Benchmarks: *Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks' timing and assessments will be shared with the student throughout the program by the Program Coordinator.*

Benchmark I:

- Timing:** Occurs before, or at, the conclusion of each semester
- Requirements:** Candidates must meet all of the requirements of the profession in terms of professional demeanor, client and faculty interaction, and ethical behavior, as determined by the Program Coordinator, Thesis Advisors (where indicated), Faculty Members and both on- and off-site Practicum Supervisors.
- Options:** If a student does not successfully pass the benchmark, the student may be provided a remediation plan for professional behavior by the Program Coordinator, or may be dismissed from the program.

Benchmark II:

- Timing:** Occurs after the completion of 28 prescribed credits (Year I-including Summer)
- Requirements:** Candidates must successfully complete all Year I courses (including Summer) and secure a practicum location. In addition, students in the "Thesis Track" must also formulate a suitable thesis topic (with approval of their Thesis Advisors) by the end of the Summer term of their first year. Students need to discuss details with their Thesis Advisors and the Program Coordinator.
- Options:** If a student does not successfully pass the benchmark, the student may be invited to re-take any necessary coursework, dependent upon review of overall academic achievement and personal conduct. The student may be advised on the possibility of extensions regarding timing of thesis formulation and practicum placement, dependent upon overall progress and movement toward these goals.

Benchmark III:

- **Timing:** Occurs after the completion of 60 prescribed credits (Year II) **Requirements:** Candidates in the “Thesis Track” must successfully defend their Master’s Theses (including Master’s Thesis II course). Candidates in the “Advanced Clinical Track” must successfully complete the additional coursework (6 credits of Advanced Clinical Seminar). Candidates in both tracks must complete 600 hours of practicum experience with satisfactory supervisory evaluations. **Options:** If a student does not successfully pass the benchmark, the student is invited to re-take any necessary coursework (including Practicum), and/or resubmit the Master’s Thesis and defense. If remedial efforts are still unsuccessful, the student may be dismissed from the program.

Program Coordinator/Advisor Contact Information

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Master of Arts in Mathematics (M.A.)

The Master of Arts in Mathematics program will provide an opportunity for individuals to pursue advanced study in mathematics and to develop skills that can lead to success in today’s technologically oriented society. Whether the goal involves applying mathematics to solve problems in business and industry, teaching in higher education or preparing for further graduate study in mathematics or related fields, this program enables each student to pursue a course of study that is appropriate for his or her interests.

The program includes two tracks. Each has different course and graduation exit requirements which are outlined in the chart.

- **General Mathematics**
- **Biomathematics**

Rowan University undergraduates majoring in the Bachelor of Science in Mathematics program can apply to the accelerated B.S./M.A. dual degree (4+1) program allowing them to earn both the B.S. and M.A. degrees in five years.

Program Requirements**Required CORE Courses**

9 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MATH 01502	Linear Algebra and Matrix Theory	3
MATH 01505	Probability & Statistics	3
MATH 01533	Mathematics Seminar	3

General Mathematics Track**Required****9 s.h.**

Course #	Course Title	S.H.
MATH 01510	Real Analysis I	3
MATH 01512	Complex Analysis I	3
MATH 01524	Abstract Algebra I	3

Restricted Electives

3 s.h.

Course #	Course Title	S.H.
MATH 01511	Real Analysis II	3
MATH 01513	Complex Analysis II	3
MATH 01527	Abstract Algebra II	3

Elective Courses 9 s.h.

Choose 9 s.h. in conjunction with the Academic Advisor.

Course #	Course Title	S.H.
MATH 01500	Foundations of Mathematics	3
MATH 01503	Number Theory	3
MATH 01504	Mathematical Logic	3
MATH 01507	Differential Geometry	3
MATH 03511	Operations Research I	3
MATH 03512	Operations Research II	3
MATH 01515	Engineering Applications of Analysis	3
MATH 01520	Topics-Applied Mathematics	3
MATH 01521	Non-Linear Differential Equations	3
MATH 01522	History of Mathematics	3
MATH 01525	Modern Geometry	3
MATH 01526	Point Set Topology	3
MATH 01529	Numerical Analysis	3
MATH 03550	Topics-Discrete Mathematics	3

Biomathematics Track

Required Course #	Course Title	12 s.h. S.H.
MATH 03501	Mathematical Modeling for Biological Systems	3
MATH 03513	Applied Stochastic Processes	3
MATH 03525	Partial Differential Equations for Biomathematics	3
STAT 02510	Introduction to Statistical Data Analysis	3

Restricted Electives 3 s.h.

Course #	Course Title	S.H.
MATH TBD	Applied Epidemiology	3
MATH TBD	Special Topics in Biomathematics	3

Elective Courses 6 s.h.

Choose 6 s.h. in conjunction with the Academic Advisor.

Course #	Course Title	S.H.
CS 01501	Essentials of Computer Science	3
CS 04548	Programming Languages: Theory, Implementation & Application	3
CS 07540	Advanced Design & Analysis of Algorithm	3
MATH 01521	Non-Linear Differential Equations	3
MATH 01520	Topics in Applied Mathematics	3
MATH 01529	Numerical Analysis	3
MATH 03514	Decision Analysis	3
MATH TBD	Introduction to Bayesian Science	3
STAT 02515	Applied Multivariate Data Analysis	3

Total Required Credits for the Program 30 s.h.**Foundation Courses**

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- **For General Mathematics track:** students must successfully complete all course requirements and pass a comprehensive examination given by the Department of Mathematics.
- **For Biomathematics track:** students must successfully complete all course requirements, and a final project or thesis.

Program Coordinator/Advisor Contact Information

Ming-Sun Li
 Robinson Hall
 856.256.4500 ext. 3889
 sun@rowan.edu

Master of Science in Bioinformatics (M.S.)

The Master of Science in Bioinformatics (MS) program produces highly trained students who are prepared to directly contribute to the pharmaceutical, biological and/or biomedical research fields. Bioinformatics is a multidisciplinary field that develops and uses computational tools to investigate and analyze complex biological, biomedical, and biochemical systems. The goal of the field is to analyze large biological data sets generated in the lab or clinic for ways to enhance our understanding of biology and to develop better diagnostic, prognostic and treatment methods. A major goal of our program is to provide hands-on experience so students use the skills they learn towards real-world research questions. This includes advanced training in theory and laboratory settings to allow students to diversify into other biomedical research fields.

This program includes 3 focus areas for students to choose from:

- **Biological Sciences:** Topics such as genomics, transcriptomics, evolutionary genetics, phylogenetics
- **Biochemistry:** Topics such as molecular dynamics, biophysics, structural prediction
- **Computer Science:** Including the practical and theoretical aspects of computational biology

Tracks

The program includes two tracks. Each has different course and graduation exit requirements which are outlined in the chart.

- **Thesis Track:** Students in the thesis track must take 12 additional credits of restricted electives and the 6-credit thesis sequence or 9 additional credits of restricted electives and the 9-credit thesis sequence.
- **Non-Thesis Track:** Students choosing the non-thesis track must take 18 additional credits of restricted electives, 6 credits of which must be classified as project intensive.

Program Requirements

Required Courses

12 s.h.

(s.b.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
BINF 07500	Bioinformatics Seminar	3
BIOL 05555	Bioinformatics: Biological Applications	3
CHEM 07595	Bioinformatics: Biochemical Applications	3
CS 07595	Advanced Topics in Computer Science	3

Focus Area Courses

9-18 s.h.

Choose 9-12 s.h. (thesis track) or 18 s.h. (non-thesis track) from the following depending on focus area selected:

Biological Sciences Focus Area

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
BIOL TBD	Evolution	4
BIOL TBD	Environmental Microbiology	4
BIOL TBD	Developmental Biology	4
BIOL TBD	Cell Biology	4
BIOL TBD	Special Topics in Biology	4
BIOL TBD	Microbiology	4
BIOL TBD	Ecology	4
BIOL TBD	Human Genetics	4
BIOL TBD	Molecular Genetics	4

Biochemistry Focus Area

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CHEM 07531	Special Topics in Biochemistry	3
CHEM 07557	Chemical Biology	3
CHEM 07560	Advanced Biochemistry Lecture	3
CHEM 07568	Medicinal Chemistry	3
CHEM 07570	Organic Spectroscopy	3
CHEM 09510	Instrument Analysis	3

Computer Science Focus Area

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CS 04530	Advanced Database Systems: Theory and Programming	3
CS 07523	Advanced Software Engineering	3
CS 07540	Advanced Design and Analysis of Algorithms	3
CS 07570	Information Visualization	3
MIS 02599	Special Topics in Management Information Systems	3

Required Thesis Track Courses		9 s.h.
<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
BINF 07501	Master's Research I	3
BINF 07502	Master's Research II	3
BINF 07503	Master's Research III	3
Total Required Credits for the Program		30 s.h.

Foundation Courses

Applicants must have successfully completed the following courses at an accredited institution: Calculus I, Statistics I, and at least two semesters of Chemistry, Physics, Biology, and/or Computer Science. To prepare students for focus area electives, students may be advised to take one or more undergraduate courses in their focus area in consultation with the Program Advisor.

Graduation/Exit, Benchmark, and/or Thesis Requirements

All students must conduct a formal seminar presenting their research, or about a focus area topic. If thesis track is chosen, students must successfully complete and defend a Master's Thesis based on work done in their coursework with a Research Advisor.

Contact Information

bioinformatics@rowan.edu

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

The Master of Science in Computer Science will provide individuals with the opportunity to acquire an excellent graduate level education in Computer Science that prepares them to work in a variety of computer related fields, including education, industry, research, business and government

The MS in Computer Science is a 30 credit-hour program with an optional thesis track. All students must complete a 12-credit core of required courses.

Tracks

The program includes two tracks. Each has different course and graduation exit requirements which are outlined in the chart.

- **Thesis Track:** Students in the thesis track must take 12 additional credits of restricted electives and the 6-credit thesis sequence or 9 additional credits of restricted electives and the 9-credit thesis sequence.
- **Non-Thesis Track:** Students choosing the non-thesis track must take 18 additional credits of restricted electives, 6 credits of which must be classified as project intensive.

Rowan University undergraduates majoring in the Bachelor of Science in Computer Science program can apply to the accelerated B.S./M.S. dual degree (4+1) program allowing them to earn both the B.S. and M.S. degrees in five years.

Program Requirements

<u>Core Courses</u>	12 s.h.
<i>(s.h.: semester hours/credit hours)</i>	
Choose four (4) from the following:	

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CS 04530	Advanced Database Systems: Theory & Programming	3
CS 04548	Programming Languages: Theory, Implementation & Application	3
CS 04560	Design & Implementation of Operating Systems	3
CS 04564	Compiler Design Theory	3
CS 06510	Computer Networks	3
CS 06520	Topics in Computer Architecture	3
CS 07522	Advanced Theory of Computing	3
CS 07523	Advanced Software Engineering	3
CS 07540	Advanced Design & Analysis of Algorithms	3
CS 07751	Advanced Cyber Security: Principles & Applications	3
CS 07752	Advanced Cryptography	3

Elective Courses

9-18 s.h.

Choose from the following and see "Note."

Course #	Course Title	S.H.
CS 04505	Advanced Web Programming	3
CS 04565	System Programming	3
CS 04570	Advanced Object Oriented Design	3
CS 06505	Wireless Networks & Systems	3
CS 06512	Network Security	3
CS 06515	Embedded Systems Programming	3
CS 07545	Advanced Robotics	3
CS 07550	Concepts in Artificial Intelligence	3
CS 07555	Natural Language Processing	3
CS 07556	Machine Learning	3
CS 07560	Computer Graphics	3
CS 07565	Computer Vision	3
CS 07570	Information Visualization	3
CS 07575	Advanced TCP/IP & Internet Protocols & Technologies	3
CS 07580	Computer Animation	3
CS 07590	Game Design & Development	3
CS 07595	Advanced Topics in Computer Science	3

Note: The courses above are just some of the electives available. Any core course (not already satisfying the 12 required credits) can also be taken as an elective. In addition, students can choose no more than 6 credits of approved graduate electives from graduate programs in the field of Electrical and Computer Engineering, Mathematics, Management Information Systems, Data Analytics, or Bioinformatics. Only 3 credits from the graduate program in Management Information Systems could be counted towards electives for a graduate degree in Computer Science. Before signing up for these classes please discuss and confirm all choices with your Academic Advisor.

Required Thesis Track Courses

6-9 s.h.

Choose from the following and see above "Note."

Course #	Course Title	S.H.
CS 07530	Computer Science Thesis I	3
CS 07531	Computer Science Thesis II	3
CS 07532	Computer Science Thesis III <i>optional</i>	3

Total Required Credits for the Program

30 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

If thesis track is chosen, students must successfully complete and defend Master's Thesis.

Program Coordinator/Advisor Contact Information

Gabriela Hristescu
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hristescu@rowan.edu

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

The Master of Science in Nursing (M.S.N.) program at Rowan University was established to provide Registered Nurses in the greater Philadelphia/tri-state area with the skills to assume leadership roles in their respective organizations.

Specializations

The MSN program requires students to select a specialization. Each has different course requirements which are outlined in the chart. All students must successfully complete the MSN core prior to being approved by the department to continue on to their specialty track. Additional information/requirements regarding this can be found in the students Personalized Course Sequence and Department of Nursing Student Handbook.

- **Clinical Nurse Leader:** The Clinical Nurse Leader track will prepare RNs to become a Clinical Nurse Leader (CNL). “In practice, the CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. This master’s degree-prepared clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. The CNL is a leader in the health care delivery system, and the implementation of this role will vary across settings” (accessed at <http://www.aacn.nche.edu/cnl/CNLFactSheet.pdf>).
- **Nurse Practitioner-Adult Gerontology Acute Care:** The Nurse Practitioner program prepares Registered Nurses (RN) to sit for the specialty certification exam. The certifying agency determines eligibility for the exam.
- **Nurse Practitioner-Family:** The Nurse Practitioner program prepares Registered Nurses (RN) to sit for the specialty certification exam. The certifying agency determines eligibility for the exam.

Program Requirements

Required Core Courses

22 s.h.

(s.b.: semester hours/credit hours)

All applicants to the Master of Science in Nursing program who meet the admission requirements are first admitted to the Master of Science in Nursing CORE which consists of seven graduate level courses taken by all MSN students regardless of their specialty track. Students must maintain a cumulative GPA of 3.0 in all MSN CORE courses in order to apply and be approved by the Department of Nursing to apply to a specialty track. Admission to the specialty track will only occur after core completion and faculty review/approval.

Course #	Course Title	S.H.
AHI 05501	Integrated Information Technology (45 clinical hours)	3
NURS 05501	Advanced Health Assessment (45 clinical hours)	3
NURS 05503	Nursing Research	4
NURS 05504	Advanced Pathophysiology	3
NURS 05505	Advanced Pharmacology	3
NURS 05507	Leadership & Care Environment Management (25 clinical hours)	3
NURS 05508	Special Issues & Trends in Nursing	3

Required Specialization Courses

Students select one specialization area from the options below.

Clinical Nurse Leader (CNL)

14 s.h.

Course #	Course Title	S.H.
NURS 05509	Clinical Nurse Leader Role	3
NURS 05510	Evidence Based Practice in Illness/Disease Management	3
NURS 05511	Clinical Nurse Leader Practicum I (200 clinical hours)	4
NURS 05512	Clinical Nurse Leader Practicum II (200 clinical hours)	4

Adult Gerontology Acute Care Nurse Practitioner (AGACNP)

16 s.h.

Course #	Course Title	S.H.
NURS 05516	Epidemiology Health Promotion & Disease Management	2
NURS 05517	Nurse Practitioner Role: History, Practice Regulation, Reimbursement, and Ethics	2
NURS 05518	Assessment, Diagnosis, & Differential Disease Management (25 clinical hours)	1
NURS 05519	AGACNP I: Evidence Based Clinical Care for Adult Gerontology Acute Care (100 clinical hours)	3
NURS 05520	AGACNP II: Evidence Based Clinical Care for Adult Gerontology Acute Care (200 clinical hours)	4
NURS 05521	AGACNP III: Evidence Based Clinical Care for Adult Gerontology Acute Care (200 clinical hours)	4

<u>Nurse Practitioner-Family (Family NP)</u>		22 s.h.
<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
NURS 05516	Epidemiology Health Promotion & Disease Management	2
NURS 05517	Nurse Practitioner Role: History, Practice Regulation, Reimbursement, and Ethics	2
NURS 05522	Family Nurse Practitioner I: Primary Care Management of the Adult & Older Adult Client (100 clinical hours)	3
NURS 05523	Family Nurse Practitioner II: Primary Care of the Adult & Older Adult (100 clinical hours)	3
NURS 05524	Family Nurse Practitioner III: Primary Care Management of the Female Patient (150 clinical hours)	4
NURS 05525	Family Nurse Practitioner IV: Primary Care Management of Children & Adolescents (150 clinical hours)	4
NURS 05526	Family Nurse Practitioner V: Practicum in Family Care (150 clinical hours)	4
<u>Total Required Credits for the Program</u>		35-48 s.h.

Foundation Courses

The applicant must have earned a BSN from an accredited institution with a cumulative GPA of 3.0 or higher.

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Department of Nursing

Enterprise Center

856.256.5142

nursing@rowan.edu

Master of Science in Pharmaceutical Sciences (M.S.)

Pharmaceutical Sciences is a highly interdisciplinary field that involves the integration of concepts from organic chemistry, biochemistry, physiology, pharmacology, and molecular biology for the design, and synthesis of drugs as well as for understanding the mechanism of drug action. Some of the primary goals of pharmaceutical sciences involve the discovery and development of novel drugs, efficient use of existing drugs, and lowering the cost of therapy employing cheaper protocols for manufacturing the drugs. The Master of Science (MS) in Pharmaceutical Sciences will provide the students with a solid foundation in basic chemistry and its applications in pharmaceutical sciences especially in the areas of research and development. Students will graduate with the necessary knowledge, skill sets, and training to effectively contribute to the development and characterization of new therapies for human disease and will prepare them for a career in in pharmaceutical or biomedical research.

Tracks

The program includes two tracks. Each has different course and graduation exit requirements which are outlined in the chart.

- **Thesis Track:** The thesis track is for students who desire to perform research as part of their graduate education. Thesis Track students enroll in 25 core s.h.(including 9 s.h. od research) and 6 restricted elective s.h.These students must enroll full-time. This track is a Fellows-Eligible program and the students are considered for a Graduate Fellowship award.
- **Non-Thesis Track:** Non-thesis Track students enroll in 16 core s.h. and 15 restricted elective s.h. These students may enroll either part-time or full-time.

Program Requirements**Required Courses**

31 s.h.

*(s.h.: semester hours/credit hours)***Non-Thesis Track**

31s.h.

Course #	Course Title	S.H.
CHEM 05530	Special Topics in Chemistry	3
CHEM 05550	Advanced Seminar	1
CHEM 07560	Advanced Biochemistry Lecture	3
CHEM 07564	Advanced Organic Synthesis	3
CHEM 07590	General Aspects of Pharmacology	3
CHEM 07592	Advanced Pharmaceutical Chemistry	3

Choose an additional 15 s.h. from the list of Restricted Electives below.

Thesis Track

31 s.h.

Course #	Course Title	S.H.
CHEM 05550	Advanced Seminar	1
CHEM 07560	Advanced Biochemistry Lecture	3
or CHEM 07564	Advanced Organic Synthesis	3
CHEM 07592	Advanced Pharmaceutical Chemistry	3
CHEM 09592	Pharmaceutical Techniques I	3
CHEM 09593	Pharmaceutical Techniques II	3
CHEM 09594	Pharmaceutical Techniques III	3
CHEM 09596	MS Thesis Research I	3
CHEM 09597	MS Thesis Research II	3
CHEM 09598	MS Thesis Research III	3

Choose an additional 6 s.h. from the list of Restricted Electives below.

Restricted Elective Courses

Course #	Course Title	S.H.
CHEM 06400	Advanced Inorganic Chemistry Lecture	3
CHEM 06401	Advanced Inorganic Chemistry Lab	3
CHEM 07530	Special Topics in Chemistry	3
CHEM 07557	Chemical Biology	3
CHEM 07561	Advanced Biochemistry Lab	3
CHEM 07565	Organic Reactions and Mechanisms	3
CHEM 07568	Medicinal Chemistry	3
CHEM 07570	Organic Spectroscopy	3
CHEM 07572	Advanced Organometallic Chemistry	3
CHEM 07590	General Aspects of Pharmacology	3
CHEM 08505	Advanced Biophysical Chemistry	3
CHEM 08510	Advanced Survey of Molecular Modeling Methods	3
CHEM 09510	Instrumental Analysis	3
CHEM 09522	Advanced Bioanalytical Chemistry	3

Total Required Credits for the Program

31 s.h.

Foundation Courses

Applicants must have successfully completed the following courses at an accredited institution prior to enrolling: 2 semesters of General Chemistry, and 2 semesters of Organic Chemistry. Additionally, it is recommended that students have taken as part of their undergraduate coursework: Physical Chemistry, Inorganic Chemistry, Analytical Chemistry, and Biochemistry.

Graduation/Exit, Benchmark, and/or Thesis Requirements

If thesis track is chosen, students must successfully complete and defend a Master's Thesis based on the original research performed under the guidance of their Graduate Research Advisor.

Program Coordinator/Advisor Contact Information

Subash Jonnalagadda
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mspharma@rowan.edu

Certificates of Advanced Graduate Study (Non-degree)**Certificate of Advanced Graduate Study in Applied Behavior Analysis (CAGS)**

Applied behavior analysis is one of the most frequently utilized treatment approaches for children and adults with special needs including autism and developmental disabilities. The scope of practice of behavior analysts is the use of behavioral principles for the assessment and treatment of problem behaviors.

The Certificate of Advanced Graduate Study in Applied Behavior Analysis meets the coursework requirements for The Behavior Analyst Certification Board certification as a Board Certified Behavior Analysts (BCBA) for individuals with a master's degree in behavior analysis, education, or psychology. Students applying to this program must possess a minimum of a master's degree from an accredited university conferred in behavior analysis, education, or psychology. To be eligible to become a BCBA, the BACB also requires 1500 hours of independent fieldwork in ABA supervised by a BCBA in good standing. The CAGS in ABA program does not provide the fieldwork component of this requirement. For more information, please visit the Behavior Analyst Board Certification, Inc. standards at www.bacb.com.

Program Requirements**Required Courses**

18 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
PSY 02500	Basic Principles of Behavior	3
PSY 02510	Research Methods in Behavior Analysis	3
PSY 02610	Applied Behavior Analysis	3
PSY 02620	Behavioral Assessment & Functional Analysis	3
PSY 02670	Ethical & Legal Issues in ABA	3
PSY 02680	Advanced Practice in ABA	3

Total Required Credits for the Program

18 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

- Successful completion of oral and written comprehensive exams

Benchmarks: *Successful completion of all benchmarks is required for continuation in and graduation from the program. Details regarding benchmarks' timing and assessments will be shared with the student throughout the program by the Academic Advisor.*

Benchmark I:

- *Timing:* Occurs after the completion of 12 prescribed credits
- *Requirements:* Candidates must take and successfully pass the written and oral comprehensive exams with a score of 70 or better in each section.
- *Options:* If the student does not successfully pass the benchmark, then the student is able to re-take the exam once more. If still unsuccessful, student will be dismissed from the program.

Benchmark II:

- *Timing:* Occurs at the conclusion of each semester
- *Requirements:* Candidates must meet all the requirements of the profession in terms of professional demeanor, client interaction, and ethical behavior as determined by the faculty members and off-site clinical supervisors.
- *Options:* If the student does not successfully pass the benchmark, then the student may be provided a remediation plan for professional behavior by the faculty, or they may be dismissed from the program.

Program Coordinator/Advisor Contact Information

Denise Kerth
Robinson Hall
856.256.4872
mazullo@rowan.edu

Certificate of Advanced Graduate Study in Clinical Mental Health Counseling (CAGS)

The Certificate of Advanced Graduate Studies (CAGS) in Mental Health Counseling is intended for individuals who have already completed a masters degree in counseling (or related field) and need additional graduate course work in order to have the 60 credits required for state licensure (LAC/LPC) and/or national certification (NCC). Additionally, the program is available for mental health professionals in the community seeking to enhance their professional development. The courses within the certificate program are intended to be advanced courses within the profession that will allow students to improve their practical knowledge and skills.

Students typically complete 12 semester hours of graduate credits in classes taught by the Clinical Mental Health Program within the Department of Psychology in order to bring their total credits to the state requirement of 60. The 12 semester hours may be completed by taking a combination of courses within the program. However, individual courses may have prerequisites associated with them. Given that some degrees total more (or fewer) than 48 credits, we occasionally accept individuals who request more (or fewer) than 12 semester hours and/or specific courses that are normally part of our own master's degree program. Any exceptions should be discussed with the Program Coordinator.

Students who simply need particular coursework (e.g., to obtain the 60 credits required for state licensure (LPC) and national certification/personal growth, etc.) may register for up to 9 graduate credits as non-matriculated students to meet their own individual needs. If additional credits are needed, students should apply to the program. (Please contact [Rowan Global Student Services](#) to register as a non-matriculant. Please note: It is highly recommended that all CAGS students seek to matriculate.) Students matriculated (applied and admitted) must follow the program requirements as outlined.

Please consult with a Program Coordinator to discuss your enrollment needs.

Program Requirements

Required Courses

12 s.h.

(s.b.: semester hours/credit hours)

Please meet with CAGS Program Coordinator to develop a course sequence from the following potential courses (dependent on availability and prerequisites). Note: Some courses are offered on rotation, and additional elective courses may be added periodically.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
PSY 01620	Legal, Ethical & Professional Issues in Counseling	3
PSY 01623	Psychopathology I: Diagnosis & Epidemiology	3
PSY 01624	Psychopathology II: Conceptualization & Etiology	3
PSY 01630	Family Systems & Family Therapy	3
PSY 05610	Social & Cultural Diversity	3
PSY 05652	Adv. Sem. in Clinical Practice: Evidence-Based Counseling for Children/Adolescents	3
PSY 05652	Adv. Sem. in Clinical Practice: Trauma	3
PSY 06625	Assessment I: Psychometrics, Evaluation & Treatment Planning	3
PSY 06626	Assessment II: Assessment of Career/Vocational Interests, Treatments & Programs	3
PSY 10610	Psychopharmacology & Biological Bases of Behavior	3

Total Required Credits for the Program

12 s.h.

Foundation Courses

While the courses have no official pre-requisites, it is recommended that students speak with the Program Advisor to determine if beginner-level courses are needed to fully benefit from the courses.

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Ginean Crawford
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crawfordg@rowan.edu

Certificates of Graduate Study (Non-degree)**Certificate of Graduate Study in Cyber Security (COGS)**

The COGS in Cyber Security will allow students who are interested in pursuing careers in cyber security to develop the necessary expertise.

Program Requirements**Required Courses**

12 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
CS 06512	Network Security	3
CS 07751	Advanced Cyber Security:Principles & Applications	3
CS 07752	Advanced Cryptography	3

Choose one additional course as a Restricted Elective in consultation with the Academic Advisor.

Total Required Credits for the Program**12 s.h.****Foundation Courses**

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information**Gabriela Hristescu****Robinson Hall****856.256.4500 ext. 3893****hristescu@rowan.edu****Certificate of Graduate Study in Middle School Mathematics Education (COGS)**

This program prepares elementary-certified teachers for the middle school subject area endorsement in mathematics. It provides an opportunity for teachers to deepen and extend their understanding of mathematics in the areas of number sense and numerical operations, geometry and measurement, algebra, data analysis, probability, and discrete mathematics. At the same time, they continue their professional development by exploring issues and innovations in mathematics education. Emphasis is placed on developing a thorough understanding of the content of state and national standards.

The program is appropriate for elementary math coaches or teacher leaders as well as teachers currently teaching mathematics in grades 4-8 who wish to enhance their skills and knowledge, those certified in secondary mathematics who wish to gain a deeper understanding of middle school mathematics, and those responsible for the development and articulation of curriculum and instruction in mathematics in the middle grades.

Program Requirements**Required Courses**

12 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
ELEM 02552	Research on Children's Math Learning	3
MATH 01523	Selected Topics in Math	3 (*2)
MATH 01528	Math Modeling/Algebraic Reasoning	3
MATH 03600	Topics in Elementary Mathematics	3
SMED 33502	Processes & Principles of School Mathematics	3

* Students must take this course 2x with different topic areas for a total of 6 credits. Please consult Academic Advisor with questions.

Total Required Credits for the Program

18 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information**Janet Caldwell****Robinson Hall****856.256.4827****caldwell@rowan.edu****Certificate of Graduate Study in Networks (COGS)**

This certificate is designed for computer scientists or computer engineers who wish to understand network organization, major network protocols and the principles behind them, wireless networks, network security, and the simulation and performance of network applications. Prospective students may be recent graduates of a bachelor's degree program, or they may be older professionals seeking to update their skills. The certificate may be earned on its own, or it can be credited towards the Master of Science in Computer Science degree.

Program Requirements**Required Courses**

12 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CS 06505	Wireless Networks & System	3
CS 06510	Computer Networks	3
CS 06512	Network Security	3
CS 07575	Advanced TCP/IP & Internet Protocols & Technologies	3

Total Required Credits for the Program

12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information**Gabriela Hristescu****Robinson Hall****856.256.4500 ext. 3893****hristescu@rowan.edu**

Certificate of Graduate Study in Software Engineering (COGS)

This certificate is intended for computer scientists or computer engineers who wish to update their skills and make themselves more marketable in the workplace. These students may be recent graduates from a computer science or computer engineering program, or they may be more senior computing professionals wishing to keep current in their field by learning the newest technologies. The certificate may be earned on its own, or it can be credited towards the Master of Science in Computer Science degree.

Program Requirements

Required Courses

12 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CS 04548	Programming Languages: Theory, Implementation & Application	3
CS 04570	Advanced Object Oriented Design	3
CS 07523	Advanced Software Engineering	3
CS 07570	Information Visualization	3

Total Required Credits for the Program

12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Gabriela Hristescu
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Certificate of Graduate Study in Web Development (COGS)

This certificate is intended for computer scientists who wish to update their skills and make themselves more marketable in the workplace. These students may be recent graduates from a computer science program, or they may be older computer science professionals wishing to keep current in their field by learning the newest technologies. The certificate may be earned on its own, or it can be credited towards the Master of Science in Computer Science degree.

Program Requirements

Required Courses

12 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CS 04505	Advanced Web Programming	3
CS 04530	Advanced Database Systems: Theory & Programming	3
CS 06510	Computer Networks	3
CS 07523	Advanced Software Engineering	3

Total Required Credits for the Program

12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

Gabriela Hristescu
 Robinson Hall
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 hristescu@rowan.edu

Post-Baccalaureate Programs (Non-degree)**Post-baccalaureate Certificate in Applied Behavior Analysis**

Applied behavior analysis is one of the most frequently utilized treatment approaches for children and adults with special needs including autism and developmental disabilities. The scope of practice of behavior analysts is the use of behavioral principles for the assessment and treatment of problem behavior. The Post-Baccalaureate Certificate Program is designed to provide students with the necessary coursework required to apply for certification as a Board Certified assistant Behavior Analyst (BCaBA). In addition to coursework, the BCaBA certification requires a bachelor's degree from an accredited university, and 1000 hours of supervised practice. For more information please see Behavior Analyst Board Certification, Inc. standards at www.bacb.com.

A note about BCaBA Certification

While the Behavior Analyst Certification Board, Inc. has approved the courses in the Post-Baccalaureate in ABA as meeting the coursework requirements for the Board Certified assistant Behavior Analyst (BCaBA) certification, applicants will have to meet additional requirements to qualify for the BCaBA certification including:

- a bachelor's degree from an accredited university
- 1000 hours of supervised practice in the field

The Behavior Analyst Certification Board has ultimate responsibility for determining eligibility for certification as a BCaBA. For more information please see Behavior Analyst Board Certification, Inc. standards at www.bacb.com.

Program Requirements**Required Courses**

12 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
PSY 01316	Behavioral Assessment & Measurement	3
PSY 01424	Professional Issues in Applied Behavior Analysis	3
PSY 02305	Applied Behavior Analysis	3
PSY 02310	Learning & Behavior	3

Total Required Credits for the Program

12 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Program Coordinator/Advisor Contact Information

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Dual Degree (4+1 Programs)**Overview**

The dual degree 4+1 program is designed to be completed in five years. Students typically apply during their junior year. If admitted, the senior year (fourth year) marks the official start of the dual degree 4+1 program. During this year, students will be matriculated as undergraduate 4+1 students and will usually enroll in up to 12 graduate credits while also completing any remaining undergraduate and general education course requirements. The 12 graduate credits double-count towards both the undergraduate and graduate degrees. If approved to officially continue in the graduate portion of the program, during year five students will be matriculated as graduate 4+1 students and their coursework will include the remaining graduate credits required for the Master's degree. (Students in this program must satisfy all the requirements for the undergraduate degree before proceeding to the +1 year (or graduate year) of the program.)

Master of Arts/Bachelor of Science in Mathematics – 4+1 Program (M.A./B.S.)

See Overview. This program allows students to earn a Bachelor of Science in Mathematics and a Master of Arts in Mathematics in five years.

The dual degree program provides an opportunity for individuals to pursue advanced study in mathematics and to develop skills that can lead to success in today's technologically oriented society. Whether the goal involves applying mathematics to solve problems in business and industry, teaching in higher education, or preparing for further graduate study in mathematics or related fields, this program enables each student to pursue a course of study that is appropriate for his or her interests.

Program Requirements**4+1 Undergraduate Program Requirements****Required Courses**

33 s.h.

(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MATH 01130	Calculus I	4
MATH 01131	Calculus II	4
MATH 01230	Calculus III	4
MATH 01210	Linear Algebra	3
MATH 01231	Ordinary Differential Equations	3
MATH 01330	Introduction to Real Analysis I	3
MATH 01340	Modern Algebra I	3
STAT 02360	Probability and Random Variables	3
MATH 01430	Introduction to Complex Analysis	3
MATH 01498	Mathematics Seminar (WI)	3

Required Restricted Elective Courses

27 s.h.

Choose twenty-seven (27) s.h. from the following. (A graduate-level course must be substituted for 4 courses (12 s.h.) in this list. No more than 12 graduate credits total may be used to replace undergraduate coursework. Discuss with your Academic Advisor):

Course #	Course Title	S.H.
MATH 01205	Technological Tools for Discovering Math	2
MATH 01310	College Geometry	4
MATH 01331	Introduction to Real Analysis II	3
MATH 01332	Numerical Analysis	3
MATH 01341	Modern Algebra II	3
MATH 01352	Theory of Numbers	3
MATH 01354	Introduction to Topology	3
MATH 01386	Introduction to Partial Differential Equations	3
MATH 01410	History of Mathematics	3
MATH 01421	Mathematics Field Experience	3
STAT 02361	Introduction to Mathematical Statistics	3
STAT 02371	Design of Experiments: Analysis of Variance	3
MATH 03400	Applications of Mathematics	3
MATH 03411	Deterministic Models of Operations Research	3
MATH 03412	Stochastic Models in Operations Research	3

A maximum of two (2) courses from the following list can be counted as restricted electives toward the BS in Mathematics:

CHEM 08400	Physical Chemistry I	3
CHEM 08401	Physical Chemistry II	3
CS 07340	Design and Analysis of Algorithms	3
CS 07422	Theory of Computing	3
PHYS 00310	Analytical Mechanics	4
PHYS 00320	Electricity and Magnetism I	4
PHYS 00330	Mathematical Physics	3
PHYS 00410	Quantum Mechanics I	4
PHYS 00430	Statistical Physics	3

Other Required Courses 17 s.h.

MATH 03150	Discrete Mathematics	3
PHYS 00220	Introductory Mechanics	4
PHYS 00222	Introduction to Electricity and Magnetism	4
or PHYS 00221	Introduction to Thermodynamics, Fluids, Waves and Optics	4
CS 01104	Introduction to Scientific Programming	3
PHIL 09130	Introduction to Symbolic Logic	3

General Education, Rowan Experience, Restricted Elective, and Free Elective Courses 39 s.h.

Please discuss course options with your Academic Advisor and 4+1 Coordinator.

Total Required Credits for the Undergraduate Portion of the Program 120 or 108** s.h.

(**The first number is the official number of credits required for the undergraduate degree; however, the second number reflects the actual number of credits students will take through undergraduate coursework since 12 of the graduate credits are completed in the 4th/senior year and count for both the undergraduate and graduate degrees.)

4+1 Graduate Program Requirements

Required Graduate Courses taken while an undergraduate 4+1 student 6 s.h.

(s.h.: semester hours/credit hours)

Choose six (6) s.h. from the following or discuss options with your Academic Advisor.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MATH 01502	Linear Algebra and Matrix Theory (offered fall term - even years)	3
MATH 01510	Real Analysis I (offered fall term - even years)	3
MATH 01512	Complex Analysis I (offered fall term - odd years)	3
MATH 01524	Abstract Algebra I (offered fall term - odd years)	3

Suggested Graduate Elective Courses taken while an undergraduate 4+1 student 6 s.h.

Choose six (6) s.h. from the following or discuss options with your Academic Advisor.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MATH 01511	Real Analysis II (offered spring term - odd years)	3
MATH 01513	Complex Analysis II (offered spring term - even years)	3
MATH 01527	Abstract Algebra II (offered spring term - even years)	3

Required Graduate Courses taken while a graduate 4+1 student 9 s.h.

Choose an additional twelve (12) s.h. from the following or discuss options with your Academic Advisor.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MATH 01502	Linear Algebra and Matrix Theory	3
MATH 01505	Probability and Statistics	3
MATH 01510	Real Analysis I	3
MATH 01512	Complex Analysis I	3
MATH 01524	Abstract Algebra I	3
MATH 01533	Mathematics Seminar	3

Required Graduate Elective Courses taken while a graduate 4+1 student 9 s.h.

Choose six (6) s.h. from the following or discuss options with your Academic Advisor.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
MATH 01511	Real Analysis II	3
MATH 01513	Complex Analysis II	3
MATH 01527	Abstract Algebra II	3

Total Required Credits for the Graduate Portion of the Program 30 s.h.
(This number includes the 12 graduate credits that will double-count for the graduate and undergraduate portions of the program.)

Total Required Credits for the Entire 4+1 Program 138 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Successful completion of Comprehensive Exam

Program Coordinator/Advisor Contact Information

Ronald J. Czochor

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**Master of Science/Bachelor of Science in Computer Science - 4+1 Program
(M.S./B.S.)**

See Overview. This program allows students to earn a Bachelor of Science in Computer Science and a Master of Science in Computer Science in five years.

The dual degree program provides individuals with the opportunity to acquire an excellent graduate level education in Computer Science that prepares them to work in a variety of computer-related fields, including education, industry, research, business and government. Both a thesis and a non-thesis track are available.

Program Requirements

4+1 Undergraduate Program Requirements

Required Courses 57 s.h.
(s.h.: semester hours/credit hours)

Course #	Course Title	S.H.
MATH 03160	Discrete Structures	3
MATH 01130	Calculus I	4
MATH 01131	Calculus II	4
MATH 01210	Linear Algebra	3
STAT 02290	Probability and Statistical Inference for Computing Systems	3
CS 04113	Intro to Object Oriented Prog.	3
CS 04114	Ob Oriented Prog./Data Abstr	3
CS 04222	Data Structures and Algorithms	3
CS 06205	Computer Organization	3
CS 07210	Foundations of Comp Sci	3
CS 07321	Software Engineering I	3
CS 04315	Programming Languages	3
CS 06310	Prin. of Digital Computers	3
CS 06311	Digital Computer Lab	1
CS 07340	Design & Analysis of Algorithms	3
CS 04390	Operating Systems	3
CS 04400	Senior Project	3
INTR 01265	Computers and Society	3

Required Lab Sciences 12 s.h.

Choose three (3) from the following options.

Course #	Course Title	S.H.
BIOL 01104	Diversity, Evolutions & Adaption	4
BIOL 01106	Concepts in Genetics	4
BIOL 01203	Introduction to Cell Biology	4

CHEM 06100	Chemistry I	4
CHEM 06101	Chemistry II	4
CHEM 09250	Quantitative Analysis	4
CHEM 07200	Organic Chemistry	4
PHYS 00220	Introductory Mechanics	4
PHYS 00222	Intro to Electricity & Magnetism	4
PHYS 00221	Intro Thermo, Fluid, Waves, Optics	4
PHYS 00300	Modern Physics	4
PHYS 00340	Optics and Light	4
PHYS 00310	Analytical Mechanics	4
PHYS 00320	Electricity and Magnetism	4
BIOL 01100	Biology I (transferred only)	4
BIOL 01202	Biological Skills and Methods (only when Biology I was transferred)	4
PHYS 02200	Physics I w/ Calc (transferred only)	4

Note: A graduate-level course must be substituted for up to 12 s.h. of undergraduate coursework. No more than 12 graduate credits total may be used to replace undergraduate coursework. Discuss your options with your Academic Advisor.

General Education, Rowan Experience, Restricted Electives, and Free Elective Courses 51 s.h.

Please discuss course options with your Academic Advisor and 4+1 Coordinator.

Total Required Credits for the Undergraduate Portion of the Program 120 or 108** s.h.

*(**The first number is the official number of credits required for the undergraduate degree; however, the second number reflects the actual number of credits students will take through undergraduate coursework since 12 of the graduate credits are completed in the 4th/senior year and count for both the undergraduate and graduate degrees.)*

4+1 Graduate Program Requirements

Required Graduate Courses taken while an undergraduate 4+1 student 12 s.h.

Please choose twelve (12) s.h. from the approved set of graduate-level courses offered for the Master of Science in Computer Science Program and see "Note." No more than 12 graduate credits total may be used to replace undergraduate coursework. Your choices will depend upon whether or not you have selected the thesis track. Please discuss course options with your Academic Advisor and 4+1 Coordinator.

Core Courses taken while a graduate 4+1 student 12 s.h.

(s.h.: semester hours/credit hours)

Choose four (4) from the following:

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CS 04530	Advanced Database Systems: Theory & Programming	3
CS 04548	Programming Languages: Theory, Implementation & Application	3
CS 04560	Design & Implementation of Operating Systems	3
CS 04564	Compiler Design Theory	3
CS 06510	Computer Networks	3
CS 06520	Topics in Computer Architecture	3
CS 07522	Advanced Theory of Computing	3
CS 07523	Advanced Software Engineering	3
CS 07540	Advanced Design & Analysis of Algorithms	3
CS 07751	Advanced Cyber Security: Principles & Applications	3
CS 07752	Advanced Cryptography	3

Elective Courses taken while a graduate 4+1 student 0-6 s.h.

Please choose 0-6 s.h. from "Approved Graduate Elective Course Listing" and see "Note." Your choices will depend upon whether or not you have selected the thesis track. Please discuss course options with your Academic Advisor and 4+1 Coordinator.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
CS 04505	Advanced Web Programming	3
CS 04565	System Programming	3
CS 04570	Advanced Object Oriented Design	3
CS 06505	Wireless Networks & Systems	3
CS 06512	Network Security	3
CS 06515	Embedded Systems Programming	3
CS 07545	Advanced Robotics	3

CS 07550	Concepts in Artificial Intelligence	3
CS 07555	Natural Language Processing	3
CS 07556	Machine Learning	3
CS 07560	Computer Graphics	3
CS 07565	Computer Vision	3
CS 07570	Information Visualization	3
CS 07575	Advanced TCP/IP & Internet Protocols & Technologies	3
CS 07580	Computer Animation	3
CS 07590	Game Design & Development	3
CS 07595	Advanced Topics in Computer Science	3

Note: The courses above are just some of the electives available. Any core course (not already satisfying the 12 required credits) can also be taken as an elective. In addition, students can choose no more than 6 credits of approved graduate electives from graduate programs in the field of Electrical and Computer Engineering, Mathematics, Management Information Systems, Data Analytics, or Bioinformatics. Only 3 credits from the graduate program in Management Information Systems could be counted towards electives for a graduate degree in Computer Science. Before signing up for these classes please discuss and confirm all choices with your Academic Advisor.

Total Required Credits for the Graduate Portion of the Program 30 s.h.

(This number includes the 12 graduate credits that will double-count for the graduate and undergraduate portions of the program.)

Total Required Credits for the Entire 4+1 Program 138 s.h.

Foundation Courses

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

Thesis is required for those who select the thesis track

Program Coordinator/Advisor Contact Information

Gabriela Hristescu
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hristescu@rowan.edu

Undergraduate Degree-Completion Programs

Overview

These programs lead to Bachelor's degrees. They are offered through the Division of Global Learning & Partnerships but official course descriptions and more about the program as a whole are included in Rowan's Undergraduate Catalog: www.rowan.edu/catalogs.

Bachelor of Arts in Psychology (B.A.)

Defined as the "scientific study of the mind and behavior" Rowan's respected and popular Bachelor of Arts in Psychology program follows the American Psychological Association (APA) guidelines for the undergraduate Psychology Major, which strives to make students "psychologically-literate citizens." This fully online degree-completion program is designed for the adult learner interested in furthering their knowledge in the field of psychology.

Rowan University requires the completion of 120 semester hours of approved general education, Rowan Experience, and major coursework in order to graduate with a bachelor's degree. The B.A. in Psychology degree completion program is a full- or part-time, program that provides students with 33 of the required semester hours.

Program Requirements**Required Psychology Core Courses** 33 s.h.*(s.h.: semester hours/credit hours)***Foundation Courses in Psychology**

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
PSY 01106	Psychology of Scientific Thinking	3
PSY 01107	Essentials of Psychology	3
PSY 02257	Psychology as a Profession & Practice	3
PSY 07201	Research Methods in Psychology	3
PSY 07202	Statistics in Psychology	3

Basic Cores Areas of Psychology

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
PSY 02310	Learning & Behavior	3
PSY 05206	Social Psychology	3
PSY 09305	Developmental Psychopathology	3
PSY 09218	Lifespan Development	3
PSY 10315	Physiological Psychology	3

Psychology Elective Course (3 credits total)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
PSY 01329	Health Psychology	3

Total Required Credits for the Psychology Core Courses 33 s.h.**Non-program Required Courses (also count toward the General Education Requirement)** 13 s.h.

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
BIO 01104 or BIO 01113	Biology I: Diversity, Evolution & Adaptation	4
	General Biology – Human Focus	4
	Any ANTH General Education Course	3
	Any PHIL General Education Course	3
	Any other Social/Behavioral Science General Education Course	3

Total Required Credits for the Non-program required Courses 13 s.h.**General Education and Elective Courses** 87 s.h.

Students must also complete courses with the following designation in order to fulfill the Rowan Experience requirement: Writing Intensive (WI), Literature (LIT), Arts and Creative Experience (ACE), Public Speaking (PS), Multicultural/Global (M/G). Students must also complete a total of 30 credits from Rowan University

Total Required Credits for the Program 120 s.h.**Foundation Courses**

None

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Academic Advisor Contact Information

Megan Kately
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kately@rowan.edu

Bachelor of Science in Nursing (B.S.N.)

The Bachelor of Science Degree in Nursing is offered jointly by Rowan University College of Science & Mathematics and the Division of Global Learning & Partnerships. It is designed to give additional professional education at the baccalaureate level to practicing nurses. The BSN degree prepares registered nurses to work in the ever-expanding field of nursing. This degree allows nurses to augment their knowledge base and thus enhance their careers. The Bachelor of Science Degree also acts as a stepping stone for the nurse who wishes to pursue a Master of Science Degree in Nursing with six graduate nursing credits included in the program curriculum. The program is designed as a part-time program to accommodate professionals' schedules while still completing the degree in a timely manner.

RN-to-BSN Curriculum

The complete curriculum includes 121 credits: 31 credits in the RN-to-BSN major and 90 credits of general education courses required by Rowan University for graduation from any bachelors degree program. Students graduating from a National League for Nursing Accrediting Commission (NLNAC) associate degree or diploma program are awarded 30 pre-licensure nursing credits upon matriculation into the program. Students transfer credits for coursework completed prior to admission to the program. Degree candidates are encouraged to plan a course of study that meets both the programmatic criteria as well as courses that meet their individual needs and interests.

- Students may transfer up to 90 credits in general education requirements
- Students must fulfill the general education requirements of Rowan University, either through the transfer of credits or completion of courses at Rowan University.
- Additional coursework may be required, depending on the amount of credits transferred to Rowan University.
- Program must be completed on a part-time basis. There is not a full-time option available.

Course of Study

Rowan University requires 121 credits taken within approved general education and major coursework in order to graduate with a Bachelor's degree. To obtain the BSN all students complete the following coursework:

- 31 credits (9 courses) in the major sequence
- 60 credits in general education requirements
- 30 credits awarded for pre-licensure nursing coursework

General Education

- 60 general education credits required/transfer credits and remaining coursework to be determined by the Nursing Department

Program Requirements

Required Nursing Concentration Courses

31 s.h.

(s.h.: semester hours/credit hours)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
NURS 03303	Comprehensive Health Assessment	3
NURS 03304	Nursing Informatics	3
NURS 03309	Ethics in Healthcare	3
NURS 03401	Community Health Nursing (M/G)	6
NURS 03403	Nursing Care Delivery Systems	4
NURS 03404	Research, Applications in Nursing Practice (WI)	3
NURS 03405	Healthcare Policy & Finance	3
NURS 05504	Advanced Pathophysiology	3
NURS 05505	Advanced Pharmacology	3

* Matriculated students must submit a copy of their current personal malpractice insurance before the start of [NURS 03401](#) Community Health Nursing.

Total Required Credits for the RN to BSN Major Courses

31 s.h.

RN to BSN Prerequisite Courses

Statistics and English Composition I & II are direct prerequisites for NURS 03404 Research, Applications in Nursing Practice and must be completed prior to being able to take the course (please note that a grade of C or better is needed in Statistics in order for it to meet the pre-requisite requirement).

Graduation/Exit, Benchmark, and/or Thesis Requirements

Program exit includes successful completion of all required coursework totaling 121 credits, including a "C-" or better in all major RN-to-BSN courses. Student will receive a Bachelor of Science in Nursing degree, awarded by Rowan University.

Program Advisor Contact Information

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School of Biomedical Science & Health Professions

Karen Magee-Sauer
Dean
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About the School

Biomedical and health sciences are experiencing unprecedented expansion. The need for qualified professionals with expertise and experience to engage in biomedical and health professions continues to increase. In response, Rowan University created the School of Biomedical Science and Health Professions to operate as the multidisciplinary home for new biomedical science and health programs. The School trains students to join the biotechnology and health-related professions, expands research opportunities at the University, and promotes collaboration within and beyond the University.

Departments

The School consists of two departments: Biomedical & Translational Sciences, Health & Exercise Science. (Not all departments offer programs through the Division of Global Learning & Partnerships.)

Programs Offered

All programs offered are listed below in order of degree/program type and then in alphabetical order by program name. Details about each program are then listed within the catalog in the same order. For the most up-to-date information regarding mode of delivery options for your program of interest, please visit www.rowanu.com/programs.

MASTER'S DEGREES

<u>Program Name</u>	<u>Format/Location</u>	<u>Program/Major Codes</u>	<u>Avail FT/PT</u>	<u>Total Credits</u>
Master of Arts in Wellness & Lifestyle Management	100% online	MA-WLM/G837	Part-time	30

Admissions

For the most up-to-date information regarding admission requirements, entry points, and application deadlines, please visit www.rowanu.com/programs. Click on your program of interest to be connected to program and admission details.

Master of Arts in Wellness & Lifestyle Management (M.A.)

The M.A. in Wellness & Lifestyle Management (WLM) is a program for professionals from a variety of disciplines who want to work with clients or students to create and maintain lifestyle changes. The program is designed to prepare graduates to develop and implement wellness and lifestyle change programs in community, hospital, corporate, and school settings.

The M.A. in Wellness & Lifestyle Management program consists of 10 courses and a total of 30 graduate semester hours (S.H.). This is a part-time accelerated program with degree completion possible in 5 consecutive semesters.

Program Requirements

Required Courses

30 s.h.

(*s.b.: semester hours/credit hours*)

<u>Course #</u>	<u>Course Title</u>	<u>S.H.</u>
HLT 00512	Understanding & Applying the Professional Literature in HES	3
HLT 00530	Leadership & Management in the Health Promotion Programs	3
HLT 00541	Wellness Coaching & Behavior Change	3
HLT 00542	Program Planning in Health Promotion	3
HLT 00550	Capstone Course	3
<i>OR</i>		
WLM 00620	Internship in Wellness & Lifestyle Management	3
HLT 00580	Obesity & Diabetes Prevention Management	3
HLT 00590	Integrating Wellness into School Settings	3
HLT 00600	Wellness through the Lifecycle	3
HLT 00610	Positive Perceptions, Performance & Wellness	3
WLM 00575	Seminar in Wellness Management	3

Total Required Credits for the Program

30 s.h.

Foundation Courses

Students must have completed undergraduate-level Basic Nutrition (NUT 00200) course at an accredited institution before beginning the HLT 00580: Obesity & Diabetes Prevention Management course.

Graduation/Exit, Benchmark, and/or Thesis Requirements

None

Contact Information

Program Coordinator

Leslie Spencer

Herman D. James Hall

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Academic Advisor

Gina Gondos

Herman D. James Hall

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Faculty List

Department of Accounting and Finance

Bao, Da-Hsien(1995)	Professor
<i>B.S., Fu Jen Catholic University; M.B.A., Ph.D., University of Southern California</i>	
Chen, Hanmei(2008)	Associate Professor
<i>B.S., M.S., Tsinghua University; Ph.D., Arizona State University</i>	
Chung, Shifei(1997)	Professor
<i>B.S., National Taiwan University; M.S., University of Wisconsin-Madison; CPA; Ph.D., University of Memphis</i>	
Fabrico, Basile, Tracey(2012)	Instructor
<i>B.S. Glassboro State College; MS Weidner University; CPA</i>	
Folkinshteyn, Daniel(2011)	Assistant Professor
<i>B.A. Yale; MS, MBA, Ph.D Temple University</i>	
Hughes, Diane(1987)	Associate Professor
<i>B.A., Rutgers College; M.B.A., Long Island University; J.D., Rutgers University</i>	
Isik, Ihsan(2001)	Professor
<i>B.S., Middle East Technical University; M.S., Texas Tech University, M.A., Ph.D., University of New Orleans</i>	
Kyj, Larissa(1992)	Professor
<i>B.A., Fordham; M.A., Ph.D., Columbia University; CPA; CMA</i>	
Marmon, Richard(1986)	Associate Professor
<i>B.S., Glassboro State College (Rowan); M.B.A., LaSalle University; J.D., Widener University; CPA; CMA; LL.M., Villanova University</i>	
Meric, Gulser(1987)	Professor
<i>B.A., Ankara University; M.S., Ph.D., Lehigh University</i>	
Robert Scarpa(2013)	Instructor
<i>BS St. Josephs Univ; MBA Drexel University</i>	
Romeo, George(1979)	Professor
<i>B.S., Rider College; M.S., Loyola College; Ph.D., Drexel University; CPA</i>	
Scarpa, Robert(2013)	Instructor
<i>B.S. St. Josephs University; MBA Drexel University; CPA</i>	
Tracey Fabrico-Basile(2013)	Instructor
<i>B.S. Glassboro State; MSIT, Wiedner University</i>	
Uygur, Ozge(2010)	Assistant Professor
<i>B.S., Middle East Technical University; Ph.D., Temple University</i>	
Wang, Jia(2007)	Associate Professor
<i>B.S., Tsinghua University; M.S., Ph.D., University of Massachusetts-Amherst</i>	
Weidman, Stephanie M.(1995)	Professor
<i>B.S., University of Delaware; M.B.A., Duke; Ph.D., Drexel University; CMA</i>	
Welsh, Carol(1983)	Associate Professor
<i>B.S., M.B.A., Drexel University; Ed.D., University of Delaware; CPA, CIA</i>	
Zhang, Mei(2009)	Associate Professor
<i>B.A., M.S., Tsinghua University-China; Ph.D., University of Maryland</i>	

Department of Art

Faculty List

Adams, Markham Keith(2006) <i>B.A., Barry University; M.A., New York University; M.F.A., Rutgers University, Mason Gross School of the Arts</i>	Associate Professor
Adelson, Fred(1974) <i>B.A., Univ. of Massachusetts; M.A., M.Phil., Ph.D., Columbia University</i>	Professor
Almon, Amanda(2014) <i>B.F.A. Medical Illustration, Rochester Institute of Technology; M.F.A Biomedical Visualization, University of Michigan Ann Arbor; C.M.I.</i>	Assistant Professor
Appelson, Herbert(1967) <i>B.A., Brooklyn College; M.S., M.F.A., Univ. of Wisconsin; Ed.D., Columbia University</i>	Professor
Bowman, Susan(2002) <i>B.F.A., San Francisco Art Institute; M.F.A., Rutgers University, Mason Gross School of the Arts, M.P.S. Pratt Institute</i>	Professor
Chard, Daniel(1968) <i>B.F.A., Univ. of South Dakota; M.A., Northern State College; Ed.D., Columbia University</i>	Professor
Conradi, Janet(2009) <i>B.A., M.A., Iowa State University</i>	Professor
Gower, Jill K. Baker(2007) <i>B.S., University of Wisconsin; M.F.A., Arizona State University</i>	Associate Professor
Graziano, Jane E.(1999) <i>B.S., University of Illinois; M.A., Rowan College; Ed.D., Teachers College, Columbia University</i>	Professor
Hottle, Andrew D.(2004) <i>B.A., M.A., Ohio State University; Ph.D., Temple University Tyler School of the Arts</i>	Professor
Ohanian, Nancy L.(1992) <i>B.F.A., Layton School of Art and Design; M.F.A., Pratt Institute</i>	Professor
Thomas, Skeffington N.(1997) <i>B.A., Lewis and Clark College; M.F.A., Southern Illinois University</i>	Professor
Wang, Tingting(2012) <i>Bachelor of Linguistics, Central South University, China; MFA, Chinese Art & Art History, Hunan Normal University, China; Ph.D., Art Education, Department of Curriculum & Instruction, Indiana University, Bloomington</i>	Assistant Professor
Department of Biological Sciences	
Bealor, Matthew(2010) <i>B.S., California State University; M.S., San Diego State University; Ph.D., University of Colorado</i>	Instructor
Crumrine, Patrick(2006) <i>B.S., Plattsburgh State University; Ph.D., University of Kentucky</i>	Associate Professor
Grove, Michael W.(2001) <i>B.S., The Ohio State University; Ph.D., University of South Carolina</i>	Associate Professor
Hecht, Gregory B.(1995) <i>B.A., University of Rochester; M.A., Ph.D., Princeton University</i>	Associate Professor
Hickman, Mark(2012) <i>A.B., Bowdoin College; Ph.D. Harvard University</i>	Assistant Professor
Holbrook, Luke T.(1999) <i>B.S., Fordham University; M.S., Ph.D., University of Massachusetts</i>	Professor
Iftode, Cristina(2001) <i>B.S., M.S., University of Bucharest; M.S., Ph.D., New York University-Medical Center</i>	Associate Professor
Krufka, Alison(2003) <i>B.S., College of William and Mary; Ph.D., University of Wisconsin-Madison</i>	Associate Professor

Faculty List

Krummenacher, Claude(2014) <i>B. S., Ph.D. University of Lausanne, Switzerland</i>	Assistant Professor
O'Brien, Terry(2000) <i>B.S., M.S., University of Iowa; Ph.D. University of California - Berkeley</i>	Associate Professor
Richmond, Courtney E.(2001) <i>B.A., Swarthmore College; Ph.D., University of South Carolina</i>	Professor
Soto, Ileana(2015) <i>B.S., Ph.D., University of Puerto Rico</i>	Assistant Professor
Tahamont, Maria(1993) <i>B.A., Rowan University; M.S.Ed., Ph.D., Southern Illinois University</i>	Professor
Vojvodic, Svjetlana(2014) <i>B.A., M.Sc. University of South Alabama; Ph.D. University of Copenhagen</i>	Assistant Professor
Department of Biomedical Engineering	
Beachley, Vince(2014) <i>B.S. Virginia Tech; Ph.D. Clemson University</i>	Assistant Professor
Byrne, Mark(2014) <i>B.S., Carnegie Mellon University; M.S., Ph.D., Purdue University</i>	Professor and Department Head
Department of Chemical Engineering	
Dahm, Kevin D.(1999) <i>B.S., Worcester Polytechnic; Ph.D., Massachusetts Institute of Technology</i>	Professor
Farrell, Stephanie(1998) <i>B.S., University of Pennsylvania; M.S., Stevens Institute of Technology; Ph.D., New Jersey Institute of Technology</i>	Professor
Gephardt, Zenaida Otero(1989) <i>B.S., Northwestern University; M.S., Ph.D., University of Delaware</i>	Associate Professor
Hesketh, Robert P.(1996) <i>B.S., University of Illinois, Champaign-Urbana; Ph.D., University of Delaware</i>	Professor
Newell, James(1998) <i>B.S., Carnegie-Mellon University; M.S., Penn State University; Ph.D., Clemson University</i>	Professor
Savelski, Mariano J.(1999) <i>B.S., University of Buenos Aires; M.S., University of Tulsa; Ph.D., University of Oklahoma</i>	Professor
Slater, C. Stewart(1995) <i>B.S., M.S., M. Ph., Ph.D., Rutgers University</i>	Professor
Staehle, Mary M.(2010) <i>B.S., The Johns Hopkins University; Ph.D., University of Delaware</i>	Assistant Professor
Stanzione III, Joseph F.(2013) <i>B.S., Drexel University, Ph.D., University of Delaware</i>	Assistant Professor
Vernengo, Jennifer(2009) <i>B.S., Ph.D., Drexel University</i>	Associate Professor
Department of Chemistry and Biochemistry	
Caputo, Greg(2007) <i>B.S., The Stevens Institute of Technology; Ph.D., Stony Brook University</i>	Professor
Jonnalagadda, Subash(2008) <i>B.Sc., Pondicherry University; M.Sc., University of Hyderabad; Ph.D., Purdue University</i>	Associate Professor

Faculty List

Keck, Thomas(2014) <i>B.S., University of Southern California; Ph.D., Oregon Health & Science University</i>	Assistant Professor
Moura-Letts, Gustavo(2013) <i>B.S., Universidad Peruana; Ph.D., University of Pittsburgh</i>	Assistant Professor
Mugweru, Amos(2006) <i>B.S., Jomo Kenyatta University of Agriculture and Technology; Ph.D., University of Connecticut</i>	Associate Professor
Nazer, Behrooz(2013) <i>Ph.D., Drexel University</i>	Instructor
Perez, Lark(2012) <i>B.S., Long Island University; Ph.D., Yale University</i>	Assistant Professor
Ramanujachary, Kandalam V.(1994) <i>B.S., Andhra University; M.S., Andhra University; Ph.D., Indian Institute of Technology</i>	Professor
Supplee, Carolyn(2014) <i>B.A., Gocher College; M.S., Ph.D., The Ohio State University</i>	Instructor
Vaden, Timothy(2010) <i>B.S., Midwestern State University; Ph.D., University of Illinois</i>	Associate Professor
Wu, Chun(2013) <i>B.S., Xiamen University; Ph.D; Ph.D University of Delaware</i>	Assistant Professor
Yang, Catherine(1995) <i>B.S., Zhejiang University; M.S., Ph.D., Tufts University</i>	Professor
Yang, Yang(2011) <i>B.S., Nankai University; M.Sc. Ohio State University; Ph.D. University of Wisconsin - Madison</i>	Assistant Professor
Yu, Lei(2008) <i>B.S., Jilin University; M.S., Jilin University; Ph.D., Changchun Institute of Applied Chemistry</i>	Associate Professor
Department of Civil and Environmental Engineering	
Bhavsar, Parth(2014) <i>B.S., Center for Environmental Planning and Technology, India; M.S., Clemson University; Ph.D., Clemson University</i>	Assistant Professor
Cleary, Douglas B.(1998) <i>B.S., M.S., Ph.D., Purdue University</i>	Associate Professor
Daraio, Joseph A.(2012) <i>B.S., State University of New York, Syracuse, NY; M.S., University of Connecticut; Ph.D., University of Iowa</i>	Assistant Professor
Dusseau, Ralph A.(1995) <i>B.S., M.S., Ph.D., Michigan State University</i>	Professor
Everett, Jess W.(1998) <i>B.S., M.S., Ph.D., Duke University</i>	Professor
Jahan, Kauser(1996) <i>B.S., Engineering University, Bangladesh; M.S., University of Arkansas; Ph.D., University of Minnesota</i>	Professor
Mehta, Yusuf A.(2001) <i>B.S., University of Bombay, India; M.S., University of Oklahoma; Ph.D., Pennsylvania State University</i>	Associate Professor
Morgan, Jenahvive K.(2013) <i>B.S., Michigan State University; M.S., University of Michigan; Ph.D., University of Michigan</i>	Instructor
Nazari, Rouzbeh(2014) <i>B.S., Isfahan University of Technology, Iran; M.S., City University of New York; Ph.D., City University of New York</i>	Assistant Professor
Riddell, William(2004) <i>B.S., University of Massachusetts-Amherst; Ph.D., Cornell University</i>	Associate Professor

Faculty List

Sukumaran, Beena(1998) <i>B.S., Trivandrum Engineering College, India; M.S., Auburn University; Ph.D. Purdue University</i>	Professor
Department of Communication Studies	
Albone, Kenneth(1982) <i>B.S. Lake Superior State College; M.A., Miami University; Ph.D., Bowling Green State</i>	Associate Professor
Arnold, Lorin B.(1998) <i>B.A., M.A., Ph.D., Purdue University</i>	Professor
Benavidez, Harriet(2000) <i>B.A., Purdue University; M.A., University of Hawaii</i>	Instructor
Cypher, Joy M.(2000) <i>B.A., Loyola University, Chicago; M.A., Ph.D., Purdue University</i>	Associate Professor
Feaster, John(2010) <i>B.S., West Virginia University; M.A., Ph.D., Ohio State University</i>	Associate Professor
Haynes, Julie A.(1998) <i>B.A., University of Richmond; M.A., Texas A&M University; Ph.D., Pennsylvania State University</i>	Associate Professor
Ikpah, Maccamas M.(1994) <i>B.A., Eastern Washington University; M.E., Gonzaga University; Ed.D., Oklahoma State University</i>	Associate Professor
Lockhart, Eleanor(2015) <i>B.A., Ripon College; M.A., Ph.D., Texas A&M University</i>	Assistant Professor
Marshall, Pam(2010) <i>B.A., Montclair State Univeristy; M.A., Temple University</i>	Instructor
Popa, Clara(2004) <i>B.A., University of Bucharest; M.A., Ph.D., Kent State University</i>	Associate Professor
Schowalter, Daniel F.(2002) <i>B.S., University of Wisconsin-Stevens Point; M.A., University of Arkansas; Ph.D., Indiana University</i>	Associate Professor
Simone, Maria(2004) <i>B.S., Richard Stockton College; M.S., University of North Texas; Ph.D., Temple University</i>	Associate Professor
Strasser, Daniel S(2012) <i>B.A. College of Mount Saint Joseph; M.A. Northern Kentucky University; Ph.D., University of Denver</i>	Assistant Professor
Streb, Edward(1979) <i>B.S., M.A., Ph.D., Northwestern University</i>	Professor
Department of Computer Science	
Baliga, Ganesh R.(1993) <i>B. Tech., M. Tech., Indian Institute of Technology (Bombay); M.S., Ph.D., University of Delaware</i>	Professor
Bergmann, Seth D.(1980) <i>B.S., Rensslear Polytechnic Institute; M.S.E., University of Pennsylvania.</i>	Associate Professor
Hnatyshin, Vasil Y.(2003) <i>B.S., Widener University; M.S., Ph.D., University of Delaware</i>	Professor
Hristescu, Gabriela(2000) <i>B.S.E., Polytechnic Institute of Bucharest (Romania); M.S., Ph.D., Rutgers University.</i>	Associate Professor
Kay, Jennifer S.(1998) <i>B.A., B.S.E., University of Pennsylvania; M.S., Ph.D., Carnegie Mellon University</i>	Professor
Lobo, Andrea F.(1997) <i>B.S., Universidad de Costa Rica; M.S., Ph.D., University of Delaware</i>	Professor

Faculty List

Rusu, Adrian S.(2003) <i>B.S., M.S., University of Craiova, Romania; M.S., Ph.D., University of Buffalo</i>	Professor
Tinkham, Nancy Lynn(1990) <i>B.S., Wheaton College (Illinois); Ph.D., Duke University</i>	Assistant Professor
Xu, Jianning(1988) <i>B.S., Harbin Institute. of Technology (China); M.S., Ph.D., Stevens Institute. of Technology</i>	Professor
Department of Educational Services and Leadership	
Allen, Terri(2011) <i>B.S., Houghton College; M.S., University of Rhode Island; Ph.D., University of Pennsylvania</i>	Assistant Professor
Coaxum III, James(1999) <i>B.S., Morehouse College, Ed.M., Harvard University; Ph.D., Vanderbilt University</i>	Associate Professor
Doolittle, Virginia(1999) <i>B.A., Miami University; Ed.M., Ph.D., State University of NY at Buffalo</i>	Professor
Ieva, Kara(2010) <i>B.A., Towson University; M.Ed., Towson University/Loyola College; Ph.D., University of Central Florida</i>	Associate Professor
Kerrigan, Monica(2010) <i>B.S., Haverford College; M.A., Teachers College; Ed.D., Teacher's College</i>	Associate Professor
Rios, Hector M.(1994) <i>B.A., University of Puerto Rico; M.S., State University of New York; Ph.D., Temple University</i>	Associate Professor
Sharp, Carol(1987) <i>B.A., Glassboro State College; M.A., William Paterson College; Ph.D., Penn State University</i>	Professor
Sisco, Burton R.(1998) <i>B.A., M.Ed., University of Vermont; Ed.D., Syracuse University</i>	Professor
Sun, Anna Qian(2014) <i>B.A. in Teaching English As A Foreign Language from Tianjin Teachers' College, an Ed. M. in Comparative and Global Studies in Education, and a Ph.D. in Educational Leadership and Administration from the State University of New York at Buffalo (SUNY)</i>	Assistant Professor
Thompson, Carol(2006) <i>B.A., Wake Forest University; M.Ed., Duke University; Ph.D., University of Pennsylvania</i>	Associate Professor
Turner Johnson, Ane(2009) <i>B.A., Hollins College; M.S., George Mason University; Ph.D., Virginia Tech</i>	Assistant Professor
Walpole, MaryBeth(2000) <i>B.A., Wells College; M.A., Stanford University; Ph.D., UCLA</i>	Professor
Williams, Barbara Bole(2001) <i>B.A., Muskingum College; M.A., M.A., Glassboro State College; Ph.D., Temple University</i>	Professor
Department of Electrical and Computer Engineering	
Bernard, Pietrucha(2013) <i>B.S., M.S., Newark College of Engineering (NJIT); Ph.D. Rutgers University</i>	Instructor
Bouaynaya, Nidhal(2013) <i>B.S. Ecole Nationale Supérieure de l'Electronique et de ses Applications; M.S., Ph.D. University of Illinois at Chicago</i>	Assistant Professor
Chin, Steven(1997) <i>B.S., Rutgers University; M.S., The Johns Hopkins University; Ph.D., Rutgers University</i>	Associate Professor
Head, Linda M.(1998) <i>B.S., M.S., Ph.D., University of South Florida</i>	Associate Professor
Krchnavek, Robert R.(1998) <i>B.S., Marquette University; M.S., California Institute of Technology; Ph.D., Columbia University</i>	Associate Professor

Faculty List

Polikar, Robi(2001) <i>B.S., Istanbul Technical University; M.S., Ph.D., Iowa State University</i>	Professor
Ramachandran, Ravi Prakash(1997) <i>B.Eng., Concordia University; M.Eng., Ph.D., McGill University</i>	Professor
Schmalzel, John L.(1995) <i>B.S., M.S., Ph.D., Kansas State University</i>	Professor
Shin, Sangho(2015) <i>B.S., Korea Aerospace University; M.S, Ph.D, Korea Advanced Institute of Science and Technology (KAIST),</i>	Assistant Professor
Shin, Sangho(2015) <i>B.S., Korea Aerospace University; M.S, Ph.D, Korea Advanced Institute of Science and Technology (KAIST),</i>	Assistant Professor
Tang, Ying (Gina)(2002) <i>B.S., M.S., Northeastern University, China; Ph.D., New Jersey Institute of Technology</i>	Professor
 Department of English	
Carrasquillo, Marci(2011) <i>B.A., University of Connecticut; M.A., Ph.D., University of Oregon</i>	Assistant Professor
Clark, Tanya(2005) <i>B.A., Clark Atlanta University; M.A. University of Rhode Island; Ph.D. Temple University</i>	Assistant Professor
Coulombe, Joseph L.(2001) <i>B.A., University of St. Thomas; M.A., Ph.D., University of Delaware</i>	Professor
Crowley, Dustin(2015) <i>BA, Graceland University; MA, PHD, University of Kansas</i>	Assistant Professor
Falck, Claire(2013) <i>B.A., Bowdoin College; M.A., Ph.D., University of Wisconsin, Madison</i>	Assistant Professor
Freind, William(2005) <i>A.B., College of the Holy Cross; M.A., Syracuse University; Ph.D., University of Washington</i>	Associate Professor
Hyde, Emily(2015) <i>BA, Yale University; MA, PHD, Princeton University</i>	Assistant Professor
Meadowson, Zena(2010) <i>B.A., Princeton University; M.A., Ph.D., Stanford University</i>	Associate Professor
Parrish, Catherine W.(1992) <i>B.A., Chatham College; M.A., Ph.D., University of Virginia</i>	Associate Professor
Plourde, Bruce(2013) <i>B.A., Davidson College; M.A., Wake Forest University; Ph.D., Temple University</i>	Instructor
Slater, Katharine(2014) <i>B.A., Sonoma State University; M.A., Ph.D., University of California, San Diego</i>	Assistant Professor
Talley, Lee(2002) <i>B.A., Cornell University; M.A., Ph.D., Princeton University</i>	Professor
Viator, Timothy J.(1994) <i>B.A., M.A., University of Louisiana; Ph.D., Auburn University</i>	Professor
Vitto, Cindy L.(1989) <i>B.A., Susquehanna University; M.A., Duke University; Ph.D., Rice University</i>	Professor
 Department of Foreign Languages and Literatures	
Kaplis-Hohwald, Laurie A.(1994) <i>B.A., Queens College; M.A., Ph.D., University of Pennsylvania</i>	Associate Professor

Faculty List

Madero, Roberto R.(2001) <i>Licence d'histoire, Paris VII; M.A., Ph.D., Princeton University</i>	Associate Professor
Manley, Marilyn S.(2004) <i>B.A., Boston University; M.A., Ph.D., University of Pittsburgh</i>	Associate Professor
Mas Serna, Maria Esther(2013) <i>B.A., Rowan University; M.A. Universidad de Granada, Spain</i>	Instructor
Smith III, Edward C.(1992) <i>B.A., Rutgers University; M.Phil., Ph.D., New York University</i>	Associate Professor
Spencer, Sonia B.(1990) <i>B.A., Hunter College; M.A., Pennsylvania State University; Ph.D., Duke University</i>	Associate Professor
Department of Geography and the Environment	
Christman, Zach(2012) <i>B.A. Univeristy of Pennsylvania, Ph.D., Clark University</i>	Assistant Professor
Hasse, John E.(2001) <i>B.A., Rowan University; M.S., Ph.D., Rutgers University, AICP</i>	Professor
Howell, Jordan(2013) <i>B.A., William & Mary; M.A., Ph.D., Michigan State</i>	Assistant Professor
Kitson, Jennifer(2015) <i>Ph.D. Arizona State University, M.A., Cal State University, Los Angeles, B.A. San Francisco State University</i>	Assistant Professor
McGlynn, Charles(2012) <i>B.A. Rowan University; M.A., Ph.D., Rutgers University</i>	Instructor
Reiser, John(2008) <i>B.A., Rowan University; M.C.R.P., Rutgers University</i>	Instructor
Department of Health and Exercise Science	
Biren, Gregory Blake(2000) <i>B.A., Shippensburg; M.Ed., Ph.D., Temple University</i>	Associate Professor
Buhrer, Nancy(1973) <i>B.A., College of William and Mary; M.S., University of North Carolina; Ed.D., Temple University</i>	Assistant Professor
Bullard, Joanne(2013) <i>B.S., SUNY at Cortland; M.S.S., Ball State University; Psy.D., Temple University</i>	Instructor
Burd, James(1969) <i>B.S., M.Ed., University of Buffalo</i>	Associate Professor
Chaloupka, Edward(1972) <i>B.A., M.S., Queens College; Ph.D., Ohio State University, Post-Bacc. P.T., Habnemann Medical University</i>	Professor
Cone, Stephen L.(1999) <i>B.A., Jacksonville University; M.A., Appalachian State University; Ph.D., Texas A & M University</i>	Professor
Cone, Theresa(2007) <i>B.S., The College of New Jersey; M.Ed., Ph.D., Temple University</i>	Associate Professor
Fopeano, Richard J.(1992) <i>B.S., State University of New York; M.A., Ball State University; Ph.D., Temple University</i>	Associate Professor
Fralinger, Barbara(2012) <i>B.S., M.A., TCNJ; Ph.D., Seton Hall University</i>	Assistant Professor
Mann, Douglas P.(1998) <i>B.A., University of Miami; M.S., Old Dominion University; DPE., Springfield College</i>	Associate Professor

Faculty List

Rattigan, Peter J.(2000) <i>B.Ed., Avery Hill College; M.A., Ph.D., University of Minnesota</i>	Associate Professor
Spencer, Leslie S.(1995) <i>B.B.A., James Madison University; M.S., Springfield College; Ph.D., Temple University</i>	Professor
Sterner, Robert Lance(2001) <i>B.S., East Stroudsburg University; M.S., University of Pittsburg; Ph.D., University of Toledo</i>	Associate Professor
Uygur, Mehmet(2010) <i>B.S., Middle East Technical University; MS, Ph.D., University of Delaware</i>	Assistant Professor
Willis, Shari(2003) <i>B.S., Northeast Missouri State; Ph.D., University of Utah</i>	Assistant Professor
Department of History	
Blake, Corinne L.(1992) <i>B.A., University of Cal-Berkeley; Ph.D., Princeton University</i>	Associate Professor
Blanck, Emily(2008) <i>B.A., University of Texas at Austin; M.A., College of William and Mary; Ph.D., Emory University</i>	Associate Professor
Carrigan, William D.(1996) <i>B.A., University of Texas at Austin; M.A., Ph.D., Emory University</i>	Professor
Duke-Bryant, Kelly(2009) <i>B.A., Kenyon College; M.A., University of Wisconsin, Madison; M.A., John Hopkins University</i>	Associate Professor
Hague, Stephen(2013) <i>B.A., SUNY-Binghamton; M.A., University of Virginia; Ph.D., Oxford University</i>	Instructor
Heinzen, James W.(2000) <i>B.A., Trinity College; Ph.D., University of Pennsylvania</i>	Professor
Klapper, Melissa R.(2001) <i>B.A., Goucher College; Ph.D., Rutgers University</i>	Professor
Lindman, Janet M.(1994) <i>B.A., St. Olaf College; M.A., Ph.D., University of Minnesota</i>	Professor
Morschauer, Scott(2003) <i>B.A., Gettysburg College; Ph.D., Johns Hopkins University</i>	Associate Professor
Rose, Chanelle(2008) <i>B.A., M.A., Florida International University; Ph.D., University of Miami</i>	Associate Professor
Thorton, Christy(2015) <i>B.A., Barnard College; Ph.D., New York University 2015</i>	Assistant Professor
Wang, Q. Edward(1992) <i>B.A., M.A., East China Normal University; Ph.D., Syracuse University</i>	Professor
Wiltenburg, Joy Deborah(1991) <i>B.A., M.A., University of Rochester; Ph.D., University of Virginia</i>	Professor
Department of Interdisciplinary and Inclusive Education	
Brown, Corine(2006) <i>B.S., Bloomsburg University; M.A., M.Ed., Ph.D., University of Virginia</i>	Assistant Professor
Davis, Sharon(1976) <i>B.A., Trenton State College; M.Ed., University of Delaware; Ph.D., Temple University</i>	Professor
Edwards, Nicole(2013) <i>B.S., State U of Nj Geneseo; M.A., New York University; Ph.D., U Maryland College Park</i>	Assistant Professor

Faculty List

Isik-Ercan, Zeynep(2013) <i>Ph.D. Early Childhood and elementary Education, The Ohio State University</i>	Associate Professor
Kuder, S. Jay(1984) <i>B.A. Trinity College; M.Ed., Temple University; Ed.D., Boston University</i>	Professor
Lee, Jiyeon(2010) <i>B.F.A.; Sookmyung Women's University; M.S. Pennsylvania State University; Ph.D. Purdue University</i>	Associate Professor
McBee, Robin H.(1996) <i>B.A., University Without Walls/Providence; M.Ed., Lesley College; Ph.D., Virginia Commonwealth University</i>	Professor
Morettini, Brianne(2013) <i>B.A., University of Richmond; M.S.E.d., University of Pennsylvania; Ph.D. University of Maryland</i>	Assistant Professor
Perkins, Kelley(2014) <i>University of Delaware M.S. Human Development and Family Studies</i>	Assistant Professor
Pizzillo, Joseph(1971) <i>B.A., M.A., SUNY-Albany; L.A.S.M.A., Universidad Nacional Autonoma de Mexico; M.S., M.A., Ph.D., University of Wisconsin-Madison</i>	Professor
Rodriguez, Yvonne(1973) <i>B.A., Rutgers University; M.A., Glassboro State College; Ed.D., Temple University</i>	Professor
Sheppard, Mary(2012) <i>B.A., Lehigh University; M.A., Ed.D., Boston University</i>	Assistant Professor
Shuff, Margaret(1995) <i>B.A., M.A., Glassboro State College; Ph.D., University of Delaware</i>	Associate Professor
Sudeck, Maria R.(2001) <i>B.S., College of New Jersey; M.Ed., Ph.D., Temple University</i>	Associate Professor
Vitalone-Raccaro, Nancy(2012) <i>B.A., Springfield College; M.A., University of South Florida; Ph.D., Temple University</i>	Assistant Professor
Xin, Joy F.(1994) <i>B.A., Tsitsihar Teachers College, China; M.Ed., Ed.D., Peabody College of Vanderbilt University</i>	Professor
Department of Journalism	
Berkey-Gerard, Mark(2008) <i>B.S., Eastern University; M.S., Columbia University</i>	Associate Professor
Garyantes, Dianne(2014) <i>B.A., Pennsylvania State University; M.P.A., Rutgers University - Camden; Ph.D., Temple University</i>	Assistant Professor
Hausman, Carl D.(1997) <i>B.A., University of the State of New York; M.A., Antioch University; Ph.D., Union Institute</i>	Professor
Kelley, Candace(2004) <i>B.A., Howard University; J.D., Seton Hall University of Law; M.S., S.I. Newhouse School of Public Communications</i>	Associate Professor
Quigley, Kathryn (2002) <i>B.A., Villanova University; M.A., University of Maryland</i>	Associate Professor
Department of Language, Literacy and Sociocultural Education	
Abraham, Stephanie(2014) <i>PhD, Language & Literacy Education, University of Georgia</i>	Assistant Professor
Bean-Folkes, JaneAnn(2011) <i>B.S., Syracuse University; M.Ed., Teachers College of Columbia University; Ed.D., Teachers College Columbia University</i>	Assistant Professor
Browne, Susan(2003) <i>B.A., Temple University; M.A., Cheyney University; Ed.D., University of Pennsylvania</i>	Associate Professor

Faculty List

Chen, Xiufang(2006) <i>B.A., Qufu Normal University; M.A., Beijing Normal University; Ph.D., Texas Tech University</i>	Associate Professor
Holder, Kit K.(1993) <i>B.A., Hampshire College; M.S. Bank Street College; Ed.D. University of Massachusetts</i>	Assistant Professor
Lee, Valarie(2006) <i>B.A., M.A., Ed.D., University of Northern Colorado</i>	Associate Professor
Leftwich, Stacey E.(1999) <i>B.A., Glassboro State College; M.Ed., Temple University; Ph.D., State University of New York, Albany</i>	Associate Professor
Madden, Marjorie(2003) <i>B.A., College of William and Mary; M.A., Glassboro State College; Ph.D., University of Pennsylvania</i>	Associate Professor
McGinn Luet, Kathryn(2013) <i>B.A. Bryn Mawr College; M.S. University of Pennsylvania</i>	Assistant Professor
Phillips, Anne E.(2001) <i>B.A., M.A., Antioch College; Ph.D., University of Pennsylvania</i>	Assistant Professor
Viator, Martha(2006) <i>B.A., University of Louisiana-Lafayette; M.A., Ph.D., Auburn University</i>	Associate Professor
Wassell, Beth(2004) <i>B.A., Rowan University; M.A., University of Central Florida; Ed.D., University of Pennsylvania</i>	Professor
Willett, Holly G.(1997) <i>B.A., San Francisco State College; M.L.S., University of California, Berkeley; M.A., Simmons College; Ph.D., University of North Carolina at Chapel Hill</i>	Associate Professor
Department of Law and Justice Studies	
Davey, Joseph P.(1998) <i>B.A., Seton Hall University; J.D., St. John's Law School; M.A., New School for Social Research; Ph.D., City University of New York</i>	Professor
Foglia, Wanda D.(1994) <i>B.A., Rutgers University; J.D., Ph.D., University of Pennsylvania</i>	Professor
Jiao, Allan(1995) <i>B.A., Central South University; M.A., Lewis and Clark College; Ph.D., Rutgers University</i>	Professor
Johnson, Joseph D.(2010) <i>B.S., Southwest Minnesota State University; M.A. University of Northern Iowa; Ph.D.. Michigan State University</i>	Assistant Professor
Lewandowski, Carla(2013) <i>"B.A., Princeton University; M.S., University of Oxford; M.A., Ph.D., University of Pennsylvania"</i>	Assistant Professor
Samsel, Tiffany(2013) <i>MS, St. Joseph's University</i>	Instructor
Saum, Christine(2007) <i>B.S., University of Delaware; M.A., University of Florida; Ph.D., University of Delaware</i>	Assistant Professor
Schell-Busey, Natalie(2010) <i>B.A., M.A., University of Arizona; Ph.D., University of Maryland</i>	Assistant Professor
Vigorita, Michael S.(1998) <i>B.S., M.A., Ph.D., Rutgers University</i>	Associate Professor
Weiss, Michael S.(2001) <i>B.A., Brooklyn College; J.D., Brooklyn Law School; M.A., Ph.D., University at Albany</i>	Associate Professor
Yeldell, Stanley(1974) <i>B.A., Bowie State University; J.D., Howard University School of Law</i>	Associate Professor

Faculty List

Department of Management and Entrepreneurship

Banutu-Gomez, Michael B.(2000)	Professor
<i>B.A., Eastern Connecticut State University; M.S.W., Boston University; Ph.D., Case Western Reserve University</i>	
Billing, Tejinder (2009)	Associate Professor
<i>B.Tech, Punjab Agriculture University; MBA, Punjabi University; Ph.D., University of Memphis</i>	
Byrd, Kimble(1984)	Professor
<i>A.B., Villanova University; J.D., University of Pennsylvania</i>	
Casper, Camron W(2013)	Assistant Professor
<i>BS and MBA Brigham Young University; Ph.D Oklahoma State University</i>	
D'Intino, Robert(2004)	Professor
<i>A.B., University of California; M.B.A., University of North Carolina at Chapel Hill; Ph.D., Virginia Polytechnic Institute and State University</i>	
Fleming, Robert S.(1989)	Professor
<i>B.S., Philadelphia College of Textiles & Science; M.A.R., Eastern Baptist Theological Seminary; M.G.A., University of Pennsylvania; M.B.A., M.S., Ed.D., Temple University</i>	
Lee, Jooh(1988)	Professor
<i>B.B.A., Kook-Min University; M.S., Colorado State University; Ph.D., University of Mississippi</i>	
Mirchandani, Dilip(1989)	Professor
<i>B.S., M.B.A., University of Bombay, India; Ph.D., Temple University</i>	
Pati, Niranjana(2008)	Professor
<i>B.Tech., Ranchi University, India; M.Tech, Indian Institute of Technology, India; M.S., Ph.D., Northwestern University</i>	
Roh, James Jungbae(2009)	Associate Professor
<i>B.A., Dongguk University; M.A., M.B.A., Ph.D., University of Toledo</i>	
Ross, Linda Wabschall(1974)	Professor
<i>A.B., Lycoming College; M.A., University of Toledo; Ph.D., Wayne State University</i>	
Rudin, Joel P.(1999)	Professor
<i>B.A.Sc., University of Toronto; M.S., Ph.D., Cornell University</i>	
Schoen, Edward J.(1999)	Professor
<i>B.S., LaSalle University; J.D., Georgetown University</i>	
Yang, Yang(2013)	Assistant Professor
<i>B.A., Southwestern University of Finance and Economics; Ph.D., University of Western Ontario</i>	
Zhu, Faye X.(2000)	Professor
<i>B.S., Shanghai Institute of Mechanical Engineering; M.B.A., Ashland University; D.B.A., Cleveland State University</i>	

Department of Marketing and Business Information Systems

Guner, Berrin (1997)	Professor
<i>B.A., Marmara University; M.B.A., St. Joseph's University; Ph.D., Drexel University</i>	
Hand, John Jeffrey(2011)	Associate Professor
<i>BS Temple University; MA West Chester University; Ph.D Drexel University.</i>	
Lewis, Phillip A.(1993)	Associate Professor
<i>B.A., M.B.A., Wright State University; M.A., Ph.D., The Ohio State University</i>	
Linda Liu(2014)	Assistant Professor
<i>B.A., Shandong Normal University, 1996; M.S., Brigham Young University, 2004; M.B.A., Thunderbird School of Global Management, 2009; Ph.D., Louisiana State University, 2014</i>	
Lucius, Harold(1986)	Professor
<i>B.A., M.B.A., Inter-American University; Ph.D., University of Washington</i>	

Faculty List

McFarland, Daniel J.(2002) <i>B.S., M.B.A., Ph.D., Drexel University</i>	Professor
Nicholson, Darren(2005) <i>B.A., Ph.D., Washington State University</i>	Associate Professor
Nicholson, Jennifer(2005) <i>B.A., Ph.D., Washington State University</i>	Associate Professor
Pontes, Manuel(2000) <i>B.Sc., University of Bombay; M.Sc., Indian Institute of Technology; Ph.D., University of California; Ph.D., University of Florida</i>	Professor
Yide Shen(2012) <i>BS WUHAN University; MS Univ. of Nebraska at Omaha, PHD Georgia State Univ.</i>	Assistant Professor
Department of Mathematics	
Abay, Abera(1993) <i>B.Sc., M.Sc., Addis Ababa University, Ethiopia; Ph.D., Temple University</i>	Associate Professor
Bendjilali, Nasrine(2013) <i>B.S., Petra University; M.S. Lehigh University; Ph.D., Lehigh University</i>	Assistant Professor
Caldwell, Janet(1983) <i>B.A., Rice University; M.A., University of Pennsylvania; Ph.D., University of Pennsylvania</i>	Professor
Czochor, Ronald(1983) <i>B.S., Union College; M. of B.Ma.; Ph.D., North Carolina State University</i>	Professor
Dougherty, Edward(2015) <i>B.S., Syracuse University; M.S., Tufts University; Ph.D., Virginia Tech</i>	Assistant Professor
Gummo, Bethany(2013) <i>B.S., Widener University; M.B.A., Baldwin-Wallace College; M.A. Villanova University</i>	Instructor
Hassen, Abdulkadir(1996) <i>B.Sc., M.Sc., Addis Ababa University, Ethiopia; Ph.D., Temple University</i>	Professor
Heinz, Karen Ruth(2003) <i>B.S., Penn State University; M.A., Ohio State University; Ph.D. Penn State University</i>	Professor
Herman, Marlena F.(2002) <i>B.S., Indiana University of Pennsylvania; M.Ed., Pennsylvania State University; Ph.D., The Ohio State University</i>	Professor
Ilicasu, Fatma Olcay(2001) <i>B.S., Middle East Technical University; M.S., Ph.D., University of Wisconsin -Milwaukee</i>	Associate Professor
Itzkowitz, Gary(1972) <i>B.S., City College of New York; M.A., Ph.D., University of California.</i>	Professor
Lacke, Christopher J.(1998) <i>B.A., Bowdoin; M.S., University of Southern Maine and North Carolina State University; Ph.D., North Carolina State University</i>	Associate Professor
Laumakis, Paul J.(1998) <i>B.S., Drexel University; M.A., Villanova University; Ph.D., Lehigh University</i>	Professor
Lee, Ik Jae(2012) <i>B.S., Inha University; M.S., Inha University; Ph.D., Kansas State University</i>	Instructor
Li, Ming-Sun(1997) <i>M.A., Ph.D., University of California at Santa Barbara</i>	Associate Professor
Milou, Eric(1997) <i>B.A., Franklin & Marshall College; M.A., West Chester University; Ed.D., Temple University</i>	Professor

Faculty List

Nguyen, Hieu Duc(1996) <i>B.S., University of Minnesota; Ph.D., University of California, Berkeley</i>	Professor
Osler, Thomas(1972) <i>B.S., Drexel University; M.S., Ph.D., New York University</i>	Professor
Papachristou, Charlampos(2015) <i>B.Sc., Aristotle University; Ph.D., The Ohio State University</i>	Assistant Professor
Simons, Christopher Smyth(2000) <i>B.Sc., McGill University; M.A., Ph.D., Princeton University</i>	Associate Professor
Thayasivam, Umashanger(2009) <i>B.A., University of Colombo; M.S., University of Georgia</i>	Associate Professor
Weinstock, Evelyn(1987) <i>B.S., M.S., University of Delaware; Ph.D., Drexel University</i>	Assistant Professor
Whittinghill, Dexter C.(1996) <i>B.A., Middlebury College; M.S., University of Wisconsin-Milwaukee; M.S., Ph.D., Purdue University</i>	Associate Professor
Wright, Marcus(1986) <i>A.B., Harvard University; M.S., Ph.D., Stanford University</i>	Assistant Professor
Zeng, Xiaoming(1985) <i>B.M., Northeast Ind. College (China); M.M., Academy of Science (China); Doctor of Science, Washington University</i>	Professor
Department of Mechanical Engineering	
Bakrania, Smitesh(2008) <i>B.S., M.S., Union College; Ph.D., University of Michigan</i>	Associate Professor
Bhatia, Krishan(2005) <i>B.M.E., University of Delaware; M.S., Ph.D., Pennsylvania State University</i>	Associate Professor
Chandrupatla, Tirupathi R.(1995) <i>B.E., Osmania University, India; M. Tech. Design and Production, Indian Institute of Technology (India); Ph.D., University of Texas at Austin</i>	Professor
Constans, Eric W.(1999) <i>B.S., University of Washington; M.S., Ph.D., Pennsylvania State University</i>	Associate Professor
Kadlowec, Jennifer A.(1999) <i>B.S., Baldwin-Wallace College; M.S., Ph.D., University of Michigan</i>	Professor
Mallouk, Kaitlin(2014) <i>B.S., Cornell University, M.S., Ph.D. University of Illinois</i>	Instructor
Merrill, Thomas L.(2008) <i>B.S., Bucknell University; M.S., University of Michigan; Ph.D., Pennsylvania State University</i>	Associate Professor
Ranganathan, Shivakumar(2015) <i>B.S., DBATU, India; M.S. IIT Delhi, India, Ph.D., University of Illinois</i>	Assistant Professor
Von Lockette, Paris R.(1999) <i>B.S., Trinity University; M.S., Ph.D., University of Michigan</i>	Associate Professor
Xue, Wei(2015) <i>B.S., M.S., Shandong University, China, Ph.D., University of Minnesota</i>	Assistant Professor
Zhang, Hong(2000) <i>B.S., Tsinghua University, China; M.S., Ph.D., University of Pennsylvania</i>	Associate Professor
Department of Music	
Appleby-Wineberg, Bryan K.(2001) <i>B.M., Oberlin College; M.M., Cleveland Institute; D.M.A., Rutgers University</i>	Associate Professor

Faculty List

Ceriani, Davide(2013) <i>D., Conservatory of Bologna; L.L., University of Florence; Ph.D., Harvard University</i>	Assistant Professor
Christopher B. Thomas(2011) <i>B.M., Millikin University, M.M., D.M.A. University of Arizona</i>	Assistant Professor
Dammers, Richard(2006) <i>B.M., Northwestern University; M.M., Ph.D., University of Illinois</i>	Associate Professor
DiBlasio, Denis(1994) <i>B.A., Glassboro State College; M.M., University of Miami</i>	Professor
Gendreau, Mathieu(2013) <i>D.E.C. Colle ge de Musique de Saint-Laurent; M.A. University of Westminster</i>	Assistant Professor
Granite, Bonita(1972) <i>B.M.E., M.M.E., Indiana University</i>	Associate Professor
Higgins, Joseph(2015) <i>B.M., University of Georgia; M.M., Northwestern University</i>	Assistant Professor
Kolek, Adam(2013) <i>B.A., Skidmore College, M.A. Smith College, Ph.D., University of Mass</i>	Instructor
Levinowitz, Lili(1989) <i>B.M., Westminster Choir College; M.M., Ph.D., Temple University</i>	Professor
Mapp, Douglas(2001) <i>B.M. Philadelphia College of the Performing Arts; M.M., Temple University</i>	Professor
Mayes, Joseph(1993) <i>B.A., Edison College; M.M., Shenandoah University</i>	Professor
Pastin, John R.(1998) <i>B.S., University of the State of New York; M.M., Northwestern University</i>	Professor
Plant, Lourin(1993) <i>B.M.E., Wittenberg University; M.M., D.M.A., College Conservatory of Music, University of Cincinnati</i>	Assistant Professor
Rawlins, Robert(1997) <i>B.A., Glassboro State College; M.A., California State University; M.A., Rowan University; M.A., Ph.D., Rutgers University</i>	Professor
Schwarz, Timothy(2015) <i>B.M., College Conservatory of Music, University of Cincinnati; M.M., Peabody Conservatory of Music, John Hopkins University; D.M.A, Temple University</i>	Assistant Professor
Stieber, Marian(1998) <i>B.M., M.M., Temple University</i>	Professor
Witten, Dean(1979) <i>B.M., Eastman School of Music; M.A., Trinity University</i>	Professor
Zuponic, Veda(1971) <i>B.M., M.M., Indiana University</i>	Professor
Department of Nursing	
Angelow, Anthony(2013) <i>B.S., MSN, Thomas Jefferson University</i>	Instructor
Kaspar, Matthew(2014) <i>BSN, MSN, Thomas Jefferson University</i>	Instructor
O'Neal, Michelle(2015) <i>EdD Capella University; MSN Villanova University; BSN LaSalle</i>	Assistant Professor

Faculty List

O'Neal, Michelle(2015) <i>B.S.N., La Salle University; M.S.N., Villanova University; Ed.D., Capella University</i>	Associate Professor
Santucci, Mary Ellen(2015) <i>B.S., St. Joseph's University; B.S.N., M.S.N., Thomas Jefferson University; Ph.D., Widener University</i>	Associate Professor
Specht, Dawn M.(2011) <i>BSN, MSN, Thomas Jefferson University; PhD, Widener University</i>	Assistant Professor
Department of Philosophy and Religion Studies	
Ashton, Dianne(1989) <i>B.A., Adelphi University; M.A., Ph.D., Temple University</i>	Professor
Bauer, Nathan(2014) <i>Ph.D. University of Chicago; BA, McGill Univ.; BA Univ. of Calgary</i>	Instructor
Clowney, David(1988) <i>B.A., Calvin College; M.A., Wayne State University; M.Div., Westminster Theological Seminary; Ph.D., Temple University</i>	Professor
Lund, Matthew(2004) <i>B.S., University of Minnesota; M.A., Ph.D., University of Illinois at Chicago</i>	Associate Professor
Miller, Ellen M.(2001) <i>B.A., Rutgers University, M.A., Ph.D. York University</i>	Associate Professor
Wang, Youru(2000) <i>B.A., Fudan University, China; Ph.D., Temple University</i>	Professor
Department of Physics and Astronomy	
Dobbins, Tabbetha A(2011) <i>B.S., Lincoln University; M.S., University of Pennsylvania; Ph.D. Pennsylvania State University</i>	Associate Professor
Farnelli, Donald(1964) <i>B.S., Glassboro State College; M.Ed., Temple University; Ph.D., Union Graduate School</i>	Associate Professor
Flores, Eduardo(1988) <i>B.S., New York Polytechnic; M.S., Ph.D., University of Michigan</i>	Associate Professor
Guerra, Erick J.(1998) <i>B.S., University of California, Berkeley; M.A., Ph.D., Princeton University</i>	Associate Professor
Hettinger, Jeffrey D.(1995) <i>B.A., Mansfield University; M.A., Ph.D., Boston University</i>	Professor
Hu, Xiao(2012) <i>B.S., Nanjing University; M.S., Ph.D., Tufts University</i>	Assistant Professor
Klassen, David R.(1998) <i>B.S., University of Minnesota; Ph.D., University of Wyoming</i>	Professor
La Porta, Philip(2014) <i>B.S., Muhlenberg College; M.S., Ph.D., Lehigh University</i>	Instructor
Lim, Michael Jay Young(2003) <i>A.B., Harvard College; Ph.D., University of Michigan</i>	Professor
Ling, Hong(1992) <i>B.S., Jiaxin Teacher's College; M.S., Xian Institute of Optics and Fine Mechanics; Ph.D., Drexel University</i>	Professor
Lofland, Samuel E.(1998) <i>B.S., M.S., Ph.D., University of Maryland</i>	Professor
Magee-Sauer, Karen P.(1989) <i>B.S., University of Virginia; M.S., Ph.D., University of Wisconsin-Madison</i>	Professor

Faculty List

Nucci, Nathaniel(2014) <i>B.S., M.S., University of New Hampshire; Ph.D., University of Pennsylvania</i>	Assistant Professor
Smith, Trevor(2014) <i>B.S., M.S., Ph.D., University of Maine</i>	Assistant Professor
Department of Political Science and Economics	
Butler, R. Lawrence(2001) <i>B.A., Washington and Lee University; M.A., George Mason University; M.A. George Washington University; Ph. D., Princeton University</i>	Professor
Gougon, Danielle(2013) <i>B.A., Bloomsburg University, M.A., New School University, Ph.D., Rutgers University</i>	Instructor
Livingston, Brendan(2011) <i>B.A., Lewis and Clark College, M.A., University of California, Davis, Ph.D, University of Arizona</i>	Assistant Professor
Markowitz, Lawrence(2009) <i>B.A., State University of New York; M.A., The American University; Ph.D. University of Wisconsin</i>	Associate Professor
Reaves, Natalie D.(1998) <i>B.S., Rutgers University; M.S., University of North Carolina; Ph.D., Wayne State University</i>	Associate Professor
Somdahl-Sands, Katrinka(2009) <i>B.A., University of Minnesota; M.A., Ph.D., University of Texas</i>	Assistant Professor
Storino, Laura(2013) <i>B.S., University of Pennsylvania, M.A., Temple University, Ph.D., Temple University</i>	Instructor
Department of Psychology	
Abrams, Lisa(2014) <i>B.S., College of Mount Saint Vincent; Ph.D., City University of New York</i>	Instructor
Angelone, Bonnie(2004) <i>B.A., University of Tulsa; M.A., Ph.D., Kent State University</i>	Associate Professor
Angelone, David(2005) <i>B.A., California State University at Sacramento; M.A., Ph.D., Kent State University</i>	Associate Professor
Davis-LaMastro, Valerie(1989) <i>B.S., Douglass College, Rutgers University; M.S., Villanova University; Ph.D., University of Delaware</i>	Assistant Professor
Dihoff, Roberta(1987) <i>B.A., Rutgers University; M.S., University of Wisconsin at Madison; Ph.D., University of Wisconsin at Madison</i>	Professor
Dinzeo, Tom(2008) <i>B.A., University of Minnesota; M.A., Kent State University; Ph.D. Kent State University</i>	Associate Professor
Frierson, Georita(2015) <i>B.A., Hampton University; M.A., Ph.D., The Ohio State University</i>	Associate Professor
Greco, Monica A.(1990) <i>B.S., Albright College; M.A., Ph.D., Temple University</i>	Associate Professor
Haugh, Jim(2001) <i>B.A., Baldwin-Wallace College; M.S., Saint Louis University; Ph.D., Saint Louis University</i>	Associate Professor
Hough, Gerald(2003) <i>B.S., Purdue University; M.S., Ph.D., Ohio State University</i>	Associate Professor
Joppa, Meredith(2014) <i>B.A., Brown University; M.A., Ph.D., University of Denver</i>	Assistant Professor
Kerwin, Mary Louise E.(1996) <i>B.A., M.A., Ph.D., University of Notre Dame</i>	Professor

Faculty List

Kirby, Kimberly(2015) <i>B.A., M.A., University of Manitoba; Ph.D., University of Kansas</i>	Professor
McElwee, Rory(2003) <i>B.A., Drew University; Ph.D., Cornell University</i>	Associate Professor
Raiff, Bethany(2012) <i>B.A., University of Wisconsin at Eau Claire; M.S., Ph.D., University of Florida</i>	Assistant Professor
Sledjeski, Eve(2013) <i>B.S., Mary Washington College; M.A., Kent State University; Ph.D., Kent State University</i>	Instructor
Soreth, Michelle (2006) <i>B.A., Rollins College; Ph.D., Temple University</i>	Associate Professor
Stoeckig, Keiko(1988) <i>B.A., Bemidji State University; Ph.D., Dartmouth College</i>	Assistant Professor
Yurak, Tricia(1998) <i>B.S., Northern Kentucky University; M.S., Ph.D., Ohio University</i>	Associate Professor
Department of Public Relations and Advertising	
Basso, Joseph(2003) <i>B.A., M.A., Glassboro State College; Ph.D., Texas A & M University; J.D., Widener University; APR</i>	Professor
FitzGerald, Suzanne Sparks(1994) <i>B.A., Eastern University; M.S., Drexel University; Ph.D., Temple University; APR Fellow PRSA</i>	Professor
Johnson, Kristine(2013) <i>B.S. University of Texas, MS, Texas Christian, Ph.D., Florida State University</i>	Assistant Professor
Kim, Bokyoung(2012) <i>B.A. Handong Global University, MA, Michigan State University, Ph.D., University of Missouri</i>	Assistant Professor
Moore, Edward(2007) <i>B.A., M.A., Glassboro State College (Rowan University); APR</i>	Professor
Nia-Schoenstein, Asi(2004) <i>B.A., Clark University; M.S., Boston University; APR</i>	Instructor
Novak, Alison(2015) <i>B.A. Marist College, Ph.D. Drexel University</i>	Assistant Professor
Park, Sun Young(2014) <i>B.A. Sogang University, MA University of Texas at Austin, Ph.D., University of Florida</i>	Assistant Professor
Vilceanu, Olga(2011) <i>B.A., M.A., Bucharest University; Ph.D., Temple University</i>	Assistant Professor
Department of Radio/Television/Film	
Bierman, Joseph(1988) <i>B.A., Rowan University; M.F.A., New York University; Ph.D., Regent University</i>	Associate Professor
Biesen, Sheri Chinen(2001) <i>B.A., M.A., University of Southern California; Ph.D., The University of Texas</i>	Associate Professor
Brand, Keith M.(2002) <i>B.F.A., West Virginia University; M.Ed., Temple University</i>	Professor
David Bianculli(2009) <i>B.S., M.A., University of Florida</i>	Associate Professor
Donovan, Mike(1972) <i>B.A., Jersey City State College; M.A., New York University</i>	Professor

Faculty List

Kaleta, Kenneth(1989) <i>B.A., M.A., Villanova University; Ph.D., New York University</i>	Professor
Mason, Jonathan(2010) <i>B.A., University of Miami; M.F.A., Columbia University</i>	Assistant Professor
Nicolae, Diana(2006) <i>B.A., Bucharest University; M.F.A., University of North Carolina - Greensboro</i>	Associate Professor
Olshefski, Jonathan (2010) <i>B.A., M.F.A., Temple University</i>	Assistant Professor
Politz, Keir(2015) <i>B.A., College of Holy Cross; M.F.A., Columbia University</i>	Assistant Professor
Department of Science, Technology, Engineering, Art and Mathematics (STEAM)	
Abi-El-Mona, Issam H.(2008) <i>B.S., M.A., American University of Beirut; Ph.D., University of Illinois Urbana-Champaign</i>	Associate Professor
Graziano, Jane E.(1999) <i>B.S., University of Illinois; M.A., Rowan University; Ed.D, Teachers College, Columbia University</i>	Professor
Levinowitz, Lili(1989) <i>B.M., Westminster Choir College; M.M., Ph.D., Temple University</i>	Professor
Perry, Jill Ann(2001) <i>B.S., M.Ed., University of Florida; Ph.D., University of Central Florida</i>	Associate Professor
Weiman, Robert(2012) <i>B.A. Williams College; M.A. City University of New York; Ph.D. Univ. of Delaware</i>	Assistant Professor
Department of Sociology and Anthropology	
Abbott, James R.(1990) <i>B.A., University of San Diego; M.A., Ph.D., University of Pennsylvania</i>	Professor
Carter, Allison(1988) <i>B.A., University of Pennsylvania; M.A., The New School for Social Research</i>	Instructor
Gallant, Mary J.(1992) <i>B.A., M.A., University of Missouri; Ph.D., University of Minnesota</i>	Associate Professor
Hartman, Harriet J.(1996) <i>B.A., University of California at Los Angeles; M.A., University of Michigan; Ph.D., Hebrew University of Jerusalem</i>	Professor
Hill, Jane(2013) <i>B.A. University of Mississippi, M.A. University of Memphis (Anthropology), M.A. University of Memphis (Art History-Egyptology) Ph.D., University of Pennsylvania</i>	Instructor
Hutter, Mark(1974) <i>B.A., M.A., Brooklyn College; Ph.D., University of Minnesota</i>	Professor
Joy, Sandra (2003) <i>B.A., Christopher Newport University; M.S.W., Norfolk State University; M.A., Ph.D., Temple University</i>	Associate Professor
Kasserman, David(1973) <i>B.A., Indiana University; M.A., Ph.D., University of Pennsylvania</i>	Associate Professor
Li, Yuhui(1992) <i>B.A., Sichuan Foreign Languages Institute, China; M.A., Ohio University; Ph.D., Ohio State University</i>	Professor
Miller, DeMond S.(1997) <i>B.A., Northeast Louisiana University; M.S., Ph.D., Mississippi State University</i>	Professor
Rosado, Maria(1993) <i>B.A., M.A., Ph.D., Rutgers University</i>	Professor

Faculty List

Sommo, Anthony J.(1992) <i>B.A., M.A., Ph.D., University of Connecticut; M.S.W., Syracuse University</i>	Assistant Professor
Department of Theatre and Dance	
Elkins, Leslie A.(2004) <i>B.A., Columbia College; M.Ed., Ph. D., Temple University</i>	Associate Professor
Fantova, Marketa(2014) <i>B.F.A. DAMU Theatre Academy, Prague; M.F.A. Wayne State University</i>	Assistant Professor
Fusco, Thomas A.(1999) <i>B.A., University of Massachusetts; M.F.A., Boston University</i>	Associate Professor
Hostetter, Anthony(2012) <i>B.F.A., Virginia Commonwealth University; M.F.A. Penn State, Ph.D., University of Missouri</i>	Instructor
Hostetter, Elisabeth(2000) <i>B.F.A., Virginia Commonwealth University; M.A., University of Texas; Ph.D., University of Missouri</i>	Associate Professor
Maggor, Rebekah(2012) <i>B.A., Columbia University; M.F.A. Moscow Art Theatre/Harvard University</i>	Assistant Professor
Roche, Christopher(2014) <i>B.A. Catholic University; M.F.A. Ohio State University; Ph.D, Ohio State University</i>	Assistant Professor
Savadove, Lane(2007) <i>B.A., Haverford College; MFA, Columbia University</i>	Assistant Professor
Stewart, Melanie(1981) <i>B.A., Webster College; M.F.A., Temple University</i>	Professor
Turner, Paule Lawrence(2000) <i>B.F.A., Virginia Commonwealth University; M.F.A., Temple University</i>	Assistant Professor
Department of Writing Arts	
Block, Ronald(2003) <i>B.A., University of Nebraska; M.A., M.S., Syracuse University;</i>	Associate Professor
Courtney, Jennifer(2004) <i>B.A., Duquesne University; M.A., Western Michigan; Ph.D., Purdue University</i>	Associate Professor
Del Russo, Celeste(2015) <i>B.A., Wheaton College; M.A., University of New Orleans; M.Sc., University of Oxford; Ph.D., University of Arizona</i>	Assistant Professor
Han, Aiguo(1993) <i>B.A., Xian Foreign Language University; M.A., Ph.D., Indiana University of Pennsylvania</i>	Associate Professor
Harvey, Roberta K.(1998) <i>B.A., M.A., University of North Dakota; Ph.D., University of Wisconsin-Milwaukee</i>	Associate Professor
Herberg, Erin V.(2000) <i>B.S., B.A., Western Carolina University; M.A., Ph.D., Georgia State University</i>	Assistant Professor
Itzkowitz, Martin(1989) <i>B.A., Brooklyn College; M.A., Ph.D., New York University</i>	Associate Professor
Jahn-Clough(2010) <i>B.A., Hampshire College, M.F.A. Emerson College</i>	Assistant Professor
Jennifer Tole(2014) <i>B.A., Ph.D., Temple University</i>	Instructor
Kopp, Andrew(2009) <i>B.A., University of South Florida; M.A., Ph.D., University of Arizona</i>	Associate Professor

Faculty List

Martin, Deb(2003) <i>B.S., Western Michigan University; M.A., Ph.D., Texas Woman's University</i>	Associate Professor
Maxson, Jeffrey N.(1994) <i>B.A., Yale University; M.A., Ph.D., University of California at Berkeley</i>	Associate Professor
Reed, Amy(2012) <i>B.A., B.S., The Ohio State University; M.A., University of Dayton; Ph.D., Virginia Tech University</i>	Assistant Professor
Shapiro, Rachael(2015) <i>B.A., SUNY Plattsburgh; M.A., Washington State University; Ph.D., Syracuse University</i>	Assistant Professor
Tweedie, Sanford M.(1994) <i>B.A., University of Michigan; M.A., Eastern Michigan University; Ph.D., University of Wisconsin-Milwaukee</i>	Professor
Wolff, William(2006) <i>B.A., Union College; M.A., University of Cincinnati; Ph.D., University of Texas</i>	Associate Professor
Woodworth, Amy(2013) <i>B.A., New York University; M.A., Rutgers University at Newark; Ph.D., Temple University</i>	Instructor

Course Descriptions

- ACC 03210: Principles Of Accounting I 3 s.h.
This course includes accounting theory and practice in the analysis of business transactions and the recording of business data; complete accounting cycle; interpretation of financial data for sole proprietorship, partnerships, corporations and public agencies.
- ACC 03211: Principles Of Accounting II 3 s.h.
Prerequisites: ACC 03210
This course includes accounting theory and practice applied to corporations and public agencies; budgeting and estimating; analysis and comparison of cost and financial data.
- ACC 03500: Managerial Accounting 3 s.h.
This course takes a managerial approach with emphasis on decision-making. It includes financial statement analysis and topics on determination of cost behavior using regression analysis and learning curves, activity based costing, cost allocation, performance measurement, and the decision-making process.
- ACC 03502: Advanced Managerial Accounting 3 s.h.
Taking a managerial approach, this course examines decision making by management. It includes topics on activity-based cost allocation, determination of cost behavior using regression analysis and learning curves, cost allocation, the decision-making process and decision models under uncertainty, performance measurement and executive compensation.
- ACC 03503: Corporate And Partnership Taxes 3 s.h.
This course presents an overview of the Federal Tax System relating to various business forms including corporations, partnerships and exempt entities. Students will examine major tax legislation and judicial precedents with a focus on current and pending legislation. Topics will include corporate organization, accumulations and liquidation, partnership formation, S corporations, exempt organizations, estate and gift taxation, including trusts. Research and preparation software will be used throughout the course.
- ACC 03504: Seminar In Auditing 3 s.h.
Students will develop an understanding of the judgmental issues faced in providing audit and assurance services. Further emphasis will be the application of underlying accounting concepts to solve these judgmental issues. In addition, an emphasis will be on the auditor's decision-making process and the nature and amount of evidence the auditor should accumulate given engagement circumstances.
- ACC 03505: Seminar In Business Law 3 s.h.
In this course, students study the legal aspects of sales, liability, secured transactions, commercial paper and consumer credit. In addition, the course will emphasize legal analysis and research.
- ACC 03506: Advanced Domestic & International Accounting 3 s.h.
This financial accounting course focuses on the accounting for corporate mergers and acquisitions, and the accounting and financial reporting requirements of corporations with both domestic and international subsidiaries. It includes coverage of international financial reporting comparability.
- ACC 03507: Government And Non-For-Profit Accounting 3 s.h.
This financial accounting course focuses on the contemporary accounting issues of governmental and non-profit organizations. It includes: financial reporting, budgeting, forecasting and strategic planning in the environments of local, state, federal government, colleges and universities, hospitals, and voluntary health and welfare organizations.
- ACC 03508: Seminar And Research In Accounting 3 s.h.
This seminar provides the opportunity for students to improve their professional research skills and advance their own scholarly development in the accounting field. Taken after five graduate accounting and business law courses, it provides a synthesis of prior learning. Students will work collaboratively with the professor and other enrolled students to develop and complete a major research project and other assignments. Topics may include financial, not-for-profit, managerial, auditing, or tax accounting.

Course Descriptions

ACC 03509: Intermediate Financial Accounting 3 s.h.

This course will include a review of the accounting process, the conceptual framework, the preparation of financial statements and specific principles related to the accounting for current assets, property, plant and equipment, liabilities, leases, income taxes, pensions, and shareholders' equity. Research and empirical evidence will be emphasized. This course is restricted to students who have not taken Intermediate Accounting I and II at the undergraduate level.

ACC 03510: Financial Statement Analysis 3 s.h.

Prerequisites: Intermediate Accounting I (ACC 03310) OR Managerial Accounting (ACC 03500) OR Permission of the Instructor AND Admission to the MBA, MS in Finance OR COGS in Accounting.

This course will take an expanded study of financial statement analysis from the point of view of the primary users of financial statements: equity and credit analysts. The analysis and use of financial statements will also emphasize the properties of numbers derived from these statements, and the features of the environment in which key decisions are made in using financial statement information. Research and empirical evidence will be emphasized.

ACC 03511: Introduction To Federal Taxation 3 s.h.

Prerequisite: Admission into MBA program or Admission into Certificate of Advanced Graduate Study in Accounting program.

Federal income tax concepts, including gross income, deductions, credits, gains and losses from dispositions of property, deferred and tax exempt transactions, assignment of income, tax accounting, and other special topics. Emphasis will be placed on interpreting the Internal Revenue Code and Regulations as well as case law. Students will be required to show evidence of scholarly research through a major writing assignment on an emerging tax issue.

ACC 03512: Advanced Accounting Information Systems and Business Process Controls 3 s.h.

Prerequisite(s): None

This course is designed to give the MBA student and introduction to the important concepts related to accounting information systems, with emphasis on enterprise risk management. An overview of internal control frameworks is used to discuss pervasive, business process and application controls. A methodology for evaluating the risks and controls within a defined business process is demonstrated and applied across the major business processes. Students will gain hands-on experience with a leading Enterprise Resource Planning system and commercial computerized accounting software.

ACC 03513: CPA Review 3 s.h.

Prerequisite(s): None

This course provides a review of accounting problems and concepts common on the CPA exam and prepares students to gain the skills and knowledge necessary to pass the CPA exam. Topics covered will include: Financial accounting and reporting, Auditing and attestation, Business environment and concepts, and Regulation.

ACC 03514: Accounting Legal Liability and Professional Responsibility 3 s.h.

Prerequisite(s): MGT 98242 or equivalent

This course is a study of the legal liability of accountants and ethical concepts. It will cover the following areas: the ethical role of the professional accountant, professional codes of conduct, ethical decision making, legal and regulatory obligations, and corporate governance and ethical management.

ACC 03515: Forensic Accounting 3 s.h.

Prerequisite(s): None

The course provides a broad overview of forensic accounting. It examines current issues of fraud, such as the nature of fraud, types of fraud, identification, detection, and prevention of fraud. The course provided students exposure to case study, analytics and critical thinking in order to confirm the financial information is presented fairly.

FIN 04500: Financial Decision Making 3 s.h.

Prerequisites: Financial Statement Analysis (ACC 03510) AND Quantitative Methods in Finance (FIN 04511) OR Managerial Accounting (ACC 03500) AND Completion of OR CONCURRENT with Managerial Decision Making Tools (MGT 07500) OR Permission of Instructor AND Admission to the MBA or MS in Finance program.

Students in this course will learn valuation techniques including adjusted present value, equity cash flows, and real-option valuation. In addition to comparing alternative valuation techniques and the assumptions and limitations underlying each, students explore the technical difficulties and incentive effects caused by high leverage, the relation between capital structure and capital costs, the interaction between a firm's financial structure and its business strategies, the conditions contributing to potential under or over-valuation of a firm's prospects by the market, and the managerial consequences of such mis-valuation.

Course Descriptions

FIN 04505: Advanced Financial Planning 3 s.h.
Prerequisite: Admissions to the MBA or MS in Finance program

Financial planning is the process of meeting life goals through the proper management of finances. Life goals can include buying a home, saving for your child's education or planning for retirement. Through sound financial planning individuals can make decisions that will produce their desired results. In this course, students will learn foundations of financial planning, managing basic assets, managing credit, managing insurance needs, managing investments and preparing for retirement and estate planning.

FIN 04510: INDEPENDENT STUDY:FINANCE 1 to 6 s.h.

FIN 04511: Quantitative Methods in Finance 3 s.h.
Prerequisite: Admission to MBA or MS in Finance Program

The objective of this course is to teach students the fundamentals of quantitative finance. The topics covered in the course include asset returns and time value of money, probability and statistics in their applications to financial analysis, portfolio theory and asset pricing models, regression and econometrics for financial data analysis, structure and pricing of financial derivatives, risk quantification and management.

FIN 04512: Capital Budgeting 3 s.h.

This course includes the following topics: estimation of project cash flows, interest, annuity, and present value calculations, evaluation of projects under conditions of certainty and risk, strategic planning in capital budgeting, and leasing. This course may not be offered annually.

FIN 04516: Issues In Finance 3 s.h.

Prerequisites: Financial Decision Making (FIN 04500) OR Permissions of Instructor AND Admissions to MBA.

This course includes the following topics: mergers and acquisitions, financial structure analysis, cost of capital analysis, capital budgeting, portfolio management, financial institutions, money and capital markets, and international finance. This course may not be offered annually.

FIN 04518: Derivative Securities and Financial Risk 3 s.h.

Prerequisite(s): Investments and Portfolio Analysis FIN 04600 OR Permission of Instructor AND Admission to MBA OR MS in Finance.

In this course, students will learn forward, future, option and swap contracts, and hedging, arbitrage, and derivatives-pricing models. In addition, securitization and risk management concepts will be covered. Students will learn how to model and evaluate derivative instruments and their applications to corporate strategy and risk management.

FIN 04520: FINANCIAL MODELING 3 s.h.

Prerequisites: FIN 04500 Financial Decision Making OR Instructor's Permissions AND Admission to MBA or MS in Finance program.

The objective of this course is to teach students the fundamentals and practice of building financial models by using Microsoft Excel. Students become familiar with the built-in-functions of Excel and learn how to use them in financial model building with a hands-on-approach. The topics covered in the course include financial statement modeling, cost of capital, capital budgeting modeling, leasing, valuation analysis, portfolio modeling, capital-asset pricing models, option-pricing models, real options modeling, bonds, and term structure modeling.

FIN 04530: Multinational Financial Management 3 s.h.

Prerequisite: FIN 04500 Financial Decision Making OR Instructor's Permission AND Admission to MBA OR MS in Finance program.

The objective of this course is to examine the managerial implications pertaining to the financial operations of the multinational firms of the investments in the international arena. The standard topics in international finance, such as exchange rate determination, foreign exchange risk (exposure), hedging techniques (using derivatives), international corporate valuation and capital budgeting, and sources of funds and the cost of capital in the international bond, stock, and money markets, are examined from a managerial point of view.

FIN 04540: Financial Institutions Management 3 s.h.

Prerequisites: Admissions to MBA or MS in Finance program OR Instructor permission.

In the course, students will learn about the many roles financial service-providers play in the economy today. Students will examine how and why the financial services marketplace as a whole is rapidly changing, becoming new and different as we move forward into the future. Students will also learn the techniques how to measure and manage various financial risks the modern financial institutions face in today's globally competitive financial environment, such as interest rate, market, credit, liquidity, off balance sheet, foreign exchange, sovereign, technology and other operational risks.

Course Descriptions

artistic concepts and skills, an understanding of the artistic development of children, and considerations for adaptive learning in the arts for special populations.

SMED 31360: Secondary Art Methods: Teaching And Learning Art B 3 s.h.

Prerequisites: ELEM 02270 and ELEM 02282

This course prepares pre-service teachers for instructing high school students in the visual arts. Through laboratory and clinical field experiences learners will apply theories of artistic learning to authentic arts classroom situations while under faculty supervision. Assignments involve the learner in examining high school art curriculums, a variety of assessment strategies used by art teachers in the classroom, and approaches for critiquing student works and aesthetic enrichment. The learner will be required to prepare art lessons and units of study that demonstrate: a working knowledge of artistic concepts and skills, an understanding of the artistic development of the adolescent, and considerations for adaptive learning in the arts for special populations.

SMED 31507: GRAD PROBS 3 s.h.

AHI 05501: Integrated Information Technology In Health Care 3 s.h.

Prerequisite: BSN, BS or BA (in health care related field) and evidence of successful completion of an undergraduate computer course that contained content in healthcare informatics.

The delivery of efficient health care requires the integration of information technology. This course builds on basic informatics knowledge and challenges the learner to apply these principles to the health care setting. The student will consider emerging technology and creatively investigate ways to improve patient care.

BIOL 01100: Biology I 4 s.h.

This course studies the chemical properties of protoplasm; cell structure and cell division; metabolic processes in organisms, including photosynthesis and respiration; principles of genetics including Mendelian laws; evolution and ecological relationships of organisms.

BIOL 01104: Biology I: Diversity, Evolution, And Adaptation 4 s.h.

This laboratory course is designed for freshman Biology majors and is the first of a four-course introductory sequence. This course introduces students to organismal diversity and its evolutionary origins, covers the fundamental concepts of evolutionary theory, and surveys many of the ways that organisms have become adapted to their environments. In addition, students in this course will learn some of the basic skills necessary for scientific inquiry, including the scientific method, critical thinking, experimental design, and the gathering, analysis, and presentation of quantitative data. Credit will not be given for both Biology I (BIOL 01104) and Biology I (BIOL 01100). Priority for enrollment will be given to students declared as Biology majors, Biology minors, Computer Science majors, Biochemistry majors, Environmental Studies majors, Environmental Studies minors, or Pre-Medical concentration.

BIOL 01106: Biology 2: Concepts In Genetics 4 s.h.

Prerequisites: BIOL 01104

This course is designed for first year biology majors and builds on skills and knowledge gained by the students from Biology 1. The course focuses on the study of genetic factors in bacteria, viruses, higher plants and animals. The principles of mendelian, molecular and population genetics will be introduced. Discussion of genetic applications in agriculture, biotechnology, and medicine will be an integral part of the course. The laboratory projects will provide the students with the opportunity to gain hands-on experience with the most common classical and molecular genetics methods. Credit will not be given for both Biology 2 (BIOL01.104) and Biology II (BIOL01.101).

BIOL 01202: Biology 3t: Biological Skills And Methods 4 s.h.

Prerequisites: BIOL 01100 and BIOL 01101

This laboratory course is designed for students transferring into the Biology major after having completed Biology I and Biology II at another institution. This course will review key topics covered in Biology 1, 2, and 3 (BIOL01.103, BIOL01.104, and BIOL01.203) while introducing students to a variety of scientific skills covered in those courses. Examples of skills include critical thinking, experimental design, reading of primary literature, data collection, analysis, and interpretation, and oral and written scientific presentations. Credit will not be given for both Biology 3 (BIOL01.203) and 3t (BIOL01.202).

BIOL 01203: Biology 3: Introduction To Cell Biology 4 s.h.

Prerequisites: BIOL 01106

This laboratory course introduces students to the fundamentals of cell biology, including the cellular basis of life, cell evolution, cellular organization, cell metabolism, cell diversity, cell-cell communication, intracellular signaling and the cellular basis of disease.

Course Descriptions

BIOL 01599: INDEP STUDY 1 to 3 s.h.

BIOL 05555: Bioinformatics: Advanced Biological Applications 3 s.h.
Prerequisites: Graduate Student Status

This course in bioinformatics covers the application of modern computational and functional genomics methods to current questions in biological and biomedical sciences. Bioinformatics approaches and philosophy will be highlighted through exploration of research problems in cell and developmental biology, and ecology. Collaborative learning and problem solving using computational, statistical and genomics methods will be emphasized. Students will design and carry out collaborative research projects.

BIOL 14540: Introduction To Biochemistry I 3 s.h.

This course is concerned with the chemical compounds and chemical reactions which are of paramount importance to the functioning of biological systems. The major metabolic pathways for energy production and biosynthesis are examined. The requirements include a research paper or individual project. Admission to the course is at the discretion of the Graduate Advisor. This course may not be offered annually.

BIOL 27503: Concepts Of Comparative Embryology 4 s.h.

This graduate laboratory course focuses on the morphological and physiologic processes involved in embryogenesis of animals. The course includes the development of echinoderms, amphibians, birds, and mammals. Considerable emphasis will be placed on organogenesis and the development of organ systems.

BMS 01360: Biophysics I 4 s.h.

Prerequisites: PHYS 00300; BIOL 01203 or BIOL 01202 and one of PHYS00211 or PHYS 00221 or PHYS 00222

This course is aimed at understanding the physics of biological systems. The goal of the course is to quantitatively define biological systems and their functions. Key emphasis will be placed on (1) understanding theories, laws, and axioms that govern systems and their behavior and (2) the use of physics to determine quantitative information about systems and their behaviors. For each topic, the basic laws of physics will be reviewed followed by their application to specific biomolecular or biological system examples. The laboratory component is aimed at giving students hands-on experience in measurement and observation for biological systems.

CHE 06502: Special Topics In Chemical Engineering 3 to 6 s.h.

This course presents chemical engineering topics related to recent developments in industrial practice or research. May be repeated.

CHE 06506: Process Heat Transfer 3 s.h.

Application of heat transfer to the process industries. Mechanisms of heat transfer; conduction, convection and radiation; Selection and design of heat exchanging equipment, e.g., double-pipe, shell and tube, plate and frame, extended fin heat exchangers. Design parameters for heat transfer with phase change.

CHE 06508: Membrane Process Technology 3 s.h.

Principles of membrane processes: reverse osmosis, ultrafiltration, microfiltration, electrodialysis, pervaporation, gas permeation, and their application to traditional and emerging fields. Membrane materials and structure. Mass transfer and design aspects for both liquid and gas separation systems.

CHE 06510: Biochemical Engineering 3 s.h.

The fundamentals and engineering of bioprocess engineering with emphasis on applying biotechnology to industrial processes. Essential aspects of biochemistry, microbiology and kinetics. Discussion of bioreactor engineering, and recovery and purification processes. Processing applications of engineering kinetics and enzyme technology. Laboratory experiments and demonstrations will be integrated throughout the course.

CHE 06512: Safety In The Process Industries 3 s.h.

This course presents the basic principles, guidelines, and calculations necessary for the safe design and operation of chemical plants and related manufacturing facilities. Topics include: toxics and human exposure, fires and explosions, vessel relief systems, hazard identification and risk assessment, source and dispersion models. Accident investigation is discussed along with a review of actual case histories.

CHE 06514: Transport Phenomena For Engineers 3 s.h.

This course will present the analogies among heat, mass, and momentum transfer. Governing differential equations and their uses in steady-state and unsteady-state systems will be described. Applications will be discussed for mass transfer coupled with heat transfer and/or chemical reaction. Numerical methods and computer applications will be integrated throughout the course.

Course Descriptions

CHE 06574: Advances In Particle Technology 3 s.h.

This course introduces students to application of chemical engineering fundamentals in the particle processing industry. Processes involving particles are an important part of the chemical process industry. These processes range from fluidized catalytic cracking of oils to coating processes in the pharmaceutical industry. Students will use advanced principles in fluid flow, heat and mass transport, and kinetics to analyze and design particle manufacturing processes and chemical industry processes involving particles. Novel processes will also be discussed and analyzed.

CHE 06575: Biopharmaceutical and Industrial Fluid Mixing 3 s.h.

Prerequisite(s): Graduate standing and approval of Graduate Advisor

Students in this course will demonstrate the importance mixing of both in biotechnology and the pharmaceutical industries. The design project in this class will include a product that requires multiple process steps involving multiple phases and complex liquids and chemical reactions. Students will apply single and multi-phase fluid dynamics to the design of an industrial process that includes equipment design. A major objective of the class is to develop equipment designs for the biotechnology and pharmaceutical industry.

CHE 06576: Bioprocesses 3 s.h.

This course will focus on the fundamental principles of bioprocesses. The characteristics of bioprocesses will be presented as applied to downstream processing in the pharmaceutical/biotechnology and related industries. Theory and design of filtration, microfiltration, centrifugation, cell disruption, extraction, adsorption, chromatography, precipitation, ultrafiltration, crystallization, and drying will be presented as applied to biosystems. Commercial design considerations, such as sanitary design/sterilization, water quality, solvent recovery, waste disposal and biosafety, will be reviewed.

CHE 06577: Advanced Engineering Process Analysis And Experimental Design 3 s.h.

This course exposes students to advanced engineering applications of process analysis and experimental design. The course includes a multidisciplinary approach with theoretical background to support the course applications. Students will use advanced statistical and optimization techniques for process analysis and experimental design, process monitoring and quality control presently used in industry. The analysis and experimental design techniques presented in this course serve to optimize complex industrially relevant processes and make engineering design and calculations more effective. Applications from a wide range of industries will be presented including pharmaceutical, food, bulk and specialty chemicals, and petroleum industry applications.

CHE 06578: Tissue Engineering 3 s.h.

Prerequisite(s): Graduate standing and approval of Graduate Advisor

Tissue engineering is an expanding field that integrates principles of biology and engineering for the development of tissue substitutes and artificial organs. This course, which utilizes a combined lecture-laboratory approach, will review embryology, cell culture techniques, stem cell biology, cell signaling, cell development and differentiation, biocompatibility, tissue organization and function, biomaterial synthesis/characterization, and structure-function relationships in tissue engineering scaffolds.

CHE 06579: Industrial Process Pathways 3 s.h.

This course will study chemical reaction mechanisms that play crucial roles in the chemical industry. Fundamentals of reaction thermochemistry and reaction kinetics will be discussed. Students will learn to construct mechanistic models of complex, multi-reaction systems, and to apply these models to the solution of practical problems such as yield optimization.

CHE 06580: Optimization Of Engineering Projects 3 s.h.

This course will overview strategies for planning and directing long-term engineering projects. Topics will include project organization, project scheduling, allocation of resources, project optimization and financial analyses.

CHE 06581: Advanced Process Analysis 3 s.h.

This course will examine advanced topics in process analysis including: process consistency, identification of optimal process based on economic analysis, process documentation including flowsheets and budgets, replacement analysis for processing equipment, and rationing limited resources between competing projects.

CHE 06582: Food Engineering Systems 3 s.h.

This course introduces students to the application of fundamental and advanced chemical engineering fundamentals applied to food processing systems. Students analyze and design food engineering processes. The basic and advanced chemistry and biochemistry required for an in-depth understanding of food systems is presented. Basic principles of mass transfer, heat transfer, fluid flow, chemical reaction, process control, and mixing are used to analyze or design food production systems. Computer simulations will be used for the design of food processing systems. Laboratory experiments and demonstrations will be integrated throughout the course.

Course Descriptions

- CHE 06586: Advanced Engineering Thermodynamics. 3 s.h.
Prerequisites: Graduate standing and approval of Graduate Advisor.
Applications of classical and molecular thermodynamics to industrial problems in chemical and phase equilibrium. Topics include nonideal solutions, high pressure systems, complex reaction equilibria, generalized correlations, and equations of state.
- CHEM 05501: PRINC OF CHEMISTRY 3 s.h.
- CHEM 05544: INTRO TO RESEARCH 3 s.h.
- CHEM 06100: Chemistry I (Lecture And Lab) 4 s.h.
This course presents the basic principles involved in the study of chemistry. It emphasizes modern theories and laws used in the understanding of the structures and reactions of the elements and compounds and also includes gas laws, stoichiometry, and solution theory.
- CHEM 06101: Chemistry II (Lecture And Lab) 4 s.h.
Prerequisites: CHEM 06100 or CHEM 06105
This course is a continuation of CHEM06.100. It covers these topics: equilibria, including acids and bases, complexes, and sparingly soluble compounds, thermodynamics, kinetics, electrochemistry, and solution theory. Descriptive inorganic chemistry is also covered.
- CHEM 07200: Organic Chemistry I (Lecture And Lab) 4 s.h.
Prerequisites: CHEM 06101 or CHEM 06106
This course studies the chemistry of carbon compounds and their properties, structures and reactions. It emphasizes the study of the principle classes of aliphatic and aromatic compounds, which in conjunction with selected experiments, gives an understanding of the mechanisms of organic reactions. Required for science majors.
- CHEM 07201: Organic Chemistry II (Lecture And Lab) 4 s.h.
Prerequisites: CHEM 07200
This course is a continuation of CHEM07.200. Required for science majors.
- CHEM 07531: Special Topics In Biochemistry 3 s.h.
This course covers special topics in individual areas of biochemistry. Specific prerequisites are determined by the nature of the course when it is announced.
- CHEM 07548: Biochemistry 4 s.h.
This course is concerned about Chemical compounds and chemical reactions which are of paramount importance to the functioning of biochemical systems. The major metabolic pathways for energy production and biosynthesis are examined. Laboratory experiments reinforce and expand the lecture material. The requirements of this course include a graduate laboratory project and/or research paper. Admission to the course will be at the discretion of the Graduate Advisor. This course is taught in the Chemistry and Biochemistry Department.
- CHEM 07557: Chemical Biology 3 s.h.
The goal of this course is to describe how chemistry is applied to biochemical and biological systems to answer specific questions. It examines the use of small, synthetic molecules that are used as probes of biochemical function as well as how to design experiments using these molecules. The course also encompasses the use of purely synthetic compounds as functional or structural mimics of biological molecules. The methods and techniques used to measure designed interactions will also be discussed.
- CHEM 07558: Advanced Biochemistry 4 s.h.
This course provides an in-depth study of the principles involved in biological processes. It emphasizes the significance of biochemical reactions and regulations as well as mechanisms. A thorough elucidation of structure, function and mechanism will be presented. The overall strategy of living systems will be illustrated. Laboratory experiments will provide exposure to representative procedures and some important modern techniques. Students are encouraged to design their own molecular biology experiments using the facilities provided. A term project is incorporated into this course. Students are required to conduct an in-depth review of the literature regarding a topic.

Course Descriptions

- CHEM 07592: Advanced Pharmaceutical Chemistry 3 s.h.
Prerequisite: CHEM 07201 OR CHEM 07202
This course covers the structure, properties, preparation, and analysis of organic and inorganic pharmaceutical drugs. Some of the topics that will be discussed include pharmacognosy, organic and inorganic pharmaceuticals, solubility characteristics and properties of these compounds under biological conditions, etc. The course is designed for pharmaceutical sciences students and includes submissions of a written report on original research literature in pharmaceutical chemistry.
- CHEM 07595: Bioinformatics - Advanced Biochemical Applications 3 s.h.
Prerequisites: CHEM 07348 or CHEM 07548 or BIOL 14440
This introductory course in bioinformatics covers the application of modern computational methods to the fundamentals of molecular biology (protein and DNA structure, transcription and translation). The biochemical tools of molecular biology will be discussed. Methods of aligning DNA sequences will be studied in relation to mutations, phylogenetic tree analysis, forensic science, and genetic diseases. Algorithms for protein structure prediction, microarray technology and gene expression will be explored. Computer based lab exercises will support the topics presented. Students will be required to do a literature based research project.
- CHEM 08400: Physical Chemistry I (Lecture) 3 s.h.
Prerequisite(s): (CHEM 07201 or CHEM 07202) and (MATH 01131 or MATH 01141) and (PHYS 02201 or PHYS 00222 or PHYS 02203 or PHYS 00211 or CHE 06302)
This course deals with the problems of the fundamental principles underlying physical chemistry. It gives major emphasis to thermodynamics, kinetics and quantum mechanics. It also includes spectroscopy, group theory and statistical mechanics. MATH01.230 recommended.
- CHEM 08401: Physical Chemistry II (Lecture) 3 s.h.
Prerequisites: PHYS 08400 or CHEM 08400
This is a continuation of CHEM08.400
- CHEM 08505: Advanced Biophysical Chemistry 3 s.h.
Prerequisites: (CHEM 07201 OR CHEM 07202) AND (MATH 01130 OR MATH 01140)
This is a graduate-level Biophysical Chemistry course, which focuses on applications of physical chemistry concepts and methods to biological systems. Topics cover the basic concepts of thermodynamics, reactions kinetics and spectroscopy, etc. Additionally, various specific biophysical chemistry topics and experimental techniques are to be discussed. The course will equip students with a strong theoretical background to understand advanced topics covered in other courses. Students will be additionally required to complete an independent literature report as directed by the instructor.
- CHEM 08510: Advanced Survey Of Molecular Modeling Methods 3 s.h.
Prerequisites: (CHEM 07201 OR CHEM 07202) AND (MATH 01130 OR MATH 01140)
This survey course emphasizes the applications of molecular modeling theory and simulations in chemistry and biochemistry. The course will present to students a broad and in-depth knowledge of different modeling concepts and methodologies, and provide students opportunities to apply modern computational software to investigate molecular structures, chemical reactions, and biomolecular processes such as enzyme catalysis and protein conformational changes, etc. The topics will include quantum chemistry calculations, molecular mechanics, molecular dynamics simulations, in silico drug design, etc. This course is ideal for Chemistry, Biochemistry, Bioinformatics, and Pharmaceutical Science students.
- CHEM 09250: Quantitative Analysis (Lecture And Lab) 4 s.h.
Prerequisites: CHEM 06101 or CHEM 06106
This course provides lecture and laboratory experience in classical methods of gravimetric and volumetric analyses as well as electrical and spectroscopic analyses.
- CHEM 09510: Instrumental Analysis 4 s.h.
The theoretical basis, construction, and data interpretation of most instruments used by chemist are studied. Among the instruments considered are visible, UV, IR, NMR, AA, fluorescence, flame emission, and mass spectrometers. Electroanalytical, potentiometric, conductometric, electrogravimetric, and voltametric methods of analysis are used. Laboratory experiments allow "hands-on" use of representative instruments. The requirements of this course include a graduate laboratory project. Admission to the course will be at the discretion of the graduate adviser. This course may not be offered annually.
- CHEM 09522: Advanced Bioanalytical Chemistry 3 s.h.
Prerequisites: CHEM 09250 AND CHEM 07348
This course will focus on the details of analysis of biomolecules using a variety of analytical techniques including liquid chromatography, electrophoresis and capillary electrophoresis. A thorough discussion of mass spectrometry technique, as applied to biomolecules, will be conducted. This course will also introduce students to different DNA analysis techniques and electrochemical biosensors in biology and medicine. This also includes the analytical centrifugation methods as used in determination of molecular weight of biomolecules. This course prepares students for graduate school, careers in pharmacy,

medical, and forensic among others.

CHEM 09592: Pharmaceutical Techniques I 3 s.h.
Prerequisite(s): CHEM 07201 OR CHEM 07202

This course is intended to provide dedicated training for students in the design of research projects and their implementation in a laboratory setting. The course will offer students the opportunity to focus on the preliminary aspects of research design and implementation in one or more sub-disciplines of chemistry relating to the pharmaceutical sciences. Students will be expected to (a) retrieve, understand and evaluate prior contributions in the identified area of study and (b) design and implement hypothesis-driven studies within this area of study.

CHEM 09593: Pharmaceutical Techniques II 3 s.h.
Prerequisite(s): CHEM 07201 or CHEM 07202

This course is intended to provide dedicated training for students in the chemical, biochemical and computational analysis of the chemical entities with relevance to the pharmaceutical sciences via spectroscopic and other characterization techniques. The course will offer students the opportunity to focus on the preliminary aspects of research design and implementation in one or more sub-disciplines of chemistry relating to the pharmaceutical sciences. Students will be expected to (a) understand, evaluate and discuss scientific information from the primary literature and (b) design and implement research or computational experiments and (c) analyze project outcomes and research data.

CHEM 09594: Pharmaceutical Techniques III 3 s.h.
Prerequisite(s): CHEM 07201 or CHEM 07202

This course is intended to provide dedicated training for students in the development of professional, environmental and ethical best practices in the context of pharmaceutical research. The course will offer students the opportunity to focus on managing professional, environmental and ethical challenges in one or more sub-disciplines of chemistry relating to the pharmaceutical sciences. Students will be expected to retrieve, understand and evaluate prior examples of professional, environmental and/or ethical challenges the identified area of study.

CHEM 09596: Ms Thesis Research I 3 s.h.
Prerequisite: CHEM 07201 OR CHEM 07202

This course provides individual laboratory research exploration of a topic beyond the scope of the existing courses. The research performed would be instructor/advisor specific and is based on the current research being performed in the department. The students would be expected to (a) conduct basic and applied research in pharmaceutical sciences, (b) retrieve and review research literature, (c) provide periodic updates and project reports, and (d) write manuscripts for publication in scientific journals or presentations at conferences and meetings.

CHEM 09597: Ms Thesis Research II 3 s.h.
Prerequisite: CHEM 09596

This is a continuation course for MS Thesis Research I. The students in this course would either expand upon existing research projects from their earlier course, or start newer research projects, which will be determined on an individual case by case basis. The students would be expected to (a) conduct basic and applied research in pharmaceutical sciences, (b) retrieve and review research literature, (c) provide periodic updates and scientific project reports, and (d) write manuscripts for publication in journals or scientific presentations at conferences and meetings.

CHEM 09598: Ms Thesis Research III 3 s.h.
Prerequisite: CHEM 09597

This is a continuation course for MS Thesis Research II. The students in this course would either expand upon existing research projects from their earlier course, or start newer research projects, which will be determined on an individual case by case basis. The students would be expected to (a) conduct basic and applied research in pharmaceutical sciences, (b) retrieve and review research literature, (c) provide periodic updates and scientific project reports, and (d) write manuscripts for publication in journals or scientific presentations at conferences and meetings.

CHEM 09599: Ms Thesis Research IV 3 s.h.
Prerequisite: CHEM 09598

This is a continuation course for MS Thesis Research III. The students in this course would either expand upon existing research projects from their earlier course, or start newer research projects, which will be determined on an individual case by case basis. The students would be expected to (a) conduct basic and applied research in pharmaceutical sciences, (b) retrieve and review research literature, (c) provide periodic updates and scientific project reports, and (d) write manuscripts for publication in journals or scientific presentations at conferences and meetings.

Course Descriptions

- CEE 08503: Special Topics Civil Engineering 1 to 3 s.h.
Civil engineering topics related to recent developments in industrial practice or engineering research. May be repeated.
- CEE 08504: Engineering Estimating 3 s.h.
The course deals with the development of engineering estimates for civil engineering projects and project components including labor, materials and equipment. Total project costs including direct and indirect costs, field and home-office costs, and contingency are covered. Also covered are the various types of civil engineering estimates including piles and cofferdams, wellpoints and earthdrilling, water and sewer systems, road and highway pavements, concrete buildings and bridges, and steel buildings and bridges. The course includes appropriate computer applications.
- CEE 08507: Prestressed Concrete 3 s.h.
- CEE 08512: Advanced Environmental Treatment Process Principles 3 s.h.
Topics in Fundamentals of Physicochemical Processes in Environmental Engineering such as Adsorption, Coagulation/Flocculation, Filtration, Sedimentation, Disinfection, Ion Exchange, Chemical Oxidation, Corrosion and Membranes.
- CEE 08513: Environmental Management 3 s.h.
This course deals with integrated environmental management issues and methodologies with a global perspective. Topics include environmental decision-making from a socio-economic and environmental standpoint, environmental data collection, analysis, and management techniques for environmental assessment and feasibility case studies. The course is intended to give students an understanding of current environmental issues and tools for analysis of data for environmental management. The issues are examined from the worldwide perspectives of science, engineering, business and society. The course will culminate in an original research project and presentation.
- CEE 08522: Site Remediation Engineering 3 s.h.
Topics in site remediation engineering, including site characterization, site safety, modeling site conditions, conducting feasibility studies, and designing remediation systems, such as pump and treat, stabilization, containment, treatment walls, natural attenuation, enhanced bioremediation, phytoremediation, oxidation, soil flushing, and soil vapor extraction.
- CEE 08531: Solid And Hazardous Waste Management 3 s.h.
The course deals with solid and hazardous waste sources, regulations and management; engineering principles, treatment and disposal methods; design of landfills; recycling; toxicology principles; and risk assessment. The course includes appropriate laboratory experiments and computer applications.
- CEE 08532: Pollutant Fate And Transport 3 s.h.
Topics include Characteristics and Properties of Organic Pollutants, Aquatic Chemistry, Transport Mechanisms for Pollutants (Adsorption, Retardation, Attenuation, Volatilization, Biodegradation), Groundwater (Properties, Flow Equations, Transport in Porous Media) and Mathematical Modeling.
- CEE 08533: Integrated Solid Waste Management 3 s.h.
The course deals with the theories and principles of integrated solid waste management as applied to real-world analysis and design problems. The course covers the design of facilities and programs, such as landfills, composting facilities, transfer stations, collection programs, and drop-off centers, and planning of integrated systems for municipalities and counties. Computer applications are included.
- CEE 08543: Advanced Water Resources Engineering 3 s.h.
This course covers advanced topics in water resources engineering including the analysis and design of advanced hydraulic structures, hydraulic similitude and modeling, wave action, and advanced hydrology.
- CEE 08544: Hydraulic Design 3 s.h.
The course focuses on the design and analysis of structures for controlling and conveying water in both the built and natural environment. Topics covered vary from year to year based upon instructor and student interests. Past topics have included open channel flow design, dams and spillways, sanitary and storm sewers, culverts, pumping stations, turbomachinery, and hydraulic similitude and modeling.
- CEE 08545: Environmental Fluid Mechanics 3 s.h.
The course focuses on the engineering study of fluid flow in the environment. Advanced topics in water resources engineering are explored, with content varying based upon instructor and student interests. Past topics have included open channel flow, hydrology, fish passage at hydraulic structures, sediment transport, mixing in natural water bodies, and water quality modeling.

Course Descriptions

- CEE 08546: River Engineering 3 s.h.
This course presents the theory and analytical techniques for the design and analysis of engineering projects that control or convey water in open channel systems. Topics include sediment transport, design of hydraulic structures, river restoration, and computer modeling. The course will culminate in an original research project and presentation.
- CEE 08547: Watershed Engineering 3 s.h.
This course presents the theory and analytical techniques for the design and analysis of stormwater management projects. Topics include environmental law, stormwater mitigation structures, rainfall-runoff analysis, limnology, and computer modeling. The course will culminate in an original research project and presentation.
- CEE 08548: Water and Environmental Monitoring 3 s.h.
Prerequisite: Graduate Standing or Instructor Permission
Introduces the latest and techniques used by water resources and environmental engineers for mapping, modeling and monitoring. The applied goal of this class is to develop an understanding of water and environmental spaces and how maps represent them. This course will provide an overview of the application of advance geographic information system, remote sensing and complex mapping in water resources and environmental engineering. Students will use satellite images to extract data and produce viable information. Students will become familiar with state of the art software in remote sensing and mapping.
- CEE 08552: Foundation Engineering 3 s.h.
The fundamental theme of the course is the analysis and design of structural building and bridge foundations based on advanced principles of soil mechanics. These advanced principles of soil mechanics include compressibility, shear strength, and bearing capacity. The types of foundations analyzed and designed include spread footings and pile foundations. The course includes appropriate computer applications.
- CEE 08553: Earth Retaining Systems 3 s.h.
The fundamental theme of the course is earth retaining systems including advanced principles of soil mechanics and analysis and design of earth retaining systems. The advanced principles of soil mechanics include lateral soil pressure and slope stability. The analysis and design of earth retaining systems includes slopes, embankments, retaining walls and other systems. The course includes appropriate laboratory experiments and computer applications.
- CEE 08562: Advanced Transportation Engineering 3 s.h.
The fundamental theme of the course is the study of advanced topics in transportation engineering including advanced highway engineering and advanced mass transit systems. These advanced topics include the impact and interaction of sociological, economic, geographic and environmental factors on transportation systems. The course includes appropriate field measurements and computer applications.
- CEE 08564: Advanced Design Of Elements Of Transportation Engineering 3 s.h.
The fundamental theme of the course is the study of advanced topics in highway design and analysis, signalized and un-signalized intersection design, forecast travel demand modeling and transportation planning. Topics covered vary from year to year based upon instructor and student interests. This course also includes field measurements and computer applications.
- CEE 08565: Advanced Pavement Analysis and Evaluation 3 s.h.
Prerequisite(s): CEE 08361
The fundamental theme of the course is the engineering study of pavement response. The topics covered include non-linear behavior of pavement materials and interaction between tires and pavements. Modeling and analysis of pavement behavior will also be taught, with content varying based upon instructor and student interests. The course includes field experiments and computer applications.
- CEE 08566: Transportation Systems Modeling 3 s.h.
Prerequisite: Graduate Standing or permission of the instructor
Introduces latest technologies and techniques used by transportation planners and engineers to study current travel characteristics and estimate future travel demand and supply. This course focuses on urban travel characteristics and activity analysis, travel demand and supply analysis, transportation system and project evaluation, and program and project implementation strategies. The course will (1) introduce concepts, procedures and methods associated with transportation planning; (2) provide basic knowledge of travel demand forecasting models; and (3) provide basic knowledge of relevant travel demand modeling software. The proposed course is designed for both undergraduate and graduate students who want to develop their career in transportation engineering and planning. Students in this class will deliver research papers/reports beyond those expected for students in CEE 08466, Introduction to Urban Transportation Planning.

Course Descriptions

- CMS 04210: Mass Media And Their Influences 3 s.h.
Prerequisites: ENGL 05105 or COMP 01112 or ENGR 01201 or permission of instructor
This course studies the impact on our daily lives of television, radio, films, magazines and newspapers. Students examine how the media influence politics, purchases, and entertainment, and how the media affect the culture in shaping beliefs and attitudes. It discusses how each of the media operates and what each accomplishes. This course examines the gap between real life and "mediated" reality.
- CMS 04215: Fiction To Film 3 s.h.
Prerequisite: 30 credits required
This course provides comparative study of film and literature. Students learn the critical vocabulary of literature and film and enhance their understanding of both art forms. The course covers American and foreign works.
- CMS 04225: Semantics 3 s.h.
Prerequisites: 30 credits required
This course makes students aware of the relationship between language and human behavior and of the use and abuse of verbal and non-verbal language. It emphasizes meaning, the classification and abstraction processes and the application of semantic principles to the language of literature, politics, advertising and prejudice.
- CMS 04250: Communication Theory 3 s.h.
Prerequisites: COMP 01112 or ENGR 01201 or permission of instructor
This sophomore-level course acquaints students with current theories as they apply to a variety of communication environments. Drawing upon a wealth of timely research, students study theories relating to interpersonal, small group, organizational, public and mass communication. The course presents theories through readings as well as extensive class discussion.
- CMS 04290: Rhetorical Theory 3 s.h.
Prerequisites: COMP 01112 or ENGR 01201
Rhetorical Theory introduces students to the concept of rhetoric and how it has been theorized from antiquity to the present. The course provides students with a systematic history of rhetorical theory and spotlights significant theorists such as Plato, Aristotle, Cicero, Blair and Burke. Students will explore how both ancient and contemporary theories of rhetoric apply to contemporary society.
- CMS 04315: Participatory Media 3 s.h.
Prerequisites: COMP 01112
This course examines the social, economic and political implications of the use of participatory media, which enable audience participation in the production of mediated messages. Students taking this course will study network theory, the historical roots of the participatory culture, collective action and social networking, convergence, and the changing modes of media production. Students will also study legal and social justice issues related to these evolving trends in media use.
- CMS 04325: Linguistics 3 s.h.
Students study the nature of human language by examining four major components: phonology, semantics, syntax, and morphology. Linguistics principally emphasizes linguistic universals, characteristics which all human languages share. Students discuss dialect formation, first-language acquisition in children, and animal communication systems. Students also compare modern linguistic theories.
- CMS 04575: Advanced Special Topics In Communication Studies 3 s.h.
Advanced Special Topics in Communication Studies allows students the opportunity to study a specific area of the field of communication studies with great depth. Course topics change as new trends develop and as student interest necessitates scheduling. Topics are selected on the basis of timeliness and the availability of expert staff. General topics are announced as the course is scheduled. Permission of instructor is required for undergraduate enrollment so that adequate preparation for course topic can be ascertained. This course is not offered annually.
- CS 01102: Introduction To Programming 3 s.h.
This course acquaints students with the logical structure of a computer, the algorithmic formulation of problems, and a modern high-level programming language. Extensive programming experience is included in the course. Proficiency equivalent to Basic Algebra II (MATH01.195) is expected for this course.
- CS 01104: Introduction To Scientific Programming 3 s.h.
This course emphasizes algorithmic solutions of problems. The syntax of the programming language is also studied, as well as the writing of structured code. Proficiency equivalent to Basic Algebra II.

Course Descriptions

- CS 06205: Computer Organization 3 s.h.
Prerequisite(s): (CS 04113 or CS 04103) or (MATH 03160 or MATH 03150)
This course provides an introduction to computer organization. Students are exposed to the register level architecture of a modern computer and its assembly language. The topics include machine level data representation, von Neumann architecture and instruction execution cycle, memory hierarchy, I/O and interrupts, instruction sets and types, addressing modes, instruction formats and translation.
- CS 06310: Principles Of Digital Computers 3 s.h.
Corequisites: CS 06311 Prerequisites: CS 06205
This course provides an introduction to the fundamentals of computer hardware systems. The topics include digital logic, combinational circuits, sequential circuits, memory system structure, bus and interconnection structure, computer arithmetic and the ALU unit, I/O system structure, hardwired control unit, microprogrammed control unit, and alternative computer architectures. This course is not open to students who have taken CS06.370 Digital Design and Lab.
- CS 06311: Digital Computer Laboratory 1 s.h.
Corequisites: CS 06310 Prerequisites: CS 06205
This lab course provides the student with hands-on experience in the design and implementation of digital components. State-of-the-art systems are used to design, test, and implement digital circuits: Combinational circuits, sequential circuits, registers, counters, datapath, arithmetic/logic units, control units, and CPU design. This course is taken concurrently with Principles of Digital Computers.
- CS 06505: Wireless Networks And Systems 3 s.h.
Prerequisites: Acceptance into the Computer Science MS or BS/MS program
This course prepares students to understand wireless networks and systems, and the underlying communications technologies that make them possible. The course covers descriptive material on wireless communications technologies, and important deployed and proposed networks and systems. Wireless system performance and Quality of Service capabilities are addressed. Students will prepare and deliver technical presentations on state-of-the-art topics in wireless networks and systems.
- CS 06510: Computer Networks 3 s.h.
Prerequisites: Acceptance into the Computer Science MS or BS/MS program
Students in this course study how computer networks work and why they have been designed as we know them. The course covers descriptive material on network architectures and protocols, as well as network performance evaluation and protocol implementation. The course topics include important examples of local, metropolitan and wide area networks; telephone, cellular and wireless networks; the Internet; network security; and design tradeoffs in network systems and their implementations.
- CS 06512: Network Security 3 s.h.
This is a graduate level course that covers the fundamentals of network security and cryptology. The course will cover such topics as cryptographic systems necessary for security, public key infrastructure, principles of data integrity, authentication, and key management, Internet architecture and TCP/IP protocol suite, application layer security, secure sockets layer and transport layer security protocols, IPsec and distributed denial of service attacks. Students will prepare and deliver technical presentations on state-of-the-art research topics in network security.
- CS 06515: Embedded Systems Programming 3 s.h.
Embedded software is used in almost every electronic device. This course deals with software issues that arise in embedded systems programming. Important concepts covered in this course will include device programming interfaces, device drivers, multi-tasking with real-time constraints, task synchronization, device testing and debugging, and embedded software development tools such as emulators and debuggers. These concepts will be applied to design and implement embedded software for one or more modest-sized embedded systems.
- CS 06520: Topics In Computer Architecture 3 s.h.
Students in this course will study the various performance enhancement techniques and more advanced architectural features of modern computer systems. The topics include DMA, I/O processor, RAID, cache memory, virtual memory, pipelining, RISC, superscalar processors and various advanced parallel architectures such as array processors, vector processors, shared-memory multiprocessors, and message-passing multicomputers. Students will complete independent research projects that may include detailed examination of one or two contemporary computers.

Course Descriptions

- CS 07210: Foundations Of Computer Science 3 s.h.
Prerequisite(s): C- or better in (MATH 03160 or MATH 03150) and on of the following: CS 01102, CS 04103, CS 01104 or CS 04113
This course provides an introduction to the theoretical foundations of computer science, including finite automata, context-free grammars, Turing machines, and formal logic.
- CS 07321: Software Engineering I-Writing Intensive 3 s.h.
Prerequisites: (CS04.222 or CS 04.225) and (COMP 01.112 or ENGR 01.201) and (CMS 06.202 or ENGR 01.202)
An introduction to the discipline of Software Engineering. Students will explore the major phases of the Software Lifecycle, including analysis, specification, design, implementation, and testing. Techniques for creating documentation and using software development tools will be presented. Students will gain experience in these areas by working in teams to develop a software system. Proficiency in programming is expected of the students entering this course.
- CS 07340: Design And Analysis Of Algorithms 3 s.h.
Prerequisites: CS 04222 and CS 07210
In this course, students will learn to design and analyze efficient algorithms for sorting, searching, graphs, sets, matrices, and other applications. Students will also learn to recognize and prove NP-Completeness.
- CS 07422: Theory Of Computing 3 s.h.
Prerequisites: CS 04222 and MATH 01131 and CS 07210
This is an advanced course in the theoretical foundations of computer science, building on the introduction provided in the Foundations of Computer Science course. It studies models of computers, such as finite automata and Turing machines, formal languages, and computability, as well as the fundamentals of complexity theory and NP-completeness.
- CS 07522: Advanced Theory Of Computing 3 s.h.
This course builds on the introduction to the theory of computing provided in the course Foundations of Computer Science. It discusses finite automata, formal languages, Turing Machines, and computability theory at an advanced level.
- CS 07523: ADV SOFTWARE ENGINEERING 3 s.h.
Prerequisites: Acceptance into the Computer Science MS or BS/MS program
Students will apply their knowledge from Software Engineering to develop an advanced software system, working in teams. The project will be taken through each of the major software development phases, and student teams will create appropriate deliverables for each phase. Advanced modern software engineering topics such as critical systems, real-time systems, formal specification and validation, and project management will be covered. Students will be required to complete in-depth assignments involving conference or journal papers from the software engineering literature.
- CS 07524: Agiles Software Engineering 3 s.h.
Prerequisites: Computer Science graduate standing.
In this, course students apply in-depth techniques and experience various roles incorporated into the agile software engineering methodology. An overview of each of the major software engineering phases is provided and then applied towards the development of faster and more adaptable software. Proficiency in programming is expected of the students entering this course. Students are required to complete in-depth assignments, read, summarize, and present recent journal papers from the agile software engineering literature, and prepare term papers with regard to an agile software engineering research topic.
- CS 07530: Computer Science Thesis I 3 s.h.
In consultation with the instructor, students will identify and research a specific area of computer science or computer science education. Students will define a thesis project and develop a formal specification of their intended project for completion in Computer Science Thesis II.
- CS 07531: Computer Science Thesis II 3 s.h.
Students will follow their formal project specification developed in Computer Science Thesis I to research a specific area of computer science or computer science education and produce a written thesis.
- CS 07532: Computer Science Thesis III 3 s.h.
Prerequisite: CS 07530 AND CS 07531
Students will continue scholarly research that was being done in Computer Science Thesis II and produce a written thesis.
- CS 07540: Advanced Design And Analysis Of Algorithms 3 s.h.
Students in this course will study efficient algorithms for sorting, searching, graphs, sets, matrices, and other applications, and will learn to design and analyze new algorithms. Students will also learn to recognize and prove NP-Completeness.

related to information visualization.

CS 07575: Advanced Tcp/Ip And Internet Protocols And Technologies 3 s.h.
Prerequisites: Acceptance into the Computer ScienceMS or BS/MS program

This is an advanced computer networking course that will expand students knowledge received in the Data Communications and Networking course. This course will examine operation of the TCP/IP protocol as well as design and architecture of the Internet. This course will cover such topics as: medium access protocols, address resolution protocols, Internet routing, Internet Protocol (IP), Quality of Service, Transport Protocol, and congestion control mechanisms. This course will also include selected topics on network security and network management. Students will prepare and deliver technical presentations on state-of-the-art research topics in the Internet.

CS 07580: COMPUTER ANIMATION 3 s.h.
Prerequisites: Acceptance into the Computer ScienceMS or BS/MS program

This is a graduate level course in Computer Animation that takes a look at Computer Animation from a programmer's perspective. It will investigate the theory, algorithms, and techniques for describing and programming motion for virtual 3D worlds. Approaches that will be explored include keyframing systems, kinematics, motion of articulated figures, and procedural and behavioral systems. Students will be required to complete in-depth assignments, read, summarize, and present recent journal papers from the computer animation literature, and prepare term papers with regard to a computer animation research topic. Students will also be required to specify, design, implement, and document a semester-long software project related to computer animation.

CS 07590: Computer Game Design And Development 3 s.h.
Prerequisites: Acceptance into the Computer ScienceMS or BS/MS program

This is a graduate level course that investigates advances in technology, science, art, and culture involved in the creation of computer games. Games will be examined in a systems context to understand gaming and game design fundamentals. Students will be required to complete in-depth assignments and present recent conference or journal papers from the computer gaming and game design fundamentals. Students will be required to complete in-depth assignments and present recent conference or journal papers from the computer gaming literature. Extensive study of past and current games will be used to illustrate course concepts. Students will also be required to specify, design, implement, and document a semester-long software project related to computer animation.

CS 07595: Advanced Topics In Computer Science 1 to 4 s.h.
 This course enables the faculty to offer courses in advanced topics which are not offered on a regular basis. Prerequisites will vary according to the specific topic being studied.

INTR 01265: Computers And Society 3 s.h.
Prerequisites: CMS 06202

This interdisciplinary course focuses upon the effects of computer systems on individuals and institutions. How computer systems are developed and operated will be related to an analysis of current trends in American society. A study of present and probably future applications of computers in such areas as management, economic planning, data collection, social engineering, education and the military will be followed by an exploration of the relationship of computer systems to problem solving orientations, bureaucratization, centralization of power, alienation, privacy, autonomy and people's self concept. This course is open to students at any level who satisfy the prerequisite and have course work in computer science or sociology or permission of instructor.

COUN 26501: Introduction To Counseling And Guidance 3 s.h.

This course provides a comprehensive, introductory overview of the profession of school counseling. It provides students with the philosophical and historical perspectives that serve as a foundation for the school counseling profession. The course also addresses current professional issues such as legislation, associations, certification, licensure, and accreditation. In addition, information will be provided as to the diversity of roles, job outlook, and specializations within the counseling field.

COUN 26509: Group Counseling In Educational Settings 3 s.h.

Emphasis is placed in the design, planning and facilitation of a group. The focus of the class is experiential whereby students learn group facilitation skills while being part of a group process. The course covers basic skills for group leaders, introducing, conducting and processing exercises, kinds of counseling and therapy groups, dealing with problem situations, and multicultural considerations.

Course Descriptions

COUN 26520: Design And Administration Of Developmental Counseling Programs 3 s.h.
This course provides a thorough exploration of developmental counseling programs, and of how such programs are integral to school educational programs collectively. Topics include: design and administration, consultation skills, comprehensive program components, developmental curriculum, program evaluation, and counselor orientation.

COUN 26523: Counseling Interviewing Skills And Techniques 3 s.h.
The course explores the nature of counseling and its relationships to theoretical concepts. The course also teaches fundamental counseling skills such as relationship building, basic assessment, goal setting, selection of interventions, and evaluation of client outcomes.

COUN 26524: Assessment And Appraisal Procedures In Counseling In Educational Settings 3 s.h.
An overview of formal and informal assessment and appraisal methods for evaluating student trends in academic, behavioral, socio-emotional and career development and performance in educational settings (K-16). Topics include: psychometric statistics, factors related to the assessment and evaluation of individuals, groups and special populations, case conceptualization, assessment, and diagnosis. The processes of selection, administration, scoring, interpretation, and reporting information from appraisal techniques are examined in relation to practical, legal, and ethical considerations.

COUN 26525: Multicultural Counseling And Advocacy In Educational Settings 3 s.h.
This course provides a thorough explanation of multicultural school counseling. It presents relevant skills in counseling culturally diverse populations, as well as current theories and trends in multiculturalism as they relate to K-12 and post-secondary educational settings. The course addresses current professional issues such as promoting academic achievement and student retention among diverse student groups, working with culturally diverse families, and recognizing cultural influences on student behavior.

COUN 26526: Individual Counseling Procedures 3 s.h.
Coverage of all major counseling theories is provided with an emphasis on developing one's personal counseling philosophy and an integrative approach. Using assigned readings, discussion, and interactive counseling situations, students are provided with opportunities to refine their counseling skills; the "theory to practice" approach is utilized.

COUN 26527: Practicum In Counseling In Educational Settings 3 s.h.
Prerequisites: (COUN 26526 Individual Counseling Procedures AND COUN 26529 Counseling Interviewing Skills and Tech AND COUN 26501 Introduction to Counseling and Guidance.
The purpose of this course is to help each student develop effective individual counseling skills which can be used in a multiplicity of settings. Students enrolled in this course will study and apply various contemporary theoretical approaches to counseling through role playing and video taping techniques. A field-based experience of 100 clock hours is required.

COUN 26582: Career Counseling In Educational Settings 3 s.h.
This course seeks to develop a conceptual framework of the career development process throughout the life span as well as practical knowledge of the information system in counseling and career counseling procedures. The course covers the major theories of career development, the structure of the world of work, testing and assessment, computer assisted career guidance systems and systematic career development programming.

COUN 26597: Relations Of The Public School With The Institutions And Agencies Of New Jersey 3 s.h.
Particular attention is directed to the problem of caring for atypical children, the work of prevention of delinquency and maladjustment and the methods which may be used by administrators, supervisors, and teachers to avail themselves of greater assistance with problems surrounding the teaching of atypical students.

COUN 26601: Internship In Counseling In Educational Settings 3 s.h.
Prerequisites: COUN 26520 and COUN 26509 and COUN 26526 and COUN 26501 and COUN 26527 and COUN 26582
Internship I in Counseling/Student Personnel Services is one of the culminating field-based experiences for matriculated students taken during the final Fall semester of one's program. Students spend a minimum of 300 clock hours throughout each semester at their selected internship site for a maximum of 600 clock hours in one academic year. Emphasis is placed upon gaining direct experiences and actually participating in all phases of student services. Internship students work under the direction of an on-site mentor, and a college-faculty supervisor. Internship students attend topical seminars on campus.

COUN 26603: Research And Evaluation Procedures In Counseling In Educational Settings 3 s.h.
Prerequisites: COUN 26520 and COUN 26509 and COUN 26526 and COUN 26501 and COUN 26527 and COUN 26582
Research and Evaluation Procedures in Educational Settings will provide opportunities for students to conduct focused inquiry and to generate knowledge around those factors germane to the field of counseling. During this course, students will begin an action research thesis project focusing on school-counseling program reform, with emphasis on systems change processes, needs assessment, goal setting, and data gathering processes.

Course Descriptions

EDAM 27600: Practicum/Seminar In Administration/Supervision I 3 s.h.

An administrative internship to reinforce and practice administrative and supervisory competencies, in cooperation with a school district, is required. Students apply human relations skills, apply decision-making skills, articulate ethical beliefs and values and apply various leadership theories. Students also demonstrate group process abilities such as shared decision-making, group motivation, conflict resolution, and planning and conducting effective meetings. A project report is required integrating research findings with selected field projects. Written and oral communication and community relations skills are emphasized.

EDAM 27601: Practicum/Seminar In Administration/Supervision II 3 s.h.

An administrative internship to reinforce and practice administrative and supervisory competencies, in cooperation with a school district, is required. Students apply human relations skills, apply decision-making skills, articulate ethical beliefs and values and apply various leadership theories. Students also demonstrate group process abilities such as shared decision-making, group motivation, conflict resolution, and planning and conducting effective meetings. A project report is required integrating research findings with selected field projects. Written and oral communication and community relations skills are emphasized.

EDAM 27610: Human Resources For School Systems 3 s.h.

Analyzes the legal developments and trends in collective negotiations in the public sector. Topics to be developed are the process of effective negotiations, organization rivalries, grievance procedures, the impasse and the comprehensive agreement. This course may not be offered annually. It includes a field experience component.

EDAM 27620: Legal Issues In Higher Education 3 s.h.

This course examines the legal principles that guide the administration of higher education. Students will study current and emerging legal issues in higher education, focusing primarily on student rights, student life, and general administration legal concepts.

EDAM 27621: Student Services In Higher Education 3 s.h.

This course traces the historical development of student services and examines the philosophy and rationale for current student services. Reflecting upon the demographic trends affecting higher education, students consider the extent to which the nature, scope, and delivery of services should be changed to meet emerging needs.

EDAM 27622: Planning And Resource Allocation In Higher Education 3 s.h.

This course will teach students practical approaches to strategic and operational planning in higher education, as well as how to develop budgets that are driven by institutional mission and that support the institutional plan.

EDAM 27623: Diversity In Higher Education 3 s.h.

The purpose of this course is to provide students with an in-depth exploration of diverse populations on college campuses. Students will utilize a broad view of diversity, including race, ethnicity, gender, religious and spiritual values, sexual orientation, socioeconomic status, disability status, and age, as well as unique characteristics of various ethnic and cultural groups that affect college students and campuses. This course will provide students with relevant skills and understanding of current theories, models, and issues within diverse populations and community building on diverse campuses. The readings, discussions, and assignments are intended to provide information for student affairs professionals, administrators, or faculty members.

EDAM 27624: College Admission And Transition 3 s.h.

Prerequisites: HIED 06605 OR EDAM 27737 OR COUN 26526 OR COUN 26520

This course provides an overview of admissions processes in higher education in the United States and incorporates service learning to assist high school students' college search/application processes. Through the service learning experience, students completing the course will have a fuller understanding of issues in admissions, including diversity and equity issues, and how these issues affect students applying to colleges. The topics covered include the admission process, stratification in postsecondary attendance patterns, college counseling, service learning, establishing and maintaining appropriate relationships, as well as the role of reflection in service learning. Particular attention is paid to issues of campus diversity and equitable access to postsecondary education. The readings, discussions, and assignments are intended to provide information for student affairs professionals, school counselors, administrators, or faculty members. All students will be required to complete a fingerprinting and background check process.

EDAM 27625: Change In Higher Education 3 s.h.

This course will focus on the change process both theoretically and practically. Each student will undertake an action research project that will serve as the basis for the thesis. A complete first draft of the thesis will be required by the end of this course.

Course Descriptions

EDAM 27628: Seminar/Internship In Higher Education Administration I 3 s.h.
This course is the first of a two course sequence which is intended to serve as the capstone experience for the M.A. program in higher education. Students will utilize a workplace in a higher education setting as a laboratory to study the application of higher education administrative theory to practice and to begin work on a major capstone research project.

EDAM 27629: Seminar/Internship In Higher Education Administration II 3 s.h.
This course is the second of a two course sequence which is intended to serve as the capstone experience for the M.A. program in higher education. Students will utilize a workplace in a higher education setting as a laboratory to study the application of higher education administrative theory to practice and to complete work on a major capstone research project.

EDAM 27630: Academic Advising in Higher Education 3 s.h.
Prerequisite(s): None

This purpose of this course is to provide students with an in-depth exploration of academic advising on college campuses. Students will gain a broad view of the role and function of academic advising, including its essential role in student development, engagement, retention, and success. Specifically, students will learn about the historical development of academic advising; its current role in student development, success, and retention; the role of academic advising in the multiple academic setting (community colleges, four year universities, special mission institutions); and how to assist students in planning their academic processes. This course will provide students with relevant skills and understanding of current research, models, and considerations for working with diverse and special populations. The readings, discussions, and assignments are intended to provide information for student affairs professionals, administrators, or faculty members.

EDAM 27637: Higher Education Administration 3 s.h.
This course introduces students to the fundamentals of administration in the higher education setting. Topics include authority and power, implementation of institutional policy, decision-making in higher education, conflict resolution, staff supervision, and program assessment.

EDAM 27704: Changing Organizations 3 s.h.
This course focuses on the development of leadership skills that will provide students with the ability to implement change in schools and colleges. Specific topics will involve students in the study of organizational and social change, intervention theory, organizational design, group dynamics, interpersonal communication, and the use of self in leadership.

EDAM 27714: Planning And Negotiating 3 s.h.
This course teaches students to set organizational direction with specific goals and objectives to produce an integrated system of decisions regarding strategies, sub-strategies, programs and budgets that will accomplish the goals of the objectives. The course also focuses on the leadership role of creating mutual understanding and agreement among people and groups who may have fundamental differences of opinion.

EDAM 27719: Dissertation Seminar I 3 s.h.

EDAM 27720: Dissertation Seminar II 3 s.h.
Prerequisite: EDAM 27719

This course is intended to assist students as they develop their dissertation proposal and prepare for the Benchmark II, the dissertation proposal defense. Students will draft Chapters 1, 2, and 3 under the guidance of Educational Leadership Faculty members.

EDAM 27733: The Policy Environment 3 s.h.
Educational leaders must understand the policy environment within which they operate in order to equip them to resolve goal conflicts between education and its environment. This course teaches the skills to develop alternative choices to advance education. Topics include economic, political/legal, social, and science/technology policy, as well as cross-cutting issues such as entitlements, privatization, decentralization, deregulation, use of incentives, and funding of mandates.

EDAM 27735: Promoting Effective Learning 3 s.h.
In this course, students apply leadership skills through examination and analysis of learning and instruction in their school contexts. The course focuses on examining learning theories, identifying the ways in which certain patterns of activity and interaction promote learning, and applying theories to analyze learning environments. Students also use theoretical perspectives to consider the impact of educational reform and to understand how other social, political, economic, legal, and cultural factors can impact learning.

Course Descriptions

EDAM 27737: The College Student: Issues And Support Programs 3 s.h.
This course includes the study of student development and academic support in different types of institutions of higher education. Emphasizing the role of the leader, the course studies the rationale, goals, objectives, policies and organizations of selected programs of student services, as well as models for program development and assessment.

EDAM 27741: Current Issues In Higher Education 3 s.h.
This course will have a changing focus that will permit faculty to offer specialized seminars focusing on new developments in the field, on issues of significance where advanced specialization would be helpful to educational leaders, on areas of faculty research and scholarship, or in response to student requests. Multiple sections of this course, each focused on a different topic, may be offered during a semester. Students may take this course for elective credit more than once, as long as the theme of the course is different each time that the student enrolls.

EDAM 27742: The Curriculum Of Higher Education 3 s.h.
This course will examine differences of mission and resulting curricular offerings between types of higher education institutions, external and internal influences that influence the curriculum, the components of curriculum, the curriculum development process, appropriate strategies for curriculum assessment, and contemporary curricular issues.

EDAM 27746: Higher Education Governance 3 s.h.
This course will examine the layered approach to institutional governance, focusing on existing federal higher education policy, the various models of state-level higher education coordination, the function of boards of trustees, and the process of campus decision-making. Students will analyze the role of federal, state, county (if applicable), and campus policy-makers on a specific campus program.

EDAM 27748: Human Resource Development 3 s.h.
This course focuses on improving the performance of the organization through a proactive human resource development effort. It will stress the responsibility of leaders to assist staff through coaching, appraising performance, providing advice, and eliminating barriers to development.

EDAM 27749: Issues In School Governance 3 s.h.
This course identifies current issues in school governance and provides students with the understanding of how the issue develops, those instrumental in promoting the issue, and the ramifications of the issue could have for the educational systems and its leader. It will focus in part on the relationships among the educational leader, the school, and state-level authorities. The course will help students to develop their understanding of the role of the educational leader as spokesperson seeking to influence the resolution of issues of school governance.

EDAM 27750: Applied Ethics Of Educational Leadership 3 s.h.
This course will enable students to examine multiple ethical paradigms, to understand the Professional Code of Ethics for educators, to determine one's own code of ethics, and to develop a model for ethical decision-making.

EDAM 27752: Advanced Leadership 3 s.h.
Prerequisite: minimum grade of B in EDST 24720
This course provides students enrolled in the doctoral program with a capstone seminar experience that is designed to synthesize the various facets of leadership, organizations and change in a way that will enable students to view issues related to these topics at a critical/deeper level of analysis while working on the dissertation. Specifically, students will be able to formulate, articulate and design a method to study their personal theory of leadership in action. The course will place special emphasis on issues of contemporary leadership in times of organizational and social turbulence.

EDAM 27780: Community College Leadership And Governance 3 s.h.
This course further develops topics taught in the overview course, The American Community College. It explores topics introduced in the first course such as community college governance and leadership in greater depth, paying particular attention to the governance activities that are the priority of community college presidents such as accountability, accreditation, the role of the federal government, the State and the relationship with the county and the board of trustees.

EDAM 27781: Community College Budgeting And Finance 3 s.h.
Prerequisites: EDAM 27782 and EDAM 27780
This course will provide an overview of community college budgeting and finance. It will review the budgeting process in New Jersey and the economic and policy context of budgeting decisions for New Jersey community colleges. There will be a focus on recognizing the fiscal constraints in which community colleges function and the various sources of funding. Students will also gain an understanding of how planning and budgeting processes are related. This course will be applied in nature, drawing upon current community college budgets.

Course Descriptions

EDAM 27782: The American Community College 3 s.h.

This course provides an overview of the history of the American Community College movement and then examines current issues in light of that history. In addition, the course explores the mission and work of community colleges including current organizational, social, economic, educational, and political challenges and opportunities facing these uniquely American institutions.

EDAM 27783: Student Development And Adult Learning Theory 3 s.h.

Students enrolled in this course will trace the historical foundations of student development theory and adult learning and development theory in higher education with a focus on traditional student and non-traditional student populations. The course will also provide students with models and techniques that guide the practice of student services administration.

EDAM 27790: Instructional Leadership And The Curriculum 3 s.h.

This course provides students enrolled in the doctoral program with learning experiences related to Instructional Leadership. Examining in depth the current "best practices," candidates will analyze the role of Instructional Leadership and curriculum. Specifically, candidates will be able to align curriculum to standards, examine potential best practices, and use assessment data to improve learning. The course will place special emphasis on how instructional leadership contributes to student learning.

EDST 24501: Procedures And Evaluation In Research 3 s.h.

The course helps students develop an understanding of research and statistics sufficient to enable them to read and evaluate research, and develop and carry out full scale research projects.

EDST 24503: Quantitative Analysis In Educational Research 3 s.h.

This introductory course is designed to assist educators in the design and implementation of research projects using quantitative methods of analysis. Using a decidedly applied approach, educators will learn how to use computerized statistical analysis programs in conducting quantitative data analyses. Further, they will learn how to compute and interpret statistics of varying types, including t-tests, F tests, r tests, chi-square and other assorted parametric and non-parametric tests of significance.

EDST 24504: Action Research In Education 3 s.h.

This introductory course introduces students to the cyclical and recursive approaches to action research. Student will engage in reflective practice and will complete an action research project in an appropriate educational setting.

EDST 24707: Applied Analysis For Educational Leadership 3 s.h.

This is an intermediate course in quantitative (statistical) analysis with emphasis upon three broad areas: applying correct statistical procedures for data analysis; using automated approaches to hypothetical testing and quantitative analysis, and using intermediate-level statistical procedures in educational inquiry. The course is expected to provide practical knowledge for use by educational leaders to support administrative decisions.

EDST 24709: Issues In Survey Research 4 s.h.

This course teaches methods for designing and implementing survey research, including how to choose a valid sample, handcraft survey instrumentation, avoid non-response bias and other threats to the validity of the survey, and analyze and communicate survey results validly and effectively.

EDST 24721: Collaborative Processes & Practices for Organizational Improvement 3 s.h.

Prerequisite: EDSU 28715

This course will focus on collaborative organizational learning, exposing student to a broader array of strategies (e.g. professional learning communities, communities and practice, faculty learning communities, etc). Students will acquire the ability to identify researchable problems of practice within educational organizations.

EDST 24722: Research Literature Analysis And Writing In Educational Leadership 3 s.h.

This course is designed to assist students in reading, interpreting, understanding and digesting research literature as well as to assist students in basic academic writing skills and APA style. Students will learn the function of a literature review in the research process and will learn to synthesize a body of research and write a cohesive literature review.

EDST 24724: Issues In Qualitative Analysis In Educational Research 3 s.h.

This course assists the student in preparing an acceptable dissertation proposal. Topics include alternative approaches to conducting dissertation research, designing an effective study, and recognizing and avoiding common difficulties encountered in dissertation research.

Course Descriptions

EDST 24725: Mixed Methods Research In Educational Leadership 3 s.h.
Prerequisite: EDST 24721 and EDST 24724

This course introduces students to mixed methods research approaches in education, a contemporary approach to the complex problems in the field of education today. Students will explore qualitative and quantitative methods and develop an understanding of how to read, design, conduct, and synthesize mixed methods research. Students will also practice understanding and evaluating data and research to support their decisions.

EDST 24795: Dissertation Research 1 to 12 s.h.

This is a 12 credit independent research project to be conducted in conformity with the student's dissertation proposal that has been approved by the student's doctoral committee. Students may register for all 12 credits at once or may register in four credit increments for three consecutive semesters including summer. Dissertations must be completed within three years of passage of the second benchmark.

EDSU 28522: Instructional Leadership And Supervision 3 s.h.

In this course, students focus on the knowledge, skills, and dispositions essential for instructional leadership and the supervision of educational activities and programs. Topics include program planning, staff selection and mentoring, curriculum development and evaluation, analyzing teaching and interpersonal supervisory strategies, collaborative program development, practicing value-added leadership and supervision, reflective practice, understanding the need for diversity in teaching and learning, and communication. This course also includes a field experience component of approximately 25 clock hours in which students apply theory to practice.

EDSU 28523: Building Organizational Capacity Through Leadership And Supervision 3 s.h.

This advanced course in school leadership enables students to practice the cyclical and recursive approach to action research. Student will engage in reflective practice and will complete an action research project in an appropriate educational setting related to the teaching and learning process. This course is offered annually and includes a field experience component.

EDSU 28546: Educational Organizations And Leadership 3 s.h.

In this course, students will demonstrate an understanding of organizational theory that underlies effective leadership and supervisory behaviors in P-12 environments. Students will further demonstrate that they can analyze and supervise school and programmatic activities, nurture and supervise a vision for improvement in teaching and learning, lead and supervise change, support staff development, and use effective supervisory skills. Other topics include the history and philosophy of school leadership and supervision, effective schools, effective teaching, and the future of school leadership and supervision.

EDSU 28602: Field Service In Supervision: District Internship 1 to 6 s.h.

This course is designed to respond to the needs of school administrators and supervisors for developing effective supervisory skills. The content for each course offering will be determined after a local analysis of needs has been conducted. Semester hour credit will be assigned prior to registration.

EDSU 28706: Diversity And Educational Leadership 3 s.h.

This course deals with diversity both among the student body and the workforce. It addresses the ways that people are alike and explores issues of difference. It focuses on the power that valuing difference can have in establishing quality interpersonal relations, in taking advantage of the cultural richness that can result from diversity, and in creating mutual respect among groups. It examines how the educational leader might overcome resistance to change in this regard.

EDSU 28715: Leadership Theory 3 s.h.

The course is the foundation course for the Doctoral Program in Educational Leadership. Leadership will be defined, demystified, and distinguished from management and administration. The roles and expectations of leaders will be explored, and the competencies required for leadership will be identified. Issues of power, authority, and ethics are studied.

HIED 06603: Seminar/Internship In Higher Education Instruction 4 s.h.

The goal of this seminar is to prepare students to teach in a higher education setting in selected areas by engaging them in a comprehensive instructional internship in a cooperating institution of higher education. The seminar will provide the opportunity to explore best practices in instruction and to reflect on the internship experience.

HIED 06605: Higher Education In America 3 s.h.

This course focuses on issues and trends within higher education regarding institutional mission, the student body, curriculum, faculty, student services, governance, administration, finance, and community service (including economic development). The course will examine the challenges and opportunities confronting higher education.

Course Descriptions

HIED 06606: Selected Topics In Higher Education 3 s.h.
This course explores a topic of importance in the field of higher education. The focus will be different each time that the course is offered. Examples of courses that might be offered include: New Directions in Financial Aid; Outcomes Assessment; Distance Learning; State Higher Education Systems; Federal Policy and Higher Education; Student Activism.

HIED 06609: Effective Teaching in Academic, Corporate, and Government Settings (3 S.H.) 3 s.h.
Co-listed as ENGR 01.601 Effective Teaching in Academic, Corporate, and Government Settings.
Effective Teaching in Academic, Corporate, and Government Settings (3 S.H.)
This purpose of this course is to provide students with an in-depth exploration of effective teaching practices in academic, corporate, and government settings. Students gain a broad view of the role and function of teaching and oral presentation, as well as how to communicate effectively in these settings. Specifically, the course introduces instructional methods and strategies, adult learning theory and implications for effective teaching, documenting and assessing student learning, and how to improve instruction in academic, corporate, and government settings. Several real-world scenarios are discussed and simulated, including preparing academic courses and corporate training packages, assessing audience background and setting appropriate technical rigor and level, building classroom/meeting room/ presentation room management skills, conflict avoidance and resolution in such settings, effective strategies for delivering technical content at meetings and conferences, and answering audience questions that may be adversarial in nature. The course provides readings, discussions, assignments, and most importantly ample opportunities for practice teaching, including a semester-long apprenticeship with experienced faculty, allowing students to experience all aspects of teaching and classroom management.
Co-listed as ENGR 01.601 Effective Teaching in Academic, Corporate, and Government Settings (3 S.H.)

HIED 06610: Assessment and Evaluation in Health Professions Education 3 s.h.
Prerequisite(s): CURR 29503 and EDAM 27742
This course introduces medical school faculty members and other health professionals to assessment and evaluation in health profession education, including a focus on student learning outcomes and program evaluation to enhance the curriculum. The ability to utilize data to make decisions on students' progress, on curricular alignment, on course and program learning goals, and on improving student and programmatic outcomes are critical to the success of health professions educators. Students will learn multiple approaches for assessment and evaluation, how to operationalize learning goals for effective assessment and evaluation, how to utilize multiple assessment tools and approaches, how to develop assessment and evaluation plans, and how to utilize assessment and evaluation data in decision-making.

HIED 06611: Applied Instructional Techniques and Practices 3 s.h.
Prerequisite(s): HIED 06610
This course provides an opportunity for medical school faculty members and other health professionals to develop their skills as master teachers by engaging in project-based demonstrations of their ability to create learning experiences for diverse learners in multiple contexts, including large and small group sessions, clinical settings, and simulations. This course synthesizes previous coursework from Teaching Adult Learners, The Curriculum of Higher Education, and Assessment and Evaluation in Health Professions Education and provides opportunities to apply this knowledge.

PSY 06628: Individual Psychodiagnostics II 3 s.h.
This course will focus on cognitive and educational assessment based on the Cattell-Horn-Carroll (CHC) theory of intelligence. Administration and interpretation of the Stanford-Binet: Fifth Edition and the Woodcock-Johnson Assessment Battery: Third Edition will be the course competencies. Special assessment issues covered will include nondiscriminatory assessment, preschool assessment and the assessment of academic achievement, with particular emphasis on the assessment process as a link to classroom cognitive and instructional intervention.

PSY 06632: School Psychology: Consultation And Intervention 3 s.h.
The course is designed to help students become familiar with alternative frameworks for educational delivery systems including emerging skills in instructional and collaborative consultation, teaming strategies, curriculum based assessment and measurement, and intervention strategies in the academic, behavior and social areas. Emphasis is placed in viewing the problems children experience in schools from a systems or ecological perspective as opposed to residing within the child. The role of the school psychologist will be enlarged to permit their effective participation in transdisciplinary school based terms.

SCPY 22600: Applied Research Seminar I: School Psychology 3 s.h.
This course will concentrate on the latest developments in the field of school psychology, emphasizing evidence-based practice and research findings. Students will be expected to design an applied research project in the field of school psychology. In addition, students will participate in a school-based field experience to directly observe the role of the school psychology practitioner.

Course Descriptions

SCPY 22601: Applied Research Seminar II: School Psychology 3 s.h.
Prerequisite: SCPY 22601

This course will concentrate on the latest developments in the field of school psychology, emphasizing evidence-based practice and research findings. Students will conduct an applied research project in the field of school psychology. In addition, students will demonstrate their knowledge in school psychology through a comprehensive assessment.

SCPY 25516: Applied Tests And Measurements 3 s.h.

Emphasis is placed upon data-gathering, the evaluation of data and the use of data in educational measurement. Standardized tests, both group and individual, will be studied.

SNUR 92407: School And Family Issues For Children With Ongoing Health Care Needs 3 s.h.

This course explores various health care needs of the chronically ill school age child. There is an emphasis on the importance of collaboration between home and health care providers. Family dynamics and legal issues are discussed and resources are identified. The teacher's role in meeting both the educational and health care needs of children is stressed.

SNUR 92430: Methods And Materials In Health Teaching For School Nurses 3 s.h.

This course emphasizes the school nurse's expanding role as a classroom health teacher as well as a resource person to the school staff. Discussions and experiences will center on theories of teaching and learning, planning for teaching, curriculum development, the New Jersey Core Curriculum Content Standards (NJCCCS), teaching strategies, educational resources, classroom management, assessment, and the integration of health teaching into varied school subjects. A K-12 classroom experience is included to facilitate the integration of theory into the clinical practice.

SNUR 92444: Practicum In School Nursing 3 s.h.

Prerequisites: SNUR 92466

The purpose of this field experience is to provide an opportunity for the student to engage in a mentoring relationship with an experienced, certified school nurse. The student will have the opportunity to observe and participate in the various roles, functions, and activities of the school nurse. A college supervisor will visit the student in the field placement situation. Meetings of all students enrolled in the Practicum are held periodically at the college. *Pre-registration consultation with instructor is required.

SNUR 92445: Internship In Health Teaching For School Nursing 3 s.h.

Corequisites: SNUR 92448 Prerequisites: SNUR 92430 and SNUR 92466

The purpose of this field experience is to provide an opportunity for the student to utilize INTASC principles, the NJ Comprehensive Health Education and Physical Education Curriculum Framework and the NJ Core Curriculum Content Standards to teach health classes in a classroom setting. A college supervisor will visit the student in the employed or field placement situation. This course is taken concurrently with SNUR92.448. Pre-registration consultation with program advisor is required one semester prior.

SNUR 92466: School Health Services 3 s.h.

The framework for School Health Services and Policies within the functions of the school nurse will be discussed, as well as specific functions and roles to include that of the school nurse within the comprehensive school counseling program and the interface between health services and nationally utilized school guidance counseling standards and indicators. Particular emphasis will be placed on school and community activities relating to students, their families and other educational personnel.

SNUR 92751: Institutional Design & Curriculum Development In Nursing Education 3 s.h.

Prerequisite: EDAM 27783

This course explores the developing role of the nurse as an educator and leader. The process from institutional design, curriculum development, methodologies, strategies and outcomes will be emphasized to facilitate the learning process.

SNUR 92752: Nursing Program Evaluation & Information Resources 3 s.h.

Prerequisites: EDAM 27783 and SNUR 92751

This course will explore how information technology and resources are transforming nursing education. The methodology of evaluating comprehensive nursing programs within the context of core competencies, technology, standards, and accreditation for quality management are reviewed.

SNUR 92753: Practicum In Nursing Education 3 s.h.

Prerequisites: EDAM 27783 and SNUR 92751 and SNUR 92752

This practicum will provide the student with the opportunity to synthesize and apply acquired knowledge and skills in a planned and guided teaching-learning environment through the mentorship process.

Course Descriptions

SPSY 06627: Cognitive Assessment And Data-Based Decision Making 3 s.h.
Prerequisite(s): Matriculation in the Educational Specialist Program in School Psychology or by permission of the Program Coordinator or Course Instructor

This course will focus on an overview of theories of intelligence as well as the use, organization and interpretation of individual standardized tests. Specifically, administration and interpretation of the Wechsler Scales will be expected outcomes of the course. This includes training on the WPPSI-III, the WISC-IV, the WAIS-III and the WIAT-II, with particular emphasis on the assessment process as a link to classroom cognitive and instructional interventions.

SPSY 06628: Psychoeducational Assessment And Data-Based Decision Making 3 s.h.

This course will focus on cognitive and educational assessment based on the Cattell-Horn-Carroll (CHC) theory of intelligence. Administration and interpretation of the Stanford-Binet: Fifth Edition and the Woodcock-Johnson Assessment Battery: Third Edition will be the course competencies. Special assessment issues covered will include nondiscriminatory assessment, preschool assessment and the assessment of academic achievement, with particular emphasis on the assessment process as a link to classroom cognitive and instructional intervention.

SPSY 06629: Behavioral-Social Assessment And Data-Based Decision Making 3 s.h.

Prerequisites: SPSY 06628

This course will focus on an overview of personality and behavioral assessment. This will include instruments and techniques (standardized and clinical) for obtaining information regarding emotion, behavior, motivation, self concept, and interpersonal and attitude characteristics as distinguished from cognitive abilities. There will be an emphasis on interpreting data from multiple sources to achieve the goal of describing the personality and behavior.

SPSY 06632: School Psychology: Consultation, Collaboration And Intervention 3 s.h.

Prerequisite: SPSY 06629

The course is designed to help students become familiar with alternative frameworks for educational delivery systems including emerging skills in instructional and collaborative consultation, teaming strategies, curriculum based assessment and measurement, and intervention strategies in the academic, behavior and social areas. Emphasis is placed in viewing the problems children experience in schools from a systems or ecological perspective as opposed to residing within the child. The role of the school psychologist will be enlarged to permit their effective participation in transdisciplinary school based terms.

SPSY 08545: Home/School/Community Collaboration 3 s.h.

This course is designed to promote students' knowledge, skills and dispositions regarding positive home-school and community collaborations. Topics include the study of families and schools as separate systems, ways in which family systems, theory, diversity, and disabilities affect both a student's learning and behavior, and the families' relationships with schools. The role of educational helping professionals and methods of collaboration between home, school, and community that will facilitate effective comprehensive services will be examined.

SPSY 08547: Professional School Psychology 3 s.h.

The purpose of this course is to introduce students to current theory, research, practices and issues in school psychology and to the code of ethics that guides the field. Particular emphases are conceptual, professional, legislative, legal and ethical issues, and emerging problems in school psychology. Students will apply these issues to their own training and professional development. The student will be introduced to the conceptualization of the school psychologist as a problem-solver who links assessment to intervention and provides both direct and indirect psychological services.

SPSY 22623: Internship In School Psychology 3 s.h.

Prerequisite: SPSY 22630

The 3-credit course entitled 'Internship in School Psychology' is a 300-hour experience completed on a half-time school week basis over four consecutive semesters in a school setting. Students are placed in approved sites for their internship experience where they are supervised by an appropriately credentialed school psychologist. Interns receive at least one hour of field-based supervision per week from a practicing school psychologist, who is responsible for no more than two interns at any given time. Interns are expected to attend scheduled Internship classes on the Rowan University campus. To complete the EdS in School Psychology and to be eligible for NJ Department of Education certification as a School Psychologist, students must complete 12 credits of Internship in School Psychology totaling 1200 hours of field experience.

SPSY 22630: Practicum In School Psychology 3 s.h.

This course emphasizes psychoeducational assessment, intervention, and strategies for the student with special needs. Practical experiences in psychoeducational assessment and consultation strategies with students are provided, as well as, with staff and parents. The practical experiences are provided within the Special Educational Services Clinic or other educational/mental health service programs. Instruction as well as supervision is provided as part of this pre-externship experience.

Course Descriptions

SPSY 22634: Internship In School Psychology 6 s.h.
This is a full school year internship in School Psychology with placement in a public school. Monthly meetings will focus on discussion of psychological diagnosis, educational remediations and research based upon consideration of case materials related to externship experiences; review of current theoretical and experimental developments in school psychology.

ECE 09504: Special Topics In Electrical And Computer Engineering 1 to 3 s.h.
This course covers timely topics in electrical and computer engineering related to engineering practice and/or research.

ECE 09509: Virtual Reality Systems 3 s.h.
Virtual Reality (VR) Systems covers the architecture and design of current generation systems for creating 3D VR environments. Topics included are application/hardware architecture, pipeline development, geometric transformations in a 3D coordinate system, geometry and pixel shading, lighting systems, texturing and VR development. Students will be exposed to current VR technologies and next generation algorithms. As a graduate level course, students are expected to gain a solid foundation in SLSL shader theory, advanced object oriented design techniques, pathfinding algorithms, and apply these techniques to independent research experience to a problem of their choosing.

ECE 09521: Fundamentals Of Systems Engineering 3 s.h.
Prerequisite: ECE 09321

Systems Engineering is the interdisciplinary approach and means to enable the realization of today's complex, dynamic products and systems. Individual products such as Cell phones, aircraft, automobiles, computers and even household appliances are made up of parts developed by many people with varied skill sets, often working for different companies and from remote locations. Other systems such as transportation, energy generation and distribution, medical, communications, emergency response and similar are very complex as they are composed of many varieties of products and systems. Systems Engineering is an integrating function that addresses all the disciplines and specialty groups resulting in a structured development process that proceeds from concept to production to operation including maintenance & support, and eventual disposal. Systems Engineering considers both the business and the technical needs, including environmental and safety, of all customers with the goal of providing a quality product that meets the user needs. It focuses on defining customer needs and required functionality early in the development cycle, documenting requirements, proceeding with design synthesis and system validation while considering the complete problem that includes - operations, cost & schedule, performance, training & support, sustainment, test, disposal, and manufacturing. The course is designed to expose the student to the system engineering process to complement their technical skill set and to cover topics that are often not covered in other classes. The course will include frequent guest lecturers who are practicing experts in the systems engineering domain. The course will utilize the latest in processes and software tools from industry such as SysML modeling and architectural documentation tools. Students will participate in a semester long project to gain hands-on experience with the course concepts. This graduate level course will also provide opportunities for team management and cultivation of leadership and communication skills.

ECE 09551: Advanced Digital Signal Processing 3 s.h.
Prerequisites: ECE 09351

This is a graduate level course in digital signal processing (DSP), whose applications include analysis, compression, recognition and processing of all telecommunications, audio – visual, biomedical, financial, energy demand and consumption, seismic/tectonic/oceanographic data, among many other countless systems possible. The primary goal of this class is to introduce advanced topics in signal processing and filter design approaches that allow analysis of real-world signals that cannot be easily analyzed by the basic approaches discussed in the undergraduate level DSP course. Such signals include non-stationary signals with time-varying spectra as well as those scenarios where signal and noise spectra overlap. The specific topics that will be discussed in this class include advanced filter design and implementation approaches, filter banks, analysis of random signals and spectral estimation, analysis of non-stationary signals using short-time Fourier transforms and wavelet transforms, optimal and adaptive filters, and signal separation techniques such as independent components analysis. This is an applied class and will feature several real-world projects.

ECE 09552: Digital Image Processing 3 s.h.
Digital image processing covers the analysis and contemporaneous applications of the enhancement, restoration, compression and recognition of monochromatic images. Both classical and state-of-the-art algorithms will be employed in conjunction with appropriate software for analyzing real-world images.

ECE 09553: Digital Speech Processing 3 s.h.
This course covers the fundamentals of digital speech signals and processing and simultaneously stresses real-life engineering aspects from a systems perspective. An overview of the different branches of speech processing are covered, namely, speech production, vocal tract modeling, speech coding, speech recognition, speaker recognition and speech synthesis. The building blocks of such applications, namely, linear predictive analysis and quantization (scalar and vector) are taught.

ECE 09554: Theory And Engineering Applications Of Wavelets 3 s.h.

The theory of wavelets gave rise to a substantial number of applications in many areas including various fields of engineering, making it one of the most popular research areas of all times. In this class, the theory of wavelets will be carefully developed from the ground up, with an emphasis on engineering applications. Starting with a review of Fourier based signal analysis methods, short time Fourier transform, continuous wavelet transform, discrete wavelet transform, fast wavelet algorithms, wavelet packets, wavelet networks will be discussed. Applications of wavelets such as image and audio compression, biological signal analysis, feature detection, signal denoising will also be explored.

ECE 09555: Advanced Topics In Pattern Recognition 3 s.h.

This class will introduce a broad spectrum of pattern recognition algorithms along with various statistical data analysis and optimization procedures that are commonly used in such algorithms. Although mathematically intensive, pattern recognition is nevertheless a very application driven field. This class will therefore cover both theoretical and practical aspects of pattern recognition. The topics discussed will include Bayes decision theory for optimum classifiers, parametric and nonparametric density estimation techniques, discriminant analysis, basic optimization techniques, introduction to basic neural network structures, and unsupervised clustering techniques. As a graduate level course, several advanced and contemporary topics will also be covered, including fuzzy inference systems, support vector machines, adaptive resonance theory, incremental learning and online learning and particle swarm optimization. Students will be expected to conduct independent research for possible publications, as part of the class project.

ECE 09556: Advanced Embedded Software Design 3 s.h.

Prerequisites: ECE 09342

Embedded systems dramatically enhance our lives and are prolific in our everyday life. It is not uncommon for Americans to come in contact with over one hundred embedded systems each day. With billions of embedded systems, being produced each year there is a huge need for engineers who can create good embedded software. This course focuses on embedded software for applications running directly on an embedded processor without an operating system. A brief survey of microcontroller technologies will be covered but the class will focus on ARM microcontrollers and the embedded peripherals available on such devices. Advanced embedded communications technologies (CAN, WiFi, Bluetooth, ZigBee, etc.) will be surveyed and at least one implemented during the course. A great emphasis will be put on good programming practices and design patterns which support working in larger groups. Additionally, students will learn project management skills and will be required to manage a team of undergraduate engineers to accomplish a real world embedded system project.

ECE 09560: Artificial Neural Networks 3 s.h.

Artificial Neural Networks covers the design of a variety of popular neural network architectures and their contemporary engineering applications. Neural network architectures that will be studied in detail include the multilayer perceptron, radial basis function, and the Hopfield networks. State-of-the-art software will be used for network design. VLSI implementations of neural networks will be discussed.

ECE 09566: Advanced Topics In Systems, Devices And Algorithms In Bioinformatics 3 s.h.

Prerequisites:

Bioinformatics is the field of applying computational techniques, from mathematics, statistics, and machine learning, to the vast amounts of biological - but most specifically genomic - data. While some refer to bioinformatics only in the context of collection, storage, organization and access of such biological data within large databases, this course's view of bioinformatics will include - in fact focus on - systems and devices that generate such data, and development of methodologies and models to analyze the vast quantities of data generated by such systems and devices. The course will provide basic biological background of genomics, will introduce the students to commonly used bioinformatics databases and computational tools (such as search, alignment, and protein visualization tools) used to analyze genomic data from such databases. The focus of the course will be on basic bioinformatics systems and devices, such as high throughput next generation sequencers and genechips, followed by an in-depth discussion on the theory of basic genomic signal processing and computational intelligence techniques used in bioinformatics, including hidden Markov models and optimization algorithms for sequence alignment and gene prediction, clustering and classification algorithms. This course will also provide students with a mechanism to conduct independent research to advance the field through development of novel algorithms and approaches.

ECE 09568: Discrete Event Systems 3 s.h.

Prerequisites: ECE Majors: ECE 09243 Non ECE Majors: Permission of Instructor

This course introduces fundamentals of discrete event system models and their applications in modeling, control, analysis, validation, simulation, and performance evaluation of computer systems, hardware/software co-design, manufacturing/de-manufacturing processes, communication networks, and transportation, etc. The mathematical and graphical models include graphs, finite state machine, Petri Nets, timed models, stochastic timed models, and Markov chains, etc. As a graduate level course, it also provides students with a mechanism (a) to conduct independent research on advanced and contemporary DES topics, including higher-level Petri Nets, finite automata based supervisory control, and Petri Nets in job shop scheduling, etc; and (b) to develop novel models and algorithms for DES.

Course Descriptions

ECE 09569: System-On-Chip Verification 3 s.h.
Prerequisite: ECE Majors: ECE 09243 Non ECE majors: Permission of Instructor

This course introduces students to a variety of state-of-the-art hardware design verification methods, including traditional functional simulation, assertion-based verification and a subset of formal verification techniques. Topics covered include functional simulation, coverage metrics, testbench design and automation, assertion-based verification, and property specification language (PSL). As a graduate level course, students are expected to gain a solid foundation in current, practical chip verification techniques, underlying theory, and significant independent research experience applying the techniques, particularly formal verification methods, to a real problem of their own choice.

ECE 09571: Instrumentation 3 s.h.
Elements of instrumentation systems are treated including transducers, signal conditioning, and signal processing. Elements of modern instrumentation systems including standards (IEEE-488, SCPI) and smart sensors are considered.

ECE 09572: Advanced Smart Grid 3 s.h.
Prerequisites: ECE 09342 AND ECE 09321

The ways in which electricity is generated, transmitted, distributed, stored, and used, are the subject of revolutionary and evolutionary changes compared to the electricity grid we have today. Smart Grid goals include the improvement of grid reliability, reduction in outages, faster return on service, ability to integrate a broad range of renewable energy sources, and to include customers in the ability to effect load decisions based on grid demand and energy pricing. This course will address grid fundamentals, tools and technologies, and then address major Smart Grid subsystems including conventional and alternative generation, storage technologies, transmission and distribution systems, standards, demand management, real-time pricing, grid stability, control technologies, measurement including Smart Sensors and Advanced Metering Infrastructure. Physical and cyber vulnerabilities will also be addressed. The course will include a project to reinforce Smart Grid elements.

ECE 09573: Advanced Smart Sensors 3 s.h.
Prerequisites: ECE 09342 AND ECE 09311 AND ECE 09321

Elements of Smart Sensors and Smart Sensor systems are treated. Instrumentation fundamentals covered include transducers, signal conditioning, and data acquisition, communication, along with important considerations and associated standards. Relationship of smart sensors to integrated system health monitoring (ISHM) and similar Intelligent Sensor applications are addressed. The course will include a project to reinforce Smart Sensor elements and provide opportunities for research in the field.

ECE 09585: Advanced Engineering Cyber Security 3 s.h.
Prerequisite(s): Graduate standing

This course addresses the need to better prepare students for the expansion in the Internet of Things (IoT) by imparting fundamental concepts and capabilities in the management of cyber security. Cyber security is key to developing large-scale, wide-area systems, which can provide the degree of security required to further implementation of highly-vulnerable, highly-visible systems such as the Smart Grid. To gain this understanding, the course addresses a number of key components: standards including network and encryption techniques (RSA, etc.) and security processes, methods of cyber attack, and some methods of software and hardware security enhancement. Course principles are reinforced by a significant project or research experience.

ECE 09586: Advanced Portable Platform Development 3 s.h.
Prerequisite(s): ECE 09443

The total number of Android and iOS devices is estimated to be over 1.6 billion devices (2013) and continues to grow. The ubiquitous nature of these devices means they are now the default choice of platforms for hardware and software developers. This course details the ARM core architectures, which underpin the majority of mobile devices, along with the basic operating system and application software environments. Principles of effective app development using available SDK tools and project management techniques are presented. Methodologies for performance analysis are treated. The hardware vs. software trade space will also be considered. The course content is reinforced with a significant development project.

ECE 09590: Advanced Emerging Topics in Computer Engineering 1 to 3 s.h.
Prerequisite(s): Specific prerequisites are determined by the nature of the course content when it is announced.

This course covers special topics in emerging areas of Computer Engineering such as Computer Networks, Mobile Robotics, and Embedded Systems.

ECE 09595: Advanced Emerging Topics in Computational Intelligence, Machine Learning and Data Mining 1 to 3 s.h.
Prerequisite(s): Specific prerequisites are determined by the nature of the course content when it is announced.

As the amount of data we generate grow astronomically, so does the need for approaches, algorithms, techniques and the hardware that can be used for effective processing, storing, and analysis of such massive volumes of data. Computational intelligence, machine learning and data mining all deal with automated analysis of large volumes of data in search of known or hidden structures, patterns and information. While well-established approaches that now form the foundations of these

topics are discussed in other specifically named courses, this graduate level course will provide an advanced treatment of emerging topics - fueled by rapid growth of research and development in these areas - but that have not yet reached the mainstream textbooks. Hence, due to its very nature, the specific content of this class will be different every time it is offered, focusing on the most recent developments in these areas. Graduate students taking this class will be expected to complete a project on a class related emerging topic of their interest.

ECE 09651: Estimation and Detection Theory 3 s.h.
Prerequisite(s): ECE 09430

Modern estimation and detection theories can be found at the heart of many engineering systems including radar, sonar, speech, image analysis, biomedicine, communications, control and seismology. All these systems share the common problem of needing to estimate the values of a group of parameters or being able to decide when an event of interest occurs and then to determine more information about that event. In radar, we are interested in determining the position of an aircraft, as for example, in airport surveillance radar. The task of information extraction is the subject of estimation theory; and the task of decision making is the subject of detection theory. The course will showcase numerous examples that illustrate and apply the theory to current problems of interest in engineering.

ECE 09655: Advanced Computational Intelligence and Machine Learning 3 s.h.
Prerequisites: ECE 09.455 or ECE 09.555 or ECE 09454 or ECE 09.560 or CS 07.556

Computational Intelligence and Machine Learning deal with automated classification, identification, and/ or characterizations of unknown systems based on data, typically – and increasingly – large volumes of data. This course is an advanced research-intensive graduate level course that explores the more advanced and emerging topics of computational intelligence, such as – but not limited to – graphical models, Monte Carlo approaches, incremental and online learning, learning in nonstationary environments, deep belief networks, and other topics that are emerging at the time of offering. In fact, the exact content of the course is likely to evolve over the years due to the rapid development of the field. As an advanced research intensive course, this class will involve a thorough literature search and review, followed by proposing, executing and presenting results on a novel real-world computational intelligence problem that is of research interest to the student. Students will be encouraged to publish the outcomes of their research project.

ENGR 01600: ToughTalk: Graduate Seminar in Engineering 0 s.h.
Prerequisite(s): Graduate or Ph.D. student standing

One of the primary goals of the Ph.D. in Engineering program is to teach the candidate how to identify unsolved problems in engineering, formulate a hypothesis for a feasible solution, design experiments or analysis methodologies to implement the proposed solution, analyze results and draw conclusions, all of which require critical and analytical thinking and problem solving skills, command of the general body of knowledge as well as state-of-the-art in the area of interest. This is seminar course where every week on graduate student or guest speaker will present the state-of-the-art in his/her area of research interest.

This course will allow the presenter to describe an unsolved problem of interest, complete a thorough literature review about related work, and/or present his/her work in that area, and receive comments, suggestions and critical feedback from the audience. The course will also allow audience members to learn a new topic, provide feedback to their peers, and be familiar with the breadth of research taking place in the college, while providing a forum for general exchange of ideas within the college, bringing research active college community together for lively discussions.

ENGR 01601: Effective Teaching in Academic, Corporate and Government Settings 3 s.h.
Prerequisite(s): Ph.D. student status

This unique course, team-taught by faculty and professionals in education, engineering and industry, provides students with an in-depth exploration of effective teaching practices in academic, corporate, and government settings. Students will gain a broad view of the role and function of teaching and oral presentation, as well as how to communicate effectively in these settings. Specifically, this course will introduce instructional methods and strategies, adult learning theory and implications for effective teaching, documenting and assessing student learning, and how to improve instruction in academic, corporate, and government settings. Several real-world scenarios will be discussed and simulated, including preparing academic courses and corporate training packages, assessing audience background and setting appropriate technical rigor and level, building classroom / meeting room / presentation room management skills, conflict avoidance and resolution in such settings; effective strategies for delivering technical content at meetings and conferences, and answering audience questions that may be adversarial in nature. The course will provide readings, discussions, assignments, and most importantly ample opportunities for practice teaching, including a semester-long apprenticeship with Engineering faculty, allowing the student to experience all aspects of teaching and classroom management. The course will also feature guest speakers from industry and government agencies providing unique perspectives for effective teaching and presentation at such settings.

Course Descriptions

ENGR 01602: Strategic Technical Writing and Winning Grant Proposals 2 s.h.
Prerequisite(s): Successful completion of the Ph.D. Qualifier Examination

Effective technical writing is perhaps one of the most critical skills a Ph.D. engineering graduate needs to have regardless of the career path chosen upon graduation. Whether writing research papers, technical reports, or grant proposals, the ability to convey technical engineering knowledge in an effective, understandable, elegant and concise manner is an important skill. This class will provide the general guidelines, best practices, and most importantly specific strategies for technical writing for some of the most common venues and audiences, namely writing technical papers for engineering conferences and journals - including writing rebuttals to reviewers - technical reports and grant proposals. The latter includes specific strategies for a variety of different sponsors that fund engineering related research, including industrial sponsors, government and military agencies, foundations as well as intra-company funding sources. The deliverables of this class includes an actual conference or journal paper and a small scall grant proposal-ready to be submitted - based on student's area of research.

ENGR 01699: Doctoral Research and Dissertation 1 to 3 s.h.
Prerequisite(s): Successful completion of the Ph.D. Qualifier Examination / Ph.D. student status

One of the primary goals of the Ph.D. in Engineering program is to teach the candidate how to identify unsolved problems in engineering, formulate a hypothesis for a feasible solution, design experiments or analysis methodologies to implement the proposed solution, analyze results and draw conclusions, all of which require critical and analytical thinking and problem solving skills. Achieving such a goal requires methodical and persistent effort over a long period of time for obtaining command of the general body of knowledge as well as the state-of-the-art in the area of interest, followed by indentifying an unsolved problem that is worth solving, followed by developing and verifying solution(s) and finally disseminating the new knowledge created by this process. Since this is a long term process, it can only be achieved by dedicating significant time and effort to this process. Doctoral Research and Dissertation is a variable-credit independent study based research course that is designed to provide the student necessary time and guidance to help him/her achieve the aforementioned goals. Students are expected to take appropriate number of credits of this class each semester they are materially involved with doctoral research, culminating with preparation, execution, and defense of the Dissertation. Each section of this course is associated with a faculty member, and each student will take that section of this course that is associated with his/her Ph.D. Advisor, who will be guiding the student's doctoral research. Students will be required to take no fewer than 12 credits of this class, with the last 3 credits taken during the student's last semester in which he/she is planning to defense his/her dissertation.

ENGR 01501: Special Topics In Engineering 1 to 3 s.h.
This course is designed to introduce students to emerging topics in the engineering field. Consent of the instructor is necessary, and prerequisites are determined by the nature of the topic.

ENGR 01510: Finite Element Analysis 3 s.h.
Fundamental concepts for the development of finite element analysis are introduced. The element stiffness matrices are developed using shape functions defined on the elements. Aspects of global stiffness formation, consideration of boundary conditions, and nodal load calculations are presented. Mesh division and problem modeling considerations are discussed in detail. Topics of scalar field problems and natural frequency analysis are covered. Computer applications are included.

ENGR 01511: Engineering Optimization 3 s.h.
The formulation and modeling aspects of engineering optimization problems are presented. These steps involve setting up of the objective function to be minimized and the resource and system constraints to be satisfied. Solution techniques using gradient based methods, zero order methods, and penalty techniques are discussed.

ENGR 01598: Engineering Graduate Research 1 to 3 s.h.
The objective of this course is for students to define and conduct graduate-level research with the supervision of their graduate advisor.

ENGR 01599: Masters Research 1 to 6 s.h.
This course will provide a meaningful one-on-one research experience under the direction of an engineering faculty advisor. The research topic will be chosen by mutual agreement of the student and his or her adviser. The course will include a thorough literature search and review, the development of a clear and concise problem statement, consultations with other faculty and professional experts, and the derivation of publishable results.

ENGL 02116: Readings In Non-Western Literature 3 s.h.
Designed to give the student some knowledge of and sensitivity toward literature from around the world (exclusive of Europe and the United States), the course covers a limited number of ancient and modern works from Asia, the Near East, Africa, and Latin America. It emphasizes those perceptions, beliefs, and values that are different from ours.

Course Descriptions

- ENGL 02605: Graduate Studies In Adolescent Literature 3 s.h.
This course will introduce students to a range of literature written for, read by, and/or taught to adolescents. Students will analyze the literary works from a variety of theoretical perspectives (including ecological, feminist, formalist, Marxist, post colonial, psychoanalytical and queer) to think about the cultural construction of adolescence and adolescents' relationship to power. This course may not be offered annually.
- ENGL 02617: Teaching Shakespeare 3 s.h.
This course begins by examining representative plays by Shakespeare by using the approaches of "Understanding by Design." Next, it considers how to teach the plays with those approaches, especially "essential questions" and "backward design." This course may not be offered annually.
- ENGL 02638: Teaching World Literature 3 s.h.
This course will mix theory and non-Western literature in order to provide the students with a critical vocabulary they can then employ in their own pedagogy. The course will explore a number of questions about nation, individual, community, time, space, language, and other topics through poetry, novels, drama, and short stories from Africa, Asia, and South America.
- ENGL 05301: American English Grammar 3 s.h.
This course emphasizes traditional grammar and seeks to give the student a practical understanding of the structure of contemporary American English grammar. Procedures include lecture, class discussion, and the working out of grammatical problems, including sentence diagramming.
- ENGL 05501: Teaching American English Grammar 3 s.h.
Teaching American English Grammar provides an introduction to the history of the English language, including a short history of grammar instruction; a review of traditional grammar, along with an overview of other grammatical approaches to English; and the opportunity to explore strategies of teaching grammar to both native and non-native speakers of English, with attention to how grammatical choices affect rhetorical style and effectiveness.
- AFRI 16540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.
- ARAB 12540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.
- CHIN 07540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.
- FREN 02540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.
- GERM 03540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.
- ITAL 04540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

Course Descriptions

LAT 09540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

RUSS 06540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

SPAN 05540: Special Topics In Foreign Languages And Literatures 3 s.h.
This course brings new perspectives and themes to the established Foreign Languages and Literatures curriculum. Each semester the instruction of this course rotates among faculty members who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

GEOG 06501: INDEP STUDY GEOG 3 s.h.

GEOG 06553: Workshop In Geography 1 to 3 s.h.
This course is designed for in-service teachers who wish to further develop their competencies in new teaching techniques and technologies in geography, including computer-assisted instruction and computer cartography. Contemporary geographic topics will be explored within a regional context of each major world region. Students will actively participate in applying new concepts, current data, and innovative techniques in geography by designing and presenting sample lessons at their grade level. (Summer only)

GEOG 16100: Earth, People, And The Environment 3 s.h.
This course provides a broad survey of the geographic approach to knowledge about the world and the field of geography. The course introduces the natural order of the physical environment, human modification of environments, organization of society, and regional studies. The course places particular emphasis on contemporary environmental problems and the role of geography in helping to understand and address local, regional, and global issues.

GEOG 16110: Cultural Geography 3 s.h.
This course focuses upon the varied and changing cultural environments of the world. Through a synthesis of data from many disciplines (i.e., anthropology, ecology, earth sciences, history, etc.), major cultural differences and areal patterns are identified and analyzed.

GEOG 16140: World Regional Geography 3 s.h.
A survey of the entire world that uses the regional approach to geographical analysis, this course provides students with a basic foundation of geographic knowledge and concepts applicable to the contemporary world. It stresses resource distribution, environmental characteristics, population problems, food and water supplies, cultural variations and developmental strategies.

GEOG 16160: Intro To Mapping And Geographic Information Sciences 3 s.h.
This course provides the student with the conceptual tools required for intelligent and critical use interpretation and analysis of maps. In addition, the course furnishes the student with an introduction to and overview of the mapping sciences. Students learn the concepts, methods, and techniques common to the several branches of the mapping sciences and are introduced to cartography, satellite remote sensing, computer-assisted cartography, and geographical information systems. Because of its increasing importance, special emphasis is placed on geographical information systems.

GEOG 16260: Fundamentals of Geographic Information Systems (GIS) 3 s.h.
Prerequisites: GEOG 16160
Fundamentals of Geographic Information Systems introduces students to the concepts and applications associated with creating, maintaining, analyzing, displaying, and interpreting geospatial data. Through the completion of activities and assignments, students gain experience with the fundamental tools for geospatial analysis, coupled with the knowledge of how best to apply them to real-world issues in the natural and human landscapes.

GEOG 16553: Workshop In Geography 1 to 3 s.h.
This course is designed for in-service teachers who wish to further develop their competencies in new teaching techniques and technologies in geography, including computer-assisted instruction and computer cartography. Contemporary geographic topics will be explored within a regional context of each major world region. Students will actively participate in applying new concepts, current data, and innovative techniques in geography by designing and presenting sample lessons at their grade level. (Summer only)

Course Descriptions

GEOG 16565: Geographic Information Systems (Gis) Topics And Applications 3 s.h.
Geographic Information Systems (GIS) Topics and Applications provides an extended exploration into Geospatial science and analysis at the graduate level. Students develop advanced GIS skills through a project-based approach culminating in a final project and presentation. The course deepens the understanding of raster and vector data structures as well as the ability to work with computational algorithms used in GIS analysis. Students learn through lectures, demonstrations, computer laboratory sessions and a project paper and presentation.

GEOG 16591: INDEP STUDY GEOG 3 s.h.

PLAN 31386: Land Use And Conservation 3 s.h.
Prerequisite: PLAN 31280

This course examines people's changing perceptions of the economic use potential of land focusing on how land is a combination of physical, economic, political and cultural interactions. The course explores the basics of land use law, property rights, land use conflicts and the various avenues for land conservation and open space preservation.

MBS 00659: GSBS Maintaining Matriculation 0 to 9 s.h.
A Master of Biomedical Science program student who requires an additional semester to complete a course, especially a RowanSOM course that begins in the fall and ends in the spring, may register for GSBS Maintaining Matriculation during the subsequent semester. This course will carry a variable credit weight of 0-9 credits (5 credits are part-time status; 9 credits are full-time status). The GSBS office will be responsible for certifying that a student is completing a course in progress on a part-time or full-time basis commensurate with the number of credits they are registered for in the previous semester. The student will not be charged tuition or a fee for continuation regardless of the number of credits for which they are registered. A student can only register for GSBS Maintaining Matriculation for one (1) semester. This course is not graded.

HES 00100: Teaching Concepts of Driver Education 3 s.h.
Prerequisite(s): (ATR 00235 or PHED 35235) and (HPE 00325 or HLTH 37325) or (ATR 00235 or PHED 35235) and (HPE 00326 or HLTH 37326)

The course is designed for individuals seeking New Jersey Driver Education teacher endorsement. The content includes learning to teach motor vehicle operation, driving environment and the student development of teaching techniques emphasizing safety, risk perception, and decision-making processes applied in a vehicle. Learning how to instruct others in performing behind-the-wheel driving will be scheduled outside of class time.

HES 00512: Understanding and Applying the Professional Literature in HES 3 s.h.
This course provides an overview of the research methods used in the health and exercise science field with an emphasis on reading, interpreting and applying the research findings in practical settings. The course will include an overview of both quantitative and qualitative research methods, as well as the steps of the research process. Students will learn how to perform a literature review, conduct a program evaluation and other practical applications of the research process.

HES 00515: Driver Education Concepts and Theory 3 s.h.
The course is designed for currently certified teachers seeking New Jersey Driver Education teacher endorsement. The content includes learning to teach motor vehicle operation, driving environment and the student development of teaching techniques emphasizing safety, risk perception, and decision-making processes applied in a vehicle. Learning how to instruct others in performing behind-the-wheel driving will be scheduled outside of class time.

HES 00520: Exercise and Epidemiology 3 s.h.
This course examines the etiology and pathophysiology of certain diseases and specifically includes the role of exercise as a preventative measure in the onset of these diseases. Disease processes investigated are coronary artery and coronary heart disease, hypertension, Type 2 diabetes mellitus, obesity, osteoporosis, selected cancers and low back pain syndrome.

HES 00525: Curriculum Strategies In Substance Awareness Education 3 s.h.
Prerequisite: PSY 05502

This course provides students with the knowledge, resources and skills needed to plan and organize curricula in chemical health education which meet the needs of students in school and non-school based settings. Students evaluate the nature and scope of the substance abuse problem in order to make informed decisions in the development, organization, implementation and evaluation of substance abuse programs. Special attention is given to program and policy development, instructional strategies, program evaluation, staff development, and the dynamics of school culture.

HES 00550: Capstone Project 3 s.h.
Prerequisite: This course must be taken in the last semester of the program.

In this independent study course, students will work individually with a faculty advisor to complete a major project relevant to health promotion. Projects may include the development of curriculum, program development, program evaluation, a research thesis, or other project with the approval of the Wellness and Lifestyle Management faculty coordinator.

Course Descriptions

HES 00555: Individual Study in Health and Physical Education 3 to 6 s.h.

This course is designed to give the student the opportunity to pursue an in-depth inquiry into a selected topic in health and physical education on an individualized basis. It provides flexibility for the student in increasing specialization in a selected area of interest. Offered in summer session only for matriculated students with a minimum of 25 S.H. completed. Students must submit a written proposal for individual study to the program advisor by March 15 prior to the summer session desired.

HES 00590: Integrating Wellness Into School Settings 3 s.h.

This course addresses the growing demand for wellness initiatives for students, their families and staff in P through 12 school settings. Teachers, school nurses, school administrators and community health promotion professionals will understand how to build wellness programming into the school community.

HLT 00103: Health and Wellness 3 s.h.

This course stresses the concepts of lifetime health and physical fitness. It examines the positive effects of exercise upon the heart and blood vessels, obesity and proper diet, body mechanics, and how the body handles stress. The course also examines the negative effects of disease, including socially transmitted diseases, substance abuse including narcotics, alcohol and tobacco, and other contemporary health-related problems. Students learn to analyze their strengths and limitations while planning a personal wellness profile which best fits their needs and interest.

HLTH 37512: Understanding And Applying The Professional Literature In Hes 3 s.h.

This course provides an overview of the research methods used in the health and exercise science field with an emphasis on reading, interpreting and applying the research findings in practical settings. The course will include an overview of both quantitative and qualitative research methods, as well as the steps of the research process. Students will learn how to perform a literature review, conduct a program evaluation and other practical applications of the research process.

HLTH 37515: Driver Education Concepts And Theory 3 s.h.

The course is designed for currently certified teachers seeking New Jersey Driver Education teacher endorsement. The content includes learning to teach motor vehicle operation, driving environment and the student development of teaching techniques emphasizing safety, risk perception, and decision-making processes applied in a vehicle. Learning how to instruct others in performing behind-the-wheel driving will be scheduled outside of class time.

HLTH 37518: Nutrition And Epidemiology 3 s.h.

This course is designed to explore nutrition's role in the prevention and rehabilitation of a variety of diseases including: hypertension, hypercholesterolemia, cardiovascular disease, diabetes, obesity, arthritis, osteoporosis, and cancer. The course will explore the etiology and progression of these diseases and facilitate an understanding of how nutrition may be prescribed for the care of individuals with these diseases. A portion of the course will be devoted to analyzing case studies and guiding the student through the process of nutritional management. Students will be required to perform a review of literature on a specific disease, which they will then present to the class.

HLTH 37520: Exercise And Epidemiology 3 s.h.

This course examines the etiology and pathophysiology of certain diseases and specifically includes the role of exercise as a preventative measure in the onset of these diseases. Disease processes investigated are coronary artery and coronary heart disease, hypertension, Type 2 diabetes mellitus, obesity, osteoporosis, selected cancers and low back pain syndrome.

HLTH 37525: Curriculum Strategies In Substance Awareness Education 3 s.h.

This course provides students with the knowledge, resources and skills needed to plan and organize curricula in chemical health education which meet the needs of students in school and non-school based settings. Students evaluate the nature and scope of the substance abuse problem in order to make informed decisions in the development, organization, implementation and evaluation of substance abuse programs. Special attention is given to program and policy development, instructional strategies, program evaluation, staff development, and the dynamics of school culture.

HLTH 37530: Leadership And Management In Health Promotion Programs 3 s.h.

HLTH 37541: Wellness Coaching And Behavior Change 3 s.h.

This course will provide practitioners with the theoretical background and tools needed to effect positive lifestyle changes in individual clients and population groups. Students will learn to use a wellness coaching delivery model that is based on empirically-supported health behavior theories, such as Social Cognitive Theory and the Transtheoretical Model, to support and motivate lasting behavior change.

Course Descriptions

HLTH 37542: Program Planning In Health Promotion 3 s.h.

This course provides an overview of leading health program planning theories, including PRECEDE/PROCEED and Intervention Mapping, and the application of these theories in the most common health promotion settings. The program planning process will be discussed in detail and case studies will be used to demonstrate the successful application of this process.

HLTH 37550: Capstone Project 3 s.h.

Prerequisite: This course must be taken in the last semester of the program.

In this independent study course, students will work individually with a faculty advisor to complete a major project relevant to health promotion. Projects may include the development of curriculum, program development, program evaluation, a research thesis, or other project with the approval of the Wellness and Lifestyle Management faculty coordinator.

HLTH 37580: Obesity And Diabetes Prevention And Management 3 s.h.

Prerequisites: INAR 06200 and (BIOL 10211 or BIOL 10212)

The purpose of this course is to examine the most common diseases afflicting Americans which have exercise as one of its primary modes for prevention and rehabilitation. The course will thoroughly review the underlying causes for each disease and provide the student with a complete understanding of how exercise can be used in combating these diseases. The primary areas of focus will be cardiovascular, pulmonary and metabolic disorders.

HLTH 37590: Integrating Wellness Into School Settings 3 s.h.

This course addresses the growing demand for wellness initiatives for students, their families and staff in P through 12 school settings. Teachers, school nurses, school administrators and community health promotion professionals will understand how to build wellness programming into the school community.

HLTH 37600: Wellness Through The Lifecycle 3 s.h.

This course is an overview of critical health and wellness issues specific to the lifecycle stages from birth to old age. Designed for health promotion practitioners, this course will provide a review of intervention guidelines, resources and program examples of wellness programs to meet the needs of clients and populations in each stage of life.

HLTH 37610: Positive Perceptions, Performance and Wellness 3 s.h.

This course is designed to provide students with knowledge of core concepts from positive psychology and the strengths movement from the perspective of wellness philosophy. Students will explore ways in which positive perceptions can be used to help target populations achieve personal and work life satisfaction. Students will develop competency in applied interventions in workplace, school, clinical and community settings to enhance wellness, productivity and performance. This course addresses work and life satisfaction, important drivers of health, by incorporating the fields of positive psychology and wellness.

HPW 00360: Facility & Program Management in Wellness 3 s.h.

Prerequisite(s): HLTH 00310

This course examines the skills necessary to effectively manage a health promotion facility and program through the study of the health and fitness facility management industry. Topics include training and managing staff, marketing programs and services, customer service, financial management, legal concerns, equipment selection and health and safety issues.

NUT 00518: Nutrition and Epidemiology 3 s.h.

This course is designed to explore nutrition's role in the prevention and rehabilitation of a variety of diseases including: hypertension, hypercholesterolemia, cardiovascular disease, diabetes, obesity, arthritis, osteoporosis, and cancer. The course will explore the etiology and progression of these diseases and facilitate an understanding of how nutrition may be prescribed for the care of individuals with these diseases. A portion of the course will be devoted to analyzing case studies and guiding the student through the process of nutritional management. Students will be required to perform a review of literature on a specific disease, which they will then present to the class.

PHED 35103: Health And Wellness 3 s.h.

This course stresses the concepts of lifetime health and physical fitness. It examines the positive effects of exercise upon the heart and blood vessels, obesity and proper diet, body mechanics, and how the body handles stress. The course also examines the negative effects of disease, including socially transmitted diseases, substance abuse including narcotics, alcohol and tobacco, and other contemporary health-related problems. Students learn to analyze their strengths and limitations while planning a personal wellness profile which best fits their needs and interest.

Course Descriptions

PHED 3555: Individual Study In Health And Physical Education 3 to 6 s.h.

This course is designed to give the student the opportunity to pursue an in-depth inquiry into a selected topic in health and physical education on an individualized basis. It provides flexibility for the student in increasing specialization in a selected area of interest. Offered in summer session only for matriculated students with a minimum of 25 S.H. completed. Students must submit a written proposal for individual study to the program advisor by March 15 prior to the summer session desired.

PHED 36100: Teaching Concepts Of Driver Education 3 s.h.

The course is designed for individuals seeking New Jersey Driver Education teacher endorsement. The content includes learning to teach motor vehicle operation, driving environment and the student development of teaching techniques emphasizing safety, risk perception, and decision-making processes applied in a vehicle. Learning how to instruct others in performing behind-the-wheel driving will be scheduled outside of class time.

WLM 00530: Leadership and Management in Health Promotion Programs 3 s.h.

This course covers a variety of leadership issues necessary for ascending from a clinical position to an administrative or management position in a health profession. The general principles are applicable regardless of whether the goal is to ascend into a formal large institution (e.g., hospital), smaller institutional practice, healthcare corporation, private practice, or educational institution setting; basically any healthcare setting where one may have employees to work with or manage. Students are expected to: Participate actively by sharing their own personal experiences in the healthcare setting, provide analysis or critique of various situations presented, and integrate the material learned to answer a comprehensive question at the end of the semester as if they are the leader in an appropriate organizational setting.

WLM 00541: Wellness Coaching and Behavior Change 3 s.h.

This course will provide practitioners with the theoretical background and tools needed to effect positive lifestyle changes in individual clients and population groups. Students will learn to use a wellness coaching delivery model that is based on empirically-supported health behavior theories, such as Social Cognitive Theory and the Transtheoretical Model, to support and motivate lasting behavior change.

WLM 00542: Program Planning in Health Promotion 3 s.h.

This course provides an overview of leading health program planning theories, including PRECEDE/PROCEED and Intervention Mapping, and the application of these theories in the most common health promotion settings. The program planning process will be discussed in detail and case studies will be used to demonstrate the successful application of this process.

WLM 00575: Seminar in Wellness Management 3 s.h.

Seminar in Wellness Management examines overall management of wellness programs and facilities, with an emphasis on human resource management. In this case, wellness professionals will enhance their knowledge and application of how these elements that can be applied to wellness management settings. Topics include organizational structure, training, and managing staff, financial management, legal and ethical concerns and customer service relations.

WLM 00580: Obesity and Diabetes Prevention and Management 3 s.h.

Prerequisite(s): (NUT 00200 or INAR 06200) and (BIOL 10211 or BIOL 10212)

The purpose of this course is to examine the most common diseases afflicting Americans which have exercise as one of its primary modes for prevention and rehabilitation. The course will thoroughly review the underlying causes for each disease and provide the student with a complete understanding of how exercise can be used in combating these diseases. The primary areas of focus will be cardiovascular, pulmonary and metabolic disorders.

WLM 00600: Wellness Through the Lifecycle 3 s.h.

This course is an overview of critical health and wellness issues specific to the lifecycle stages from birth to old age. Designed for health promotion practitioners, this course will provide a review of intervention guidelines, resources and program examples of wellness programs to meet the needs of clients and populations in each stage of life.

WLM 00610: Positive Perceptions & Performance Wellness 3 s.h.

This course is designed to provide students with knowledge of core concepts from positive psychology and the strengths movement from the perspective of wellness philosophy. Students will explore ways in which positive perceptions can be used to help target populations achieve personal and work life satisfaction. Students will develop competency in applied interventions in workplace, school, clinical and community settings to enhance wellness, productivity and performance. This course addresses work and life satisfaction, important drivers of health, by incorporating the fields of positive psychology and wellness.

Course Descriptions

- WLM 00620: Internship in Wellness and Lifestyle Management 3 s.h.
Prerequisite: Students must have completed 27 semester hours in the program.
The goal of this course is to provide graduate students in Wellness and Lifestyle Management with an opportunity to apply the professional knowledge they have gained in their coursework to a professional setting. In addition to participating in the daily operation of the site, the student will complete a major project which incorporated two or more of the professional skills s/he has learned in the coursework of the program.
- HIST 05100: Western Civilization To 1660 3 s.h.
This course covers the evolution of Western Culture from the Stone Age to the end of the Thirty Years War, emphasizing the medieval and early modern periods. Students study the ancient period to learn of its contribution to western culture. The course introduces students to the principles and methodology of history.
- HIST 05101: Western Civilization Since 1660 3 s.h.
Prerequisites: Admitted to the Bantivoglio Honors Concentrat
Prerequisites:
This course examines expansion of European culture to other world areas and the consequent changes for European life. It emphasizes the impact of the Industrial Revolution on all aspects of Western culture and introduces students to the principles and methodology of history.
- HIST 05120: World History Since 1500 3 s.h.
This course studies the key changes in the patterns of interaction among the major cultures of the earth from the beginnings of European Expansion in the 1500's. The course covers the roots of European Expansion, the response of the Confucian, modern, and non-Eurasian cultures, and the emergence of a non-Western Third World Block since 1914.
- HIST 05150: United States To 1865 3 s.h.
This course examines the historical roots of the American democratic traditions, with the emphasis on understanding the political, social and cultural forces developed in the new physical setting of North American and finally welded into a unified nation.
- HIST 05151: United States Since 1865 3 s.h.
This course analyzes the principal political, social and cultural factors conditioning the life of the nation since the Civil War. It emphasizes the issues facing modern America by the impact of industrialization and the problems of world leadership.
- HIST 05306: Historical Methods-Wi 3 s.h.
Prerequisites: COMP 01112
This course offers intensive training in the techniques of historical research and analysis of historical writing. Required of History majors as prerequisite for other upper-level courses.
- HIST 05492: Seminar 3 s.h.
Prerequisites: Senior Status and HIST 05306 w/C- better, at least 9 credits in 300-400 level history courses.
This course concentrates on a research paper of substantial length based upon primary as well as secondary sources. The course also requires critical analysis and discussion of the papers by seminar participants. Required of History majors during their senior year.
- HIST 05500: Colloquium In American History 3 s.h.
This course introduces students to in-depth historical analysis of a selected theme in American history, including work with historical sources, critical reading of historians' accounts, intensive research and writing, and class discussion. Proposed topics include American Immigration History, Colonial North America (1500-1775), The American Revolution and Early Republic (1763-1820), Comparative History of the Americas, and Modern American and European Women in Historical Perspective.
- HIST 05510: Readings And Research In History I 3 s.h.
This course is on of two courses, along with Readings and Research in History II, designed to strengthen the skills of students in historical research, writing, and analysis. It will expose students to key recent theoretical influences on professional historians, cover key developments in historiography from ancient times through the beginning of the twentieth century, and provide students with brief surveys of the major issues, including both classic and contemporary debates, within regionalized subfields of European and Global history. The course will provide students with opportunities for peer presentations, discussion, and leadership not necessarily available in other graduate courses. This course is required for all students enrolled in the Master's program in History and is a prerequisite for 600 level graduate courses but not for other 500 level graduate courses, including Readings and Research in History II. This course is usually offered once a year.

Course Descriptions

HIST 05511: Colloquium In American History I 3 s.h.

This course is the first graduate colloquium on the topic of American history that students in this program will take. The course focuses on the in-depth historical analysis of a selected theme in American history, including work with historical sources, critical reading of historians' accounts, intensive research and writing, and class discussion. Proposed topics include American Immigration History, Colonial North America, 1500-1775, the American Revolution and Early Republic, 1775-1820, Comparative History of the Americas, and Modern American and European Women in Historical Perspective.

HIST 05512: Readings And Research In History II 3 s.h.

Prerequisite: Admission to BA/MA or MA program in History

This course is one of two courses, along with Readings and Research in History I (HIST 05.510), designed to strengthen the skills of students in historical research, writing, and analysis. It will expose students to key recent theoretical influences on professional historians, cover key developments in historiography during the twentieth century, and provide students with brief surveys of the major issues, including both classic and contemporary debates, within the regionalized subfields of United States history. The course will provide students with opportunities for peer presentations, discussion, and leadership not necessarily available in other graduate courses. This course is required for all students enrolled in the Master's program in History and is a prerequisite for 600 level graduate courses but not for other 500 level graduate courses, including Readings and Research in History I (HIST 05.510). This course is usually offered once a year.

HIST 05514: Colloquium In American History II 3 s.h.

Prerequisites: HIST 05511

This course is the second graduate colloquium on the topic of American history that students in this program will take. Otherwise the course is identical to Colloquium in American History I.

HIST 05516: Colloquium In American History III 3 s.h.

Prerequisites: HIST 05511 and HIST 05114

This course is the third graduate colloquium on the topic of American history that students in this program will take. Otherwise, the course is identical to Colloquium in American History I

HIST 05522: Colloquium In European History I 3 s.h.

This course is the first graduate colloquium on the topic of European history that students in this program will take. The course focuses on in-depth historical analysis of a selected theme in European history that students in this program will take. The course focuses on in-depth historical analysis of a selected theme in European history, including work with historical sources, critical reading of historians' accounts, intensive research and writing, and class discussion. Proposed topics include Ancient Historians, The French Revolution, The Holocaust in Europe, Popular Culture in Early Modern Europe, Social History of Early Modern Europe, 20th Century War and Society, Women in Early Modern Europe, and Modern American and European Women in Historical Perspective.

HIST 05523: Colloquium In European History II 3 s.h.

Prerequisites: HIST 05522

This course is the second graduate colloquium on the topic of European history that students in this program will take. Otherwise, it is identical to Colloquium in European History I.

HIST 05524: Colloquium In European History III 3 s.h.

Prerequisites: HIST 05523

This course is the third graduate colloquium on the topic of European history that students in this program will take. Otherwise, the course is identical to Colloquium in European History I.

HIST 05531: Colloquium In Global History I 3 s.h.

This course is the first graduate colloquium on the topic of global history that students in this program will take. The course focuses on in-depth historical analysis of a selected theme in global history, including work with historical sources, critical reading of historians' accounts, intensive research and writing, and class discussion. Proposed areas of specialization include Africa, Asia, Eastern Europe, and the Middle East.

HIST 05533: Colloquium In Global History II 3 s.h.

Prerequisites: HIST 05531

This course is the second graduate colloquium on the topic of global history students in this program will take. Otherwise, the course is identical to Colloquium in Global History I.

Course Descriptions

- HIST 05535: Colloquium In Global History III 3 s.h.
Prerequisites: HIST 05533
This course is the third graduate colloquium on the topic of global history students in this program will take. Otherwise, the course is identical to Colloquium in Global History I.
- HIST 05545: History of Crime 3 s.h.
Prerequisite(s): Graduate or senior status
This course examines crime in historical perspective, as a window into both social history and shifting approaches to historical study. Graduate students will work in-depth with analysis of both primary and secondary source materials.
- HIST 05551: Graduate Independent Study 3 s.h.
Prerequisite: matriculation in the Master of Arts in History program
Students may complete up to 6 elective credits through the independent study option if they wish to pursue specialized knowledge not available through regular coursework. Students must take at least one colloquium related to the topic before engaging in independent study, then develop an individual study proposal with a full time professor in the History Department. The proposal must be approved by the graduate coordinator prior to enrollment in the course.
- HIST 05601: Masters Thesis In History I 3 s.h.
Prerequisite: HIST 05510 and HIST 05512
This course requires students to design and begin implementing their own research project to be used to satisfy the program's thesis requirement. Under the guidance of a member of the History Department faculty who agrees to serve as Thesis Advisor, the student will develop a Research Prospectus for their thesis that will consist of an Introduction and Statement of the Problem, a Literature Review, and a brief summary of the proposed research. The student will defend the prospectus before at least two History Department faculty. Prerequisites are two courses in historiography and research methods, Readings and Research in History I (HIST 05.501) and Readings and Research in History II (HIST 05.502). The student will begin implementing the research after obtaining the Committee's approval.
- HIST 05602: Masters Thesis In History II 3 s.h.
Prerequisite: HIST 05510 and HIST 05512 and HIST 05601
In Masters Thesis in History II, the student will write and complete a Masters Thesis. In Masters Thesis in History I (HIST 05.601), the student will have designed and begun implementing their own research project. In this course, under the guidance of a member of the History Department faculty who has agreed to serve as Thesis Advisor, the student will complete the writing of the Thesis. The thesis should, like other graduate courses, engage students in critical reading of historical accounts and provide them with opportunities to reconstruct historical events from original documents, conduct research that is based on primary sources and applies historical methodologies, and write coherent historical analysis. Prerequisites are two courses in historiography and research methods, Readings and Research in History I (HIST 05.510) and Readings and Research in History II (HIST 05.502); and Masters Thesis in History I (HIST 05.601).
- CURR 29515: Introduction To Planning And Teaching 4 s.h.
Students will begin their development of the skills necessary to enhance the planning, teaching, and learning processes. Students will be expected to ground their future classroom practice in a strong research base through a study of planning and teaching models and the latest literature on effective teaching.
- CURR 29550: Public School Curriculum K-12 3 s.h.
A course that deals with a critical appraisal of current public school curriculum practices. Emphasis will be placed on the following aspects of the K-12 curriculum: the subject matter curriculum, the humanistic curriculum, role of subject matter specialist, the nature of the disciplines, the taxonomies of educational objectives (affective, cognitive, psychomotor). This is a basic course which is a prerequisite for any further study in curriculum. This course may not be offered annually.
- CURR 29580: Fundamentals Of Curriculum Development 3 s.h.
This course provides background in goals, objectives, assumptions, values, issues, and theory related to modern curriculum. Topics include learning and curriculum, the nature and structure of knowledge and curriculum design, criteria for staff, lay advisers, committees, and consultants for the purpose of curriculum planning. This is a basic course which is a prerequisite for further study in curriculum.
- CURR 29590: Curriculum Evaluation 3 s.h.
Emphasis will be on identification, organization, and practical applications of selected curriculum evaluation models. This course is designed to enable a student, or a team of students, to determine what and when to evaluate, whom to evaluate, and how to evaluate. Students will be expected to demonstrate a knowledge base in curriculum theory and development. A curriculum evaluation project is required. This course may not be offered annually.

Course Descriptions

CURR 29600: Specialization Seminar And Investigation I 3 s.h.
The student must complete a special project in the field of specialization which demonstrates his ability to apply theory and research. Focuses upon applying general and specialized knowledge to the examination of proposals and research on the processes of change and innovation.

CURR 29601: Specialization Seminar And Investigation II 3 s.h.
The student must complete a special project in the field of specialization which demonstrates his ability to apply theory and research. Focuses upon applying general and specialized knowledge to the examination of proposals and research on the processes of change and innovation.

ECED 23510: Curriculum Development In Early Childhood Programs 4 s.h.
This course is focused on the content and characteristics of developmentally appropriate curriculum to support growth, development, and learning of young children. Factors that influence early childhood curriculum development, the important role of family and culture, the integration of play, literacy, and assessment are studied. Students learn to apply the recommended standards for developmentally appropriate practices and curriculum. This course also includes a field experience with visitations to early childhood classes/programs.

ECED 23511: Understanding Child Development And Behavior In The Classroom 3 s.h.
This course focuses on two main components: understanding child development and behaviors and guiding young children's behaviors in the preschool classroom. Teacher candidates will understand and apply knowledge of child development and behaviors to instruction and classroom management in preschool settings. They will learn about and experience factors influencing child development, child development theories and their implications for teaching and learning, developmental milestones and academic standards, developmentally appropriate play and play materials, approaches to guide young children's behaviors, and effective strategies of classroom management. Completing field-based assignments will be required.

ECED 23512: Understanding And Designing Curriculum For Young Children 4 s.h.
Prerequisites: ECED 23511
This course is focused on understanding curriculum models and designing developmentally appropriate curriculum for young children, which supports their growth, development and learning. For this, teacher candidates will identify ideas, principles, and social issues influencing practice of early childhood education as well as importance of play in young children's development and learning. In addition, they will examine curriculum models widely used in the field of early childhood education. Finally, candidates are prepared to develop innovative lesson plans and curriculum and take leadership roles in the field of early childhood education. Candidates will be required to develop and teach lessons in the preschool classrooms and to develop a theme-based unit plan built on the students data collected from the preschool classroom.

ECED 23513: Assessment In Early Childhood Education 3 s.h.
Prerequisites: ECED 23512
This course focuses on analyzing assessment methods in early childhood education. Candidates will examine different methods and tools of assessment, explore the concept of assessment driven instruction, and learn to develop differentiated instructional strategies based on student assessment data. They will also learn to share the data with families and other professionals in the field. In addition to assessing students, candidates will explore early childhood program assessment tools such as the Early Childhood Environmental Rating Scale-Revised (ECERS-R), the Classroom Assessment Scoring System (CLASS), and the Assessment of Practice in Early Elementary Classrooms (APEEC), in order to ensure comprehensive quality of the education. Conducting a case on one child in preschool level will be required for this course.

ECED 23514: Family, Community, And Professional Ethics 3 s.h.
Prerequisites: ECED 23513
This course focuses on parent-child relationships and partnerships between parents and their schools and communities. The course examines the role of the parent and the development of young children (P-3). Issues related to P-3 children will be studied along with topics such as family dynamics, curriculum, parental roles, and cultural diversity. Professional ethics will be integrated throughout this course in relation to working with young children and their families both in individual and group settings. Techniques for involving parents and families in school environments will be examined through discussion and lecture. Developing a plan for collaborating with diverse families will be required for this course.

EDST 24502: Initiation Of Internship Project 1 s.h.
see EDST24.608

Course Descriptions

- EDST 24565: Analysis And Application Of Research 3 s.h.
Students will develop skills necessary to critically analyze and interpret educational research. Interpretation of statistics, analysis of research design, and the use of educational data bases will be components of the course. Emphasis will be on the application of educational research to actual classroom problems through a case study method as well as student-designed projects.
- EDST 24602: Development Of Internship Project 1 s.h.
See EDST24.608
- EDST 24608: Internship Project Report 2 s.h.
Students will design and complete an individual internship project applying scientific inquiry and research methodology to an identified problem of interest in an area related to instructional practice, curriculum development and/or learning. These courses, Initiation of Internship Project (1 S.H.), Development of Internship Project (1 S.H.) and the Internship Project Report are completed during Phases II, III and IV of the Master of Science in Teaching Program.
- EDUC 01270: Teaching In Learning Communities I 3 s.h.
prerequisites:
This course for teacher candidates in undergraduate teacher certification programs provides an introduction to the elements of successful, caring learning communities and will serve as a foundation for Teaching in Learning Communities II and future education courses. Teacher candidates will learn about, observe, participate in, and reflect on various aspects of learning communities and types of collaborative teaching and learning. They will begin their understanding of the interactions between and among curriculum, planning, instructional approaches, assessment, culture, diversity, and management within a learning community environment. Field visits will provide the opportunity for teacher candidates to begin to make the connection between the content of the course and its application in elementary classrooms.
- EDUC 01272: Teaching In Learning Communities II 3 s.h.
Prerequisite: C- or better in EDUC 01270
This course provides in-depth examination and practice of instructional planning and assessment in a caring learning community. Candidates study viable learning community approaches where content-rich, research-based, and culturally responsive teaching and democratic and inclusive practices are used in caring learning environments. Candidates develop skills in objective, lesson, unit, and assessment design. Field component is required.
- EDUC 01282: Teaching In Learning Communities II-Art 3 s.h.
Prerequisite: C- or better in EDUC 01270
Teaching in Learning Communities II Art furthers the understanding of successful and caring learning communities begun in Learning Communities I. A field component is required.
- EDUC 01284: Teaching In Learning Communities II-Music 3 s.h.
Prerequisite: C- or better in EDUC 01270
Teaching in learning Communities II Music, is specifically designed to continue the development of an understanding of successful and caring learning communities begun in the Teaching in Learning Communities I course and apply it specifically to the music classroom as a "learning community." This course will be music education specific to develop a broad and deep knowledge of music education processes throughout grades K-12 in music settings. A field component is part of this course.
- EDUC 01500: Trends And Practices In Classroom Teaching 3 s.h.
Corequisites: ELEM 02511
This course focuses on emerging trends in elementary and subject matter classroom practices. Topics include standards and accountability, constructivist and experiential teaching, inclusion and differentiation, culturally responsive teaching, and collaboration with families and communities. Special emphasis is placed on the background of each trend, related issues, and implications for practice.
- EDUC 01601: Clinical Internship I 3 s.h.
- EDUC 01603: Clinical Seminar I 2 s.h.
Students will complete a field experience focusing on sequenced observations and supervised beginning teaching experiences in a variety of school settings. Specific competencies shall be developed in: 1) teaching and learning, 2) curriculum, 3) pupil guidance, and 4) classroom organization and management. Concurrent seminar study will focus on knowledge of the special needs of students, applications of educational technology and student assessment and evaluation.

Course Descriptions

- EDUC 01605: Clinical Internship II 7 s.h.
- EDUC 01607: Clinical Seminar II 1 s.h.
 Students will complete a supervised semester-long teaching internship in an assigned classroom and school setting. They will research and apply general and specialized knowledge to the processes involved in full-time classroom teaching and other teacher responsibilities. Seminar study will emphasize effective teaching practices that extends their previous learning and current intern teaching.
- EDUC 01608: Internship Project Report 1 s.h.
 Students will design and complete an individual internship project applying scientific inquiry and research methodology to an identified problem of interest in an area related to instructional practice, curriculum development and/or learning. These courses, Initiation of Internship Project (1 S.H.), Development of Internship Project (1 S.H.) and the Internship Project Report are completed during Phases II, III and IV of the Master of Science in Teaching Program.
- EDUC 01610: TCHNG FOR EQUIT/ACHIEV DVRS CL 3 s.h.
 This course focuses on issues and concepts in critical multicultural education and their implications for teaching and learning in diverse school settings. Students will critically examine influences on students' schooling experiences and the historic and current challenges of non-dominant students in the U.S., such as racism, discrimination, school organization, and the social and political contexts of school and society. The course will also focus on methods to build a multicultural classroom that supports equity and achievement for all students.
- EDUC 01624: Educational Change 3 s.h.
Prerequisite: ELEM 02550 with a minimum grade of B
 To assume leadership roles and to become change agents for their respective schools, teachers will analyze the influences, trends, social and political forces that generate and impact educational change at varying levels, i.e., at the classroom, school, community, state, and national levels. They will develop knowledge of the stages of systemic education change and strategies to achieve and sustain momentum for change. Various field work components will be integrated throughout this course.
- EDUC 01700: Leadership Through Professional Learning Communities 3 s.h.
 This course is designed to provide Ed.D. students with the opportunity to plan and put into practice their knowledge, skills, and dispositions for providing leadership through Professional Learning Communities. This course will begin by examining the critical stages of group development in establishing Professional Learning Communities, through the lens of detailed school-based examples. Students will follow this examination by engaging in their own identification of an educational issue, and complete a subsequent PLC plan, implement the plan, document and analyze experience and report.
- EDUC 02602: Mst Professional Seminar 1 s.h.
Prerequisites: EDUC 01610 and SELN 42954 and EDUC 01601 and either ELEM 02513 or SMED 60501. Corequisites: EDST 24504 and EDUC 01605
 This course provides support to MST candidates as they undergo their student teaching experience (Clinical Internship II). Candidates are required to reflect regularly on their teaching and school experiences and use these reflections as a basis for discussion in the course. Throughout the semester, they will make connections between the course readings and discussions and their professional practice. Specific course topics will include classroom management, assessment, inclusion, culturally responsive teaching, motivating students, working with families and communities, the job search, and professional development.
- ELEM 02338: Practicum In Mathematics And Literacy 1 s.h.
Corequisites: ELEM 02336 and READ 30351 Prerequisites: ELEM 02319 and SPED 08316
 This field experience course provides an opportunity for candidates in the Elementary Education Specialization to practice their developing instructional skills once a week in a K-5 classroom setting. Candidates will work with partners in assigned classrooms to assist with literacy and mathematics instruction and to take the lead in developing and teaching lessons in literacy and mathematics.
- ELEM 02511: Learning Community Classrooms 3 s.h.
 This course focuses on identifying the characteristics of a learning community classroom, the propensities of learning community teachers, and the stages of group development in establishing a learning community. Course activities include study of personal planning, implementing, and reflecting strategies for establishing a learning community classroom.
- ELEM 02512: Teaching Math, Science, And Health In Elementary Classrooms 3 s.h.
Prerequisites: ELEM 02511 and EDUC 01500 Corequisites: READ 30555
 This course focuses on understanding and developing inquiry-based, interdisciplinary instruction based on national and state standards in mathematics, science, and health at the elementary school level. Students will critically examine the principles of inquiry-based instruction and develop interdisciplinary lesson plans along with performance-based assessments. As a culminating project, students will develop a hands-on learning kit for the elementary classroom.

Course Descriptions

ELEM 02513: Teaching Language Arts, Social Studies And The Arts In Elementary Classrooms 3 s.h.
Prerequisites: READ 30515 and ELEM 02512
Corequisites: EDUC 01601 and EDUC 01610 and SELN 42954

This course examines the use of established elementary education content standards and teaching methods in social studies, the arts, and language arts and how interdisciplinary, thematic units of inquiry facilitate meeting those standards. Students apply current research on how children learn and on effective teaching methods in social studies, the arts, and language arts. Students also apply instructional knowledge and skills they are developing related to inquiry-based interdisciplinary instruction, assessment, and differentiating that instruction for elementary students in the co-requisite field internship.

ELEM 02539: Contemporary Curriculum Processes/Elementary Language Arts 3 s.h.

This course examines current theory and practice in the teaching of all of the language skills of the elementary school. Criteria are developed for evaluating teaching practices in terms of today's demand for improved and expanded communications skills. This course may not be offered annually.

ELEM 02540: Contemporary Curriculum Processes/Elementary Mathematics 3 s.h.

The primary purpose of this course is to examine and evaluate practices of teaching and criteria of evaluating mathematics in the elementary grades. Criteria will be obtained by studying research findings and examining the recommendations of authorities in the field. Courses of study will be evaluated using established criteria. This course may not be offered annually.

ELEM 02550: Analysis Of Classroom Teacher Behavior 3 s.h.

Through a review of the literature and self-analysis, students will examine relationships between teacher personality characteristics, classroom processes, and pupil achievement. All students will have opportunities to identify variables which research reveals as significantly correlated with pupil growth. Ample opportunity will be provided for students to develop expertise in the use of a low-inference, relatively objective, and highly reliable system of analyzing classroom interaction. This course may not be offered annually.

ELEM 02552: Research On Children'S Mathematical Learning 3 s.h.

This course introduces the graduate student to theories of how elementary and middle-school students learn mathematics and to current research on children's thinking and learning of mathematics. It surveys research findings on the child's understanding of mathematical concepts such as number, operations, fractions and proportions, measurement, and space. The focus of the course is how children learn mathematics, and it will enable the graduate student to see mathematics from the standpoint of the elementary and middle school child. This course will aid the teacher in discerning a child's understanding of mathematics as a basis for determining the type of mathematics instruction for which he/she is ready.

ELEM 02556: Principles Of Identification And Treatment Of Mathematics Deficiencies 3 s.h.

This course introduces the student to the principles of identifying, prescribing, planning and teaching for mathematics deficiencies in elementary school children. Students have the opportunity to design a diagnostic instrument and plan an individualized instructional program based upon findings. This course may not be offered annually.

ELEM 02601: Seminar In Elementary Teaching 3 s.h.

Each student is expected to conceive, conduct and report an investigation that will display sound knowledge of educational theory, appropriate research procedures and skill in communication.(ELEM02.600 offered in fall only; ELEM02.601 offered in spring only)

FNDS 21150: History Of American Education 3 s.h.

This course provides an in-depth study of American education from 1600 to the present, covering preschool through post-secondary education. It focuses on the social forces, sources of conflict, major educational figures and patterns of schooling during each period. In addition, the course will highlight the ways in which diversity has been accommodated, marginalized, or rejected in American education. Students will be able to identify and discuss ways in which diversity has been accommodated, marginalized, or rejected in American education.

FNDS 21230: Characteristics Of Knowledge Acquisition 3 s.h.

This course will focus on how human beings think, process information and acquire skills. Discussion of learning philosophies and applications in a variety of settings will be addressed. Methods of inquiry, reflection, motivation, creativity and critical thinking will be explored.

FNDS 21530: Foundations Of Multi-Cultural Education 3 s.h.

This course is designed to focus on the key relationships between formal education as a social and cultural institution in American society and multicultural education as a response to contemporary societal needs. The course examines the areas of curriculum, pedagogy and evaluation in multicultural education as they affect and are affected by the education professional. The course requires empirical investigation and subsequent analysis through selected topics in research in Intercultural Education.

Course Descriptions

LDTC 18500:	INDEPENDENT STUDY	1 to 6 s.h.
LDTC 18503:	Foundations Of Learning Disabilities	3 s.h.
A general introduction to learning disabilities, with emphasis upon remediation of basic skills and pedagogical rationale. Students will become familiar with the various types of disorders encountered in pupils with learning disabilities and with appropriate instructional techniques and materials.		
LDTC 18504:	Assessment Of Learning Disabilities	3 s.h.
In this two semester sequence, emphasis will be on evaluation and remediation of learning disorders in school age children. A case study is required. Enrollment limited to students matriculated in the Learning Disabilities program. (LDTC18.504 is offered in the fall semester and LDTC18.505 is offered in the spring semester.)		
LDTC 18505:	Correction Of Learning Disabilities	3 s.h.
In this two semester sequence, emphasis will be on evaluation and remediation of learning disorders in school age children. A case study is required. Enrollment limited to students matriculated in Learning Disabilities program. (LDTC18.504 is offered in the fall semester and LDTC18.505 is offered in the spring semester.)		
LDTC 18510:	Applied Theories Of Learning	3 s.h.
Educators will develop and articulate their own theories of learning after examining carefully and critically the prevalently existing and competing theories of learning. The study of motivation and its effect on learning including the use of rewards and incentives will be covered as well.		
LDTC 18516:	Applied Tests And Measurements	3 s.h.
Emphasis is placed upon data-gathering, the evaluation of data and the use of data in educational measurement. Standardized tests, both group and individual, will be studied. Generally, enrollment is limited to those who have been formally admitted to the student personnel services, learning disabilities and school psychology programs.		
LDTC 18520:	Neurological Bases Of Educational Disorders	3 s.h.
The student will study the nature of physiological readiness for learning with regard to the various disabilities. The varieties of physical, mental, and learning disabilities will be related to the neurophysiological basis for learning.		
LDTC 18525:	Advanced Assessment Techniques	3 s.h.
This course is designed for the advanced graduate student in learning disabilities. It provides for the development of competence in a variety of assessment instruments useful in differential diagnosis of complex learning problems. This course may not be offered annually.		
LDTC 18540:	Motor Development In Young Children With Disabilities	3 s.h.
The course investigates motor development resulting in disabling conditions in young children. Major theorists and research are an integral part of the course work. Assessment options and research-based interventions are explored. This course may not be offered annually.		
LDTC 18545:	Language Development In Young Children With Disabilities	3 s.h.
The course investigates language acquisition and the physiological, environmental and psychological factors which may influence that development in the young children. This course may not be offered annually.		
LDTC 18550:	Foundations In Early Childhood Special Education	3 s.h.
The course surveys the bases of disabilities in young children. Diagnostic techniques, materials and methods are explored. Classic studies and current research will be studied.		
LDTC 18600:	Seminar And Research In Learning Disabilities	3 s.h.
This course considers current issues, trends, problems, and research of significance to learning disabilities. Students complete a thesis/project which evidences capacity for research and independent thought. Registration by permission of the program advisor only. The comprehensive examination is taken during LDTC18.601.		
LDTC 18601:	Seminar And Research In Learning Disabilities	3 s.h.
This course considers current issues, trends, problems, and research of significance to learning disabilities. Students complete a project which evidences capacity for research and independent thought. Registration by permission of the program advisor only. The comprehensive examination is taken during LDTC18.601.		

Course Descriptions

LDTC 18650: Clinical & Field Experiences In Learning Disabilities 3 to 6 s.h.
Students engage directly in supervised case work with children demonstrating learning disorders. Assessment and appropriate, research-based remediation of learning problems, consultation skills and in-service program design are required in a 120-clock hour clinical and field setting. Only matriculated students may register for this course.

SELN 10576: EFFECTIVE INCLUSIVE INSTRUCT 3 s.h.
This course is designed to begin developing the knowledge, skills, and dispositions necessary for general education teachers to understand and educate students in inclusive classrooms. Emphasis will be on: (a) understanding the legal foundations for inclusive instruction, (b) recognizing students' diverse strengths and needs, (c) designing, implementing, and assessing effectively differentiated lessons that feature research-based strategies, and (d) organizing and managing a flexible, student-centered classroom.

SELN 10577: Collaborative Instruction In Inclusive Classrooms 3 s.h.
Prerequisite: SPED 08555
This course will focus on instructional strategies in inclusive classrooms for students with and without disabilities. Collaborative and consultative skills for working with parents, regular education teachers, special education teachers, support personnel, and school administrators will be discussed and modeled, as well as role play for team teaching in such environments.

SELN 10578: Administration And Supervision In Special Education 3 s.h.
This course considers the problems in administering and supervising programs for students with disabilities between three and twenty-one years of age. Attention is given to organizing, financing and supervising such programs at federal, state and local levels.

SELN 10580: Teaching Students With Moderate And Severe Disabilities 3 s.h.
Through this course students acquire knowledge of the curriculum, assessment procedures, and intervention strategies required to effectively teach individuals with moderate and severe disabilities. Among the areas of emphasis are functional academics, personal care, recreation/leisure, vocational and community living skills. Research-based best practice in instruction for students with moderate and severe disabilities is stressed.

SELN 10581: Implementing Positive Behavior Supports 3 s.h.
This course provides the student with a comprehensive study of the goals of misbehavior in classrooms and in other settings. Specific theoretical techniques and methodology in channeling deviant behavior through the use of behavior modification and other management techniques will be explored. Curricula content, self-development, attitudes, and research finding will enable each student to acquire effective skills in working with learning resistant and deviant behaving children and adults.

SELN 10582: Communication Skills For Students With Disabilities 3 s.h.
This course provides an intensive study of the language needs of students with moderate and severe disabilities and includes individual assessment for the identification of initial communication and the development of acceptable language procedures. Finger spelling, basic American Sign Language, and using technology to develop alternative communication strategies will be covered.

SELN 10585: Educational Assessment In Special Education 3 s.h.
Prerequisite: SPED 08555
Trends, practices, problems and issues in educational assessment will be examined. The course is designed to enable the special education teacher to administer criterion-referenced, informal, or standardized tests and to plan individualized educational programs for students with special needs. Curriculum-based assessment is emphasized.

SELN 10586: Emotional And Behavioral Support Strategies 3 s.h.
This graduate course will discuss positive strategies, related laws and regulations, and services to support students with behavioral and emotional problems. Social and emotional factors that affect behavior and learning will be explored. Emphasis will be placed on appropriate academic and social skills instruction, and pro-social interventions to meet the needs of students with difficulties in social and emotional adjustments.

SELN 10590: Introduction To Autism Spectrum Disorders 3 s.h.
This course is designed to provide graduate level instruction in the salient issues involved in the education of students with autism spectrum disorders (including autism, Asperger's syndrome, Rett syndrome and other pervasive developmental disorders). It provides an overview to candidates about the characteristics, language development, social relationship development, and instructional interventions for children with autism spectrum disorders.

Course Descriptions

SELN 10591: Instructional Methods For Students With Autism Spectrum Disorders 3 s.h.
Prerequisites: SELN 10590

This course is designed to provide graduate level instruction in the assessment and instruction of students with autism spectrum disorders. Students will learn about evidence-based practices for enhancing the academic, social, behavioral, and communication skills of students with autism spectrum disorders. They will apply their learning in both in-class case study activities and in field experiences. In addition to specialized practices, students will learn how to modify instruction in general education classes to meet the needs of students with autism spectrum disorders.

SELN 10592: Clinical Seminar In Special Education 2 s.h.

This seminar course is designed to be taken concurrently with the clinical field practice. Students meet throughout the semester to discuss teaching experiences, problem solving strategies, and their own reflections on working with children and youth with disabilities. A teaching portfolio and a report on student progress monitoring are also completed.

SELN 10593: Clinical Internship In Special Education 3 s.h.

This course will provide students an opportunity to apply research-based best practice in the field to teach children and youth with mild, moderate, or severe disabilities. Participants will be observed by both college supervisors and their mentor teachers, and will reflect on their instruction for improvement.

SELN 10600: Research Seminar In Special Education 3 s.h.

Students are expected to conduct an original research project. Guidance and assistance will be provided to help identify a problem, select appropriate research procedures, conduct a study, and write a comprehensive review of the results. Registration is by permission of the program advisor. During the Spring Semester students are required to pass a written comprehensive examination.

SELN 10601: RSRCH SEM IN SPCL ED 3 s.h.

SELN 60576: Inclusive Instruction in STEM Classrooms 3 s.h.

Prerequisite(s): B- or higher in: STEM 60501, READ 30520, STEM 60510 Corequisite(s): STEM 60502 and STEM 60512

With a focus on STEM education for students with special needs, this course is designed to begin developing the knowledge, skills, and dispositions necessary for STEM teachers to understand and education students in inclusive classrooms. Emphasis will be on: (a) understanding the legal foundations for inclusive instruction, (b) recognizing students' diverse strengths and needs, (c) designing, implementing, and assessing effectively differentiated lessons that feature research-based strategies, and (d) organizing and managing a flexible, student-centered classroom.

SELN 60577: Effective Inclusive Instruction in English, Social Studies, Theatre, and World Language Classrooms 3 s.h.

Prerequisites: SMED 60.560; Co-requisite SMED 60.562

In this course candidates will learn how to identify the learning difficulties of students with exceptional learning needs and assess, plan, and teach these students using evidence based practices that will enable candidates to succeed in subject matter content classes.

SMED 33502: Processes & Principles Of School Mathematics 3 s.h.

In this course, designed for certified teachers of secondary school mathematics, students will expand their pedagogical repertoires to include the mathematical processes of communicating, representing, making connections, problem solving, and reasoning and proving. The principles of curriculum, teaching, technology, equity, learning, and assessment will provide a framework for the study of the processes and students' current practice. These processes and principles will be studied entirely within the context of school mathematics content.

SMED 60500: Teaching Methods I: Subject Matter 3 s.h.

Prerequisites: ELEM 02511 and EDUC 01500 Corequisites: READ 30515

This course is the first of two subject-specific methods courses required for secondary candidates in the Master's of Science in Teaching program. MST Teacher candidates will learn to organize instructional materials into standards-based units and daily lessons appropriate for K-12 learners. This course focuses on learning theory, standards-based lesson and unit planning, pedagogy, classroom management, and learner diversity.

SMED 60501: Teaching Methods II: Subject Matter 3 s.h.

Prerequisites: SMED 60500 and READ 30515 Corequisites: EDUC 01601 and EDUC 01610 and SELN 42954

This course is the second of two subject-specific methods courses required for secondary candidates in the Master's of Science in Teaching program. Candidates will continue to learn ways to organize instructional materials into standards-based units and daily lessons appropriate for K-12 learners. In conjunction with a co-requisite Internship I experience, this course covers a range of topics necessary to building a learning community in secondary classrooms, such as learning theory, standards-based lesson and unit planning, pedagogy, classroom management, and learner diversity.

SMED 60562: RESIDENCY I 3 s.h.
Prerequisite: SMED 60.553; Co-requisite SMED 60.560

This course serves as the first semester of the yearlong residency required for MST Subject Matter Education teacher candidates. Each resident is placed in a middle or high school classroom and attends that placement 3 full days per week during the Fall semester. Using both Rowan and placement school district measures of teaching effectiveness, supervisors will evaluate residents on demonstrated mastery of subject area content, lesson planning, and multiple instructional strategies to meet varied student needs and demonstrated ability to assess learner progress and modify instruction accordingly, manage all aspects of classroom activity, and work collaboratively with all instructional, administrative, parental, and community members of the classroom and school community.

SMED 60563: RESIDENCY II 6 s.h.
Prerequisite: SMED 60.562; Co-requisite SMED 60.561

This is the second of the two field experiences required for candidates in the SME MST program. Continuing in their field placement from Residency I, candidates will attend their field placements 4 full days per week during the Spring semester. Using both Rowan and placement school district measures of teaching effectiveness, supervisors will evaluate residents on requires demonstrated mastery of subject area content, lesson planning, and multiple instructional strategies to meet varied student needs and demonstrated ability to assess learner progress and modify instruction accordingly, manage all aspects of classroom activity, and work collaboratively with all instructional, administrative, parental, and community members of the classroom and school community..

SPED 08130: Human Exceptionality 3 s.h.
 This general education course is designed to develop students' awareness and understanding of the nature and needs of individuals with exceptionalities. It provides a lifespan perspective that will assist students in better understanding and, hopefully, accepting and advocating for individuals with disabilities. A field component is required.

SPED 08307: Assessing Students With Exceptional Learning Needs 3 s.h.
Prerequisites: SPED 08130

This course emphasized linking assessment with educational instruction. Prospective classroom teachers will learn how to routinely use norm-referenced instruments and criterion-referenced techniques, with an emphasis on performance assessment. Introduction to statistical factors in testing, observation of testing, and administration of selected assessment instruments will be included. Teacher candidates will also have the opportunity to develop informal assessments in conjunction with a required field experience component.

SPED 08308: Assistive Technology And Transition Planning 3 s.h.
Prerequisites: SPED 08130

This course will focus on exposing students to a variety of technologies used by and with students with exceptional learning needs. Students will gain hands-on skills in designing technology-based instructional materials for students with a wide range of exceptionalities. A focus on Universal Design for learning is at core of this course- with a goal of providing students with the ability to adapt technology, instruction, and assessment to meet a range of student needs. Exposure to adaptive and assistive technologies, as well as state-of-the-art software and hardware, is also emphasized in the course. All of this will be addressed as part of the development of Individual Educational Plans (IEPs) for students, with special emphasis on transition planning. Transition planning will address all major life transitions(e.g., early intervention to preschool; preschool to elementary; elementary to secondary; and secondary to post-secondary and work environments). A field component will be required.

SPED 08316: Differentiated Instruction In The Inclusive Classroom 2 s.h.
Prerequisites: SPED 08130

This Junior Level (300) course will focus on how the diverse needs of individuals with educational disabilities/differences can be met within the general education classroom environment. Emphasis will be on developing communication/collaboration, instructional and assessment strategies that will assist the classroom teacher in diversifying instruction to meet individual needs. A field component is required.

SPED 08360: Positive Behavioral Support Systems For Students With Exceptional Learning Needs 3 s.h.
Prerequisite: SPED 08130

This course exposes students to a variety of theoretical approaches in behavior management of students with exceptional learning needs and how to apply those skills in classroom practices. A field component is required.

Course Descriptions

SPED 08415: Specialized Instruction For Students With Exceptional Learning Needs 3 s.h.
Prerequisites: SPED 08130 and SPED 08316 and SPED 08307

This senior-level course enhances the systematic progression of skills initiated during the earlier stages of the Teacher of Students with Disabilities Endorsement Program. The course prepares candidates to teach students with exceptional learning needs, covering instructional methods and strategies to teach self-help, motor, reading, math, language, study skills, science, and social studies. The course also emphasizes supporting students with exceptional learning needs in inclusive classrooms. There is a required field experience component with this course.

SPED 08445: Clinical Seminar In Special Education 1 to 2 s.h.
Prerequisites: SPED 08415

This course is designed to be taken with Clinical Practice in Special Education. The seminar will focus on three major areas within the candidate's area of specialization, application of effective teaching research, and analysis and evaluation of the Clinical Practice experience. This course is intended to be a capstone experiences for all candidates in the Teacher of Students with Disabilities Endorsement Program.

SPED 08450: Clinical Practice In Special Education 4 s.h.
Prerequisites: SPED 08415 or SPED 08416

This is the culminating field experience for candidates in the Teacher of Students with Disabilities Endorsement Program. Clinical Practice provides candidates with full-time placement in a classroom setting that serves students with exceptional learning needs. Under University supervision and working with a clinical teacher, candidates assume full responsibility for planning, teaching, and managing a special education program during this placement. As the culminating field experience for seniors in the Teacher of Students with Disabilities Endorsement Program, Clinical Practice provides candidates with one full-time placement in a classroom setting, serving students with exceptional learning needs. Under college supervision, and working with a clinical teacher, teacher candidates assume full responsibility for planning and teaching during this placement.

SPED 08515: Curriculum, Instruction, And Transition In Special Education 3 s.h.
Prerequisite: SPED 08555

This course will provide an overview of instructional strategies for teaching students with special needs. It will focus on research-based best practices of instruction to students with disabilities in the areas of academics, social interactions, and transition from school to adulthood and employment. Training and education to prepare individuals with disabilities for successful community living will also be emphasized. Field-based assignments are required.

SPED 08520: Clinical Experiences In Special Education 4 s.h.
This course provides the student with the opportunity to engage in a variety of field-based experiences with students with disabilities. Participants will be placed in self-contained, resource centers and inclusive settings to apply research-based best practices. A weekly seminar to discuss experiences and current issues in special education will be required.

SPED 08540: Technology For Students With Special Needs 3 s.h.
This course is designed to assist special and regular educators with effective instructional applications of hardware, software, Internet resources, and adaptives. Students will be required to design, implement and evaluate instructional program plans that incorporate examples of current technological materials/devices that foster independence in students with special needs in the regular or special education classroom. Prerequisites: Basic computer skills (e.g., ability to use word processing, email, and the WWW).

SPED 08555: Education & Psychology Of Exceptional Learners 3 s.h.
The course provides an in-depth study of individuals who are so different that they require special social and educational programming. The course content develops an understanding of characteristics and problems of handicapped children and acquaints students with the basis for identifying, classifying and planning to effectively meet needs of children with physical, mental, emotional and social handicaps.

SPED 08595: INDEP STUDY-SP ED 1 to 6 s.h.

BINF 07500: Bioinformatics Seminar 3 s.h.
Prerequisites: CHEM 07595 and BIOL 05555 and CS 07595

This advanced literature survey course in bioinformatics covers current and emerging topics in the field of Bioinformatics through the analysis of current primary literature. The multidisciplinary nature of bioinformatics will be highlighted through examples of computational approaches to solving biological, biochemical, and applied biomedical research problems. Emphasis is placed on the interplay between computational methods and how they are applied to solve real problems in biology and biochemistry. Students will engage in semester-long research projects culminating in a presentation of a topic from the primary literature.

Course Descriptions

- BINF 07501: MS Thesis Research 1** 3 s.h.
Prerequisites: CHEM 07595 and BIOL 05555 and CS 07595
This is the first semester of research in Bioinformatics for students pursuing a MS degree with thesis. Thesis project outline and thesis committee must be selected and approved PRIOR to the start of this course.
- BINF 07502: MS Thesis Research 2** 3 s.h.
Prerequisite: BINF 07501
This is the second semester of research in Bioinformatics for students pursuing a MS degree with thesis. Thesis project outline and thesis committee must be selected and approved PRIOR to the start of this course. This course is an extension of the project undertaken as part of MS Thesis Research 1 (BINF 07501)
- BINF 07503: MS Thesis Research 3** 3 s.h.
Prerequisites: BINF 07502
This is the third semester of research in Bioinformatics for students pursuing a MS degree with thesis. Thesis project outline and thesis committee must be selected and approved PRIOR to the start of this course. This course is an extension of the project undertaken as part of MS Thesis Research 2 (BINF 07502)
- DA 01505: Data Analytics Capstone Practicum** 4 s.h.
Prerequisite(s): Graduate standing or permission of the instructor.
This course provides a culminating experience for students graduating with an M.S. in Data Analytics. This course will reinforce ethical awareness and good decision making in health-related situations and discuss the specific professional and ethical responsibilities of the health data practitioner.
- DA 01510: Data Analytics Laboratory I** 1 s.h.
Prerequisite(s): Graduate standing or permission of the instructor.
This lab provides faculty guidance and supervision beyond the scope of existing courses. Students learn how to develop and structure their deliverables, as well as how to use data analytics tools in the context of real-world or research projects.
- DA 01511: Data Analytics Laboratory II** 1 s.h.
Prerequisite(s): Graduate standing or permission of the instructor.
This second lab provides additional faculty guidance and supervision beyond the scope of existing courses. Students learn how to develop and structure their deliverables, as well as how to use data analytics tools in the context of real-world or research projects.
- DA 02505: Data Mining I** 3 s.h.
Prerequisite(s): Graduate standing or permission of the instructor.
This is a first graduate level course in Data Mining, which is designed to teach students the key steps in data mining, along with the primary algorithms related to data acquisition, cleansing, and supervised and unsupervised learning.
- DA 02510: Visual Analytics** 3 s.h.
Prerequisite: Graduate standing or permission of the instructor.
This is a graduate level course that investigates visual analytics tools and techniques used to synthesize information and derive insight from massive, dynamic, ambiguous, and often conflicting data, and to communicate the findings effectively for decision-making. Extensive use of case studies based on real-world events will be used to illustrate course concepts. Students will be required to present recent conference or journal papers from the visual analytics literature and to apply visual analytics techniques toward a focused research problem in a real-world application or a domain of interest.
- DA 02515: Data Warehousing** 3 s.h.
Prerequisite: Graduate standing or permission of the instructor.
This course is designed to teach students data modeling, enterprise data integration, and other issues related to managing massive data sets necessary for data mining for business intelligence. The course focuses on data warehousing and cloud storage, with an emphasis on modeling and architectures, and their application to decision support.
- DA 02605: Data Mining II** 3 s.h.
Prerequisite(s): DA 02505
This course follows Data Mining I which is designed to train students in the necessary algorithms for extracting intelligence from large datasets. In Data Mining II, more advanced topics are covered including advanced clustering techniques, Principal Component Analysis, Naïve Bayes clustering and other techniques.

Course Descriptions

DA 03505: Data Quality and Web/Texting Mining 3 s.h.
Prerequisite: Graduate standing in M.S. in Data Analysis and Data Mining I (DA 02.505)

This course studies data quality problems and solutions in the context of text and web mining, which is the exploration of vast amounts of digitized text for use in knowledge discovery or more particularly drug discovery in the biomedical field.

DA 03510: Patient Data Understanding 3 s.h.
Prerequisite(s): Graduate standing or permission of the instructor

In this course we focus on understanding the patient and other health-related data, including the various sources of data and their commercial use. Furthermore, industry trends and developments related to health-related data will be researched and tracked by the students.

DA 03511: Patient Data Privacy & Ethics 3 s.h.

Patient Data Privacy & Ethics Prerequisite: Graduate standing or permission of the instructor. 3 s.h. In this course we focus on understanding privacy and ethical issues as they relate to patient and other health-related data, as well as to health information systems. Industry trends and developments will be researched and tracked by the students.

DA 03520: Healthcare Management 3 s.h.
Prerequisite(s): Graduate standing or permission of the instructor.

This course provides a comprehensive overview of the healthcare management field. Students will be introduced to organizational behavior theories as well as organizational behavior issues specific to the healthcare industry. Students will gain an understanding of the major functions, roles, and responsibilities of those working in healthcare management, including resource and technology management. Students will also gain an appreciation for the legal and ethical issues inherent in healthcare management.

INTR 01503: Seminar On Integrating Mathematics And Science 3 s.h.

This interdisciplinary seminar is designed for advanced graduate students with some background in teaching mathematics and/or the sciences at the elementary and/or middle school level. Students in the course will examine a number of current scientific issues from the perspective of different sciences and develop and pilot instructional activities relating to those issues.

INTR 11511: Urban Teacher Residency 0 s.h.

SE 01501: Sustainable Engineering Fundamentals 3 s.h.

Sustainable Engineering incorporates development and implementation of products, processes, and systems that meet technical and cost objectives while protecting human health and welfare and elevating the protection of the biosphere as a criterion in engineering solutions. This course will introduce the role of engineers in sustainability and provide tools to measure sustainable systems.

SE 01502: Life Cycle Assessment 3 s.h.

This course will introduce students to the fundamental principles of Life Cycle Assessment. Students will apply the ISO 14000 standard methodology to perform a life cycle assessment of a product or process. Students will perform assessments using process-based analysis models, input-output and hybrid approaches of life cycle assessments. Critical Assessments of published life cycle assessments will be conducted. Extensive use of life cycle assessment software will be required for this course. Software programs will be used extensively in this course.

SE 01503: Environmental Policy 3 s.h.

This course is an introduction to the history, organization, goals, and ideals of environmental policy in America. It examines the shift in emphasis from nature protection to pollution control to sustainability over the twentieth century and develops critical tools to analyze changing conceptions of nature and the role of science in environmental policy formulation. Of central interest is the relationship between knowledge, uncertainty, and political or legal action. Theoretical approaches are combined with case studies of major episodes and controversies in environmental protection.

SE 01504: Environmental Management 3 s.h.

This course deals with integrated environmental management issues and methodologies with a global perspective. Topics include environmental decision-making from a socio-economic and environmental standpoint, environmental data collection, analysis, and management techniques for environmental assessment and feasibility case studies. The course is intended to give students an understanding of current environmental issues and tools for analysis of data for environmental management. The issues are examined from the worldwide perspectives of science, engineering, business and society. The course will culminate in an original research project and presentation.

Course Descriptions

- SE 01505: Sustainable Energy 3 s.h.
Sustainable Energy is an introduction to the characteristics of a sustainable source of energy. Numerous energy sources will be investigated to determine their role in a sustainable future. Technologies such as solar, wind, biomass, geothermal, hydropower and other emerging technologies will be studied. A fundamental concept of the course is that a sustainable energy source must be technically feasible, economically viable, protect human health and welfare, as well as protect the biosphere.
- JRN 02210: Journalistic Writing For Nonmajors 3 s.h.
Prerequisites: COMP 01112
This course introduces students to a wide variety of news writing forms. The course covers material ranging from news writing to features, editorials, sports copy and blogging. Students learn how to strengthen their writing through techniques such as using active voice, varying sentence length, and copy editing. The course is designed for non-Journalism majors.
- JRN 02313: Magazine Article Writing 3 s.h.
Prerequisite(s): JRN 02310 or JRN 02210 or PR 06301 or WA 01300 with a grade of C- or better
Students get started as freelance magazine article writers by conceiving article ideas, interviewing, researching, and writing. The course provides instruction in adjusting style and slant to reach potential readers. Students learn to sharpen writing, resolve clarity problems, and add vigor to writing. The course analyzes freelance markets. Students submit work for publication.
- JRN 02314: Photojournalism 3 s.h.
Prerequisites: 45 credits required
This course covers the practices and techniques used by photojournalists on modern American newspapers. Students take digital photographs and edit in Photoshop. Weekly laboratory assignments are required.
- JRN 02317: Publication Layout And Design 3 s.h.
Prerequisites: 45 credits required
This course focuses on design, layout, and make-up of brochures, magazine and newspaper pages, newsletters, fliers, and advertisements. Students will learn how to coordinate art and typography with content. A workshop approach is used to show students how creativity in design can increase the effectiveness of communication. Students learn how to work with various computer applications to achieve effective layout.
- JRN 02321: Online Journalism I 3 s.h.
Prerequisite(s): JRN 02205 or RTF 03295 or PR 06301
This course examines the online news landscape. Students learn which principles of traditional journalism can and should be applied to writing online news, and which should not. Students explore how to write news in ways that leverage the unique aspects of the online environment.
- JRN 02332: The Publishing Industry 3 s.h.
Prerequisites: 75 credits required
The Publishing Industry examines the business and practice of publishing through broad readings and research related to industry operations and trends, field trips, guest speakers, interactive projects, and directed discussion. Students explore publishing aspects of books, magazines, newspapers, online material, blogging, podcasting, self-publishing, and editing. When students complete this course, they will have a better idea of the career path they would like to pursue.
- JRN 02335: Media Law 3 s.h.
Prerequisites: 45 credits required
This course examines laws that deal with the legal responsibilities of print, broadcast, online and film media as well as public relations and advertising practitioners. Students analyze topics such as libel, privacy, broadcast regulations, and copyright.
- MAWR 02510: Writing For Broadcast 3 s.h.
This course teaches students how to write scripts and script segments for radio, TV and documentary film. Exercises include use of broadcast style, writing for audio and video, dialogue, narrative, attribution, and structure. The goals of this class are to expose students to techniques common in all news and documentary writing and to integrate the use of cameras and microphones with the spoken word.
- bled 40505: Issues And Innovations In Foreign Language Education 3 s.h.
This course is designed for educators responsible for planning and supervising the foreign language curriculum K-12. The course deals with the issues of sequential curriculum development in foreign languages in keeping with state and national standards. Emphasis is placed on innovations resulting from implications of research in second language acquisition, the interrelationship of language and culture and models for foreign language curriculum development. Topics include modes of communication, aspects of culture, scope and sequence of content, and curriculum evaluation.

Course Descriptions

BLED 40510: Issues Of Language And Cultural Diversity In Esl/Bilingual Programs 3 s.h.

This course focuses on foundational theories and areas of research related to the field of TESOL and bilingual education. Special emphasis is placed on the forces affecting students and policies related to second language schooling in state, national and international contexts. Students will develop a reflective philosophy for educating English Language learners.

BLED 40512: Linguistics And Second Language Acquisition For Teaching Languages 3 s.h.

This course addresses basic concepts of linguistic theory and second language acquisition research. Students will compare and contrast second language acquisition paradigms and investigate their applicability to the classroom. Discussion will also focus on components of the language system in the context of second language teaching.

BLED 40515: Language, Culture And Communication 3 s.h.

In this course students examine the experiences and identities of English Language Learners, focusing on culture, socioeconomic status, race, religion, national origin, disability and gender. Special issues related to immigration and the forms of discrimination that ELL students encounter are also addressed. Students also discuss advocacy issues as well as ways to support partnerships with families and communities.

BLED 40517: Modern Developments In Esl/Bilingual Education 3 s.h.

This course examines the implications of current theoretical positions regarding second language acquisition for program development and instruction. The course deals with a range of methodologies, the selection of content, instructional techniques, the selection and use of materials, and the development of alternative assessment measures.

BLED 40520: Planning, Teaching, And Assessment In Esl Classrooms 3 s.h.

Corequisite: BLED 40523

This course concentrates on how teachers plan, teach, and assess in ESL classes. Students will create unit plans that incorporate both language and content area objectives and learn a variety of research-based instructional methods to support language acquisition and student learning.

BLED 40521: Teaching Bilingual/Bicultural Education: Process And Practice 3 s.h.

The course examines current programs and available materials in bilingual education appropriate to a range of content areas and grade levels. Microteaching and peer coaching are practiced to provide a basis for reflective teaching. The course is open to candidates who possess or are eligible for a standard or provisional New Jersey instructional certificate. State-approved examinations in oral and written English and the target language are required for certification.

BLED 40522: Integrating Language And Content In The Esl/Bilingual Education Classroom 3 s.h.

This course examines the theory and practice of integrating language and content in K-12 ESL, bilingual and content-area classrooms. Specific focus is given to methods pertaining to implementing sheltered instruction models, content-based ESL, students' proficiency levels, proficiency testing, and strategies for collaborating with other teachers and school leaders.

BLED 40523: Practicum In Teaching English As A Second Language 1 s.h.

Corequisite: BLED 40520

This course is offered as a co-requisite to Teaching ESL: Process and Practice (BLED 40520). The course will consist of a field experience in teaching English as a Second Language (ESL) and an accompanying class that focuses on reflective evaluation of that field experience. Candidates currently teaching English language learners will use their own classes for the field experience. Candidates not currently teaching English language learners will be assisted in placement for the field experience.

BLED 40524: Clinical Internship In English As A Second Language 6 s.h.

Prerequisites: BLED 40510 AND BLED 40512 AND BLED 40515 AND BLED 40520 AND BLED 40523 AND BLED 40522 (40522 may be taken concurrently)

This field-based course provides the teacher education candidate with opportunities to demonstrate the subject content, professional knowledge, pedagogical skills, and dispositions that are developed in program course work. The Clinical Internship experience is a supervised, full-time activity conducted in a public elementary, middle or high school ESL classroom. Successful completion of the Internship requires demonstrated mastery of subject area content, lesson planning, and multiple instructional strategies to meet varied student needs; demonstrated ability to assess learner progress and modify instruction accordingly, ability to manage all aspects of classroom activity, ability to work collaboratively with all instructional, administrative, parental, and community members of the classroom and school community, and ability to document evidence of doing all of the above. Admission to this course requires completion of all previous Teaching ESL coursework, including a minimum program grade point average of 3.0.

Course Descriptions

- LIBR 01502: Survey Of Children'S Literature** 3 s.h.
The course surveys literature for children from birth to age 14, including genre study, major authors and illustrators, current trends in publishing, issues in criticism, electronic resources related to children's literature, methods of promoting reading, teaching children's literature to children, and using multicultural children's literature in classrooms and libraries.
- LIBR 01503: Survey Of Young Adult Literature** 3 s.h.
Students will consider the reading and media interests of young people ages 12-18 in view of current information about adolescence in the United States. Topics covered include major genres, authors, literary qualities, criticism and reviewing, awards, selection principles, censorship, and promotional techniques for classrooms and libraries.
- LIBR 01505: Reference Resources And Services I** 3 s.h.
Students focus on the provision of reference services as well as the evaluation and use of reference sources in schools and libraries. Topics covered include characteristics and use of information sources and systems, policies and procedures, basic reference sources in both print and electronic formats, and skills and attitudes needed to assist diverse individuals in meeting their information needs.
- LIBR 01506: Foundations Of Librarianship** 3 s.h.
This course introduces the field of librarianship and is the first course students should take in the program. Includes: the roles of libraries and librarians in society, the history of libraries and communications, models of library service, professional ethics, and contemporary issues in school and public libraries.
- LIBR 01507: Managing Library Programs** 3 s.h.
The management of school and public library services is the focus of this course. Students learn and apply principles of library organization, personnel administration, budgeting and finance, facilities and equipment, public relations, policies and procedures, accountability and evaluation.
- LIBR 01510: Library Collections And Resources** 3 s.h.
The course focus is on issues, practices, and policies in the selection of print, nonprint, and electronic resources in school and public libraries. Emphases include: intellectual freedom, effective communication through policies, technology applications, bibliographic aids and review practices, and collection evaluation and maintenance.
- LIBR 01511: Organization Of Library Resources** 3 s.h.
The course studies the library's responsibility to provide physical and intellectual access to print, nonprint, and electronic resources. Topics include: cataloging and classifying resources according to national standards; use of current technology resources; evaluating commercial and network sources; and understanding of theories and issues related to the organization of knowledge.
- LIBR 01516: School Media Centers For Teaching And Learning** 3 s.h.
Focus is on the relationship of the library media program to the school curriculum with emphasis on library/media, information, and computer skills in the pre-K-12 instructional program. Students observe library media services in school settings.
- LIBR 01521: Design And Production Of Educational Media** 3 s.h.
Focus is on new and emerging electronic technologies in libraries and media centers. Students use a variety of software to create such products as databases, library web pages, spreadsheets, presentations, and curriculum and public relations products. The course includes video technology, Internet searching, copyright and equity issues, and reflective writing.
- LIBR 01530: Library Technology** 3 s.h.
Focuses on planning for school and library technology, funding for technology, system selection, and current issues in school and library media technology. Study of the role of the library staff in the creation of information and its flow to users.
- LIBR 01570: Selected Topics In Librarianship** 1 to 6 s.h.
Designed for in-service school media specialists and public librarians, this course focuses on specific topics or issues affecting the profession and permits students to explore emerging thinking in the field. Topics vary each time the course is taught.
- LIBR 01580: Practicum In Library Services** 1 to 3 s.h.
Focus is on observation and participation in important aspects of library operations, including selection and organization of materials; reference and bibliographic services; curriculum development; and techniques of teaching library media use. This course must be pursued at an approved site under the supervision of an appropriately certified school or public librarian and a college supervisor.

Course Descriptions

- LIBR 01601: Graduate Thesis In Library Services II** 3 s.h.
Completion of the research project selected in Graduate Thesis in Library Services I.
- READ 30120: Literacies In Today'S World** 3 s.h.
This course will provide students with historical and cultural perspective of how and why people acquire and use literacy to meet personal and societal needs. By viewing literacy through different lenses students will acquire an understanding of the interrelationship of language, thought, and social practice.
- READ 30280: Teaching Literacy** 3 s.h.
A basic understanding of the reading process and its relationship to the other language arts is the focus of this course. Topics pertaining to reading/writing instruction in grades K-12, ranging from emergent literacy to comprehension of narrative and expository discourse are covered. There is an emphasis on strategies for developing phonemic awareness, word recognition skills, fluency, vocabulary, and comprehension through various instructional settings and across all curricular areas. The importance of literature-enrichment activities and making curricular connections is highlighted. Field component is required.
- READ 30319: Teaching Reading And Writing In The Content Area** 3 s.h.
This course helps students integrate reading and writing methods and strategies into subject matter instruction in grades K-12 ranging from emergent literacy to comprehension of narrative and expository text. There is an emphasis on strategies for developing phonemic awareness, word recognition skills, fluency, vocabulary, and comprehension through various instructional settings as well as integrating writing to learn strategies. Students acquire understanding for assessing pupil abilities, selecting suitable materials and fostering language, comprehension, and study skills needed for mastery of academic subjects. The importance of literature-enrichment activities and making curricular connections is highlighted.
- READ 30320: Language Development, Emergent Literacy, And Reading In Young Children** 4 s.h.
Corequisites: ECED 23320 Prerequisites: ECED 23221
Students will gain an understanding of five phases of Literacy: Awareness and Exploration; Experimental Reading and Writing; Early Reading and Writing; Transitional Reading and Writing; Independent Reading and Writing. Students will learn how to integrate literacy across all curricula in the forms of reading, writing speaking, listening, and viewing. They will be able to identify, assess, adapt and implement a variety of strategies that take into account children with special needs. Further, students will be able to recognize the impact of cultural, linguistic, and other diversities that affect engagement in literacy learning and they will be able to identify and utilize effective teaching strategies that address these differences. This course also requires a weekly field experience in a pre-school setting.
- READ 30347: Phonics And Spelling Instruction** 3 s.h.
Prerequisites: READ 30280 or REED 30280
This course prepares prospective teachers to blend evidence-based phonemic awareness, phonics, word identification, and spelling instruction strategically into an integrated language arts approach to teaching literacy. Major topics include the development of children's phonic/spelling knowledge; what teachers should know about language; informal techniques to assess children's early literacy, word identification, and spelling understandings; systematic and meaningfully applied instruction to meet development, cultural, and linguistic differences; and communicating with parents and professionals about phonics and/or spelling.
- READ 30350: Using Children'S Literature In The Reading/Writing Classroom** 3 s.h.
Prerequisites: REED 30280 or READ 30280
This course prepares prospective teachers to integrate reading and writing in a language arts program through the use of book selections that reflect quality writing in the genres typically found in children's literature. The course will provide students with sufficient background and knowledge in children's literature so that they may teach reading by using trade books, emphasizing process writing and developing thematic units. Language, literacy, and learning will be enhanced by integrating children's literature across the curriculum.
- READ 30351: Differentiated Literacy Instruction** 2 s.h.
Prerequisite: READ 30280
This course prepares teacher candidates to provide differentiated literacy instruction in diverse classrooms with a wide range of developmental levels, instructional needs, interests, and backgrounds. Teacher candidates will learn how to select, administer, and analyze various assessment tools to inform instruction. Field experience is required.
- READ 30421: School Reading Problems-Writing Intensive** 4 s.h.
Prerequisites: COMP 01112 and READ 30347
In this course, students learn to teach struggling readers by applying their knowledge of literacy instruction learned in prerequisite coursework. They use assessments and observations to identify students' reading levels. Students are required to use on-going diagnostic teaching techniques to plan, teach, and adjust instruction according to the needs and interests of struggling learners. Process writing is used throughout. As a course requirement, students work in the Rowan Reading Clinic. Students tutor a K-12 student for 20 hours and write a final report.
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Course Descriptions

READ 30451: Supervised Clinical Practice In Reading 3 s.h.
Prerequisites: READ 30421 or READ 30350

Students in this course apply diagnostic, reflective teaching procedures in order to teach struggling readers in a clinical setting. They select materials and instructional strategies that meet the specific needs of the child. Emphasis is placed on on-going, diagnostic teaching that integrates the language arts in instruction that adjusts to the needs and interests of struggling readers. Students will conduct informal reading assessments at the end of the clinic session in order to write a formal report that includes assessment data; students' strengths and needs; and recommendations to parents, classroom teachers, and future tutors for further instruction.

READ 30500: Theory and Practice in Literacy Education 3 s.h.
Prerequisite(s): READ 30510 and READ 30520

This course will examine influential theories and research that address the developmental, cognitive, motivational, literary, linguistic, sociocultural and sociopolitical foundations of reading. The course considers how leading and often competing reading theories developed over time and how seminal research has influenced scholars, practitioners and policy makers. In addition, there is emphasis on research shaping current conversations in the literacy field in which the definitions, purposes and practices of reading depend on reader characteristics (e.g., English Language Learners, economic class and gender), text factors (e.g., print vs. electronic, magazines vs. literature), and contextual considerations (e.g., in-school vs. out of school settings, local vs. federal reading policy).

READ 30510: Teaching Elementary Reading 3 s.h.

READ 30515: Teaching Reading And Writing Across The Grades 3 s.h.

Students acquire a background in current theory and practices related to emerging literacy, word identification, fluency, comprehension, study skills, and recreational reading in grades K-12. The relationships between reading and the other language arts and between reading and other subject areas are addressed. Additionally, students become familiar with various methods, materials and technology used in teaching reading, assessing reading performance, and organizing and managing a reading program in the K-12 classroom. This course is required for those seeking the M.A. in reading education and/or reading specialist certification. Teachers and administrators who wish to increase their knowledge in the K-12 reading curriculum and instruction may also enroll.

READ 30520: Content Area Literacy 3 s.h.

This course is designed for reading and non-reading majors interested in increasing knowledge and skills in teaching reading in the content areas. It is a required course for those seeking an M.A. in reading. Instruction is provided in the developmental aspects of reading with little emphasis on corrective or remedial practices. The content of the course may be oriented toward the subject matter areas represented by the students enrolled in the course. Special emphasis is also given to developing vocabulary, comprehension, and study skills as well as to assessing pupil ability to read content material and to select suitable materials for instruction.

READ 30530: Teaching Reading To Exceptional Children 3 s.h.

The primary purpose of the course is to present the philosophy of teaching reading to exceptional children along with the appropriate methods and materials. Major topics include the nature and needs of children who deviate from normal assessment of reading ability, emerging literacy, the role of parents and the child study team, intervention strategies, settings for instruction, word recognition, comprehension and study skill techniques appropriate for exceptional learners, adaptations of methods and materials, and organizational patterns. This course may not be offered annually.

READ 30535: Word Study: Phonics, Spelling, And Vocabulary Instruction 3 s.h.

This course develops understandings for teaching phonics, spelling, and vocabulary in integrated language arts classrooms. The importance of knowing what to teach and when is emphasized. Major topics include: the development of word knowledge from emergent literacy to adulthood, strategies for instruction, the role of assessment, and parental involvement.

READ 30540: Administration And Supervision Of School Reading Programs 3 s.h.
Prerequisites: READ 30515 and READ 30520 and READ 30535, with minimum grade of B in each.

The purpose of this course is to examine the role of the reading specialist in planning, developing, supervising, and evaluating reading programs at all levels. Major topics include reading program budget planning, components of an overall reading program, subsystems, special provisions, evaluating teacher performance, planning and conducting in-service workshops, organizational patterns, planning and preparing district materials, and selection and evaluation of commercial materials.

Course Descriptions

READ 30545: Using Multicultural Literature In The K-12 Reading And Writing Classroom 3 s.h.

This course will focus on reading and actively engaging with a wide variety of multicultural texts for children and adolescents. Multicultural literature will be broadly defined to include an examination of difference that looks closely at those traditionally absent or marginalized in texts for young readers. Course readings will emphasize issues of selection versus censorship and the ability of multicultural literature to provide enjoyment while allowing for the development of cultural awareness/sensitivity.

READ 30547: Teaching Literacy to English Language Learners 3 s.h.

Prerequisite(s): None

This course with strong research base and specific instructional strategies, covers the essential topics of first and second language acquisition, oral language development, writing, reading, vocabulary, and reading and writing across the curriculum. Educators need to understand K-12 English language learners' literacy and language acquisition as well as instructional practices, approaches, and methods that address different cultural and linguistic backgrounds.

READ 30550: Diagnosis Of Remedial Reading Problems 3 s.h.

Prerequisites: READ 30515 and READ 30520 and READ 30535 with a minimum grade of B in each.

Students in this course will become aware of the factors which influence reading achievement. They will learn to administer standardized and informal tests to individuals as well as to small groups. Furthermore, they will recognize the need to modify some procedures for exceptional learners. Throughout the course, the importance of on-going assessment will be emphasized. Finally, strategies for interpreting and reporting test results will be delineated. As a course requirement, students will administer selected tests to a student and summarize the results in a report.

READ 30552: Selected Topics In Reading 3 s.h.

Such areas as the following are explored: methods and materials for teaching reading and determining reading levels; influencing factors in reading disability; and differences in teaching varied types of children. Demonstrations, hands-on experiences and group work are involved. May not be offered annually.

READ 30557: 21st Century Literacies in Today's Schools 3 s.h.

Prerequisite(s): READ 30500 and READ 30545 and READ 30535 and READ 30530 and READ 30611 and READ 30552 and READ 30547

This course addresses newly defined literacies in the technological world. Candidates will examine a range of theoretical, methodological and practical approaches to identifying and understanding new literacies. They will understand that the demands of 21st-century literacy are more complex and more challenging than earlier periods in history. The course has as its focus communication and collaboration both within and outside the course and across various platforms (e.g., blogs, word press, twitter). Candidates first actively engage in using digital tools themselves, ultimately exploring possibilities with their students in their individual contexts.

READ 30560: Corrections Of Remedial Reading Problems 3 s.h.

Prerequisite: READ 30550 with minimum grade of B

Students in this course become aware of factors that are considered when planning instruction for readers experiencing difficulty. In planning lessons students design and adapt instructional materials, develop computer-based teaching strategies, and implement instructional procedures in an integrated language arts perspective. The course instructor supervises students as they use diagnostic teaching strategies to instruct remedial readers in field-based settings.

READ 30566: Researching Classroom Practice 3 s.h.

This course will provide opportunities for students to read and analyze various types of research for the purposes of improving practice. Students will focus on action research by designing a project that includes selecting the issue, determining the data to be collected, data analysis and interpretation, and change of teaching and learning behavior.

READ 30570: Clinical Experiences In Reading 6 s.h.

Prerequisite: READ 30560 or REED 30560

Students plan and execute reading lessons for groups of remedial readers. They integrate the results of testing, observation and the assessment of reading-related factors in order to devise appropriate sequences of corrective instruction. Students select and use varied teaching strategies, including remedial techniques in order to adjust to the individual needs of their pupils. Following weekly observations, students discuss their performance with the instructor. During the seminar portion of the class, students learn to administer, interpret and evaluate diagnostic instruments. They are taught to use corrective procedures which integrate the language arts and utilize computers.

Course Descriptions

READ 30600: Seminar And Research In Reading 3 s.h.
The most commonly used techniques employed in educational research are studied. Guided reading and discussion of research articles in reading education are provided. Research studies are analyzed and critiqued with special attention given to the methodology of the studies. Enrollment is limited to matriculated graduate students with permission of the graduate advisor.

READ 30611: Literacy Assessment 3 s.h.
Prerequisite(s): None
This course is an examination of various types of literacy problems and the techniques, processes and instruments for assessing literacy. Topics include the administration of a variety of assessment tools and the interpretation of assessment data for selecting instructional methods, facilitating instructional decisions, monitoring students performance, and providing intervention based on informed assessment.

SECD 03350: Teaching Students Of Linguistic And Cultural Diversity 1 s.h.
Corequisites: ECED 23446 and ECED 23447 or ELEM 02445 and ELEM 02448 or SECD 03435 and SECD 03436
The issues of inclusion form an integral part of a teacher preparation program. The schooling of all children demands that diversity in multiple forms be addressed in the inclusive classroom, including cultural and linguistic diversity. Knowledge about diversities and the performance of appropriate instructional strategies are emphasized in this course, and attention is directed to the sensitivity needed to assist the learning of students of linguistic and cultural diversity.

CJ 05523: Sentencing: Philosophy and Policy 3 s.h.
This graduate level course introduces the student to the broad range of topics inherent within criminal justice sentencing. The course covers the major theories of sentencing, including: retribution, deterrence, incapacitation and rehabilitation. We delve into the philosophy of each major form and examine the moral, ethical and practical limitations and advantages of each. Students examine theoretical and empirical writings and are expected to write a major paper based on a relevant sentencing issue. The course also examines sentencing policy in the United States, and in other countries, with particular attention paid to the intended and unintended consequences of major sentencing initiatives such as: guidelines, recidivist statutes, mandatory penalties and other current sentencing policies.

CJ 09510: Contemporary Issues In Criminal Justice 3 s.h.
This is a graduate level course focusing on understanding the criminal justice system both in terms of the uniqueness of each component (law enforcement, courts, and corrections) and in terms of the complementary nature of the whole, advances and emerging issues in each component of the criminal justice system and in the system as a whole, research related to contemporary issues and the practical applications of said research, and a critical assessment of both the research in the field and the issues facing the criminal justice system.

CJ 09511: Research Methods I 3 s.h.
This is a graduate level course focusing on understanding various research methods used in criminal justice, the advantages and disadvantages of different research methods (including the appropriateness for hypothesis testing), techniques for conducting research utilizing the appropriate method(s) given a particular question, the ability to critically assess research studies in the field, and the ability to conduct research for a Master's Thesis.

CJ 09512: Research Methods II 3 s.h.
This course will enable students to understand various statistics and statistical techniques used in criminal justice, to understand the advantages and disadvantages of different statistics, to be able to conduct research utilizing the appropriate statistic given a particular question and/or set of data, to be able to critically assess research studies in the field, and to be able to conduct research for a Master's Thesis.

CJ 09515: Law And Society 3 s.h.
This course will allow students to understand the basic process for law formation and the obvious and hidden influences on the creation of American law; to understand the role of laws in American society, in part as a reflection of needs, in part as a reflection of public/political desires, and in part as tools of the powerful; to understand how the complexities in law and its relationship to society impact on other aspects of the criminal justice system; and to be able to critically assess the formation of law, the interpretation of law, and the application of law in American society.

CJ 09516: Administrative Law/Ethics 3 s.h.
This course focuses on the relevance of administrative law and ethics as they relate to the decision making process in criminal justice. Administrative actions and ethical issues permeate the criminal justice system. As such, students will be exposed to Administrative Law, including discussion of key principles of Administrative Law, limiting doctrines, and particular agency rules. Students will also spend time studying ethics. Discussions may include police corruption, prosecutorial misconduct, ethical issues in sentencing, prison corruption, and ethics in the creation and implementation of crime control policy.

- CJ 09517: Criminal Justice Policy Analysis 3 s.h.
 This course will enable students to understand the importance of program and policy evaluation, to understand how to evaluate programs and policies with several outcome measures, to be aware of the effectiveness of current criminal justice policies and procedures, and to be able to evaluate a current criminal justice policy or procedure using primary or secondary data.
- CJ 09518: Contemporary Developments In Theory 3 s.h.
 This course will allow students to understand the modern development of criminal justice theory, to understand current approaches in theory, including strengths and weaknesses of various theoretical perspectives, to be able to conduct research guided by theory, and to be able to critically assess research studies in the field.
- CJ 09519: Seminar In Criminal Justice Planning 3 s.h.
 This course focuses on the techniques of program and policy planning and evaluation. Students will focus on existing criminal justice programs and policies while at the same time learning the process of proper program and policy evaluation. Specifically, students will learn how to plan change through a series of steps: problem analysis, creating time-bound and measurable goals and objectives, designing a program or policy, developing action plans, developing a monitoring plan, developing an evaluation plan and instrument and finally how to initiate the program or policy. Where appropriate, students will conduct their analysis on existing and policies as well as creating their own plans as outlined above.
- CJ 09520: Courts And Supportive Agencies 3 s.h.
 This course deals with cases that come from both juvenile and adult courts and which often result in referrals to supportive social agencies. Included are an analysis of the services provided by supportive agencies, such as foster home services, substance abuse services or anger management services, as well as witness decorum while providing reports to a court, such as presentence investigation reports.
- CJ 09521: Prevention And Rehabilitation 3 s.h.
 This graduate seminar will include in-depth study of the theory and research on the causes of criminal behavior; the legal, ethical, and practical issues involved in working with offenders; and classification and treatment in the correctional context. Students will become familiar with the most widely used and effective correctional treatment approaches and empirical research evaluating programs and policies.
- CJ 09522: Seminar In Violence 3 s.h.
 This graduate seminar will include an in-depth study of current theory and research on the biological, psychological, and sociological causes of violent behavior. It will examine the various types of violent offenses and the impact of these crimes. Students will learn to critically assess the empirical research on the causes and impact of violence, and understand the practical applications of this research.
- CJ 09523: White-Collar Crime 3 s.h.
 This graduate course will include an in-depth study of white-collar crime. White-collar crime has generally been a neglected topic in criminology and criminal justice, but it has gained more prominence as scholars recognized the costs associated with white-collar crime and the importance of studying it for prevention purposes. The course will cover a range of topics from the definitional issues and the problems involved in measuring and collecting data on white-collar crime to theoretical explanations and the prevention of white-collar crime. Students will learn to critically assess significant research concerning white-collar crime and understand the practical applications of this research. This course will not be offered every semester.
- CJ 09524: Police And Society 3 s.h.
 This course will focus on the theories and scholarly studies in policing and apply this knowledge to understanding police functions in society. The objectives of this course are to understand the police function both in terms of its nature and its relationship with society, to appreciate advances and emerging theories in policing, and to assess current research in the field and its implications for the police profession. Students are expected to follow the scientific research process to do research, write papers, and have informed discussion of current police policies and practices.
- CJ 09525: Altruism, Cooperation, And Criminal Justice 3 s.h.
 This course examines the philosophical and empirical data of altruism and cooperation and relates these fields to the study of criminal justice organizations. Specifically, we examine whether it is necessary to "be nice" to work in the criminal justice field. We further examine whether those that are more cooperative and altruistic perform their jobs more effectively and how relationships between client and worker, and worker and supervisor are influenced by altruistic and cooperative tendencies of the individuals. Finally, students will collect, analyze, and summarize original data testing the hypotheses offered within the course.

- CJ 09526: Management Of Criminal Justice Organizations 3 s.h.
 The course focuses on diagnosing criminal justice organizations based on their: structure, purpose, leadership styles, rewards and motivations, relationships and communication theories, decision-making processes, goals and objectives. Students learn how to assess the effectiveness of various criminal justice agencies based on the aforementioned concepts and will also learn how to integrate planned change to a criminal justice organization. Criminal justice organizations exist in different political and legal environments than private, for-profit institutions and students learn how to assess these differences and gain an understanding of how criminal justice organizations work at the organizational and individual level.
- CJ 09527: Gender & Crime 3 s.h.
 This graduate course will include an in-depth study of gender issues in criminal justice system. The class will start with a historical view of female criminality and then examine the empirical reality of female offending. Discussions will cover theoretical explanations for female offending and the processing of female offenders throughout the criminal justice system, from arrest to parole. Students will also learn about females as victims of crime and their experiences with criminal justice system. Further, the class will explore the issues faced by female professionals employed within the criminal justice system. Students will also learn how to critically assess the current information on female offenders and victims in order to determine the best way to address their needs and issues.
- CJ 09528: Seminar In Juvenile Justice And Delinquency 3 s.h.
 This course will examine the biological, psychological, and sociological factors that increase the risk of juvenile delinquency, and how the justice system has reacted to crime committed by young people. Topics such as early intervention, protective factors, diversion, gangs, research based rehabilitation programs, and transfer to adult court will be examined. Students also will learn to critically assess and design evaluations of prevention and rehabilitation programs designed for juveniles.
- CJ 09529: Community Justice 3 s.h.
 This course will examine how the community can work with police, courts, and correctional agencies to prevent crime and rehabilitate and reintegrate offenders. It will examine the effect on implementing community programs of the organizational environment and effective recruitment, screening, and training of community members. Techniques such as participatory management, collaboration, problem solving, and mediation will be examined. Students also will learn to critically assess and design evaluations of community programs.
- CJ 09530: International Criminal Law Seminar 3 s.h.
 This graduate course will include an in-depth study of international crimes and the international criminal process. It will examine the various types of international criminal offences, the impact they have on the international community, and the international legal consequence for such crimes. Students will learn to critically analyze historical international cases and understand case precedents and their future impact on international criminal law.
- CJ 09532: Race, Ethnicity, Class & Justice 3 s.h.
 This graduate course will include an in-depth study of race, ethnicity and class, and their evolving impact upon the U.S. criminal justice system, as well as the system's impact on minorities, the poor, and their communities. A major focus of this course will be a critical examination and analysis of how race, ethnicity, and class have impacted the nature, content, and quality of justice that is rendered within the nation. One major purpose of our study is to provide students with an opportunity to gain sophisticated understanding of the inequities that minorities experience within our system of justice and in the wider community. Students will learn to critically assess significant research concerning race, ethnicity and class and the criminal justice system, and understand the practical applications of this research.
- CJ 09600: INDEPENDENT STUDY 1 to 6 s.h.
- CJ 09601: Master'S Thesis In Criminal Justice I 3 s.h.
 This course requires students to design and begin implementing their own research project to be used to satisfy the program's thesis requirement. Under the guidance of a member of the Law and Justice Department faculty who agrees to serve as Thesis Advisor, the student will develop a Research Proposal that will consist of an introduction and Statement of the Problem, a Literature Review, a Data and Methods Section, and a brief summary of the proposed research. The student will defend this Research Proposal in front of the Master's Thesis Committee, and will begin implementing the research after obtaining the Committee's approval.
- CJ 09602: Master'S Thesis In Criminal Justice II 3 s.h.
 This course requires students to complete the research project they began in Master's Thesis in Criminal Justice I in order to satisfy the program's thesis requirement. Under the guidance of a member of the Law and Justice Department faculty who has agreed to serve as Thesis Advisor, the student will collect their data or obtain secondary data, analyze the data, and write the results, discussion and conclusion, and references section. They will combine their work from Master's Thesis I and II into a completed thesis which they will present to the Master's Thesis Committee for approval.

Course Descriptions

- LAWJ 05120: Introduction To Security 3 s.h.
This course presents the organization and management of the security function in industry, business, government and institutions. It also covers the protection of personnel, facilities and other assets as well as the administrative, legal and technical problems of loss prevention and control.
- LAWJ 05175: Survey Of Criminal Justice 3 s.h.
This general education approved social science elective course deals with the nature of crime and criminal responsibility, and elements of social control. It also surveys the criminal justice process from original law enforcement contact through the judicial and correctional phases. It includes professional roles and opportunities in the criminal justice field.
- LAWJ 05200: Introduction To Corrections 3 s.h.
This course studies the historical development of correctional practices in the handling of criminals from early to modern times. Students survey contemporary correctional organized structures and treatment processes, as well as institutional and community based programs and problems.
- LAWJ 05201: Introduction To Courts 3 s.h.
This course covers the organization of both the state and federal court systems; the management and administration of those courts; the relationship of courts to the police, corrections, and community; the criminal trial process, including pre-trial and post-trial processes; and the judiciary and judicial power, including the areas of separation of powers and judicial behavior.
- LAWJ 05202: American Police 3 s.h.
This course covers the philosophy and history of the police role in society. It surveys organizational forms and basic procedures of police work; police ethics and professional preparation for law enforcement; and, major police problems confronting the police today.
- LAWJ 05205: Minorities, Crime And Criminal Justice 3 s.h.
In this course students critically examine the involvement of minorities with crime in the U.S. both as perpetrators and victims. Additionally, they will be afforded the opportunity to understand, critically examine, and apply significant theoretical perspectives for the study of minority criminality. They will develop an understanding of the impact of race and class within the law-making process, the content of the law, and the quality of justice afforded minorities within the American criminal justice system.
- LAWJ 05210: Restorative Justice 3 s.h.
This course surveys the major theoretical and applied concepts of Restorative and Community Justice. Students will examine how the Restorative and Community Justice processes differ from the traditional, retributive criminal justice system and how Restorative Justice models attempt to benefit the victim, offender and the community. Some of the issues to be covered are: informal justice practices, reintegrative shaming, forgiveness and resentment, and the efficacy of Restorative and Community Justice initiatives. Additionally, students may have opportunities to interact with adjudicated youth from New Jersey's Restorative Justice Project.
- LAWJ 05220: Victimology 3 s.h.
This course gives students insight into the "forgotten" party in a crime, the victim. The course covers victims' rights in the Justice System with specific coverage of the following: the social, economic and racial impacts of crime on victims; victims and courts; police reaction to victims; restitution; offender accountability and the dramatic increase in victims programs and services.
- LAWJ 05255: Criminal Law 3 s.h.
This course offers a comprehensive review of the major common law and statutory crimes including homicide, rape and all related personal and property offenses. The students will be introduced to domestic violence offenses. Considerable attention is given to the social, moral and constitutional frameworks of the criminal law with a review of recent and standard judicial interpretations. It also offers a review of defenses and mitigation.
- LAWJ 05274: Criminal Justice And Community Relations 3 s.h.
This is a broad-based course on the relationship between the community and crime and the criminal. The course covers such topical areas as police-community relationships, the culture of the inner city, human service delivery systems, the role of citizen and business groups and the criminal justice system, and the various ways in which criminal justice agencies have an obligation to the community at large.

Course Descriptions

- LAWJ 05276: Parole, Probation And Community Corrections 3 s.h.
A comprehensive review of the noninstitutional response to criminal behavior, this course covers probation, parole and community corrections in depth. It includes topics like work release, education release, half-way houses, drug and alcohol centers, legal aspects of these processes and the effectiveness of these programs.
- LAWJ 05285: Criminal Investigation 3 s.h.
Students study the criminal investigation process. Analysis of problems encountered in interviewing, interrogating and investigating is included. The course covers investigative techniques that may be applied to investigative problems and develops application of criminal investigation theories to the administration of justice.
- LAWJ 05290: Forensic Law 3 s.h.
This class offers a comprehensive analysis of legal issues involving forensic techniques in the justice systems. This course examines the importance of admissibility, relevance and materiality as it relates to the evidence and the various experts in Forensics. The topics include bloodstain patten and trace evidence, pathology and gunshot wounds, DNA fingerprinting, micrography, postmortem determinations and case studies in Forensic Science.
- LAWJ 05305: Law And Evidence 3 s.h.
This course covers the basic principles of criminal evidence, including burdens of proof, judicial notice, presumptions, testimonial privileges and hearsay; the rule of exclusion of evidence, confessions, identifications and electronic eavesdropping; and the use of physical and demonstrative evidence including fingerprints, exhibits, photographs, documents and writings, scientific evidence and the polygraph.
- LAWJ 05310: Criminal Jurisprudence 3 s.h.
Students study the history and philosophy of modern criminal law. This course covers problems of contemporary jurisprudence and especially the typology of constitutional issues as it relates to due process and its requirements.
- LAWJ 05312: Criminal Procedure II 3 s.h.
This course will examine the legal procedures by which the criminal justice system operates. Students will assess United States Supreme Court opinions so as to explore issues related to the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the Constitution, including pre-trial processes, speedy trial, the prosecution function, bail, the identification of suspects, the right to counsel, the adjudication process, the law of confessions and interrogation, and the privilege against compelled self-incrimination. This course has two primary objectives. The first is to introduce students to the analysis of judicial opinions, a primary source of law in the American legal system. The second is to become familiar with both the fundamental doctrines of constitutional criminal procedure and the important policy issues that emanate therefrom.
- LAWJ 05315: Criminal Justice And Social Conflict 3 s.h.
This course covers the major crises in our basic American institutions. Students examine the various aspects of social mobility, population explosion, social stratification, sex revolution, militarism, and the generation gap as they relate to problems of social justice in our society.
- LAWJ 05320: Civil Aspects Of Law Enforcement 3 s.h.
Students undertake an analysis of those areas in civil law with which law enforcement professionals frequently encounter. Topics include family law, torts, administrative and environmental issues, property disputes, liens, business and consumer transactions.
- LAWJ 05322: Drugs And Crime In America 3 s.h.
This course explores and analyzes the relationship between illegal drugs and crime and all the relevant issues and ramifications. These include, but are not limited to: national and international trafficking, control of the problem, legalization, and explanations for drug use.
- LAWJ 05324: Sentencing And The Rights Of The Convicted 3 s.h.
Students explore, analyze, and critique the relevant structures, processes, and impacts of criminal sentencing and sentences. The course is designed to examine critically the relevant political, philosophical and social driving forces of change and their impacts on the system and society.
- LAWJ 05325: Comparative And International Criminal Justice 3 s.h.
Prerequisites: LAWJ 05175
The course is an introduction to comparative and international criminal justice. It compares the criminal justice system in the Unit States with other national systems in the five continents and major regions of the world. Areas examined include crime, criminal law, policing, court processes, and corrections. This course also provides an introduction to the globalization of crime including terrorism, drug trafficking, human smuggling, and war crimes and the development of domestic and international efforts in fighting these crimes. The goal of this course is to help students develop comparative and international perspectives in addressing problems facing the criminal justice system.

Course Descriptions

- LAWJ 05395: The Incarceration Experience 3 s.h.
This course focuses on the exploration of various aspects of incarcerating criminals. It includes the history of incarceration, the prisonization process, prison subcultures, violence and victimization, and the underground prison economy.
- LAWJ 05401: Law And Human Rights 3 s.h.
This course reviews individual civil rights and liberties in detail with a particular emphasis on federal-state legislation on discrimination, substantive and procedural due process materials and 1st amendment problems. Specific attention is given to the role police, courts and correctional systems play in the enforcement and enhancement of such rights.
- LAWJ 05415: Selected Topics In Criminal Justice 3 s.h.
This course promotes intensive research and analysis in Special Topics in Criminal Justice. Students engage in either theoretical or applied research in topics that can be mutually agreed upon between faculty and student. Topics will vary but may include female criminality, XYY theory, insanity, mental health and the justice systems, advanced security systems or radical criminology.
- LAWJ 05469: Seminar In Law/Justice - Wi 3 s.h.
Prerequisites: LAWJ 05175, LAWJ 05255, LAWJ 05380, one of: LAWJ 05200, LAWJ 05201, or LAWJ 05202 and senior standing.
This seminar will cover topics relating to how law and justice are put into practice by the police, courts, and corrections system. Important issues affecting society and the criminal justice system as a whole will be examined in depth. Students will be expected to read scholarly work exploring these issues; participate in class discussions; conduct library research; write short, informal memos and a senior level research paper; present oral reports on their research; and demonstrate their understanding of assigned readings and the research reported by classmates in a final examination.
- MGT 06521: Leadership Theory and Practice 3 s.h.
Prerequisites: Graduated Standing OR Permission from Instructor.
The elective course is designed for graduate in MBA Management program students. Course content will cover the theories of leadership and practice. The focus of this course will be on a leadership influence on organizational concept and practices from a variety of perspective in the external environment, as well as leadership at the top, middle, and lower levels inside organizations. Students will be able to perform analysis of the dark side of leadership, destructive patterns of leadership behavior, and multiple intelligences. Furthermore, students will be able to understand the psychology of leadership, including the role of personality, employee motivation, and dealing with difficult people, importance of ethics, empowerment of employees, managing diversity in the work culture, the theory of creating a powerful vision, helping employee through change and burnout prevention, leadership in negotiation and alliances, leading and developing teams, and understand professional performance and sustaining discipline. By the end of the course, students will be able to effectively diagnose the complex dynamics of leadership, provide execution for organizational success, use effective theory, alignment, prioritization, in organizational environments and take action as leaders to improve individual, organization performance, and profitability.
- BUS 01505: Mba Supervised Internship 3 s.h.
This course requires a field experience in government, business, industry or non-profit organizations. Students complete assignments that prepare them for productive employment upon graduation. The MBA faculty member will partner with each employer and student to define and enrich the student's work experiences and to monitor and assess the learning process. This course is integral to the MBA Program and Supervised Internship credits cannot be used to substitute MBA elective credits.
- BUS 01518: Integrative Managerial Skills 3 s.h.
This course serves as a keystone course for the M.B.A. program. Key skills, tools, and issues necessary for further study will be developed and extended. Course topics and techniques include information systems, financial ratios, behavioral, presentation, team building, quantitative analysis, critical thinking, written communication, legal and ethical issues, and library research including electronic data bases and internet research.
- BUS 01521: Integrative M.B.A. Seminar 3 s.h.
A capstone course for the M.B.A. program, it aids students in reinforcing and integrating core courses by studying strategic audits and process analysis techniques. Student projects will use teams to analyze how organizations use people, operational management, information systems and financial measurements to achieve strategic and operational effectiveness.
- BUS 01550: INDEPENDENT STUDY 1 to 4.5 s.h.

Course Descriptions

BUS 01600: Special Topics In Business Administration 3 to 6 s.h.
Students will study advanced level topics in specific disciplines as identified through participation in indepth seminars on topics to be determined by faculty in consultation with the Graduate Committee of the College of Business. Students will complete research or projects on specialized topics in various disciplines in Business Administration. Students may take each topic only once. This course may not be offered annually.

ENT 06504: Strategic Project-Based Experience 3 s.h.
This course is designed to provide strategic focused field based project learning experiences and opportunities for graduate students by affording them the opportunity to work with a wide variety of public and private organizations. The course uses a team-based approach to offer consulting advice to organizations with the goal of improving their performance. The emphasis in the course is on experiential approaches that provide a participative type of learning about the crucial issues faced by organizations. This course is interdisciplinary in nature and open to all graduate students.

ENT 06505: Entrepreneurship And Innovation 3 s.h.
Prerequisites (effective Spring 2009): ACC 03500 and MGT 06502 and MKT 09500
This course provides a broad framework for understanding the nature of entrepreneurship in multiple organizational settings. The course introduces students to the innovation and idea generation process and helps students apply an alternative way of "thinking" to assist in solving difficult issues for government, business, and the non-profit sector.

ENT 06506: Corporate Entrepreneurship And New Venture Development 3 s.h.
This course provides an overview of the potential for innovation and entrepreneurial opportunities or new ventures within a corporate environment. The course covers various aspects of corporate entrepreneurship and new venture development. Major topics include understanding the corporate entrepreneurial revolution, learning about the nature of entrepreneurship within established organizations, understanding the requirements for setting up an environment conducive to new ventures within a corporate setting, and learning about the entrepreneurial direction of firms as they grow and evolve. Among the issues discussed are application of entrepreneurship to established firms, the disparity between start-up and corporate entrepreneurship, the role of creativity within corporate entrepreneurship, the relation to product innovation and technology, the importance of corporate strategy within an entrepreneurial framework, and what it takes to create an entrepreneurial culture.

ENT 06599: Special Topics In Entrepreneurship 3 s.h.
Students will study advanced level topics in Entrepreneurship. The exact topics to be covered will change over time. Contact the MBA office or the Management and MIS Department for details.

HRM 06500: INDEPENDENT STUDY:HRM 1 to 6 s.h.

HRM 06598: Special Topics In Human Resources Management 3 s.h.
Students will study advanced level topics in Human Resources Management. The exact topics to be covered will change over time. Contact the MBA office or Management and MIS Department for details.

HRM 06605: Strategic Human Resource Management 3 s.h.
Prerequisite: Admission into the MBA Program or Admission into the Certificate of Advanced Graduate Study (CAGS) in Business Management
Strategic Human Resource Management consists of planned organizational activities designed to increase organizational effectiveness and equity. This course outlines the transformation of HRM from a clerical function to an important strategic partner of top management. It focuses on the ability of HRM to provide a source of competitive advantage to forward-thinking organizations.

HRM 06688: Human Resource Management In Health Promotion 3 s.h.
Prerequisite: Admission into the Master of Health Promotion Management (MHPM) program.
Human resource management consists of planned organizational activities that are designed to improve efficiency and equity. In this class, health promotion professionals will develop their capabilities as human resource managers and will enhance their appreciation of human resource management professionals who make the strategic choice to promote employee health.

MGT 01510: PROF, LEGAL, MGRL RESPONSIBIL 3 s.h.
Admission into the MBA program or admission into the COGS in Business.
In that business leaders have become personally and professionally responsible for the legal and ethical behaviors of the individuals within their organizations, the need for formal training in ethical and legal decision making is essential. In this course students will learn how to effectively apply a variety of legal and ethical frameworks within the global marketplace. Students will also learn appropriate and effective legal and ethical issue reporting practices, principles and responsibilities.

Course Descriptions

MGT 06300: Organizational Behavior 3 s.h.

Prerequisite(s): Junior standing and matriculation in the Business minor or a Business major

This course examines human relations in management. The course studies the concern for both task and process in the light of structure, goals and human relationships found in organized efforts. It also covers the application of new management theories in the areas of motivation, leadership and group problem-solving by a variety of means, including simulation, case studies, and role playing.

MGT 06500: Designing, Developing, And Leading High Performance Organizations 3 s.h.

Students will study and develop skills in interpersonal behavior in organizations and groups. They will learn about issues in leadership, how groups function, elements of power and influence, conflict management, management of time and stress, creative and rational problem solving in groups. In addition, they will study theories of motivation and methods of empowerment in organizations.

MGT 06501: Advanced Operations Management And Strategy 3 s.h.

Prerequisite: Admission to an MBA program

This course is designed to familiarize students with the complexities of operating a manufacturing, as well as a service, organization. The focus is primarily on gaining a competitive edge by improving functions of operations management. Concepts and tools pertaining to business forecasting, operations decision-making, resources allocation, location and capacity planning, inventory control and management, facility layouts, scheduling, project management, and quality control and management will be covered. Case studies and team projects will also be used to provide practical applications in a realistic business context.

MGT 06502: International Business And Society 3 s.h.

This course addresses numerous aspects of the increasingly global business environment and implications for business organizations and key stakeholders. Frameworks for comparing political, legal, social, economic, and governmental differences across nations are utilized. Macro issues include trade theories, trade regimes, roles of governments and global institutions. Strategies and structures adopted by various types of international firms and functional approaches to international finance, management, and marketing are also included.

MGT 06503: Organization Development 3 s.h.

Students study the application behavioral science in the management of planned organizational change and development. In addition to the analysis of issues facing the change agent, students also develop skills in implementing and intervening in the effort to improve organizational effectiveness. This course may not be offered annually.

MGT 06507: Manufacturing and Service Operations Management 3 s.h.

Prerequisite(s): Admission into the MBA program or Business COGs

This course provides an introduction to the field of manufacturing and service operations management. The course aims to familiarize students with the set of business activities whereby resources, flowing within a defined system, are combined and transformed to add value in accordance with organizational objectives. OM is one off the three major functions of any organization, and it is integrally related to all the other business functions in the context of manufacturing and services. The focus of this course is to provide the students with the tools, technologies, and processes they need to improve their organization's profitability and service by adhering to the ethical norms of the society.

MGT 06510: Strategic Engineering Management 3 s.h.

The course introduces engineers to the concepts and application of strategic planning specifically to the roles and responsibilities of the engineering function in the strategic planning process for high-tech firms.

MGT 06519: Leadership In Health Promotion 3 s.h.

The course is designed for graduate students in the M.A. in Wellness and Lifestyle Management program. Course content will cover the theories of leadership in health promotion and the focus of this course will be on leadership from a variety of perspectives - - health organizational leadership in the external environment, as well as leadership at the top, middle and lower levels inside organizations. Students will focus on the theory and implementation of various health leadership tasks and responsibilities including working with other leaders in a multinational world, supervising workers with diverse backgrounds. These leadership skills will include establishing workplace goals, organizing work units for productivity, conducting interviews, giving feedback to subordinate employees, designing and implementing employee motivation programs, changing organization culture, the capacity to lead globally, leading work teams and managing workforce diversity. By the end of this course, students will be able to effectively diagnose the complex dynamics of leadership in health organizational environments and take action as leaders and to improve individual and health organization performance.

- MGT 06520: Global Leadership And Organization Culture 3 s.h.
 The course is designed for graduate business students. Course content will cover the theories of business leadership and the focus of this course will be on leadership from a variety of perspectives—organizational leadership in the external environment, as well as leadership at the top, middle and lower levels inside organizations. Students will focus on the theory and implementation of various business leadership tasks and responsibilities including working with other leaders in a multinational world, supervising workers with diverse backgrounds. These business skills will include establishing workplace goals, organizing work units for productivity, conducting interviews, giving feedback to subordinate employees, designing and implementing employee motivation programs, changing organization culture, the capacity to lead globally, leading work teams and managing workforce diversity. By the end of the course, students will be able to effectively diagnose the complex dynamics of leadership in business environments and take action as leaders and to improve individual and organization performance.
- MGT 06599: Special Topics In Management 3 s.h.
 Students will study advanced level topics in management. The exact topics to be covered will change over time. Contact the MBA office or Management and MIS Department for details.
- MGT 06601: Strategic Planning For Operating Managers 3 s.h.
 This course prepares the operating manager for the responsibilities of performing strategic planning. The course will identify what goes into and how strategic planning is performed. Strategy formation and evaluation will be assisted by computer decision models and management games. The interrelationships of organizational units and pro-active management posture with respect to environmental forces will be stressed. This course may not be offered annually.
- MGT 06603: Business Processes And Improvement 3 s.h.
Prerequisite: MKT 09575
 This course introduces the fundamental Lean Six Sigma principles that underlay modern continuous improvement approaches for industry, government and other organizations. Six Sigma is a quality system developed at Motorola which focuses on elimination of variation from all processes. The basic principles have been applied to a wide range of organizations and sectors to improve quality, productivity, customer satisfaction, employee satisfaction, time-to-market and financial performance. In this course, students will learn how lean, six sigma, and ERP systems improve business processes.
- MGT 06629: Managing Organizational Strategy 3 s.h.
Prerequisites: Completion or Concurrent with Financial Decision Making (FIN 04500) AND Designing, Developing and Leading High Performances Organizations (MGT 06500), International Business and Society (MGT 06502), AND Marketing Management (MKT 09500) OR Permissions of Instructor.
 As understanding organizations in the context of their general and competitive environments is vital, future managers must learn how to utilize the perspectives and frameworks designed for strategic analyses and decision making. In this course students will learn how to conduct analyses across organizational functions and levels and effectively manage goals and strategies for different types of organizations.
- MGT 06666: Managing Engineering Teams 3 s.h.
- MGT 06677: Management Skills For Engineers 3 s.h.
Prerequisite: Admission to the Master of Engineering Management Program
 Technical skills are necessary but insufficient for success in engineering management. It is also necessary for engineering managers to be effective motivators and leaders. In this course, students will also learn optimal techniques of hiring and rewarding engineers.
- MGT 07500: Managerial Decision Making Tools 3 s.h.
 This course requires the application of analysis and decision making tools in a business setting, with emphasis on the evaluation of problems facing the modern firm in a changing global marketplace. It provides in-depth coverage of analytical tools that are invaluable to the entrepreneur/manager as he or she is confronted with strategy and implementation decisions in a competitive world.
- MGT 07600: Business Forecasting 3 s.h.
 This course is designed to acquaint the graduate student with the advanced statistical forecasting techniques. Upon completion of the course, the student should be able to identify a forecasting problem, gather data and use computerized statistical packages to obtain solutions, analyze results, determine the validity and reliability of the model, and if necessary, recommend alternative methods to solve the model. This course may not be offered annually.

Course Descriptions

- MGT 07601: Six Sigma 3 s.h.
Prerequisite: MGT 07500
As an improvement methodology that reduces product waste or service failure rates to near perfection, Six Sigma utilizes a disciplined, data-driven approach. Six Sigma practitioners use data to monitor, control, and improve operational performance by eliminating and preventing defects in products and associated processes, including management, service delivery, design, production and customer satisfaction. Lean Six Sigma helps eliminate not only product defects, but six other forms of waste. This course will give a complete overview of the Six Sigma process and prepare students for its management and methodology/
- MGT 98242: Legal Environment Of Business 3 s.h.
Students in this course examine the legal process and the legal environment within which business must operate, as well as the interrelationship of government and business. Students develop an understanding of the methods by which legal decisions are formulated as they affect both individual rights and business transactions.
- MKT 09510: Foundations of Marketing 3 s.h.
Prerequisite(s): Admission into the MBA or Business COGS program
For graduate students in the MBA or Business COGS programs, this course provides a foundational overview of the theory and practice of marketing within a corporate and societal context in a dynamic environment. The major functions of marketing are covered from the perspective of management strategy seeking competitive advantage by better serving customers' needs more effectively and profitably than competitors.
- BUS 01303: Business Practicum 3 s.h.
- MIS 02150: Integrated Business Software Tools 3 s.h.
Students will expand their use of integrated software tools that include database management systems, spreadsheets, and other business applications. They will apply these tools to actual business decision-making situations by means of case studies and research projects.
- MIS 02234: Management Information Systems 3 s.h.
Prerequisites: 15 earned credits required and MATH 01123 or MATH 03125 or MATH 01130 or MATH 01140 or STAT 02260 or College Level Math test with minimum score 60
Information systems are an integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout organizations. This course focuses on the key components of information systems - organizations, people, software, hardware, data, and telecommunications - and how these components can be integrated and managed to create competitive advantage. Students will gain hands-on experience with business software tools commonly applied to business data analysis and database management. It is expected that students entering this class have completed College Algebra or its equivalent.
- MIS 02338: Design Of Database Systems 3 s.h.
Prerequisite: Junior standing
This course explores the fundamentals of designing a database for a business organization. It emphasizes the relational model; however, the course also explores the hierarchical and network models. Additionally, the course covers such topics as recovery, integrity, security, concurrency, distributed databases, data dictionaries and the role of the database administrator.
- MIS 02500: Issues In Management Information Systems 3 s.h.
Prerequisites: Admission to the MBA Program or admission to the COGS in Business or admission to the COGS in MIS
Information technology and systems are pervasive in business today and will become more so in the future. Therefore, this course is designed to provide skills for managing this changing environment. The primary focus of the course is on the management of technology. The management of technology and systems is not left solely to information systems professionals; it is the responsibility of all managers.
- MIS 02510: EXPERT SYS BUSINESS 3 s.h.
- MIS 02511: Erp Systems For Management 3 s.h.
Prerequisites: Admission to MBA, COGS in MIS, or CAGS in MIS programs
Students will learn the various key business processes, the role of enterprise resource planning systems (ERPs) in integrating and supporting these processes, and the many challenges an organization faces during implementation and management of such systems. There will be hands-on computer laboratory exercises where students will gain experience in executing the key business steps and extracting meaningful information about the business processes using a well-regarded ERP software solution.

Course Descriptions

MKT 09501: Consumer Analysis 3 s.h.
Students will conduct detailed analyses of consumer and/or business markets. After examining a range of conceptual materials and research methodologies, they will apply these insights to the analysis of actual decision-making situations by means of case studies and/or independent research projects.

MKT 09502: Marketing Research 3 s.h.
Contemporary marketing decisions are based on marketing research information. This course will help students develop a managerial perspective on the use of marketing research information in making decisions, as well as specific research skills and practical experiences that will enhance their career advancement. The skills covered in this course are applicable to marketing problems encountered in both consumer and business-to-business markets. Students will experience a "project-based learning" to apply marketing research tools and methods to identify and solve specific marketing problems.

MKT 09503: Marketing Communication And Promotion 3 s.h.

MKT 09575: Introduction To Logistics And Supply Chain Management 3 s.h.
Prerequisite: Admission to graduate programs

The course is a basic introduction to the field of logistics and supply chain management, including both defense logistics and commercial supply chain management. The objective of the course is to provide students a solid awareness and understanding of the processes and functions that comprise a supply chain. The course serves as the introductory course of a three course specialization in Supply Chains and Logistical Systems in the MBA program. Moreover, students are required to complete a term project to demonstrate their understanding of logistics and supply chain issues. Case analysis and hands-on experience in this class will offer students the opportunity to broaden their horizon on the critical roles that the supply chain plays in this globalized and interdependent world.

MKT 09599: Special Topics In Marketing 3 s.h.
Prerequisites: Admission to the MBA Program

Students will study advanced-level topics in Marketing. The exact topics to be covered will change over time. Contact the MBA office or the Marketing Department for details.

MKT 09600: International Marketing 3 s.h.
Students will examine all issues facing marketing managers in the light of the unique challenges posed by the internationalization of the economy. The cultural, economic, political, and legal environment will be examined. Market research in world markets, the planning and development of consumer and industrial products, promotion, pricing and distribution will also be analyzed. This course may not be offered annually.

MKT 09605: Competitive Advantage Through Supply Chain Management 3 s.h.
Prerequisite: MGT 06603

The course has been developed to be the capstone course for the Supply Chain and Business Systems specialization in the Master of Business Administration program. As such, the course will provide the culminating experience for graduate students in their final courses in the graduate program and will serve as a point of assessment. Utilizing the relationship between the RCOB and SAP, students will have the opportunity to utilize the SAP SD (Sales and Distribution) Module of SAP software in applications that are common in logistical systems. Students will have to complete their term projects. In addition, students will be required to participate in SAP case competition, which encourages students to comprehend, integrate and apply supply chain management concepts in the context of SAP.

MATH 01122: Precalculus Mathematics 4 s.h.
This course helps prepare students for Calculus I or Calculus T&A. The contents include: a brief review of intermediate algebra, the structure of the real number system, elementary analytic geometry, and algebraic, exponential, logarithmic and trigonometric functions (including their inverses and related functions). Graphs of functions and conic sections also are studied. A graphing calculator is required. Students are expected to have completed an equivalent of Basic Algebra II.

MATH 01130: Calculus I 4 s.h.
This course begins with a discussion of functions, the limit concept and continuity. The concept of a derivative is introduced and the student learns to differentiate algebraic functions, exponential, functions, logarithmic and trigonometric functions. Differentiation is applied to analysis of functions, extreme problems and to problems in related rates. The integral as the unit of a sum is linked to the antiderivative by the Fundamental Theorem of Calculus and used to find areas. A graphing calculator is required for this course, and so is the use of a computer software, such as Mathematica. Students are expected to have completed an equivalent of (Math 01.122) Precalculus.

MATH 01131: Calculus II 4 s.h.
Prerequisites: C- or better in MATH 01130

This course begins with applications of integration (such as volume of a solid of revolution work, arc length, area of a surface of revolution, center of mass) and derivatives of inverse trigonometric functions. Integration by parts, partial fractions and other more advanced integration techniques are introduced, along with a discussion of numerical integration, improper integrals, indeterminate form, sequences and infinite series. A graphing calculator is required for this course, and so is the use of computer software, such as Mathematica.

MATH 01205: Technological Tools For Discovering Mathematics 2 s.h.
Prerequisites: C- or better in CS 01104 and MATH 01131 and MATH 03150

This course will use mathematics-specific technologies to help students discover mathematics and to develop a better understanding of new content. Throughout the course students will become aware of the broad range of mathematics-specific technologies available to mathematicians, become proficient in the use of these, and pursue the advantages, disadvantages, and limitations of such technologies. Students will solve problems and advance their understanding of topics in the areas of pre-calculus, calculus, geometry and statistics.

MATH 01210: Linear Algebra 3 s.h.
Prerequisites: C- or better in MATH 01131 and (MATH 03150 or MATH 03160)

This course includes: linear equations and matrices, vector spaces, linear dependence and independence, dimension and basis of a vector space, linear transformations, inner product and cross product, orthogonality, eigenvalues and eigenvectors. Use of graphing calculators is required and computers may be used at the option of the instructor.

MATH 01230: Calculus III 4 s.h.
Prerequisites: C- or better in MATH 01131

This course includes: vectors, vector functions, velocity, acceleration, partial differentiation, directional derivatives, multiple integration, and vector calculus. The student is expected to use computer software, such as Mathematica, in addition to the graphing calculator.

MATH 01231: Ordinary Differential Equations 3 s.h.
Prerequisites: C- or better in both MATH 01210 and MATH 01230

Applications of ordinary differential equations and their methods of solution form the major part of this course. It also includes the solution of n th order equations, particularly of first and higher degree linear differential equations, and series and Laplace Transform solutions. Students might be asked to use computers and/or graphics calculators as an aid in solving equations.

MATH 01310: College Geometry 4 s.h.
Prerequisites: C- or better in PHIL 09130 and MATH 01210 and MATH 01230 and MATH 03150

This geometry course will use both synthetic and analytic approaches to study advanced concepts in Euclidean geometry, to introduce non-Euclidean geometry, to explore the basics of Transformational geometry and Higher Dimensional geometry, and to trace the historical development of geometry. Computer use will be emphasized throughout the course.

MATH 01330: Introduction To Real Analysis I 3 s.h.
Prerequisites: C- or better in MATH 01230 and MATH 03150

This course prepares students for more advanced courses in analysis as well as introducing rigorous mathematical thought processes. Topics included are sets, functions, the real number system, sequences, limits, continuity and derivatives.

MATH 01331: Introduction To Real Analysis II 3 s.h.
Prerequisites: C- or better in MATH 01330

This course is a continuation of Introduction to Real Analysis I. The purpose is to extend student's understanding of basic analysis and the calculus. Topics included are: the mean-value theorem, existence of the Riemann integral, Riemann-Stieltjes integration, infinite series, convergence tests and Fourier series.

MATH 01332: Numerical Analysis 3 s.h.
Prerequisites: C- or better in CS 01104 and MATH 01131 and MATH 01210

This course includes: elements of error analysis, real roots of an equation, polynomial approximation by finite difference and least square methods, interpolation, quadrature, numerical solution of ordinary differential equations, and numerical solutions of systems of linear equations. The student should expect to program a computer in addition to using a graphing calculator.

- MATH 01340: Modern Algebra I 3 s.h.
Prerequisites: C- or better in MATH 03150 and MATH 01210 and PHIL 09130
 This course includes: the natural numbers, integers, rationals, and reals as mathematical systems, and the introductory theory of groups, rings, integral domains, and fields. Also included are homomorphisms and isomorphisms, subgroups, kernels, rings and ideals and polynomial rings. At the option of the instructor, computer use can be required.
- MATH 0134I: Modern Algebra II 3 s.h.
Prerequisites: C- or better in MATH 01340
 This course extends the study begun in Modern Algebra I to a more detailed investigation of abstract algebraic structures. Included are Sylow theorems, rings and ideals, polynomial rings, ring and field extension and Galois theory.
- MATH 01352: Theory Of Numbers 3 s.h.
Prerequisite: C- or better in both MATH 01210 and MATH 03150 or C- or better in both MATH 01210 and MATH 03160
 This course includes divisibility properties of integers, theory of congruence, Diophantine Analysis, congruences of higher degree, quadratic residues and famous problems of number theory.
- MATH 01354: Introduction To Topology 3 s.h.
Prerequisites: MATH 01330
 This course covers the properties of general topological spaces, separation, compactness, connectedness and the Heine-Borel and Bolzano-Weierstrass theorems.
- MATH 01386: Introduction To Partial Differential Equations 3 s.h.
Prerequisites: C- or better in MATH 01231 or MATH 01236
 This course is a study of partial differential equations and their applications. Topics include the derivation of the wave equation, Laplace's equation and the heat equation, Fourier series and integrals, boundary value problems, Bessel functions and Legendre Polynomials.
- MATH 01410: History Of Mathematics 3 s.h.
Prerequisites: C- or better in two 300-level(or higher) Math major courses
 This course includes a survey of the development of mathematical ideas from early times up to present day college mathematics. Emphasis is on historical mathematical problems and their solution. Readings and reports on selected topics are required.
- MATH 0142I: Mathematics Field Experience 3 s.h.
Prerequisites: MATH 01131 and STAT 02360
 Students accept assigned projects in a professional environment. These projects normally involve applied mathematics or statistics. Students are expected to work at least 150 hours during the semester for which they receive credit. Written reports are required.
- MATH 01430: Introduction To Complex Analysis 3 s.h.
Prerequisites: C- or better in MATH 01330
 This course includes properties of complex numbers and their conjugates, functions of a complex variable, limits, continuity and derivatives for complex functions. Also included are: Integration and the Cauchy integral theorems, uniform convergence, Taylor's and Laurent's series and conformal mapping.
- MATH 01498: Math Seminar (Wi) 3 s.h.
Prerequisite: C- or better in each of MATH 01231, MATH 01330, MATH 01340, and either MATH 01310 or STAT 02360
 This course is designed to integrate students' knowledge of mathematics and to further develop their problem solving abilities. The course content includes problem-solving techniques, a review of the literature of mathematics, solving problems drawn from a variety of current resources, and study of techniques of proof and issues in the philosophy of mathematics and its foundation. Additionally, each student is required to write and to present orally, a research report on a mathematical topic.
- MATH 01500: Foundations Of Mathematics 3 s.h.
 Strategies and tools for problem solving, including computer use, will be applied to specific problems from number theory, geometry, analytic geometry, algebra, discrete mathematics, logic, and calculus.
- MATH 01502: Linear Algebra And Matrix Theory 3 s.h.
 This course includes linear systems, linear dependence and independence, linear transformation theory, multilinear forms, matrices, determinants, inner product spaces.

- MATH 01503: Number Theory 3 s.h.
 This course includes divisibility properties of integers, mathematical induction, modular congruence, linear congruences and diophantine analysis, congruences of higher degree, quadratic residues, famous problems of number theory.
- MATH 01504: Introduction To Mathematical Logic 3 s.h.
 This course includes intuitive set theory, relations and functions, sentential calculus, predicate calculus, mathematical systems, axiomatic theories.
- MATH 01505: Probability And Mathematical Statistics 3 s.h.
 This course includes probability for discrete sample spaces, probability distributions, Chebyshev's theorem, moment generating functions, continuous random variables, sampling distributions, point and interval estimation, theory of hypothesis testing, regression and correlation, introductory analysis of variance. Other than on the recommendation of the adviser, this course should not be chosen if a corresponding similar course has been part of the student's undergraduate study.
- MATH 01507: Differential Geometry 3 s.h.
 This course explores the application of calculus towards the study of higher-dimensional surfaces and their geometry. Topics include geodesics, tangent space, directional derivative, Riemannian metrics, isometrics, Gaussian curvature, first and second fundamental forms, Gauss-Bonnet Theorem, minimal surfaces, differential manifolds, connections, and Riemannian curvature tensors. Special topics (at the discretion of the instructor) may include Lie groups, symmetric spaces, general relativity, cohomology, and complex geometry. Students will be required to use a computer algebra system to gain geometric intuition.
- MATH 01510: Real Analysis I 3 s.h.
 The theoretical treatment of the foundations of calculus covering the real and complex number systems, elementary set theory, number sequences and series, topological treatment of the real line, continuity and differentiation.
- MATH 01511: Real Analysis II 3 s.h.
 The continuation of Real Analysis I covering Riemann-Stieltjes integration, sequences and series of function, functions of several variables, elements of measure theory and Lebesgue integration.
- MATH 01512: Complex Analysis I 3 s.h.
 The elementary theory of the functions of a complex variable covering operations with complex numbers, graphing on the Argand-Gauss-Wessel plane, analytic functions, complex integration. Cauchy's theorem and its applications, poles and residues, power series and conformal mapping are studied.
- MATH 01513: Complex Analysis II 3 s.h.
 The continuation of Complex Analysis I covering Riemann-Stieltjes integration, meromorphic functions, conformal mappings, analytic continuation, fractional linear transformations and periodic functions.
- MATH 01515: Engineering Applications Of Analysis 3 s.h.
 This course will cover various techniques for solving linear and nonlinear partial differential equations (PDEs) arising from physical and engineering applications; this includes both analytical and numerical methods. More specifically, students will learn the method of separation of variables for solving multi-dimensional problems, Fourier/Laplace transforms for solving infinite-domain problems, numerical methods (finite-difference, finite-element, Monte-Carlo), Green's functions, method of characteristics, and inverse scattering. Basic applications include a vibrating membrane (wave equation), heat flow along a metal plate (heat equation), steady-state fluid flow (Laplace's equation), traffic flow (shock waves), and solitary waves (solitons). Students will be required to use a computer algebra system, e.g. Mathematica, to solve problems.
- MATH 01520: Topics In Applied Mathematics 3 s.h.
 This course provides an overview of the mathematical modeling process and includes applications to optimization, dynamical systems, and Stochastic processes. Models of specific real world systems will be developed and studied using analytical and numerical methods.
- MATH 01521: Nonlinear Differential Equations 3 s.h.
 This course examines analytic and computer methods for the solution of ordinary differential equations which are of interest in applications. Topics are selected from differential equations in the phase plane, geometrical and computational aspects of the phase plane, averaging methods, perturbation methods, stability, Liapunov methods, existence of periodic solutions, bifurcations and chaos. Applications are also included that are of use in science and engineering.

Course Descriptions

MATH 01522: History Of Mathematics 3 s.h.
Topics will include: Babylonian, Egyptian and Greek mathematics. Attention will be given to the development of trigonometry, algebra, analytic geometry and the calculus.

MATH 01523: Selected Topics In Mathematics 1 to 6 s.h.
This course provides students with the opportunity to explore current issues in mathematics. The course will have a changing focus that will permit faculty to offer specialized seminars focused on new developments in the field, issues of significance, areas of faculty research, or in response to students' requests. Students may take this course for credit more than once (limit: 9 s.h.), as long as the focus of the course is different each time the student enrolls.

MATH 01524: Abstract Algebra I 3 s.h.
This introduction of abstract algebra will include the construction of number systems, theory of groups, rings, integral domains and fields. Other than on recommendation of the adviser, this course should not be chosen if a corresponding similar course has been part of the student's undergraduate study.

MATH 01525: Modern Geometry 3 s.h.
This course provides an overview of the field of geometry by studying selected geometries in depth, both Euclidian and non-Euclidian. Indicative exploration and the axiomatic method, as well as synthetic and algebraic approaches to problems, are examined. Unless recommended by the adviser, this course should not be chosen if a similar course has been part of the student's undergraduate program.

MATH 01526: Point Set Topology 3 s.h.
An introduction to one of the major branches of modern mathematics covering axiomatic development of topological spaces and metric spaces, and the concepts of convergence, continuity, separation, compactness and connectedness.

MATH 01527: Abstract Algebra II 3 s.h.
The continuation of Abstract Algebra I covering advanced material from group theory, ring theory and field theory.

MATH 01528: Mathematical Modeling & Algebraic Reasoning 3 s.h.
Students in this course will learn about polynomial, rational, and exponential functions by building and analyzing mathematical models for a variety of situations. Using algebraic representations, problem solving, using technology, connecting abstract algebra with middle grades mathematics, and fluency with algebraic procedures will be stressed.

MATH 01529: Numerical Analysis 3 s.h.
This course examines the theoretical foundations of numerical methods and studies in detail existing numerical methods for solving many standard mathematical problems in analysis and algebra. Error analysis will be developed for all methods. Some recent advances in the theory of chaos and nonlinear dynamics will also be presented.

MATH 01533: Graduate Seminar In Mathematics 3 s.h.
Students will be introduced to mathematics not found in textbooks. They will learn how to read journal articles and analyze them. An emphasis will be placed on communication skills, both oral and written. Students will be required to give both oral and written analysis of their readings.

MATH 01550: Independent Study 1 to 6 s.h.
This course is designed for an individual who wishes to study a mathematical subject or topic not included in the listed offerings of the program. The student undertakes independent study under the supervision of a mathematics staff member. Registration by permission of the department chairman and the supervising department member.

MATH 01552: HISTORY OF MATH 3 s.h.

MATH 01561: School Mathematics From An Advanced Standpoint 3 s.h.
This course is to develop a deeper understanding of mathematics and a new appreciation of its beauty, its logical structure and its applicability. The course will take into account not only the many interconnections among school mathematics topics but also their relationship to higher mathematics.

MATH 03125: Calculus: Techniques And Applications 3 s.h.
Prerequisite(s): College Level Math or College Level Math Re-test with a score of 60 or higher or MATH 01123 with a minimum grade of D- or MATH 01122 with a minimum grade of D-
Introduces students to the techniques of differential and integral calculus. Emphasis is placed on practical applications of limits, derivatives, and integrals with business applications highlighted. This course also provides experience with and information about the significance and specific uses of the calculus in today's world. A graphing calculator is required. Students are expected to have completed an equivalent of College Algebra.

MATH 03150: Discrete Mathematics 3 s.h.

This course provides an overview of the branch of mathematics commonly known as discrete mathematics. Topics included are sets, relations, functions, induction and other methods of proof, recursion, combinatorics, graph theory, and algorithms. Emphasis is placed on the solution of problems and proofs. The use of graphing calculator is required.

MATH 03160: Discrete Structures 3 s.h.

This course covers mathematical topics essential for work in computer science. This material includes number bases, mathematical induction, sets, relations, functions, congruence, recursion, combinatorics, graphs, trees, logic, Boolean algebras, and proof techniques. While this is a course in mathematics, many of the examples and applications will be taken from computer science. The instructor may require use of a graphing calculator and/or computer. This course covers much of the same material as Discrete Mathematics (MATH03.150), but with a computer science focus. In no case will a student be allowed to receive credit for both courses. Both courses will be treated as equivalent for the purposes of satisfying prerequisites and course requirements.

MATH 03400: Applications Of Mathematics 3 s.h.

Prerequisite: C- or better in each of MATH 01210, MATH 01230, and MATH 01231

This course may include examples of mathematical models applied to the various fields of the biological, physical and social sciences. The process of building a mathematical model to describe a real world system will be demonstrated. Emphasis will be placed on the value of mathematical models for solving problems and obtaining new results. Computers and graphing calculators will be used.

MATH 03411: Deterministic Models In Operations Research 3 s.h.

Prerequisites: C- or better in (MATH 01230or MATH 01141) and C- or better in (MATH 01210or MATH 01235)

This course is an introduction to mathematical modeling, analysis, and solution procedures applicable to decision-making problems in deterministic environment. Methodologies covered include the simplex and interior point methods of solving linear programming models, inventory theory, assignment and transportation problems, dynamic programming and sensitivity analysis. Solutions will be obtained using theoretical methods and software packages.

MATH 03412: Stochastic Models In Operations Research 3 s.h.

Prerequisites: C- or better in each of STAT 02360 and MATH 03411 or C- or better in each of STAT 02360 and either MATH 01230 or MATH 01141 and either MATH 01210 or MATH 01235

This course is an introduction to mathematical modeling, analysis, and solution procedures applicable to decision-making problems in an uncertain (stochastic) environment. Methodologies covered include dynamic programming, Markov chains, queuing theory, decision trees, system reliability and inventory theory. Solutions will be obtained using theoretical methods and software packages.

MATH 03501: Mathematical Modeling for Biological Systems 3 s.h.

Prerequisite(s): MATH 01210 or MATH 01231 or permission of instructor

This course introduces students to modeling biological systems using ordinary differential equations. It focuses on the modeling process including the construction, analysis, and interpretation of mathematical models. It introduces new techniques for studying the solutions to these mathematical models and develops procedures for making the models more realistic.

MATH 03511: Operations Research I 3 s.h.

This course is an introduction to mathematical modeling, analysis, and solution procedures applicable to decision-making problems in deterministic environment. Methodologies covered include the simplex and interior point methods of solving linear programming models, project planning, network optimization, assignment and transportation problems, dynamic programming and game theory. Solutions will be obtained using theoretical methods and software packages.

MATH 03512: Operations Research II 3 s.h.

This course is an introduction to mathematical modeling, analysis, and solution procedures applicable to decision-making problems in an uncertain (stochastic) environment. Methodologies covered include dynamic programming, simulation, Markov chains, queuing theory, decision analysis, dynamic programming, system reliability and inventory theory. Solutions will be obtained using theoretical methods and software packages.

MATH 03525: Partial Differential Equations in Biomathematics 3 s.h.

Prerequisite(s): MATH 01231 or permission of instructor.

This course covers topics in partial differential equations as it applies to biomathematics. These include second order linear and nonlinear partial differential equations, diffusion and conservation laws, waves and pattern formation, Chemotaxis and other forms of cell and organism movement. Computer software, such as Mathematica, will be used.

MATH 03550: Topics In Discrete Mathematics 3 s.h.
 This course provides an advanced approach to topics in discrete mathematics for persons with substantial backgrounds in traditional mathematics. Selected topics are explored in depth and related to concepts from other areas of mathematics. Topics normally included are logic, combinatorics, number systems, data structures and representations, Boolean algebra, induction, graphs and trees.

MATH 03600: Topics In Elementary Mathematics 3 s.h.
 This course is designed to improve the understanding and attitudes of practicing elementary teachers (K-8). Specific topics to be addressed include quantitative reasoning, spatial reasoning, inductive and deductive reasoning, mathematical systems, and communication in mathematics. Students are expected to engage in some independent work.

MATH 03610: Applied Statistical Epidemiology 3 s.h.
Prerequisite: MATH 01505, MATH 01502 AND CS 01104 orequivalent or Permission of Instructor
 This course introduces the basic concepts of epidemiology and focuses on analyzing epidemiological data using a statistical programming language such as R, one of the most efficient programming languages for statistical computing and graphics. This course will lay the ground work to successfully design, conduct, analyze and interpret findings from epidemiological studies using the appropriate statistical methods.

STAT 02290: Probability And Statistical Inference For Computing Systems 3 s.h.
Prerequisites: MATH 03160 and MATH 01131 and (CS 04113 or CS 04112)
 This laboratory course considers descriptive techniques for presenting and summarizing data, techniques in probability, discrete and continuous random variables, estimation and hypothesis testing. Emphasis is placed on concepts and simulation, regularly using computer software for data manipulation and presentation, function manipulation and presentation, simulation, and statistical analyses. Examples will be drawn from the field of Computer Science.

STAT 02360: Probability And Random Variables 3 s.h.
Prerequisites: C- or better in MATH 03150 and either MATH 01230 or MATH 01141
 This course is an introduction to the theory and application of probability and random variables, with a short introduction to mathematical statistics, as the post-calculus level. Topics covered include sample spaces, random variables, discrete and continuous probability distributions, mathematical expectation, and multivariate distributions. At the end of the course the concept of estimation, from mathematical statistics, will be introduced. A few of the concepts of descriptive statistics will be introduced as needed. Use of a graphing calculator is required.

STAT 02361: Mathematical Statistics 3 s.h.
Prerequisites: C- or better in STAT 02360
 A continuation of STAT 02.360, the course emphasizes the theory of inferential statistics and its applications. The Central Limit Theorem is more fully developed as are the concepts of estimation and hypothesis testing. The properties of estimators are covered and tests using normal, t, chi-square, and F distributions are studied. Nonparametric methods, regression, and correlation are also covered. Use of a graphing calculator is required.

STAT 02371: Design Of Experiments: Analysis Of Variance 3 s.h.
Prerequisites: STAT 02360 and MATH 01210 and(STAT 02261 or STAT 02361)
 Students will gain an understanding of the major theoretical and practical concepts in the design of experiments using the statistical technique called the analysis of variance (ANOVA). A brief discussion of the concept of power, and the minimum number of experimental trials to achieve that power, will be used as this motivation for careful design. Students will be introduced to several aspects of the design of experiments beyond one- and two-way ANOVA, such as blocking, factorial designs, fractional designs, and random factors.

STAT 02510: Introduction to Statistical Data Analysis 3 s.h.
Prerequisites: Probability & Random Variables (STAT 02.360)or equivalent, and Linear Algebra (MATH 01.210) orequivalent.
 This course examines the principles behind statistical data analysis, and introduces students to major areas of statistical data analysis needed by a practicing biomathematician. Using simulation, students will use bootstrapping to develop the mechanics of confidence intervals, use randomization to develop the mechanics of hypothesis tests, and learn the types of conclusions that can justifiably be made from a study. They will also be introduced to models of analyzing data that is categorical, numerical, and a combination of both, through the study of contingency tables, linear regression, and the analysis of variance. They will use at least one statistical software package.

STAT 02513: Applied Stochastic Processes 3 s.h.
Prerequisite(s): STAT 02360 and MATH 01210 or ECE 09433 or permission of instructor.
 This course introduces the concept of a sequence of random events known as a stochastic process, as well as the mathematical methods used to model variety of types of stochastic processes and analyze their short and long-term behavior. A broad spectrum of examples from biology, health, and medicine will be included throughout the course. Topics include the basic classifications of stochastic processes, Markov chains, Poisson processes, continuous-time Markov chains, renewal processes, and branching processes. Statistical and computer algebra system software will be used when relevant.

STAT 02514: Decision Analysis 3 s.h.
Prerequisite(s): STAT 02360 or equivalent.

This course examines the basic principles for performing a decision analysis, including those needed for decision making in areas such as medicine, the environment, and public health. Topics include the components of a decision and a model of a decision, the use of probability as a model for reasoning with uncertainty, subjective probability, utility theory, Bayesian inferential methods, sensitivity analysis, Monte Carlo simulation, and multi-objective decision problems. Professional decision analysis software will be used throughout the course.

STAT 02515: Applied Multivariate Data Analysis 3 s.h.
Prerequisite(s): Graduate standing in M.S. in Data Analytics or (MATH 01131 and MATH 01210) and (STAT 02360 and STAT 02260 or STAT 02290) or permission of the instructor.

This course examines the principles behind statistical data analysis for multivariate data, and introduces the students to major areas of multivariate I data analysis. Topics include multiple and logistic regression, principal component analysis, factor analysis, cluster analysis, MANOVA, multidimensional scaling, discriminant analysis and canonical correlation. The students will use at least one statistical software package.

STAT 02525: Design and Analysis of Experiments 3 s.h.
Prerequisite(s): Graduate standing and an introductory statistics course at at-least the 200 level, or permission of the instructor.

This is a graduate level course that investigates fundamental topics in experimentation as well as design methods. The course also introduces the analysis associated with various experiments. Examples and case studies based on real-world events will be used to illustrate course concepts. Students will be required to complete an end-to-end project that will include an experiment's design, data collection and analysis.

ENGR 01512: Principles Of Nanotechnology 3 s.h.
Prerequisites: (PHYS 02200 OR PHYS 00220) AND (PHYS 02201 OR PHYS 00222) AND CHEM 06100

This course explores the science and engineering at the nanometer scales. Topics include fundamentals of nanotechnology; types and properties of nanomaterials; methods of fabrication; how these materials are characterized and the potential applications.

ME 10501: Computer Integrated Manufacturing And Automation 3 s.h.

The course covers the basic aspects of computer integrated manufacturing and automation systems. Hard and flexible automation concepts are introduced. Various automation strategies are presented. Coding and classification ideas of group technology are related to computer aided process planning. Topics of numerical control, industrial robotics, and artificial intelligence are discussed.

ME 10505: Special Topics In Mechanical Engineering 3 to 6 s.h.
 The topics will be announced in the course schedule.

ME 10506: Computational Materials Science 3 s.h.

ME 10511: Combustion 3 s.h.

This course presents the concepts of chemically reacting systems (flames) along with many practical applications. Topics include chemical equilibrium, chemical kinetics, premixed laminar flames, detonations, diffusion flames and environmental issues. The course uses chemically reacting flow software for combustion modeling.

ME 10512: Rocket Propulsion 3 s.h.

In this course, the principles of rocket propulsion theory are presented along with practical applications of rocket propulsion design. Theoretical topics include performance analysis of ideal rocket engines, departure from ideal performance and detailed thermochemical propellant calculations. Practical design issues are addressed for both liquid propellant engines and solid rocket motors. The course also includes an introduction to electric propulsion.

ME 10513: Principles In Advanced Heat And Mass Transfer 3 s.h.
Prerequisite: CHE 06311 or ME 10322

The topics covered in this course extend and complement the Thermal-Fluid Sciences II course. While Thermal-Fluid Sciences II provides an overview and introduction to the engineering fundamentals of heat transfer, Principles of Advanced Heat Transfer will provide a deeper knowledge of heat transfer principles, and will allow more rigorous and open-ended problems to be examined. The course will include two additional topics, radiation and mass transfer. Students successfully completing this course will be able to solve a wider range of heat and mass transfer problems encountered in industry.

Course Descriptions

ME 10514: Energy Conversion Systems 3 s.h.

This course will introduce energy conversion technologies for the generation of electrical power. Topics will include a review of power cycles, steam and gas cycles, generation of thermal power, combustion and fuels, steam power plant design considerations, gas turbine power plant operation and design considerations, combined cells, and environmental considerations in power generation. A course project will be required on an advanced topic of mutual interest between the student and instructor.

ME 10521: Gas Dynamics 3 s.h.

This course emphasizes application of the conservation equations of mass, momentum and energy to solve problems in one-dimensional and two-dimensional compressible flow including one-dimensional isentropic flow, flow with area change, adiabatic flow with friction, normal shock waves and flow with heat addition. The method of characteristics is introduced to solve two-dimensional compressible flow problems. Numerical techniques are presented and a numerical analysis project is completed on one-dimensional, unsteady flow.

ME 10522: Computational Fluid Dynamics 3 s.h.

This course introduces computational fluid dynamics (CFD) using a primarily software-based approach. Following an overview of the key steps involved with CFD, the class reviews the fundamental mathematics that govern fluid dynamics. An overview of governing equation discretization techniques is presented with assignments that involve building custom algorithms to solve simplified CFD problems. CFD essentials such as consistency, stability and convergence are covered in-depth. Several modeling labs are used to build software skill and explore internal and external flows that are largely incompressible and viscous. The final weeks of this class are dedicated to a final project on a student-selected topic. The student will complete an independent laboratory exercise of project.

ME 10541: Advanced Mechanism Design 3 s.h.

This course presents an indepth coverage of the design of mechanisms using matrix methods as the platform to model, synthesize, analyze and simulate mechanisms. It covers advanced design techniques that include type synthesis, numerical optimization techniques as applied to mechanism design. It also covers branch defects and circuit defects that occur during mechanism synthesis and modeling and simulation of mechanical systems. Students will perform analysis and simulation using appropriate mechanism design software.

ME 10542: Advanced Mechatronics 3 s.h.

This course introduces the students to the design and development of mechatronic systems. It introduces the students to the multidisciplinary nature of mechatronic products, and teaches them to design and develop such products. Students will learn about mechatronic design philosophy, mechatronic system modeling, sensors, actuators, microprocessors and their interfaces. The course project will involve the design of a real-world mechatronic system. A final project will be required.

ME 10543: Advanced Design For X 3 s.h.

This course introduces students to the design of systems from the Design for X perspective. The Design for X course teaches how to deal with conflicting and ever-increasing constraints upon the design process. It teaches students to adopt a systematic design approach that addresses issues related to manufacture, assembly, environment, reliability and other factors.

ME 10544: Automotive Engineering 3 s.h.

ME 10550: Advanced Solid Mechanics 3 s.h.

ME 10551: Mechanics Of Continuous Media 3 s.h.

Students will engage the three-tiered framework used to interrogate problems involving bodies of continuous media. This begins with derivation of the governing equations from the conservation of mass, momentum, and energy followed by the application of constitutive models, such as Hooke's law, that govern the behavior of particular materials, and concludes with the solution of boundary value problems. In addition to the study of classical problems and their solutions, students will be required to program numerical algorithms for the solution of problems that can not be solved in closed form. Kinetic and kinematic constraints, such as material frame indifference, compatibility, and objectivity, will be addressed. The material covered will include both cylindrical and Cartesian coordinate frames.

ME 10552: Structural Acoustics 3 s.h.

The control of noise is an important part of engineering practice in many industries today. Vital to effective noise control is an understanding of wave behavior in structures. This course will teach engineers the fundamentals of the generation of noise in structures, with an emphasis on the phenomena of mechanical resonance and modal behavior. Topics covered include vibration of strings, bars, beams and plates. An introduction to simple acoustic sources will be given.

Course Descriptions

ME 10553: Analytical Dynamics 3 s.h.

This course is an advanced introduction to three-dimensional motion of particles and rigid bodies. Students study modern analytical rigid body dynamics equation formulation and computational solution techniques applied to mechanical systems and multibody systems. Students will formulate Newton/Euler and Lagrangian equations for applications to engineering systems, Hamiltonians principle, study kinematics of motion generalized coordinates and speeds, analytical and computational determination of inertia properties, generalized forces, holonomic and nonholonomic constraints, computational simulation.

ME 10554: Elastic Stability Of Structures 3 s.h.

Many important structures (e.g. buildings, bridges, aircraft frames) have buckling as a primary mode of failure. Because of this, it is important for structural engineers to have at least a cursory knowledge of elastic stability phenomena. This course will provide graduate-level Mechanical Engineering students with an overview of elastic stability in structures, and a brief introduction to dynamic stability, as applied to rotating shafts. Applications of mathematical theory to real-world structural design problems will be emphasized.

ME 10570: Principles In Biomechanics 3 s.h.

This course presents topics in the biomechanics of human motion. The course will encompass the use of engineering principles to describe, analyze and assess human movement. Topics will include kinematics, kinetics, anthropometry applied to the synthesis of human movement and muscle mechanics. A course project and laboratory project will enhance this course.

ME 10571: Principles In Biotransport 3 s.h.

Prerequisites: ENGR 01341 or ME 10321

This course introduces biotransport in terms of heat transfer, mass transfer, and fluid mechanics related to the human body. Some examples include cryosurgery of warts and drug delivery from skin patches. Beginning with biotransport problem formulation, the course explores software tools that enable mathematical modeling. Fundamental principles of model validation, mesh convergence, sensitivity analysis, and objective functions are presented. Several modeling labs are used to build software skill and explore various heat and mass transfer processes inside and around the human body. Medical device development concepts are presented, making a connection between modeling activities and product development. The final weeks of this class are dedicated to a final project on a student-selected topic. The student will complete an independent laboratory exercise or project.

ME 10572: Principles In Biomaterials 3 s.h.

Prerequisites: ENGR 01281 or ENGR 01283

The goal of this course is to introduce the numerous issues that factor into material selection for biomedical devices. Issues to be examined include mechanical properties, biocompatibility, production costs, and ease of manufacture. This course will familiarize students with relevant material issues and highlight the process for matching material performance with the desired design characteristics and functionality.

ME 10576: Principles In Orthopaedic Biomechanics 3 s.h.

Prerequisite: ENGR 01272 or ENGR 01273

This course presents both introductory and emerging areas of orthopaedic biomechanics. The course will encompass the use of engineering principles to describe, analyze and assess the musculoskeletal system. Topics will include bone and soft tissue mechanics, implant systems, fracture fixation, joint replacements and reviews of current research.

MED 01627: Scholars Workshop IV 1 s.h.

MED 01628: Ambulatory Clerkship IV 1 s.h.

MHP 00511: HISTOLOGY I: BASIC TISSUE TYPES 3 s.h.

Prerequisites: MBS 00501 AND MBS 00502; or equivalent, withcourse director's permission.

This course introduces students to the basic tissue types, as well as some of the common stains used to differentiate elements of tissue. In addition, students will learn to use a microscope and analyze photomicrographs critically. *This course is only open to student in the Masters in Histopathology program.*

MHP 00512: HISTOLOGY II: HISTOTECHNIQUES 4 s.h.

Prerequisites: MHP 00511 AND MHP 00514

This lab-intensive course builds upon the theory learned in Histology I: Basic Tissue Types. Students will be trained in histological techniques in a hands-on setting, in order to develop the critical skills required to become a histotechnologist. *This course is only open to students in the Masters in Histopathology program.*

Course Descriptions

- MHP 00513: HISTOLOGY III: ORGAN SYSTEMS 3 s.h.
Prerequisites: MHP 00511 AND MBS 00503; or equivalent, withcourse director's permission.
In this course, students will apply their knowledge of tissue types to develop an understanding of organ structure and function. This will include information specific to commonly used animal models (e.g. rats, mice, rabbits). *This course is only open to students in the Masters in Histopathology program.*
- MHP 00514: Basic Laboratory Techniques - Biology 3 s.h.
Prerequisites: MBS 00501 AND MBS 00502; or equivalent, withcourse director's permission.
This course will teach students the most basic techniques used in a modern biomedical laboratory, to prepare them to integrate these techniques into more advanced processed they will use later. *This course is only open to students in the Masters in Histopathology program.*
- MHP 00515: TOPICS IN PATHOLOGY 2 s.h.
Prerequisites: MBS 00609; Co-requisite: MHP 00513
This course will provide students in the Masters in Histopathology program exposure to the pathology of major organ systems. This course is only open to students in the Masters in Histopathology program.
- MHP 00612: Advanced Animal Laboratory Techniques 4 s.h.
Prerequisites: MHP 00511 AND MHP 00512 AND MHP 00514 AND MHP 00611.
This advanced animal techniques course will reinforce what students learned about basic mouse colony management and teach students advanced preclinical research techniques. This course is lab intensive. Students will receive one-on-one instruction for each of the indicated skills listed in the syllabus. This format will allow students to develop advanced animal research skills, which is valuable for job placement upon graduation. *This course is only open to students in the Masters in Histopathology program.
- MUS 04536: Chamber Music I 1 s.h.
The study and performance of selected repertoire for specific instrumental groups and combinations. Students will be assigned to a small ensemble and will be required to rehearse and to perform the chosen repertoire in a public setting.
- MUS 04537: Chamber Music II 1 s.h.
The study and performance of selected repertoire for specific instrumental groups and combinations. Students will be assigned to a small ensemble and will be required to rehearse and to perform the chosen repertoire in a public setting.
- MUS 04540: Jazz Arranging And Composition 3 s.h.
The course presents techniques in arranging and composition in the jazz idiom and is tied to the course CD Project in that it coordinates the needs of the second course through preparation in Jazz Arranging and Composition. Students will be required to arrange and orchestrate existing compositions and compose original music in the jazz idiom.
- MUS 04541: Jazz Piano 1 s.h.
This course in applied music for the non-pianist focuses on the basic keyboard skills needed by the professional jazz musician, especially the use of the piano to realize harmonic progressions and concepts. The student must have passed the piano proficiency exam before enrolling for this course.
- MUS 04545: Opera Role Study I 3 s.h.
A complete opera role from the standard repertoire will be learned and performed in each semester through private instruction and coaching, either in staged or unstaged, in public.
- MUS 04551: Piano Accompanying I 1 s.h.
This course in applied piano accompanying will pair the student with a vocal or instrumental student under the supervision of the piano instructor.
- MUS 04557: Advanced Orchestration 3 s.h.
This course will introduce the conducting student to the practical considerations of performance on orchestral instruments and their use in orchestral repertoire.
- MUS 04560: Form And Analysis 3 s.h.
The course presents important contemporary approaches to the analysis and understanding of music of all periods including those of the present. Students will present analyses of works appropriate to their graduate level studies in their major area. This is a required course for all students in the master of music program.

Course Descriptions

MUS 04561: Score Reading I 1 s.h.
This course begins training the conducting student to read orchestral scores, including the mastery of clefs and transposition. It is a requirement for the Master of Music in Instrumental Conducting.

MUS 04562: Score Reading II 1 s.h.
This course continues training the conducting student to read orchestral scores, including the complete mastery of clefs and transposition, and the study of score reductions. It is a requirement for the Master of Music in Instrumental Conducting.

MUS 04565: Seminar In Band Conducting 3 s.h.
This course will involve classroom discussion, research, and scholarly presentations of topics related to the business of conducting, where students will share their views with other students and the facilitator. The class will visit rehearsals of professional organizations and bands and will interview known professionals in the field. A lecture presentation by each student on a relevant conducting topic will conclude the semester.

MUS 04570: 20th Century Literature And Techniques 3 s.h.
This course explores 20th century music and the compositional techniques it embodies. Emphasis will be upon important trends and developments that are still current in the music of today. Each student will present his/her own research in this area of study as it relates to their major area of study. This is a required course for the master of music in composition.

MUS 04575: Cd Project 2 s.h.
The student will develop and produce a compact disk containing the student's original compositions through the choice of repertoire to be performed, the rehearsal of the material, to the completion of the technical and business details leading to a final product.

MUS 05500: Analyzing Jazz Structures 1 s.h.
Prerequisite(s): None
This course will guide the student through the basics of jazz song forms and solo construction. Analysis of both will be stressed. This course is repeated for three semesters, focusing on different materials and repertoire each semester.

MUS 05501: Jazz Analyzing Structures 1 s.h.
Prerequisite(s): None
This course will guide the student through the basics of jazz song forms and solo construction. Analysis of both will be stressed. This course is repeated for three semesters, focusing on different materials and repertoire each semester.

MUS 05502: Analyzing Jazz Structures 1 s.h.
Prerequisite(s): None
This course will guide the student through the basics of jazz song forms and solo construction. Analysis of both will be stressed. This course is repeated for three semesters, focusing on different materials and repertoire each semester.

MUS 05503: Jazz Composition 3 s.h.
Prerequisite(s): None
This course will guide the student through the basics of jazz composition from historical perspectives, analysis of great seminal composers, small and large form compositions, and analysis of various compositional styles.

MUS 08156: Contemporary Music Ensemble 1 s.h.
Dedicated to the performance of new music, this ensemble performs the works of Rowan composition students and other contemporary composers.

MUS 10501: Graduate Secondary Applied Instrument I 2 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.

MUS 10502: Graduate Secondary Applied Instrument II 2 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.

Course Descriptions

- MUS 10503: Graduate Secondary Applied Instrument III 2 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10504: Graduate Secondary Applied Instrument IV 2 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10505: Graduate Secondary Applied Voice I 2 s.h.
Private instruction in techniques of singing. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10506: Graduate Secondary Applied Voice II 2 s.h.
Private instruction in techniques of singing. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10507: Graduate Secondary Applied Voice III 2 s.h.
Private instruction in techniques of singing. Designed to guide the development of each student toward the realization of his fullest as a performer.
- MUS 10508: Graduate Secondary Applied Voice IV 2 s.h.
Private instruction in techniques of singing. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10509: Graduate Applied Instrument I 4 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest performer as a performer.
- MUS 10510: Graduate Applied Instrument II 4 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10511: Graduate Applied Instrument III 4 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10512: Graduate Applied Instrument IV 4 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10513: Graduate Applied Voice I 4 s.h.
The continuation, on an advanced level, of the intensive study of vocal technique and performance begun in the undergraduate level. Successful completion requires the preparation and performance of a graduate recital of sufficiently high quality to provide access to professional auditions, doctoral programs and teaching positions in higher education.
- MUS 10514: Graduate Applied Voice II 4 s.h.
The continuation, on an advanced level, of the intensive study of vocal technique and performance begun in the undergraduate level. Successful completion requires the preparation and performance of a graduate recital of sufficiently high quality to provide access to professional auditions, doctoral programs and teaching positions in higher education.
- MUS 10515: Graduate Applied Voice III 4 s.h.
The continuation, on an advanced level, of the intensive study of vocal technique and performance begun in the undergraduate level. Successful completion requires the preparation and performance of a graduate recital of sufficiently high quality to provide access to professional auditions, doctoral programs and teaching positions in higher education.
- MUS 10516: Graduate Applied Voice IV 4 s.h.
The continuation, on an advanced level, of the intensive study of vocal technique and performance begun in the undergraduate level. Successful completion requires the preparation and performance of a graduate recital of sufficiently high quality to provide access to professional auditions, doctoral programs and teaching positions in higher education.

Course Descriptions

- MUS 10517: Graduate Applied Instrument I 6 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10518: Graduate Applied Instrument II 6 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10519: Graduate Applied Instrument III 6 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10520: Graduate Applied Instrument IV 6 s.h.
Private instruction on a student's major instrument. Designed to guide the development of each student toward the realization of his fullest potential as a performer.
- MUS 10521: Graduate Applied Voice I 6 s.h.
The continuation, on an advanced level, of the intensive study of vocal technique and performance begun in the undergraduate level. Successful completion requires the preparation and performance of a graduate recital of sufficiently high quality to provide access to professional auditions, doctoral programs and teaching positions in higher education.
- MUS 10522: Graduate Applied Voice II 6 s.h.
The continuation, on an advanced level, of the intensive study of vocal technique and performance begun in the undergraduate level. Successful completion requires the preparation and performance of a graduate recital of sufficiently high quality to provide access to professional auditions, doctoral programs and teaching positions in higher education.
- MUS 10523: Graduate Applied Voice III 6 s.h.
The continuation, on an advanced level, of the intensive study of vocal technique and performance begun in the undergraduate level. Successful completion requires the preparation and performance of a graduate recital of sufficiently high quality to provide access to professional auditions, doctoral programs and teaching positions in higher education.
- MUS 10524: GRADUATE APPLIED VOICE IV 6 s.h.
The continuation, on an advanced level, of the intensive study of vocal technique and performance begun in the undergraduate level. Successful completion requires the preparation and performance of a graduate recital of sufficiently high quality to provide access to professional auditions, doctoral programs and teaching positions in higher education.
- MUS 10525: Graduate Music Composition I 4 s.h.
The student develops his undergraduate compositional skills, completing a major work for chamber ensemble which demonstrates an ability to use contemporary compositional ideas in the organization of music.
- MUS 10526: Graduate Music Composition II 4 s.h.
This course prepares the student to complete his/her major requirement in music composition: a thesis consisting of a major compositional work and a paper describing its genesis. May be re-taken.
- MUS 10527: Graduate Music Composition I 6 s.h.
The student develops his undergraduate composition skills, completing a major work for chamber ensemble which demonstrates an ability to use contemporary compositional ideas in the organization of music.
- MUS 10528: Graduate Music Composition II 6 s.h.
This course prepares the student to complete his/her major requirement in music composition: a thesis consisting of a major compositional work and a paper describing its genesis. May be re-taken.
- MUS 10529: Graduate Conducting I 4 s.h.
Private instructing in conducting. This course in the conducting sequence, is designed to guide the development of conductors to a full realization of their technical and musical potential.
- MUS 10530: Graduate Conducting II 4 s.h.
Private instructing in conducting. This course in the conducting sequence, is designed to guide the development of conductors to a full realization of their technical and musical potential.

Course Descriptions

MUS 10531:	Graduate Conducting III	4 s.h.
Private instructing in conducting. This course in the conducting sequence, is designed to guide the development of conductors to a full realization of their technical and musical potential. During semester III of the conducting sequence, the student is expected to serve as Assistant Conductor of an appropriate ensemble at the discretion of the conducting faculty.		
MUS 10532:	Graduate Conducting IV	4 s.h.
Private instructing in conducting. This course in the conducting sequence, is designed to guide the development of conductors to a full realization of their technical and musical potential. During semester IV of the applied conducting sequence, the student is expected to serve as Assistant Conductor of an appropriate ensemble at the discretion of the conducting faculty. In addition, as a culminating activity, the student will present a full-length conducting recital.		
MUS 10533:	Graduate Conducting I	6 s.h.
Private instructing in conducting. This course in the conducting sequence, is designed to guide the development of conductors to a full realization of their technical and musical potential.		
MUS 10534:	Graduate Conducting II	6 s.h.
Private instructing in conducting. This course in the conducting sequence, is designed to guide the development of conductors to a full realization of their technical and musical potential.		
MUS 10535:	Graduate Conducting III	6 s.h.
Private instructing in conducting. This course in the conducting sequence, is designed to guide the development of conductors to a full realization of their technical and musical potential. During semester III of the conducting sequence, the student is expected to serve as Assistant Conductor of an appropriate ensemble at the discretion of the conducting faculty.		
MUS 10536:	Graduate Conducting IV	6 s.h.
Private instructing in conducting. This course in the conducting sequence, is designed to guide the development of conductors to a full realization of their technical and musical potential. During semester IV of the conducting sequence, the student is expected to serve as Assistant Conductor of an appropriate ensemble at the discretion of the conducting faculty. In addition, as a culminating activity, the student will present a full-length conducting recital.		
MUS 10537:	Graduate Ensemble: Concert Choir	1 s.h.
MUS 10538:	Graduate Ensemble: Concert Choir	1 s.h.
MUS 10539:	Graduate Ensemble: Concert Choir	1 s.h.
MUS 10540:	Graduate Ensemble: Concert Choir	1 s.h.
MUS 10541:	Graduate Ensemble: Jazz Band	1 s.h.
MUS 10542:	Graduate Ensemble: Jazz Band	1 s.h.
MUS 10543:	Graduate Ensemble: Jazz Band	1 s.h.
MUS 10544:	Graduate Ensemble: Jazz Band	1 s.h.
MUS 10545:	Graduate Ensemble: Lab Band	1 s.h.
MUS 10546:	Graduate Ensemble: Lab Band	1 s.h.
MUS 10547:	Graduate Ensemble: Lab Band	1 s.h.
MUS 10548:	Graduate Ensemble: Lab Band	1 s.h.
MUS 10549:	Graduate Ensemble: Orchestra	1 s.h.

Course Descriptions

MUS 10550:	Graduate Ensemble: Orchestra	1 s.h.
MUS 10551:	Graduate Ensemble: Orchestra	1 s.h.
MUS 10552:	Graduate Ensemble: Orchestra	1 s.h.
MUS 10553:	Graduate Ensemble: Wind Ensemble	1 s.h.
MUS 10554:	Graduate Ensemble: Wind Ensemble	1 s.h.
MUS 10555:	Graduate Ensemble: Wind Ensemble	1 s.h.
MUS 10556:	Graduate Ensemble: Wind Ensemble	1 s.h.
MUS 97301:	Trombone Class Designed for Music Education majors, this course addresses trombone pedagogy and basic trombone performance.	.5 s.h.
MUS 97302:	Percussion Class A study of rudimental and ensemble techniques of snare drum, timpani, bass drum, cymbals and accessory instruments.	1 s.h.
MUS 97309:	Trumpet Class Designed for Music Education majors, this course addresses trumpet pedagogy and basic trumpet performance.	.5 s.h.
MUS 97310:	Tuba Class Designed for Music Education majors, this course addresses tuba pedagogy and basic tuba performance.	.5 s.h.
MUS 97312:	Conducting-Instrumental II <i>Prerequisites: MUS 97212</i> This course demonstrates and rehearses the skills of instrumental conducting through music for instrumental ensembles.	2 s.h.
MUS 97313:	Conducting-Choral II <i>Prerequisites: MUS 97213</i> Students apply basic conducting techniques to repertoire spanning each of the major time periods. In addition to gesture, great emphasis is given to score reading and score analysis skills.	2 s.h.
MUS 97400:	Voice Class A study of the basic principles of singing taught in a group setting. Students will learn beginners breathing technique, tone placement and projection through the singing of group and solo repertoire. Course is open to non-music majors.	1 s.h.
MUS 97401:	Bassoon Class This course teaches the fundamentals of the bassoon.	.5 s.h.
MUSG 05547:	Music And The Related Arts The aesthetics of music is approached from the point of view that the same forces motivate all the arts and that significant parallels exist among them. This course may not be offered annually.	3 s.h.
MUSG 06303:	Choral Literature A chronological study and analysis of small and large choral works from the early chant to the present is stressed through recordings, live performances and class participation. Conducting of choral work is a major activity of this course.	2 s.h.
MUSG 06503:	Jazz History This course presents an overview of jazz history and requires the student to prepare indepth studies of any three topics related to the history of jazz, chosen in consultation with the professor. Students must exhibit their mastery of these areas by written and oral assignments.	3 s.h.
MUSG 06505:	History And Literature Of Guitar And Lute This course provides indepth study of the literature of the family of plucked instruments, especially the guitar and lute, from the Renaissance to the present day.	3 s.h.

Course Descriptions

MUSG 06506: Art Song Literature 3 s.h.
The in-depth study of the evolution and development of the art song as a genre, its development, structure, styles and composers from the 17th century to the present. Aural familiarity and stylistic recognition will be emphasized, as will the association of song composers with their works and periods.

MUSG 06509: String Instrument Literature 3 s.h.
This course explores the literature written for stringed instruments from both stylistic and technical points. Students will study and analyze the most important solo works for the bowed string instruments and will be expected to identify aurally these works and to provide written analyses of several. It is a required course for string students in the master of music program and is available also as an elective.

MUSG 06510: Keyboard Literature 3 s.h.
This course presents a broad overview of the massive literature for the keyboard from Baroque through the end of the 20th century. Students learn to listen, to analyze, and to identify the stylistic characteristics of the great composers for the piano. They will, within the course of the semester, choose several composers whose works are of particular interest to them, thoroughly catalogue their literature and analyze in depth several compositions by each. The results of this work will be presented in oral and written form.

MUSG 06511: Twentieth Century Band Literature 3 s.h.
This course will survey all levels of band repertoire, from elementary through high school, and standard college and professional band works. Students will have a knowledge of where to find musical selections for any scenario, from teaching works to standard competition pieces and public performance selections.

MUSG 06542: Opera Literature 3 s.h.
An historical survey of opera, its development and composers, from 1600 to the present. The course will emphasize the most important operas, their plots, forms and main musical numbers.

MUSG 06545: Development And Interpretation Of Choral Literature 2 s.h.
Studies choral music from Gregorian chant to contemporary works. Representative works of various types studied in detail. These are drawn from various categories such as motet, madrigal, polyphonic chanson, cantata and oratorio. This course may not be offered annually.

MUSG 06546: Development And Interpretation Of Symphonic Literature 3 s.h.
The evolution of instruments, the standardization of the orchestra in the classic period, the introduction of new instruments and the growth of the orchestra are studied. The principal orchestral forms such as the symphony and the concerto are studied and various types of orchestration are examined. This course may not be offered annually.

MUSG 06555: SEL TOPICS-MUSIC ED 3 s.h.

SMED 01120: Foundations Of Music Education 3 s.h.
Foundations of Music Education is an introductory course in the music education program. It provides a broad overview of the field of music education, addressing the historical development of music education in the United States as well as current approaches and issues in the field. The course is framed by three guiding questions: What is the purpose of music education?; How can students best explore music?; and How can teachers best create music learning experiences for their students? In addition, two projects that extend throughout the music education major are introduced: a personal philosophy of music education, and a digital portfolio.

SMED 32329: Teaching/Learning Music A: Elementary General Music 3 s.h.
Prerequisites: C- or better in MUS 04130, MUS 04131, MUS 04132, MUS 04133, MUS 04240, MUS 04241, MUS 04242, MUS 04243, EDUC 01284, READ 30319 and SMED 33420

The methods, materials and techniques of teaching music from K through 12 are surveyed. Attention is given to the developmental sequence in the building of musical concepts necessary for the organization of an effective general music program in the public schools.

SMED 32330: Teaching/Learning Music B: Vocal Methods And Techniques 3 s.h.
This course, along with other courses in a series, helps to prepare students to teach the choral arts in the public schools with particular attention to grades 7-12. Techniques of teaching, vocal training, choral organization and the philosophy of teaching choral music are the areas to be emphasized.

Course Descriptions

SMED 32331: Teaching/Learning Music B: Instrumental Methods And Techniques 3 s.h.
A survey is made of the necessary understanding, techniques, and materials to develop an effective instrumental music program. Consideration is given to the place of instrumental music and its relationship to the total school program.

SMED 32502: Teaching Of Music Theory 3 s.h.
Methods of teaching theory such as listening, reading, writing, analyzing, playing and creating are examined. The content of music theory courses and representative music theory texts are analyzed and evaluated. This course may not be offered annually.

SMED 32505: Selected Approaches In Music Education 3 s.h.
The approaches are those of: Gordon, Kodaly, Orff, Montessori, Suzuki, and Jacques-Dalcroze. The student will research each approach, and while doing an in-depth study on one approach, develop a curriculum for his or her teaching situation. This course is offered bi-annually.

SMED 32506: Guitar Pedagogy 3 s.h.
The student will be made aware of the philosophies of guitar instruction, be familiar with the two or three most widely-used method books and will have begun to develop his/her own pedagogical system. A practicum experience is included in the course.

SMED 32507: Piano Pedagogy 3 s.h.
The course will systematically present the pedagogical methods and materials readily found in the United States for teaching beginning, intermediate and early advanced students of the piano. A supervised practicum is an essential part of the course.

NURS 03303: Comprehensive Health Assessment 3 s.h.
This course builds upon the Registered Nurse's fundamental knowledge and skills of health assessment. In utilizing a systematic approach, the student will develop a holistic approach in assessing the patient throughout the lifespan. Upon completion, the student will show competency in obtaining a thorough health history and becoming efficient in the physical skills of inspection, palpation, percussion and auscultation. Differences between normal and abnormal findings will be explored and appropriate documentation of findings will be stressed. Students will also be exposed to the cultural differences in health and will incorporate evidence based approaches to assessment.

NURS 03304: Nursing Informatics 3 s.h.
This course reviews the information needs and information systems related to nursing practice. Students will experience the manner in which informatics supports all areas of practice, including education, clinical practice, administration and research.

NURS 03309: Topics In Health Care Ethics 3 s.h.
Students in this nursing course will examine moral dilemmas created or intensified by recent advances in medical technology and study ways of analyzing those dilemmas. Discussion topics include: euthanasia and the right to die, abortion, behavior modification, allocation of scarce medical resources, in vitro fertilization, genetic screening and engineering and human experimentation. These moral dilemmas will be related to nursing.

NURS 03401: Community Health Nursing 6 s.h.
Prerequisite: NURS 03303
This course will explore how community health nurses use concepts from nursing and public health to provide comprehensive, continuous, preventative healthcare thereby promoting health for communities, populations at risk, aggregates, families, and individuals. This course prepares the RN to BSN student to develop competencies in managing health status in the context of multicultural communities. Students will be able to expand current knowledge and skills, develop enhanced research and critically thinking skills with the application of these skills to the multicultural community and the global society considering the biopsychosocial, cultural, ethical, legal, and economic issues that impact the community as a client. The clinical practicum focuses on clients with diverse needs in a variety of settings.

NURS 03403: Nursing Care Delivery Systems 4 s.h.
Prerequisite: NURS 03303
The focus of this course is the professional nurse's leadership and management role within health care delivery systems. The multi-faceted aspects of the role of the nurse as leader and manager are explored in depth, with emphasis on the role of the nurse as change agent. Organizational behavior, decision-making, the change process and the management of health care organizations are components of this course. The concepts of professionalism, leadership-management, research and teaching-learning are integrated with the professional nurse's role. This course prepares students to function as change agents in the health care delivery system. The clinical component focuses on the application of relevant theory and research as a basis for decision-making. Students are mentored by faculty, and interact with members of the nursing leadership team to explore Nursing leadership.

Course Descriptions

NURS 03404: Research Applications In Nursing Practice - Wi 3 s.h.
Prerequisites: STAT 02100 and COMP 01112

This course introduces students to the concepts and process of research in nursing. Emphasis is placed on writing and critiquing published studies and developing plans for using research findings in practice.

NURS 03405: Health Care Policy And Finance 3 s.h.

The focus of this course is the professional nurse's role in health care policy and finances within health care systems. The multi-faceted aspects of health care policy making and financing within today's ever-changing health care environment are explored. Risk management and quality care are integrated into the course. This course gives the student a financial understanding of the health care delivery system. Students are exposed to the political and legislative process within health care agencies and health care policy development at the state and federal levels. Ethical and legal issues in nursing and health care are explored.

NURS 03503: Nursing Research 4 s.h.

Prerequisites: STAT 02100 or the equivalent and enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program and NURS 03404

Students focus on the theoretical and scientific underpinnings for evidence-based advanced nursing practice. In-depth critical analysis of scientific research and methods for systemic review, as relevant to patient care and health policy outcomes, are emphasized. Ethical, legal, economic, and cultural issues surrounding the conduct and utilization of research practice are examined. Students obtain skills in using bibliographic databases. The roles of the advanced practice nurse in research are explored.

NURS 05501: Advanced Health Assessment 3 s.h.

Prerequisites: Licensed as a Registered Nurse (R.N.) AND BSN OR BA (If student has BA then NURS03303 AND NURS 03404 AND NURS 03405)

Advanced Health Assessment prepares the graduate nurse to identify abnormal findings and critically analyze these findings. Critical analysis will result in problem identification and planning. This course will serve as a core requirement for completion of a graduate nursing degree.

NURS 05502: Teaching and Learning in Nursing 3 s.h.

Successful Completion of Core MSN courses with a minimum GPA of 3.0

This course begins preparation for the professional nurse to investigate teaching and learning in the nursing field. This initial course lays the foundation for more advanced testing and curricular development courses. Key concepts for investigation include evidence based teaching, learning theories, nursing education theories, technological advances in nursing education and clinical competency.

NURS 05503: Advanced Nursing Research 4 s.h.

Prerequisite(s): STAT 02100 or equivalent; enrollment in Rowan Nursing Program

Students focus on the theoretical and scientific underpinnings for evidence-based advanced nursing practice. In-depth critical analysis of scientific research and methods for systemic review, as relevant to patient care and health policy outcomes, are emphasized. Ethical, legal, economic, and cultural issues surrounding the conduct and utilization of research practice are examined. Students utilize skills in searching bibliographic databases. The roles of the master's prepared nurse in research are explored.

NURS 05504: Advanced Pathophysiology 3 s.h.

Prerequisite: Licensure as a registered nurse and NURS 03303

This course describes the disordered physiology and clinical consequences resulting from common disease processes. Seminar discussions focus on alterations in normal functions of major organ systems. Through problem-solving exercises and case studies, students are encouraged to recognize the pathophysiologic basis of clinical findings associated with disease processes. This course serves as an essential link between the basic sciences and clinical management.

NURS 05505: Advanced Pharmacology 3 s.h.

Prerequisite: Licensure as a registered nurse and NURS 03303 and NURS 05504

This course expands students' knowledge of clinical pharmacology to provide a sound basis from which to engage in prescriptive drug management. Pharmacodynamics, pharmacokinetics and pharmacotherapeutics of drug classes are explored through a variety of teaching-learning methodologies, including seminar discussion, problem-based case study presentations, focused readings, and web-based exercises.

NURS 05506: Learning Assessment in the Classroom and Clinical Environment 3 s.h.

Successful Completion of Core MSN courses with a minimum GPA of 3.0

Nurse educators use a variety of strategies to evaluate student learning in a variety of settings. This course prepares the nurse educator to use assessment and evaluation strategies effectively in relationship to all domains of learning.

Course Descriptions

NURS 05507: Leadership & Care Delivery Environment 3 s.h.
Prerequisites: Licensed as a Registered Nurse (R.N.) AND BSN OR BA (If BA then NURS 03303 AND NURS 03404 AND NURS 03405)

This course focuses on the analysis, integration and application of principles of leadership and management to health care organizations and to population-based efforts across the health care delivery system. The concepts of leadership and stewardship are explored from a historical and contemporary perspective with particular application to the health professions. The course fosters self awareness as a necessary condition for effective self management and self development, and a prerequisite for leading others. Special emphasis is placed on the practical skills needed for nurses to succeed as leaders and managers in today's local, state, national and international health care environment.

NURS 05508: Special Issues & Trends In Nursing 3 s.h.
Prerequisites: Licensed as a Registered Nurse (R.N.) AND BSN OR BA (if BA then NURS 03303 AND NURS 03404 AND NURS 03405)

This course focuses on current trends and issues in professional nursing and health care delivery. The course is individually tailored to meet each student's educational goals and area of special interest in nursing and healthcare delivery in the twenty-first century. The topic will vary dependent on the student's interests, goals and objectives as discussed with faculty. Students under the direction of an instructor complete individually designed projects addressing major trends and issues in their emphasis area of nursing and health care delivery.

NURS 05509: Clinical Nurse Leader Role 3 s.h.
Prerequisites: Minimum GPA of 3.0: NURS 03504 AND NURS 03505 AND NURS 03503 AND NURS 05501 ANDAH 05501 AND NURS 05507 AND NURS 05508 AND LICENSED AS A REGISTERED NURSE (R.N.) AND BSN

This course immerses the student in the role of the Clinical Nurse Leader. The Clinical Nurse Leader (CNL) is a master's prepared nurse who delivers expertise in care as a generalist. The CNL manages care for patients, individuals, families, and communities. The CNL functions as a provider and manager for care at the point of system entry and strives to produce quality based outcomes. This course discusses the role of the clinical nurse leader as leader, outcomes manager and care environment manager. The graduate student, through participatory learning, will master the key concepts that are imperative to the successful transition into the CNL role.

NURS 05510: Evidence Based Practice In Illness/Disease Management 3 s.h.
Prerequisites: Minimum GPA of 3.0: NURS 03504 AND NURS 03505 AND NURS 03503 AND NURS 05501 ANDAH 05501 AND NURS 05507 AND NURS 05508 AND LICENSED AS A REGISTERED NURSE (R.N.) AND BSN

Evidence based practice in illness and disease management is a requirement for quality care delivery. This course serves as one of the mandatory courses in the clinical nurse leader track. This course discusses care management, client outcomes, application of assessment, pharmacology, and pathophysiology to specific disease states, and evidence-based practice.

NURS 05511: Clinical Nurse Leader Practicum I 4 s.h.
Prerequisites: NURS 05509 AND NURS 05510

This course prepares the graduate nursing student for the full clinical implementation of the Clinical Nurse Leader role. Concepts of care environment management are discussed and explored in the clinical setting. Through and interwoven marriage of didactic and clinical experience, the registered nurse will begin to experience the role of the Clinical Nurse Leader. 200 Clinical Hours Required

NURS 05512: Clinical Nurse Leader Practicum II 4 s.h.
Prerequisite: NURS 05511

The Clinical Nurse Leader (CNL) is a master's prepared nurse who delivers expertise in care as a generalist. The CNL manages care for patients, individuals, families, and communities. The CNL functions as a provider and manager for care at the point of system entry and strives to produce quality based outcomes. This course prepares the graduate nursing student for the full clinical implementation of the Clinical Nurse Leader role. Through an interwoven marriage of didactic and clinical experience, the registered nurse will experience the role of the Clinical Nurse Leader. 200 Clinical Hours Required

NURS 05513: Nursing Curricular Design and Evaluation 3 s.h.
Prerequisite(s): Successful completion of CORE MSN courses with minimum GPA of 3.0, NURS 05502, NURS 05506

Nurse educators are responsible to develop curricular plans that reflect contemporary health care trends. Curricular plans should hinge upon realistic program outcomes that prepare graduates to function effectively in the health care environment. This course explores curricular design, program outcomes, and robust changes in response to curricular evaluation.

NURS 05514: Nurse Educator: Leadership, Quality, and Planned Change in the Practice Environment I 3 s.h.
Prerequisite(s): NURS 05502 and NURS 05506

The nurse educator must be aware of the political, institutional, social and economic factors that impact the role. This course introduces the nurse educator student to concepts of competence, self-assessment, quality improvement and scholarship within the educational environment. Nursing theory and nursing research are presented as a focus for clinical practice implications. The student is provided the opportunity to analyze nurse education and identify an area of practice

Course Descriptions

interest by exploring various roles, such as nurse education at bedside, nurse educator in technical setting, and nurse educator in academia.

100 clinical hours required

NURS 05515: Nurse Educator: Leadership, Quality, and Planned Change in the Practice Environment II 4 s.h.

Prerequisite(s): NURS 05514

This course serves as the final comprehensive nurse educator course. All course activities are based upon the eight competencies of a nurse educator defined by the National League of Nursing (NLN) and supported by the American Association of the College of Nursing (AACN). Through ongoing faculty tutelage the graduate student completes eight competency projects. In addition, clinical submersion in the role of nurse educator occurs in a precepted environment.

200 clinical hours required

NURS 05516: Epidemiology Health Promotion & Disease Management 2 s.h.

Prerequisite: Completion of the core MSN course with a GPA of 3.0 or higher and admission into a Nurse Practitioner specialization

This course introduces the graduate nursing student to the concepts of epidemiology and population based medicine. Theories of wellness, health promotion and global opportunities for healthy living are presented. Through synthesis of these concepts the advanced practice nursing student will develop a theory of practice that incorporates health promotion throughout the lifespan. This course examines the relation of human groups to their environments as mediated by culture.

NURS 05517: Nurse Practitioner Role: History, Practice Regulations, Reimbursement and Ethics 2 s.h.

Prerequisite: Completion of the core MSN course with a GPA of 3.0 or higher and admission into a Nurse Practitioner specialization

This course will investigate the role of the nurse practitioner from a historical perspective with implications to current practice requirements. The nurse practitioner student will investigate the history of their specialty nurse practice, the regulations that apply to their specialty nurse practice, their role as a leader and advocate. A synthesis of this information that incorporates evidence based practice initiatives will occur. Special emphasis on ethical and cultural diversity and considerations about age variations, cultural variations, religious variations, health promotion and diversity across the lifespan will assist nurse practitioner students in developing their practice own practice philosophy.

NURS 05518: AGACNP: Assessment, Diagnosis, & Differential Disease Management 1 s.h.

Prerequisite: Completion of the core MSN courses with a GPA of 3.0 or higher and admission in the Adult-Gerontology Acute Care Nurse Practitioner specialization

This course challenges the nurse practitioner student to apply previously obtained advance assessment techniques to technologically derived data to differentiate conditions in acutely ill patients. Interpretation of relevant data, radiographs, and electrocardiographs will be presented. Condition treatment plans will be discussed in relation to available acute care settings. Laboratory practice will occur and include procedures commonly encountered in the acute setting.

The student who does NOT meet the clinical requirements will receive a failing grade in this course regardless of the course work evaluation scores.

25 clinical hours

NURS 05519: AGACNP I: Evidence Based Clinical Care for Adult Gerontological Acute Care Nurse Practitioner 3 s.h.

Prerequisite(s): NURS 05518

This course introduces the AGACNP student to key concepts in the management of acutely ill individuals across the adult lifespan. All information is presented via case study format. The graduate student will apply evidence based practice, and diagnostic reasoning when developing the treatment plan. The need to organize advanced assessment, diagnostic interventions, and caring practices will be illuminated. Disease specific conditions are presented with a focus on pathophysiology and advanced therapeutics. This is the first of three clinical practice courses. Successful course completion is defined as success in both the didactic and clinical portions of the course.

The student who does NOT meet the clinical requirements will receive a failing grade in this course regardless of the course work evaluation scores.

NURS 05520: AGACNP II: Evidence Based Clinical Care for Adult Gerontological Acute Care Nurse Practitioner 4 s.h.

Prerequisite(s): NURS 05519

This course investigates medical conditions encountered by the acutely ill adult across the lifespan. Special consideration is given to medically challenging cases and mental health disorders. The AGACNP student will analyze data and develop evidence based treatment plans. The challenges to perform in a collaborative environment and partner with patients, families and communities will be discussed. Topics for future nurse practitioner researcher will be discussed. The student will be submersed in clinical practice with an experienced preceptor.

The student who does NOT meet the clinical requirements will receive a failing grade in this course regardless of the course work evaluation scores.

Course Descriptions

NURS 05521: AGACNP III: Evidence Based Clinical Care for Adult Gerontological Acute Care Nurse Practitioner 4 s.h.

Prerequisite(s): NURS 05520

This course investigates surgical conditions encountered by the acutely ill adult across the lifespan. Special consideration is given to challenging cases and traumatic injuries. The AGACNP student will analyze data and develop evidence based treatment plans. The ethical dilemmas presented by acute injury and advanced age will be discussed. Reimbursement and quality improvement initiatives will be presented. Topics for future nurse practitioner researcher will be discussed. The student will be submersed in clinical practice with a experienced preceptor.

The student who does NOT meet the clinical requirements will receive a failing grade in this course regardless of the course work evaluation scores.

NURS 05522: Family Nurse Practitioner I: Primary Care of the Adult Patient and Older Adult Patient 3 s.h.

Prerequisite(s): Completion of the core MSN courses with a GPA of 3.0 or higher and admission into the Family Nurse Practitioner specialization

This course focuses on the role of the APN in the primary care of the adult and older adult. Utilizing lectures, assigned readings, and case studies the advanced practice student will incorporate advance assessment skill to formulate differential diagnoses of a variety of acute and chronic conditions that inflict the adult and older adult client. Conditions discussed in this course focuses on the Skin, Head, Eyes, Ears, Nose and Throat, Heart and Lungs. Clinical judgment skills will be developed to select proper pharmacological and non-pharmacological therapies of management. Concentration of the aspects of health promotion and disease prevention will be highlighted. Clinical portion will emphasize didactic components of the course and apply them to episodic and chronic problems of the adult and older adult.

100 clinical hours

NURS 05523: Family Nurse Practitioner II: Primary Care Management of the Adult Patient and Older Adult Patient 3 s.h.

Prerequisite: NURS 05522

This course focuses on the role of the APN in the primary care of the adult and older adult. Utilizing lectures, assigned readings, and case studies the advanced practice student will incorporate advance assessment skills to formulate differential diagnoses of a variety of acute and chronic conditions that inflict the adult and older adult client. Conditions discussed in this course will address the gastrointestinal, hepatobiliary, neurology, renal and urinary, and reproductive systems. Issues of Mental Health such as anxiety, depression, bipolar, eating and substance abuse will also be brought into focus. Clinical judgment skills will be developed to select proper pharmacological and non-pharmacological therapies in the management of these conditions. Concentration of the aspects of health promotion and disease prevention will be highlighted. Clinical portion will emphasize didactic components of the course and apply them to episodic and chronic problems of the adult and older adult.

NURS 05524: Family Nurse Practitioner III: Primary Care Management of the Female Patient 4 s.h.

Prerequisite: NURS 05523

The course build upon the current knowledge from primary care management of the adult and older adult I and II and extending its focus to the issue of women's health issues. Using lecture, assigned readings and case studies, the didactic component of this course will focus on episodic and chronic disease facing woman from diverse populations from menarche throughout the postmenopausal stage. Care management concepts of the pregnant client will also be introduced. Course content will also reflect prescribing practices in relation to the pharmacodynamics and pharmacokinetics that can affect pregnant and lactating women. Clinical hours will reinforce the didactic element of the class incorporating skills of assessment, differential diagnosis, and evidence base practice to provide optimal obstetrical and gynecological care of the female client.

NURS 05525: Family Nurse Practitioner IV: Primary Care Management of Children and Adolescents 4 s.h.

Prerequisite: NURS 05524

This course focuses on the primary care of the infant, child and adolescent population. Developmental and culturally competent health assessment is a key component of the course. Utilizing these skills the advanced practice student will learn thru lecture, assigned readings and case studies how to develop differential diagnoses in order to plan, implement and manage common acute and chronic health problems of the pediatric/adolescent client. Clinical hours will reinforce the didactic component of the class in addition to concentrating on evidence based practice to address the needs of this population.

Course Descriptions

NURS 05526: Family Nurse Practitioner V: Practicum in Family Practice 4 s.h.
Prerequisite: NURS 05525

This is a clinical immersion practicum that is a culmination of the learning experience for the family nurse practitioner student. Its purpose is to allow the students the opportunity to provide comprehensive health care to diverse clients across the lifespan. Successful completion will entail the ability for the student to completely demonstrate the use of theory, evidence-based practice in assessing, diagnosing, and treating clients. Students will be able to provide cost-effective and safe family based care integrating concepts of health promotion and disease prevention. Monthly meetings with assign faculty will occur within this clinically focused course to identify problems and answer relevant questions.

NURS 05527: Adv Dev, Hlth Asmt, Wellness, Hlth Promotion & Disease Prvntn of the Infant, Child, and Adolescent 3 s.h.

Prerequisite(s): Admission into Acute Care Pediatric Nurse Practitioner Specialty and 100 Clinical Hours

This course focuses on the role of the Acute Care in the health assessment, advanced development, wellness, health promotion and disease prevention of the infant, child and the adolescent. Utilizing lectures, assigned readings, laboratory experienced, clinical solutions and case studies the advanced practice pediatric student will utilize advance assessment skills to promote health and wellness in the infant, child and adolescent. This course will focus on the health assessment of infant's, children and adolescent. Disease prevention will be a focus to promote optimal health in the infant, child and adolescent. The clinical component will integrate concepts discussed in the class and apply them to the patient population in well baby and pediatric situations.

NURS 05528: Advanced Chronic Care of the Infant, Child and Adolescent in the Health Care System 3 s.h.

Prerequisite(s): NURS 05527 and 150 Clinical Hours

This course focuses on the role of the Acute Care Pediatric Nurse Practitioner in the care of the infant child and adolescent in the health care system with chronic conditions. Chronic health conditions will be reviewed in relation to each body system. The pharmacological interventions for each condition will be explored and evaluated. Utilizing lectures, assigned readings, laboratory experiences, clinical situations and case studies the advanced practice pediatric student will implement evidenced based practice to care for the infant, child and the adolescent with chronic health care deviations. The clinical component will integrate concepts discussed in class and apply them to the patient population.

NURS 05529: Advanced Acute Care of the Infant, Child and Adolescent in the Health Care System 3 s.h.

Prerequisite(s): NURS 05528 and 150 Clinical Hours

This course focuses on the role of the Acute Care Pediatric nurse practitioner in the care of the infant, child and adolescent in the treatment of acute health care deviations. Acute health conditions will be reviewed in the relation to each body system. The pharmacological interventions for each condition will be explored and evaluated. Course content relates to the acute health care problems in infants, children and adolescent and their impact on the family. Incorporating evidenced based research, a family-centered perspective, care is provided which includes psychosocial factors, and ethical considerations. Utilizing lectures, assigned readings, laboratory experiences, clinical situations and case studies the pediatric nurse practitioner will prescribe and provide care based on outcomes. The clinical component will integrate concepts discussed in class and apply them to the patient population in well baby and pediatric situations.

NURS 05530: Advanced Clinical Care for the infant, child and adolescent in the community and medical home 4 s.h.

Prerequisite(s): NURS 05529 200 Clinical hours The student who does NOT meet the clinical requirements will receive a failing grade in this course regardless of the course work evaluation scores.

This course focuses on the care provided to the infant, child and adolescent in the community and medical home. This course provides the Acute Care Pediatric nurse practitioner with the ability to synthesize and integrate the knowledge, skills, and attitudes important to providing care for infant, child, and adolescent and the community in which they live. The course emphasizes the importance of a holistic perspective and an understanding of the client and family as individuals with diverse spiritual and cultural needs and expectations and as a member of the community. Synthesis and analysis of previously learned concepts will provide the student with the opportunities to recognize their own feelings, needs, and issues regarding care, and issues pertaining to end of life while addressing the multicultural needs of the infant, child and adolescent while addressing health care disparities. Content includes societal, physical, psychological, ethical, and spiritual aspects of life and death. The pharmacological interventions will be explored and evaluated individually. Course content relates to the health care problems in infants, children and adolescent and their impact on the community. Incorporating evidenced based research, a family-centered perspective, care is provided which includes psychosocial factors, and ethical considerations. Utilizing lectures, assigned readings, laboratory experiences, clinical situations and case studies the Acute Care Pediatric nurse practitioner will prescribe and provide care based outcomes.

Course Descriptions

NURS 05539: Screening of Women throughout the Lifespan & Health Promotion: Genetics, Diagnostics & Interventions 1 s.h.

Prerequisite(s): Completion of the core MSN courses with a GPA of 3.0 or higher and admission into the Women's Health Nurse Practitioner specialization. (50 Clinical hours) The student who does NOT meet the clinical requirements will receive a failing grade in this course regardless of the course work evaluation scores.

This course focuses on the role of Women's Health Nurse Practitioner in the health assessment, advanced development wellness, health promotion and disease prevention of the female patient throughout the lifespan in health, pregnancy, post-partum, and acute/chronic illness. Utilizing lectures, assigned readings, laboratory experiences, clinical practicum and case studies the advanced practice will utilize advance assessment skills to promote health and wellness of the female across the lifespan. The clinical component will integrate and apply concepts to the female patient population. Through active clinical learning the student will apply newly acquired knowledge.

NURS 05540: Primary Care for the Women's Health Nurse 3 s.h.

Prerequisite(s): NURS 05539 100 Clinical hours The student who does NOT meet the clinical requirements wil receive a failing grade in this course regardless of the course work evaluation scores.

The course builds upon the current knowledge from screening of women throughout the lifespan and health promotion. Students perform comprehensive assessment of the female client to determine normal, benign variants and disease processes. Based upon assessment plans are formulated and prioritized by differential diagnosis. The student applies knowledge in the clinical setting and demonstrates the ability to deliver effective primary care to females. This care is evidenced based, culturally sensitive, and includes health promotion and disease management.

NURS 05541: Evidence Based Practice for Women's Health and Gynecological Issues Across the Lifespan 4 s.h.

Prerequisite(s): NURS 05540 200 Clinical hours The student who does NOT meet the clinical requirement will receive a failing grade in this course regardless of the course work evaluation scores.

This course focuses on the role of the Women's Health Nurse Practitioner in providing evidence based care to women experiencing gynecological issues across the lifespan. Utilizing lectures, assigned readings, laboratory experiences, clinical practicum and case studies the advanced practice student will utilize advance assessment skills to promote health and wellness of the female across the lifespan. This course will focus on the health assessment of the female across the lifespan. The clinical component will integrate and apply concepts to the female patient population. Through active clinical learning the student will apply newly acquired knowledge.

NURS 05542: Evidence Based Practice for Women's Health/Obsterics: The Pregnant Woman, Fetus, Neonate and Family 6 s.h.

Prerequisite(s): NURS 05541 200 Clinical hours The student who does NOT meet the clinical requirements wil receive a failing grade in this course regardless of the course work evaluation scores.

This course focuses on the role of the Women's Health Nurse Practitioner in providing evidence based care to women experiencing pregnancy. Utilizing lectures, assigned readings, laboratory experiences, clinical practicum and case studies that advanced practice student will utilize advance assessment skills to promote health and wellness of the pregnant female. The clinical component will integrate and apply concepts to the female patient population. Through active clinical learning the student will apply newly acquired knowledge.

NURS 05543: Evidence Based Practice Clinical Course 2 s.h.

Prerequisite(s): NURS 05503 and NURS 05510 40 Clinical hours and Clinical project

Evidence-based practice in illness and disease management is a requirement for quality care delivery. This course supports the student through the development, implementation, and evaluation of an evidence-based practice project in the clinical setting. This course requires successful completion of 40 clinical hours and a clinical project.

PHIL 09110: The Logic Of Everyday Reasoning 3 s.h.

This course in informal logic aims at improving the student's reasoning through a thorough exposure to common logical fallacies as these appear in ordinary language, and through a study of rational procedures for problem-solving. Students have opportunities for extensive practice at discovering and overcoming their own logical faults in writing and speech as well as practice at rational problem-solving.

PHIL 09120: Introduction To Philosophy 3 s.h.

This basic course in the methods of philosophical inquiry investigates how these methods have been applied to selected philosophical issues by classical and contemporary philosophers.

Course Descriptions

- PHIL 09130: Introduction To Symbolic Logic 3 s.h.
This course provides students with a working familiarity with the principles and procedures involved in deductive logic.
- PHIL 09241: Philosophy And Society - Wi 3 s.h.
Prerequisites: COMP 01112
Same as PHIL09.240, but meets general education writing intensive guidelines with a variety of graded and ungraded writing assignments.
- PHIL 09310: Aesthetics 3 s.h.
Prerequisite: at least one PHIL 09 course, or more than one Arts course (ART, ARHS, MUS, MUSG, THD, RTF).
This course offers students an approach to such philosophical issues as the nature; the role of the arts in human culture; and the articulation of criteria for interpretation and criticism. Students will refine their own approach to these issues by attending to specific works of poetry, fiction, drama, music, painting, sculpture, and other arts, including student works.
- PHIL 09325: American Philosophy 3 s.h.
This course examines the thought of selected American philosophers from the colonial period to the present. It stresses the distinctive American philosophical movement, Pragmatism, and some of its representative figures such as Charles Sanders Peirce, William James and John Dewey.
- PHIL 09328: Philosophy And Gender 3 s.h.
This course will explore philosophical issues relating to gender as considered by classical, modern and contemporary philosophers. Recent work by feminist philosophers will be emphasized.
- PHIL 09370: Epistemology 3 s.h.
This course addresses philosophical questions concerning the nature of knowledge. Some of these questions include: How can we be sure that our knowledge of the world is accurate? What is the relation of evidence to our understanding of the world? What distinguishes mathematical knowledge from scientific and ethical knowledge? Students will study and criticize both traditional and contemporary approaches to the understanding of knowledge. Students will also develop and refine their own views in response to these issues.
- PHRE 11490: Senior Seminar In Philosophy And Religion 3 s.h.
This capstone course for the Philosophy and Religion major engages students in advanced level work in the disciplines of philosophy and religion studies, by focusing on a particular topic of the instructor's choice. Students complete individual projects. Required for Philosophy and Religion majors.
- REL 10200: Religions Of The World 3 s.h.
This course surveys the major world religions in both the Eastern and Western traditions.
- REL 10210: Religion In America 3 s.h.
This course explores the wide variety of religious movements that have existed and continue to exist in America. Both traditional religions and cults are considered within the context of American culture.
- ASTR 11520: SEL TOP IN SPACE SCIENCE 3 s.h.
- ASTR 17520: Selected Topics In Earth And Space Science 3 s.h.
A three-part course: (A) the importance of astronomy to society, (B) the climates of the Earth and the factors controlling them, (C) forces operating within and upon the surface of Earth. This course may not be offered annually.
- PHSC 01532: PHYS SCI ACTIV FOR TEACHERS 3 s.h.
- PHYS 00220: Introductory Mechanics 4 s.h.
Co/Prerequisite: MATH 01130 or Math 01140
This course studies the basic principles of mechanics and is equivalent to most calculus based introductory mechanics courses often entitled Physics I. The course is designed to cover introductory mechanics. (Newton's laws, energy and momentum conservation, rotating systems, statics, gravity and simple harmonic motion) at a level appropriate for future scientists and engineers. The course includes a laboratory component and it emphasizes problem-solving techniques.

Course Descriptions

PHYS 00221: Introductory Thermodynamics, Fluids, Waves, & Optics 4 s.h.
Prerequisite: PHYS 00220 *Corequisite: MATH 01131 or MATH 01141*

This introductory course studies the basic principles of thermodynamics, fluids, waves, and optics and their application. The concepts will be applied through problem solving and laboratory experiences. A large portion of the content of this course builds from the concept of conservation of energy covered in the introductory mechanics course. The course is required for any physical science major and recommended for those majoring in biochemistry, chemistry, biology, engineering, or mathematics. The specific topics covered include elastic properties of materials, fluid mechanics, mechanical waves, sound, conduction of heat, kinetic theory of gasses, the laws of thermodynamics, light, geometric optics, interference and diffraction.

PHYS 00222: Introductory Electricity & Magnetism 4 s.h.
Prerequisite: PHYS 00220 *Corequisite: MATH 01131 or MATH 01141*

This course studies the basic principles of electricity and magnetism and is equivalent to most calculus based introductory electricity and magnetism courses often entitled Physics II. The course is designed to cover introductory electricity and magnetism (charge, current, potential, fields, AC and DC circuits, Maxwell's Equations, and electromagnetic waves) at a level appropriate for future scientists and engineers. The course includes a laboratory component and it emphasizes problem-solving techniques.

PHYS 00300: Modern Physics 4 s.h.
Prerequisites: (MATH 01131 or MATH 01141) AND (PHYS 00211 or PHYS 00222)

This course covers modern physics developed since the turn of the 20th century. After a review of some classical physics, course topics include special relativity, wave and particle aspects of radiation, matter waves, models of the atom, ionization, spectra, x-rays, and introductory quantum theory. It also covers theories developed by Planck, Einstein, Rutherford, Bragg, Bohr, Compton, de Broglie, Pauli, Schrodinger and Heisenberg.

PHYS 00310: Analytical Mechanics 4 s.h.
Prerequisite: PHYS 00300

This course teaches students Newtonian, Lagrangian and Hamiltonian formulations of mechanics, and their applications to such problems as Central Force Motion, Linear and Nonlinear Oscillations, Collisions between particles, Noninertial Systems, Coupled Oscillations and Normal Coordinates, and Rigid Bodies.

PHYS 00320: ELECTRICITY & MAGNETISM I 4 s.h.
Prerequisite: 00300

This course studies classical electro-magnetism. Its topics include: the laws of electromagnetic force, Maxwell's equations, electromagnetic induction, interaction of currents, and electromagnetic energy and waves. This course may not be offered annually.

PHYS 00330: Mathematical Physics 3 s.h.
Prerequisite: PHYS 00300

This introductory course studies topics as they apply to physics: infinite series, complex numbers, determinants and matrices, partial differentiation, vector calculus, Fourier series. Certain more advanced topics may be treated: calculus of variations, gamma and beta functions, coordinate transformations, tensor analysis, functions of a complex variable, Legendre polynomials and Bessel functions. This course may not be offered annually.

PHYS 00340: Optics And Light 4 s.h.
Prerequisite: PHYS 00300

This course studies the nature and propagation of light, dispersion, reflection and refraction at plane and spherical surfaces, lenses (thin and thick), aberrations of lenses and mirrors, optical instruments, polarization, diffraction and photometry. It also discusses modern developments and techniques (such as fiber optics, lasers, holography). This course may not be offered annually.

PHYS 00360: Biophysics I 4 s.h.
Prerequisites: PHYS 00300 or BIOL 01203 or BIOL 01202 and PHYS 00211 or PHYS 00221 or PHYS 00222

This course is aimed at understanding the physics of biological systems. The goal of the course is to quantitatively define biological systems and their functions. Key emphasis will be placed on (1) understanding theories, laws, and axioms that govern systems and their behavior and (2) the use of physics to determine quantitative information about systems and their behaviors. For each topic, the basic laws of physics will be reviewed followed by their application to specific biomolecular and biological system examples. The laboratory component is aimed at giving students hands-on experience in measurement and observation for biological systems.

Course Descriptions

PHYS 00410: Quantum Mechanics I 4 s.h.
Prerequisite: PHYS 00300

This course will serve as an introduction to quantum mechanics. Students will learn the basic concepts of quantum mechanics and how to solve simple problems using quantum mechanics. Topics selected for study include the origins of quantum mechanics, the free particle in wave mechanics, particles in one-dimensional potentials, the axiomatic formulation of quantum physics, particles in three-dimensions, spin and the Pauli exclusion principle.

PHYS 00430: Statistical Physics 3 s.h.
Prerequisite: PHYS 00300

The student will study in detail the laws of thermodynamics. The statistical derivation of these laws will be presented. Topics include: ideal gases, classical and quantum distribution functions, phase transitions, and other special topics.

PHYS 02527: Statistical Mechanics 3 s.h.

The student will consider the laws of thermo dynamics from a statistical point of view. Topics may include: ideal gases, simple thermodynamic systems, classical and quantum distribution functions, phase transitions, and other special topics. The requirements for this course include a graduate laboratory project and/or research paper. Admission to the course will be at the discretion of the graduate advisor.

PHYS 02528: Electricity And Magnetism I 4 s.h.

This course studies static fields and charges and the application of vector calculus to electricity and magnetism. Maxwell's equations are derived from basic electrostatic phenomena. Some of the immediate consequences of Maxwell's equations, such as electromagnetic waves, will also be covered. The requirements of this course include a graduate research paper or a laboratory project. Admission to the course will be at the discretion of the graduate advisor.

PHYS 02529: Electricity And Magnetism II 3 s.h.

In this course, some of the major consequences of Maxwell's equations, such as the generation and propagation of electromagnetic waves, scattering, and special relativity will be explored. A special attention will be given to the connection of electricity and magnetism with relativity. The requirements of this course include a graduate laboratory project or research paper. Admission to the course will be at the discretion of the graduate advisor.

PHYS 02530: Applied Physics Lab 4 s.h.

This course introduces modern experimental techniques commonly used in physics. Projects consist of original experimental research experiences in Solid State Physics, Laser Physics, and/or other experimental areas of current research in the department. Experimental results are correlated with existing theories. Technical writing and presentation skills are developed and evaluated.

PHYS 02541: Quantum Mechanics I 4 s.h.

This course will serve as an introduction to quantum mechanics. Students will learn the basic concepts of quantum mechanics and how to solve simple problems using quantum mechanics. Topics selected for study include the origins of quantum mechanics, the free particle in wave mechanics, particles in one-dimensional potentials, the axiomatic formulation of quantum physics, particles in three-dimensions, spin and the Pauli exclusion principle. The requirements of this course include a graduate research paper or a laboratory project.

PHYS 02542: Quantum Mechanics II 3 s.h.

This course is a continuation of Quantum Mechanics I. Students will learn more advanced concepts and problems in quantum mechanics. Topics selected for study include the formalism of quantum mechanics, particles in three-dimensions, spin and angular momentum, quantum statistical mechanics, time-independent perturbation theory, time-dependent perturbation theory, and scattering. Some topics may overlap with the ones in Quantum Mechanics I, but are taught at a higher level. The requirements of this course include a graduate research paper or a laboratory project.

PHYS 02555: Mechanics 4 s.h.

Emphasizes Newton's laws of motion, the conservation laws, kinetics and reactions, calculation of moments of inertia, periodic motion and heat. Theories and principles will be related to the motion and properties of gross bodies, and the relevance of these ideas to modern atomic physics will be pointed out. The requirements of this course include a graduate laboratory project and/or research paper. Admission to the course will be at the discretion of the graduate adviser. This course may not be offered annually.

PHYS 02599: INDEP STUDY PHYS SCI 3 s.h.

Course Descriptions

- POSC 07100: Introduction To Government And Politics 3 s.h.
Professors who teach this course will normally focus on some, but not all, of the following topics: political and governmental structures, functions, and processes; political behavior; public law and public policy; and political values or philosophies.
- POSC 07110: American Government 3 s.h.
This course focuses on the American Federal government, emphasizing the structure, operation and processes of our political system. Coverage will include political values as they are reflected in major public policies.
- CMS 05381: PSYCHOLINGUISTICS 3 s.h.
- PSY 01106: Psychology Of Scientific Thinking 3 s.h.
Prerequisites: PSY 01107
Students will be introduced to the methods of science and the role that science plays in the understanding of how the world works. The development of critical thinking skills and an evidence based approach to evaluating scientific claims will be emphasized. Students will also be introduced to the psychological processes that underlie the scientific method and the persistence of belief in pseudoscientific and non-scientific claims.
- PSY 01107: Essentials Of Psychology 3 s.h.
Students will be introduced to psychology, the scientific study of behavior. This course will highlight the key areas in psychology that help to explain human behavior. This course will include discussion of diverse topics such as, perception, learning, thinking, memory, motivation, emotion, stress, and health, personality, physiological processes, psychological disorders and treatment, development, intelligence, and social psychology.
- PSY 01316: Behavioral Assessment And Measurement 3 s.h.
Prerequisite(s): PSY 01107 or Matriculation in the Post- Baccalaureate Certificate in Applied Behavior Analysis.
This course provides students with the knowledge and skills needed to conduct behavioral assessments and choose appropriate target outcomes and intervention strategies. Additionally, students will learn to objectively measure behavior, display data graphically, and experimentally evaluate the effectiveness of behavioral interventions. This course is one of the courses required for the Specialization in Behavioral Services for Children and Their Families in the psychology department.
- PSY 01424: Professional Issues In Applied Behavior Analysis 3 s.h.
Prerequisites: PSY 02310 and PSY 01316
Corequisite: PSY 02305
This course is a capstone course in Specialization for Behavioral Services for Children and their Families, providing an in-depth overview of innovative and empirically validated behavior assessment and intervention techniques aimed at promoting system-wide change. Students will be exposed to professional development as behavior analysts including ethical issues, career options and responsibilities, and development of clinical skills.
- PSY 01500: Professional Skills for Behavior Analysts 3 s.h.
Prerequisites: Matriculation into the MA in ABA.
This course introduces students to the professional standards of the field of applied behavior analysis. This course emphasizes essential skills and strategies that students need to be successful professional behavior analysts. Topics include vital work habits, interpersonal relationships, business skills, applying behavioral knowledge, consulting repertoires, introduction to professional and scientific writing, and professional service. This course is the first course to be taken in the MA in the ABA program and will be offered annually.
- PSY 01501: IND STUDY PSYCH 3 to 6 s.h.
- PSY 01510: Philosophy, History, and Conceptual Foundations of Behavior Analysis 3 s.h.
Prerequisites: Matriculation in the Master of Arts in Applied Behavior Analysis.
The course provides an in-depth examination of the philosophical and conceptual underpinnings of behavior analytic theory. Students will evaluate how behavior analysis as a conceptual system fits in the larger historical and conceptual contexts of philosophy, science, and psychology. Applications to behavior analytic problem solving and case conceptualization in applied setting will be emphasized.
- PSY 01550: Clinical Research Practicum 3 s.h.
Prerequisites: PSY 01.500 AND PSY 01.510
This graduate level course will provide students with the pre-requisite skills needed to develop an independently executed research project evaluating applied behavior analytic techniques for changing behavior. In this course, students will meet with a Faculty Advisor regularly to read and review current literature to gain an appreciation and critical understanding of research in the area of Applied Behavior Analysis. Students will also work with more senior students to get experience with recruiting participants, executing a study protocol, collecting and coding data, and analyzing and interpreting data. Finally, students will lead discussions and review literature relevant to their own independent research project. This is a required course for the Master of Arts program in Applied Behavior Analysis.

Course Descriptions

PSY 01564: Counseling Theory And Techniques I 3 s.h.
Prerequisite: Matriculation in the Masters Program in Clinical Mental Health Counseling

This course is designed to be an overview of several major theoretical approaches to psychotherapy, including: Humanistic-Existential, Behavioral, and Cognitive-Behavioral. The course will include didactic and experiential components, and will focus on developing the skills and knowledge necessary to use techniques from these theories in a professional context.

PSY 01566: Counseling Theory And Techniques II 3 s.h.
Prerequisite: PSY 09595 and PSY 01564 with grade of B- or above

This course is designed to be an overview of several major theoretical approaches to psychotherapy, including: Psychodynamic, Systems, Cognitive, and Interpersonal. The course will include didactic and experiential components, and will focus on developing the skills and knowledge necessary to use techniques from these theories in a professional context. In addition to these general skills, the course will also focus on the application of these techniques to specific populations of interest within the psychological community.

PSY 01570: Research Methodology And Statistics In Counseling Psychology 3 s.h.

This is a graduate level introduction to research methodology and statistics with special application of these principles to the practice of mental health counseling. Students will develop the skills necessary to critically evaluate and interpret research and statistics, thus allowing them to be excellent consumers of research as well as developing practice-relevant research projects.

PSY 01572: Research Methodology And Statistics In Counseling Psychology I: Basics 3 s.h.
Prerequisite: Matriculation in the Masters Program in Clinical Mental Health Counseling

This is a graduate level introduction to research methodology and statistics with special application of these principles to the practice of mental health counseling. Students will develop the skills necessary to critically evaluate and interpret research and statistics, thus allowing them to be excellent consumers of research as well as developing practice-relevant research projects.

PSY 01574: Research Methodology And Statistics In Counseling Psychology II: Applied 3 s.h.
Prerequisite: PSY 01572 with B- or above

In this graduate level course, students will learn how to apply the skills learned in Research Methodology & Statistics in Counseling Psychology I: Basic course through all of the steps required to propose an empirical project requiring either postulating a testable hypothesis and delineating the methodology used to test the hypothesis or to apply knowledge of research methodology to the empirical evaluation of counseling interventions with a single or small number of clients.

PSY 01610: Career And Lifestyle Development 3 s.h.

Advanced students will learn the major theories of career choice and development, gaining an understanding of the complex personal, organizational, and societal factors that impact upon career choice. Students will learn to understand occupational trends and occupational classification systems, and have the opportunity to study and administer various career interest batteries. Students will gain an appreciation for the changing nature of work and career focus across the life span, including predictable career transitions and challenges. Theoretical and self assessment techniques will be utilized to help students gain an understanding of the need for balance between work and personal life, and will provide insight into the theories and choices involved in leisure activity and in stress management practices. Experiential exercises and projects will be an integral aspect of the course leading to an appreciation not only of theory but of its application.

PSY 01612: Group Counseling And Psychotherapy 3 s.h.
Prerequisite: PSY 09595 and PSY 01624 with grade of B- or above

This course addresses fundamental issues concerning the development and dynamics of group counseling and provides the student with a background in group counseling theories and methods. Issues covered include group process components, the stages of group development and leadership styles and approaches. Methods for evaluating the effectiveness of group counseling are discussed.

PSY 01615: Professional Proseminar 1 s.h.
Prerequisites: Matriculation in the Masters Program in Clinical Mental Health Counseling

This seminar is intended to serve two purposes for students in the first year of training in the MA Program in Clinical and Counseling Psychology. First, students will be provided with the ability to discuss how the skills and knowledge they have acquired during their training should be integrated to form a coherent professional identity. Second, students will have the opportunity to gain more knowledge and understanding of the profession they are being trained in and how to become an active/contributing member to that profession. Current accreditation standards in the field place a particular emphasis on students developing a solid sense of professional identity, which includes knowledge of a) the history of the profession, b) current trends in the field, c) licensing and credentialing issues, and d) areas of work and influence in the field. This course will provide the vehicle for discussing and disseminating these issues.

Course Descriptions

PSY 01616: The Counseling Profession: Ethics And Professional Identity 3 s.h.

This course is designed to enrich the student's understanding of the counseling profession and the professional identity of counselors. The student will be exposed to the professional roles, functions, goals, and objectives of the counseling profession, as well as organizations and associations of the profession. Students will study the history and development of counseling as a profession and will examine current trends in counseling. Finally, the student will explore professional ethics and standards of practice (ACA, ASGW, AMHCA, NCAD) and will become familiar with professional licensure in New Jersey and national certifications (NBCC AND CCE) and with accreditations standards for counseling (CACREP). (For Summer 2011 the course is offered as web-assisted, with some content delivered online.)

PSY 01620: Legal, Ethical, and Professional Issues In Counseling 3 s.h.

Prerequisite: Matriculation in the Masters Program in Clinical Mental Health Counseling

This course covers legal and ethical issues involved in the delivery of human services and counseling. Issues addressed include ethical standards for therapists, the role of the mental health professional in the legal system, and standards of ethical practice for counselors. The student will consider the possible legal consequences of treatment decisions and approaches. This course will provide an understanding of all aspects of professional functioning including history, roles, ethics, standards and credentialing.

PSY 01623: Psychopathology I: Diagnosis And Epidemiology 3 s.h.

This course reviews the diagnostic criteria for the major categories of psychopathology included in the DSM-IV-TR. The emphasis for course is reviewing the prevalence rates and differential diagnosis for the various categories. The course reviews the concepts and skills necessary to provide a five axis diagnosis for adults and children.

PSY 01624: Psychopathology II: Conceptualization And Etiology 3 s.h.

Prerequisites: PSY 01623 with B- or above

This course reviews the diagnostic criteria for the major categories of psychopathology included in the DSM-IV-TR. The course emphasizes the etiological factors for the various diagnostic categories as well as the course and prognosis for each disorder. Current research for evidence based interventions for each of the disorders will also be reviewed.

PSY 01630: Family Systems Theory And Family Therapy 3 s.h.

This graduate level course will explore the importance of family therapy in the human service delivery system. The course will emphasize several areas. First, the course will review the major theoretical approaches to family therapy as well as the foundation concepts of general system theory. Second, the skills and techniques unique to family therapy will be reviewed. This aspect of the course will utilize role plays to demonstrate specific intervention strategies. Third, the course will review assessment tools and evaluation research of family therapy. Finally, the ethical and documentation issues involved in a family therapy will be discussed.

PSY 01650: Practicum In Counseling 1 to 9 s.h.

Prerequisite: PSY 01624 and PSY 01566 and PSY 01620

Students will be placed in human service settings where they will provide, under supervision, counseling and related services. Both on-site and Psychology Department supervisors will monitor student progress. Students will work with clients to establish goals for change, employ appropriate counseling techniques and evaluate goal attainment.

PSY 01660: Practicum In Applied Behavior Analysis I 3 s.h.

Prerequisite(s): PSY 02670 and Permission of Program Advisor

In this course students are placed in a community agency to apply their knowledge and skills in applied behavior analysis. Students will be required to meet weekly with the instructor of the course.

PSY 01661: Practicum In Applied Behavior Analysis II 3 s.h.

Prerequisites: PSY 01660

In this course students are required to complete intensive supervised fieldwork in a community agency to further develop their clinical skills in applied behavior analysis. Focus will be placed on advanced assessment, intervention, and maintenance programming, treatment integrity, consultation, and staff supervision and training. Students will be required to meet weekly with the instructor of the course.

PSY 01685: Masters Thesis In Psychology I 3 s.h.

Prerequisite: PSY 01574 with B- or above

This course requires the design of an independently executed research project. The project will be supervised by a member of the Psychology Department. The student may choose a group design, single subject ABA design or Case Study for their project. The thesis will include a literature review, design of the project and the initial implementation.

Course Descriptions

- PSY 01687: Masters Thesis In Psychology II 3 s.h.
Prerequisite: PSY 01685
This course requires the completion of the independently executed research project that was initiated in Masters Thesis in Psychology I. The project will be supervised by a member of the Psychology Department. Completion of the course will include the production of a comprehensive final product that needs to be approved by the student's project supervisor.
- PSY 01850: DISSERTATION RESEARCH I 1 s.h.
Prerequisites: Grade of "Pass" in PSY 03.814 Thesis Research II
The purpose of this course is to for students to begin to work with their research advisors on their dissertations. At the end of this course, students are expected to have completed at least one draft of the introduction of their research proposal. This course is restricted to students matriculated into the doctoral program in clinical psychology.
- PSY 01852: DISSERTATION RESEARCH II 1 s.h.
Prerequisites: PSY 01.850 Dissertation Research I
The purpose of this course is to for students to continue to work with their research advisors to develop a high-quality, scientifically rigorous research study. At the completion of this course, students are expected to have written a complete proposal including the introduction, background, and methodology for the study. This course is restricted to students matriculated into the doctoral program in clinical psychology.
- PSY 01853: DISSERTATION RESEARCH III 1 s.h.
Prerequisites: Grade of "Pass" in PSY 01.852 Dissertation Research II
The purpose of this course is to for students to continue to work with their research advisors to develop a high-quality, scientifically rigorous research study. At the completion of this course, students are expected to have begun data collection. This course is restricted to students matriculated into the doctoral program in clinical psychology.
- PSY 01854: DISSERTATION RESEARCH IV 1 s.h.
Prerequisites: Grade of "Pass" in PSY 01.853 Dissertation Research III
The purpose of this course is to for students to complete work on their dissertation research project. At the end of this course, students are expected to have completed a draft of their research project. This course is restricted to students matriculated into the doctoral program in clinical psychology.
- PSY 02305: Applied Behavior Analysis 3 s.h.
Prerequisite(s): PSY 01107 or Matriculation in the Post-Baccalaureate Certificate in Applied Behavior Analysis.
This course deals with the principles, procedures and utility of behavior modification in normal and clinical settings.
- PSY 02310: Learning And Behavior 3 s.h.
Prerequisite(s): PSY 01107 or Matriculation in the Post-Baccalaureate Certificate in Applied Behavior Analysis.
This course provides an overview of the experimental analysis of behavior with minor attention to other theories of learning. Topics may include classical conditioning, operant conditioning, and schedules of reinforcement.
- PSY 02500: Basic Principles Of Behavior 3 s.h.
This course is a graduate course in the basic principles of behavior. Course content includes the historical basis of behavior analysis, the distinction between respondent/classical and operant conditioning, and the basic principles, processes, and concepts of behavior analysis.
- PSY 02510: Research Methods In Behavior Analysis 3 s.h.
Prerequisite: PSY 02500
This course provides students with the knowledge and skills to choose and implement an appropriate experimental design to evaluate the success of behavioral interventions.
- PSY 02520: Assessment And Interventions For Social Skills And Relationships In Children 3 s.h.
This course is a graduate course in examining the development of social and emotional competence in children, the assessment of social skill deficits, and various interventions aimed at improving social skills and relationships in children and children with special needs.
- PSY 02600: Abc'S Of Applied Behavior Analysis 3 s.h.
This course provides a graduate level introduction to the field of behavior analysis. The course will cover the history of the field, behavioral assessment, and behavioral intervention. The focus of this course is on knowledge of the field and not the application of skills.

Course Descriptions

PSY 03276: PROFESSIONAL PROSEMINAR VI 1 s.h.
Prerequisites: Grade of "Passit" in PSY 03.725 Professional Proseminar V

This is the sixth proseminar in that sequence. The seminar is intended allow students to explore emerging areas and build competencies consistent with emerging trends in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend them self to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for students as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03518: Psychological Evaluation And Counseling Services To Combat Alcohol And Drug Abuse 3 s.h.

This course provides students with information needed to evaluate and counsel drug and/or alcohol dependent or addicted individuals and their families. Topics covered include strategies necessary for the coordination and delivery of intervention and referral services in a school setting.

PSY 03620: Cognitive-Behavioral Treatment Strategies 3 s.h.

This course is designed to be an overview of cognitive-behavioral treatment and theory. The course will include didactic and experiential components, and will focus on developing the skills and knowledge necessary to use cognitive-behavioral treatment in a professional context. In addition to these general skills, the course will also focus on the application of these techniques to specific populations of interest within the psychological community.

PSY 03624: Psychopathology Of Children And Adolescents 3 s.h.

This course includes relating personality theory to psychopathology, diagnostic nomenclature in child psychopathology, review of major psychotherapeutic approaches for children, techniques for working with parents and treatment facilities away from home. This course may include field trips to appropriate agencies and as well as case preparation.

PSY 03710: Intervention I: Foundational Clinical Skills 3 s.h.

Prerequisites: Matriculation into the Ph.D. Program in Clinical Psychology.

The course will focus on an introduction to the pan-theoretical skills that may enhance the development of rapport in context of a therapeutic relationship between therapist and client. This course will also review mental status exams, the content areas of the initial intake interview, assessing for suicide and homicide risk, and basic conceptualization skills. Students are expected to demonstrate these skills through use of roleplays and active learning processes.

PSY 03712: Intervention II: Evidence-Based Interventions with Adults 3 s.h.

Prerequisites: Grade of B- or better in PSY 03.710 Intervention I: Foundational Clinical Skills

This course is designed to be an overview of the major theoretical approaches to adult psychotherapy including: Behavioral, Cognitive, Humanistic-Existential, and Psychodynamic traditions. The course will include didactic and experiential components, and will expose students to the fundamental aspects of each theory and treatment approach. The ultimate goal is for students to develop the skills and knowledge necessary to use techniques from these theories in a professional context. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03715: Intervention III: Evidence-Based Interventions with Children & Adolescents 3 s.h.

Prerequisites: Grade of B- or better in PSY 03.712 Intervention II: Evidence-Based Interventions with Adults

This course provides an intensive overview of an ecological approach to child, adolescent, and family therapy. Starting with the integration of a developmental perspective into clinical practice, the material in this course reviews different models of therapy for children, adolescents, and families. The remainder of the course focuses on learning the evidence-based interventions for specific disorders unique to childhood and adolescence. Issues of prevention of mental health issues in children and adolescents are reviewed. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03717: Advanced Cognitive-Behavioral Assessment and Treatment 3 s.h.

Prerequisites: Grade of B- or better in PSY 03.175 Intervention III: Evidence-Based Intervention with Children and Adolescents

This class will allow students in the Doctoral Program in Clinical Psychology to develop their skills in Cognitive-Behavioral Treatment at a deeper level and learn to apply these skills to specific populations and settings. Additionally, this class will allow students to learn specific treatment protocols for specific types of disorders and in non-traditional settings and with unique populations.

PSY 03721: PROFESSIONAL PROSEMINAR I 1 s.h.

Prerequisites: Matriculation in the Ph.D. Program in Clinical Psychology

The seminar is intended allow students to explore emerging areas and build competencies consistent with emerging trends in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend them self to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for students as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03722: PROFESSIONAL PROSEMINAR II 3 s.h.
Prerequisites: Grade of "Pass" in PSY 03.721 Professional Proseminar I

The seminar is intended allow students to explore emerging areas and build competencies consistent with emerging trends in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend them self to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for students as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03723: PROFESSIONAL PROSEMINAR III 3 s.h.
Prerequisites: Grade of "Pass" in PSY 03.722 Professional Proseminar II

The seminar is intended allow students to explore emerging areas and build competencies consistent with emerging trends in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend them self to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for students as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03724: Professional Proseminar IV 1 s.h.
Prerequisites: Grade of "Pass" in PSY 02.723 Professional Proseminar III

The seminar is intended allow students to explore emerging areas and build competencies consistent with emerging trends in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend them self to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for students as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03725: PROFESSIONAL PROSEMINAR V 1 s.h.
Prerequisites: Grade of "Pass" in PSY 03.724 Professional Proseminar IV

Students enrolled in Doctoral Program in Clinical Psychology are required to enroll in one section of Professional Proseminar every Fall and Spring semester during their first four years in the program. This is the fifth proseminar in that sequence. The seminar is intended allow students to explore emerging areas and build competencies consistent with emerging trends in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend them self to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for students as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03726: PROFESSIONAL PROSEMINAR VI 1 s.h.
Prerequisites: Grade of "Pass" in PSY 03.725 Professional Proseminar V

Students enrolled in Doctoral Program in Clinical Psychology are required to enroll in one section of Professional Proseminar every Fall and Spring semester during their first four years in the program. This is the sixth proseminar in that sequence. The seminar is intended allow students to explore emerging areas and build competencies consistent with emerging trends in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend them self to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for students as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03727: PROFESSIONAL PROSEMINAR VII 1 s.h.
Prerequisites: Grade of "Pass" in PSY 03.726 Professional Proseminar VI

Students enrolled in Doctoral Program in Clinical Psychology are required to enroll in one section of Professional Proseminar every Fall and Spring semester during their first four years in the program. This is the seventh proseminar in that sequence. The seminar is intended allow students to explore emerging areas and build competencies consistent with emerging trends in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend them self to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for students as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03728: PROFESSIONAL PROSEMINAR VIII 1 s.h.
Prerequisites: Grade of "Pass" in PSY 02.727 Professional Proseminar VII

Students enrolled in Doctoral Program in Clinical Psychology are required to enroll in one section of Professional Proseminar every Fall and Spring semester during their first four years in the program. This is the eighth proseminar in that sequence. The seminar is intended allow students to explore emerging area and build competencies consistent with emerging trend in clinical psychology. Additionally, students will be introduced to specific types of competencies that do not lend themselves to the comprehensiveness of a traditionally structured course. Finally, the course serves as a place for professional discourse and growth for student as they progress through the program. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03740: Professional, Ethical, and Legal Issues in Clinical Psychology 3 s.h.
Prerequisite: Matriculation into the Clinical Psychology Ph.D. program.

This course covers ethical, legal, and professional issues involved in the discipline of psychology. Students will learn about historical and contemporary issues shaping the field of psychology and the training/supervision requirements needed to ethically/legally engage in various roles. Students will be challenged to actively apply the APA principles and ethical standards through a variety of exercises. State and Federal laws and regulations, including landmark legal cases, will be examined in-depth. Students will consider the possible legal consequences of their behaviors/decisions. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03742: INTRODUCTORY PRACTICUM 3 s.h.
Prerequisites: Grade of B- or better in PSY 03.703 Assessment II: Cognitive AND PSY 03.712 Intervention II: Evidence-Based Interventions with Adults AND PSY 03.732 Psychopathology II: Children & Adolescents

The Introductory Practicum is designed to let students develop intake, diagnostic, and assessment skills that they have learned during the first year in the program. Students will first shadow one of the more advanced clinical students and assist them in a clinical evaluation and assessment. Following this, student will then be expected to conduct their own evaluation independently. Additional experiences may also be available. Students will also be expected to engage in regular supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03744: FOUNDATIONAL PRACTICUM I 3 s.h.
Prerequisites: Grade of B- or better in PSY 03.742 Introductory Practicum

The Practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Foundation Practicum sequence is designed such that students will develop foundational clinical skills related to their clinical work. Students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03746: FOUNDATIONAL PRACTICUM II 3 s.h.
Prerequisites: Grade of B- or better in PSY 03.744 Foundational Practicum I

The Practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Foundation Practicum sequence is designed such that students will develop foundational clinical skills related to their clinical work. Students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03748: FOUNDATIONAL PRACTICUM III 3 s.h.
Prerequisites: Grade of B- or better in PSY 03.746 Foundational Practicum II

The Practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Foundation Practicum sequence is designed such that students will develop foundational clinical skills related to their clinical work. Students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03800: INTERMEDIATE PRACTICUM I 3 s.h.
Prerequisites: Grade of B- or better in PSY 03.748 Foundational Practicum III

The Practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Intermediate Practicum sequence is designed such that students will develop increasingly more complex and advanced clinical skills related to their clinical work. Students will also begin to develop skills consistent with their chosen concentrations. In addition to their clinical work, students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03802: INTERMEDIATE PRACTICUM II 3 s.h.
Prerequisites: Grade of "Pass" in PSY 03.800 Intermediate Practicum I

The Practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Intermediate Practicum sequence is designed such that students will develop increasingly more complex and advanced clinical skills related to their clinical work. Students will also begin to develop skills consistent with their chosen concentrations. In addition to their clinical work; students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03804: INTERMEDIATE PRACTICUM III 3 s.h.
Practicum III, 3 S.H. Prerequisites: Grade of "Pass" in PSY 03.802 Intermediate Practicum II

The Practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Intermediate Practicum sequence is designed such that students will develop increasingly more complex and advanced clinical skills related to their clinical work. Students will also begin to develop skills consistent with their chosen concentrations. In addition to their clinical work, students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03812: THESIS RESEARCH I 1 s.h.
Prerequisite: Grade of B- or better in PSY 02.706 Research Methods

The purpose of this course is for students to be working with their research advisor on their master's thesis. At the end of this course, students are expected to have completed at least one draft of the Introduction and Method sections of their research proposal. This course is restricted to students matriculated into the doctoral program in Clinical Psychology.

PSY 03814: THESIS RESEARCH II 1 s.h.
Prerequisite: Grade of "Pass" in PSY 03.812 Thesis Research I

The purpose of this course is for students to complete their work with their research advisor on their master's thesis. At the end of this course, students are expected to have completed a final copy of their master's thesis. This course is restricted to students matriculated into the doctoral program in Clinical Psychology.

PSY 03820: ADVANCED PRACTICUM I 3 s.h.
Prerequisites: Grade of "Pass" in PSY 03.804 Intermediate Practicum III

The Practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Advanced Practicum sequence is designed such that students will develop increasingly more complex and advanced clinical skills related to their chosen concentration. Students will also have the opportunity to supervise other students in the program to begin to develop their applied supervisory skills. In addition to their clinical work, students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03822: ADVANCED PRACTICUM II 3 s.h.
Prerequisite: Grade of Pass in PSY 03820 Advanced Practicum I

The Practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Advanced Practicum sequence is designed such that students will develop increasingly more complex and advanced clinical skills related to their chosen concentration. Students will also have the opportunity to supervise other students in the program to begin to develop their applied supervisory skills. In addition to their clinical work, students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03830: HEALTH PSYCHOLOGY 3 s.h.
Prerequisites: Grade of B- or better in PSY 10.630 Biological Bases of Behavior AND PSY 02.715 Intervention II: Evidence-Based Interventions with Adults

This course will provide doctoral students with a foundation of clinical health psychology. Theories of health behaviors will be introduced in relation to behavioral risk factors. Focus will be on assessment and treatment of primary behavioral problems encountered in health psychology. This course is restricted to students matriculated into the doctoral program in clinical psychology and is a required course.

PSY 03832: BEHAVIORAL MEDICINE 3 s.h.

Prerequisites: Grade of B- or better in PSY 03.838 Primary Cury Psychology

This course will expose students to the field of behavioral medicine and outline a behavior analytic approach to health promotion, disease prevention, and treatment of chronic disease and other behavior-related illnesses. The principles of behavior change will be reviewed and applied to a wide range of conditions including cardiovascular disease, obesity, drug and alcohol abuse, diabetes, and other psychophysiological disorders. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03834: Neuropsychological Assessment 3 s.h.

Prerequisites: Grade of B- or better in PSY 03.703 Assessment II: Cognitive

The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted. Students will learn about the psychometric and qualitative aspects of the assessment process along with the selection and use of appropriate normative comparison standards. Finally, the role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders will be explored. This course is restricted to students matriculated into the doctoral program in clinical psychology and is required of students in Clinical Health Psychology.

PSY 03835: PEDIATRIC PSYCHOLOGY 3 s.h.

Prerequisites: Grade of B- or better in PSY 03.832 Behavior Medicine.

The purpose of this course is to examine the links between psychological and medical issues from infancy through adolescence. Psychosocial aspects of specific medical problems and developmental, emotional, and behavioral disorders are reviewed with an emphasis on evidencebased approaches to intervention and prevention. Students in this course are required to present a relevant case from their practice. This course is restricted to students matriculated into the doctoral program in clinical psychology and required for those in Clinical Health Psychology.

PSY 03860: INTERNSHIP 0 s.h.

Prerequisites: Permission of instructor

The internship is a 12-month full-time commitment (2,000 hours) that is designed to provide an intensive clinical experience expanding upon the required didactic coursework, clerkship, diagnostic practicum and therapy practicum experiences. In some approved circumstances students may complete the requirement in 24 months. Students will typically enroll in this noncredit course for each of the semesters that they are away. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY 03900: Advanced Seminar in Health Psychology and Behavioral Medicine 3 s.h.

Prerequisites: Grade of B- or better in PSY 03.835 Pediatric Psychology

PSY 03.900 Advanced Seminar in Health Psychology and Behavioral Medicine 3 S.H. Prerequisites: Grade of B- or better in PSY 03.835 Pediatric Psychology Health Psychology and Behavioral Medicine represent disciplines that are dynamic and evolving. This content of this seminar will vary each time it is offered with different classes addressing different advanced topic areas in Health Psychology and Behavioral Medicine. The course is intended to be flexible so that different topics can be presented in response to emerging trends in the field. Faculty Workload Hours: 3

PSY 03902: Advanced Seminar in Evidence Based Practice 3 s.h.

Prerequisites: Grade of B- or better in PSY 03.717 Advanced Cognitive-Behavioral Assessment and Therapy

This seminar is intended to be flexible in content and responsive to emerging trends in healthcare and treatment of individuals within a variety of different contexts. Cognitive-Behavioral treatments have been at the forefront of evidence-based treatments and therefore the content of this advanced seminar may focus on developments within this framework. However, the specific content of this seminar will be deliberately flexible and emerging evidence-base care models and treatments, regardless of the theoretical foundations from which they emerge, will also be included. The focus of the class will be on helping students develop both a knowledge base and an ability to implement and critically evaluate emerging treatments.

PSY 05501: Intervention Approaches In Psychology And Human Services 3 s.h.

This course provides an overview of major intervention strategies used in diverse settings to address the counseling needs of a variety of client populations. Factors affecting counselor efficacy are discussed. The course covers ethical principles and practice standards in human service intervention, as well as strategies for measuring the effectiveness of intervention approaches as applied to specific problems.

Course Descriptions

PSY 05502: Fundamentals Of Drug And Alcohol Abuse And Dependency 3 s.h.

This course provides an overview of fundamental issues concerning drug and alcohol use and addiction. Topics covered include psychological theories of addiction, psychopharmacology, and legal and ethical issues in the prevention and treatment of addiction. The role of social context in drug and alcohol abuse prevention and treatment is discussed.

PSY 05512: Positive Psychology 3 s.h.

Prerequisite: Graduate level standing

What is a "good life?" What personal qualities and life experiences determine happiness? Are there things we can do that increase satisfaction with life in a meaningful and consistent way? How do people overcome adversity and build hope, strength and courage? In short, what really matters? Positive Psychology is an emerging area of psychology that attempts to scientifically examine these timelines and central questions. Positive Psychology focuses on such topics as happiness, hope, contentment, gratitude, creativity, optimism, values and resilience. This class will examine contemporary theory and research in Positive Psychology, with the goal of exploring how we might build a more satisfying life for ourselves and for others, and ultimately use this knowledge to improve organizations, schools, and other institutions for a healthier community.

PSY 05610: Social And Cultural Diversity 3 s.h.

This course will review studies that provide an understanding of the issues and trends in a multicultural and diverse society and their influence on social thinking, social influence, and social relations. It will examine research dealing with the dynamics and impact of socially constructed categories. These categories include culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. The implications of these issues for effective counseling is addressed.

PSY 05611: Interpersonal Theory And Psychotherapy 3 s.h.

This course is designed to be an overview of interpersonal psychotherapy and theory. The course will include didactic and experiential components, and will focus on developing the skills and knowledge necessary to use interpersonal techniques in a professional context. In addition to these general skills, the course will also focus on the application of these techniques to specific populations of interest within the psychological community.

PSY 05652: Advanced Seminar In Clinical Practice 3 s.h.

This advanced seminar in clinical practice is intended as a vehicle for bringing cutting edge information to current and future practitioners engaged in clinical services. The topic(s) covered in a specific section will vary depending upon focus chosen by the faculty member who is directing the class. However, the broad focus of each seminar will be on developing knowledge and skills that directly benefit the students' ability to function as a mental health professional.

PSY 05700: Social Psychology 3 s.h.

Prerequisite: Matriculation into PsyD in Clinical Psychology Program

Course includes a survey of the field of social psychology with emphasis upon: basic psychological factors affecting social behavior; attitudes; language and communication, society and culture; individual in relation to social groups and organizations, group effectiveness and role behaviors. Emphasis will be placed upon major theories and concepts of social psychology and relationships to other disciplines.

PSY 06533: Tests And Measurements 3 s.h.

The use, organization and interpretation of individual and groups standardized tests are studied. Other means of evaluation, such as observations, inventories and use of cumulative records, will be included. Opportunity will be provided for examining and evaluating these various evaluation instruments and techniques.

PSY 06625: Assessment I: Psychometrics, Evaluation, & Treatment Planning 3 s.h.

Matriculation in the Masters Program in ClinicalMental Health Counseling

PSY 06626: Assessment II: Assessment Of Career/Vocational Interests, Treatments, & Programs 3 s.h.

Prerequisite: PSY 06625 with B- or above

This course will introduce students to three unique applications of assessment principals within clinical and counseling contexts. Specifically, students will learn about the use of the assessment process and instruments for the purpose of career and vocational counseling. In addition, students will learn how to design and implement procedures aimed at assessing the effectiveness of their services at an individual (treatments) and organizational (programs) level. Students will also be introduced to ethical and professional issues related to assessment in these contexts, and they will be expected to demonstrate their skills as part of their classroom experience.

Course Descriptions

- PSY 06631: Psychological Testing Of The Preschool Child 3 s.h.
Practice in administration, analysis and evaluation of individual tests with infants and preschool children with emphasis upon such tests as the Gessell Infant Intelligent Scale, Cattell Infant Intelligence Scale, Gessell Developmental Tests, Minnesota Preschool Test and so forth. Tests will be administered under supervision with subsequent reports.
- PSY 07714: Statistics for Clinical Psychology I: Univariate 3 s.h.
Prerequisites: Grade of B- or better in PSY 02.706 Research Methods
PSY 07.714 Statistics for Clinical Psychology I: Univariate 3S.H. Prerequisites: Grade of B- or better in PSY 02.706 Research Methods This graduate level course provides an overview of basic statistical analyses frequently used in clinical psychological research. Omnibus and focused hypothesis testing in one factor and multifactor designs using the General Linear Model will be covered. Focus is on the appropriate applications and interpretations of these statistical analyses. This course is restricted to students matriculated into the doctoral program in clinical psychology. Faculty Workload Hours: 3
- PSY 07740: Statistics for Clinical Psychology II: Multivariate and Advanced Statistics 3 s.h.
Prerequisites: Grade of B- or better in PSY 07.714 Statistics for Clinical Psychology I: Univariate
This graduate level course provides an introduction to advanced multivariable statistical analyses frequently used in psychological research, such as canonical correlation analysis, multivariate analysis of variance, multivariate multiple regression, discriminant analysis, path analysis, factor analysis, logistic regression, multidimensional scaling, and cluster analysis. Issues of time-series analysis and meta-analysis are also explored. Focus is on the appropriate applications and interpretations of these statistical analyses in various areas of psychological research, including clinical, cognitive, physiological, and social psychology. This course is restricted to students matriculated into the doctoral program in clinical psychology.
- PSY 09209: Child Development 3 s.h.
The content of this course includes the physical, cognitive, perceptual, linguistic, emotional, and social development of the child. Both the stages of development within each of these domains and the biological and sociocultural mechanism underlying the development are emphasized. This course is intended for nonmajors and will not fulfill requirements of the Psychology majors. Psychology majors must take lifespan development PSY 01308 in order to fulfill the requirements of the major. This course is intended for nonmajors and will not fill requirements of the Psychology major. Psychology majors must take Lifespan Development (PSY 01.308) in order to fulfill the requirements of the major.
- PSY 09210: Adolescent Development 3 s.h.
This course studies current theory and practice related to biological, cognitive, psychoanalytic, psychosocial, sexual and moral development in adolescence. Students gain experience in developing beginning levels skills in selection and use of evaluative techniques and in the use of activities appropriate to the various levels of adolescent development. This course is intended for nonmajors and will not fulfill requirements of the Psychology major. Psychology majors must take Lifespan Development (PSY 01308) in order to fulfill the requirements of the major.
- PSY 09511: Child Psychology 3 s.h.
This course is designed to help professional educators and others concerned with facilitating healthful child development to become more aware of the interrelationship of children's needs, potentialities and competencies. Attention is devoted to the physical, social, mental and emotional growth of the child from conception to puberty.
- PSY 09560: Lifespan Development 3 s.h.
This course focuses on the developmental processes across the lifespan. Major theoretical perspectives are presented. Attention is given to physical, cognitive, social and emotional development at each significant developmental periods.
- PSY 09595: Introduction To Counseling: Development Of Basic Skills 3 s.h.
This course is a graduate level introduction to the foundation skills necessary for mental health counselors. Thus, there is a minimum expectation of satisfactory understanding from certain core undergraduate areas (e.g., Abnormal Psychology, Personality Theories) and basic experiences with people who have mental illness. This course will cover a wide variety of theoretical and applied topics including, the development of professional identity, observation skills, micro counseling skills and developing a multicultural competence. This course will also review mental status exams, the content areas of the initial intake interview, assessing for suicide and homicide risk, and conceptualizing clients. Students are expected to demonstrate these skills through the use of role plays and videotapes.
- PSY 10610: Psychopharmacology And Biological Bases Of Behavior 3 s.h.
This course will provide an understanding of basic neurological mechanisms and how they are effected by psychotropic medications. It includes a description of the functioning of neurotransmitters and their role in the etiology of some mental illnesses. The course will review the major classes of psychotropic medications and their use for specific psychological disorders. The integration of psychotropic medications into best practice treatment plans and case management is discussed.

Course Descriptions

- PSY 10630: BIOLOGICAL BASES OF BEHAVIOR 3 s.h.
Prerequisites: Matriculation into Ph.D. Program in Clinical Psychology
This course examines the structure and function of the nervous system, from the cellular to the behavioral level. Topics will include cell types, neuronal membrane electrical properties, synaptic properties, neurobiology of the senses, control of movement, development of the nervous system, and the effects of the nervous system on learning, memory and other psychological behaviors. Current research and animal models will also be discussed. Students will be expected to become proficient in both the basic biological mechanisms as they affect psychological functioning, and in current research in improving psychological functioning through neural and biological interventions. This course is restricted to students matriculated into the doctoral program in clinical psychology.
- PSY 22507: Development And Learning 3 s.h.
This course is an introduction to the basic theories, vocabulary and principles of developmental psychology. Special attention is focused upon the role of environmental and educational factors in development, and the application of learning theory to modify behavior. Age-appropriate behaviors expected of children and adolescents are described.
- PSY 22512: Educational Psychology 3 s.h.
The dynamics involved in the process of learning are emphasized. An objective of the course is a consideration of the ways psychology can be of value in facilitating the teaching-learning process. Such topics as formulating objectives, motivation and evaluation of learning are considered.
- PSY 22586: Psychology Of Motivation And Learning 3 s.h.
An intensive study of the basic theories of learning and current research in motivation and learning is emphasized in this course. Stress is placed upon the significance of these theories and investigations for educational practices.
- PSY 22600: Seminar I In Applied Research: School Psychology 3 s.h.
This course will concentrate on the latest developments in the field of educational psychology, emphasizing theoretical and research findings. An introduction to the field of school psychology will also be included. Students will be expected to complete a project to demonstrate scholarly and professional awareness in the field.
- PSY 22601: Seminar II In Applied Research: School Psychology 3 s.h.
This course will concentrate on the latest developments in the field of educational psychology, emphasizing theoretical and research findings. An introduction to the field of school psychology will also be included. Students will be expected to complete a project to demonstrate scholarly and professional awareness in the field.
- PSY 22602: Applied Research: School Psychology 1 s.h.
- ADV 04330: Introduction To Advertising 3 s.h.
Prerequisite(s): Public Relations/Advertising Major or Advertising Minor
The course provides an overview, including techniques and terminology that are useful in the professional world. Topics include history of advertising, marketing, ethics, law, consumer behavior, print and electronic media, and retail and corporate advertising. The course combines theory of advertising with practical applications.
- ADV 04360: Integrated Marketing Communication 3 s.h.
Prerequisites: PR 06350 and ADV 04330
This course explores the expanded as well as the communication portion of the organization's business and marketing plans. Emphasis is placed on how to translate marketing strategies into a well-defined and seamless communication program directed at all of the organization's publics.
- MAPR 01511: Writing Speeches 1 s.h.
Students will learn how to research the audience, how to locate information and how to write various kinds of speeches. Evaluating the effectiveness of a written speech will be covered.
- MAPR 01522: PERSUASION TECHNIQUES 1 s.h.
- MAPR 01524: Fundraising And Development 2 s.h.
Students will learn how fundraising and development offices are organized, what research and case studies say about fundraising and development and how to plan and evaluate campaigns.

Course Descriptions

- MAPR 01548: Graduate Writing Basics 1 s.h.
In today's fast-action world, you are required to write accurate, hard-hitting communication at a moment's notice. This course provides practical guidelines for students who need to write with speed, precision and power.
- MAPR 01550: Introduction To Communication Research 3 s.h.
A study of the research process as it relates to the task of writing a communication thesis. Emphasis will be placed on the four standard, accepted types of research. Students will examine the unique purposes, features, procedures and uses of each research type, using the information as the basis for creating a thesis proposal.
- MAPR 01551: Public Relations Overview 3 s.h.
This is an overview of the relationships between an organization and its publics. Development of understanding among them is stressed. The course presents the theoretical foundation of public relations and outlines techniques of structured communications between an organization and its publics.
- MAPR 01553: Graduate Case Studies In Public Relations 1 s.h.
This course reviews and predicts how organizations solve their PR challenges. Through case studies, students evaluate issues, audiences and strategic elements of each situation. Students work through problems in seminar situations and write position papers.
- MAPR 01554: Planning Special Events 1 s.h.
This course will survey the problems and solutions surrounding the staging of special events and workshops in the practice of public relations. Events like ground-breaking news conferences, dignitary visits, seminars, anniversary celebrations and many more pose planning and implementation problems for the practitioner. Students will anticipate and solve these problems and have the option to make plans of their own for upcoming events. Included will be budgeting, involving the audience in planning, choosing sites, working with speakers and evaluating the event workshop.
- MAPR 01555: Persuasive And Feature Writing 1 s.h.
Students will learn in this module additional technical skills in modifying opinion through writing. Students will receive a personal checklist of their persuasive writing needs during the course. In addition, students will learn how to prepare and place feature stories for newspapers, journals, and magazines.
- MAPR 01556: Organizational Public Relations Management & Counseling 3 s.h.
This three credit course will acquaint students with many aspects of the public relations profession (or review for some). Students will learn about the composition of PR departments, the steps necessary to manage a public relations department and accepted methods to establish budgets in a public relations shop. Students will be expected to analyze the economic realities surrounding the practice of public relations in a variety of settings. For the first time, there will be a concentration on public relations counseling, media training and rehearsal, and media relations.
- MAPR 01557: Using Electronic Media In Public Relations 2 s.h.
This course will acquaint students with the techniques of producing video for electronic media and its proper use in a public relations program within a given budget. They will become familiar with the different requirements for electronic media production. Students will also study the steps involved in applying this method: choosing appropriate film subjects and film principles, properly conducting the planning of a story and performing the right production practices.
- MAPR 01558: Integrated Marketing Communication 1 s.h.
The relationship of marketing, public relations and advertising will be explored. Marketing, PR and advertising techniques-including cost-effective ways of reaching key audiences-will be discussed, as will positioning, testing and evaluating.
- MAPR 01559: Strategic Public Affairs 3 s.h.
The course examines theory and practice of strategic political communications, including depth study of persuasion campaigns, use of propaganda in public affairs, and the role of communicators in engaging the public in the critical public policy issues.
- MAPR 01560: Public Affairs Overview 3 s.h.
This course is an overview of the ethical and legal means used by public affairs representatives in influencing the political, legislative, and regular process of government. Emphasis is placed on demonstrating strong writing and research skills, as well as developing effective communication plans.

Course Descriptions

MAPR 01561:	ADV TECHNIQUES COMMUNICATION	3 s.h.
MAPR 01562:	INTEG MKT COM (IMC) ONLINE OVR	3 s.h.
MAPR 01563:	RSRCH, MESSAG & AUD ONLINE ANA	3 s.h.
MAPR 01565:	IMC AND NEW MEDIA	3 s.h.
MAPR 01566:	Public Affairs Advertising	1 s.h.
	This 5-week module will teach students the basic principles of advertising in the public area. Topics will include using advertising to set the agenda of a public policy debate; how to apply the lessons of product advertising; conditions that enhance the effectiveness of advertising; issue advertising as protected speech; the importance of a good working relationship with advertising agencies; advertising in a crisis; the role of research in advertising; and evaluating the effectiveness of public affairs advertising. The module will also convey real-world examples from practitioners to present to the student a broad understanding of public affairs advertising.	
MAPR 01567:	Public Affairs And Labor Communication	1 s.h.
	This 5-week module concentrates on the role public affairs plays in an organization's relationships with its employees and the unions which represent them. Students will explore the relationship between management, unions and labor, and the role of public affairs in those relationships. Topics include: community organizing; employee communications; building and maintaining political support; federal and state regulations regarding employee relations; media relations; the "Managerial Creed;" and the legal aspects of labor/employee communication. Students will gain thorough knowledge by learning about current cases.	
MAPR 01575:	INDEP STDY-PUBLIC RELATIONS	.5 to 6 s.h.
MAPR 01610:	Internship In Public Relations	3 to 6 s.h.
	This course requires on-the-job apprenticeship in a public relations program that involves a wide variety of tasks. The internship is overseen by a public relations professional on the job and by a PR professor.	
MAPR 01620:	Seminar In Public Relations	3 to 6 s.h.
	<i>Prerequisites: MAPR 01547 (allows concurrent enrollment), MAPR 01550 (allows concurrent enrollment), and MAPR 01551 (allows concurrent enrollment).</i>	
	Each student will be required to develop a major communication project on any phase of educational or corporate communications. The project will display appropriate research procedures and skill in communications. Some seminar sessions will be used to provide additional communication background for students. Students are required to complete both the fall and spring seminars for the program. The fall semester is a prerequisite for the spring semester. The student must have completed or be enrolled in Public Relations Overview (MAPR 01551), Techniques of Communication (MAPR 01547), and Intro to Communications Research (MAPR 01550).	
MAPR 06505:	Special Topics In Public Relations	1 s.h.
	Special topics provide an opportunity for graduate students to explore an emerging issue in the field of public relations in a timely fashion. The course presents an opportunity to study the topic under the guidance of an expert in the particular field or issue.	
MAPR 06515:	Online Public Relations	3 s.h.
	Public relations has moved to the Internet, and in the process online communication skills have become essential to online and offline public relations practice. Online public relations explores the practical tools necessary for using the internet in public relations and provides a broad overview for creating an online newsroom.	
MAPR 98503:	School Public Relations	3 s.h.
	This is an overview of the relationships of the school and its various publics. The public character of the school and the need for public understanding of the school are considered. Development of understanding between the school and the community is stressed.	
MAPR 99523:	POLLS & SURVEYS	1 s.h.

Course Descriptions

- PR 06301: Basic Public Relations Writing 3 s.h.
Basic Public Relations Writing introduces students to the tasks of writing and editing required in a public relations position. Students will learn to write for both print and electronic media, develop their skills in grammar, syntax and usage and learn to copy edit their own work and the work of others.
- PR 06310: Introduction To Public Relations/Advertising Research 3 s.h.
Prerequisites: 60 credits required
The course studies both qualitative and quantitative research methods necessary for success in the fields of public relations and advertising. Emphasis is placed on evaluation of secondary searches, individual and group interviews, media audience measurements, market structure, segmentation and usage studies, and tracking studies.
- PR 06350: Introduction To Public Relations 3 s.h.
Prerequisite(s): Public Relations/Advertising Major
This course explores the history and role of public relations in society. Students explore mass media, persuasion, publicity, radio and television. Students examine special events, crisis management, communication techniques, research and evaluation, communication law and ethics. Basically a theory course, this introduction also applies ideas practically to real clients and organizations.
- PR 99362: Public Opinion 3 s.h.
Prerequisites: PR 06310
This course includes the nature and role of public opinion, the dynamics of public opinion processes and the numerous factors which shape or influence opinion. Students examine the mass media, evaluating their roles as molders and reflectors of public opinion. Major topics that influence public opinion are discussed, including gratifications, agenda setting, knowledge gaps, censorship and propaganda.
- RTF 03270: Film History And Appreciation I 3 s.h.
Prerequisite(s): COMP 01111
Students trace the development of motion pictures as an art form from the 1890s to 1941. Representative selections from the various genres are screened, then discussed in terms of art, technique, content and historical perspective, as well as directorial style. Part I is not a prerequisite for Part II; these courses may be taken in any order; students may opt for one or both courses.
- RTF 03271: Film History And Appreciation II 3 s.h.
Prerequisite: COMP 01111 and COMP 01112
This course is a continuation of RTF 03.270 with emphasis on contemporary genres and implications. Students trace the modern cinema from 1941 to the present. Students may take Part II prior to Part I; although the content is chronological, Part I is not a prerequisite for Part II.
- RTF 03275: Applied Media Aesthetics: Sight, Sound And Story 3 s.h.
Prerequisites: COMP 01111 and COMP 01112
This course offers students an introduction to the aesthetic concepts as applied directly to radio, television, and film media. Using examples from these media, students will study, discuss, and analyze design and composition elements as they apply to the production process. A basic vocabulary of aesthetic terminology will be assembled and students will be responsible for understanding and applying those terms through various written and visual assignments.
- RTF 03295: Introduction To New Media 3 s.h.
Prerequisites: COMP 01111 and COMP 01112
Introduction to New Media surveys emerging digital communication and entertainment media and teaches new media from the perspective of the producer. Students will discuss the evolution, social and historical implications, and production of media forms with an emphasis on social networking, user generated and other web media.
- RTF 03393: Film Scenario Writing - Wi 3 s.h.
Prerequisites: COMP 01111 and COMP 01112
The course covers the basic technical requirements for writing movie scripts and the problems of adapting material to screen and script analysis. By viewing contemporary movies and studying plotting, point-of-view, character creation and dialogue, students learn how a film script is put together and write an original script.
- RTF 10520: Graduate Audio Production 3 s.h.
Graduate Audio Production teaches the basic concepts of sound as it relates to the medium of radio, television, and film. Through coordinated reading assignments and in-class listening, students will become familiar with various styles of documentary audio production. Students will also study the historical evolution of film sound and music through lectures, viewing, and in-class discussion. Students will be expected to integrate this information into the production of professional audio documentaries and sound design for film.

Course Descriptions

RTF 10521: Graduate Documentary Production 3 s.h.

Graduate Documentary Production is a graduate course where students lacking will gain knowledge and skills to produce documentary projects. Students will explore the culture of the media professional through a series of group assignments that stress productive collaboration, objective criticism and analysis, professional ethics, and time management. Students will develop competencies in the processes and equipment of television field production, experiencing all phases of pre-production, production, and post-production as they research, write, shoot and edit creative projects.

RTF 10522: Graduate Film Production 3 s.h.

Graduate Film Production is a graduate course where students are introduced to the technological, organizational and aesthetic production competencies for shooting narrative films using color, lights and sound. Readings will emphasize cinematic visual storytelling conventions. Homework assignments will emphasize preproduction, previsualization and production coordination of short narrative films. Students will produce a series of production assignments culminating in the production of a short narrative film.

RTF 10523: Graduate Screenwriting 3 s.h.

Graduate Screenwriting is an intensive writing workshop where students learn the basics of dramatic writing for the screen. The first half of the course is built around screenings, lectures, discussions and exercises where students explore the fundamentals of daily writing, dramatic structure, visual writing, characterization, dialog and proper screenplay formatting. Film analysis will focus on classic and contemporary shorts and feature films. The second half of the semester focuses on the development, and re-writing of a narrative short film based on an incident from a longer feature screenplay outline.

EDTC 33510: Computers And The Curriculum 3 s.h.

The philosophical, psychological, sociological and educational implications of the computer and its impact on the public school curriculum are explored. Current relationships between theory and practice, along with future technologies, are examined.

EDTC 33580: Introduction To Educational Technology 3 s.h.

This course is intended for educators at all levels who place a high value on successful teaching and learning. The purpose of the course is to help educators incorporate media and technologies for learning into their repertoire--to use them as learning tools. The course will draw examples from elementary, secondary, and postsecondary education as well as corporate training and development. This course will provide the initial opportunities necessary to begin technology infusion in the school curriculum.

EDTC 33584: Desktop Publishing In The Educational Environment 3 s.h.

The primary objective of this course is to provide a comprehensive introduction to desktop publishing using desktop publishing programs that can be used in the educational setting. This course provides a hands-on approach to desktop publishing using both high-end and low-end publishing programs. The experiences in this course will help students to become more involved with the visual impact of their ideas on the readers. Students will learn to integrate ideas with words, typestyle, graphics and other features involved in the production of publications with a high level of visual impact.

EDTC 33585: Internet In The Classroom 3 s.h.

Prerequisites: EDTC 33580

This course provides and introduction to the Internet emphasizing its value in teaching and learning. In this course students will discover how to use some basic Internet navigation programs to locate and gather information from the Internet. Lessons will include finding and subscribing to listserv lists in education, using ERIC online, accessing and employing web search engines., locating and downloading files, handling files with e-mail, discovering and capturing multimedia elements on the web, developing a personal web page, and analyzing the implication of the Internet for lifelong learning in education.

HPE 00100: Teaching Concepts of Driver Education 3 s.h.

Prerequisite(s): (ATR 00235 or PHED 35235) and (HPE 00325 or HLTH 37325) or (ATR 00235 or PHED 35235) and (HPE 00326 or HLTH 37326)

The course is designed for individuals seeking New Jersey Driver Education teacher endorsement. The content includes learning to teach motor vehicle operation, driving environment and the student development of teaching techniques emphasizing safety, risk perception, and decision-making processes applied in a vehicle. Learning how to instruct others in performing behind-the-wheel driving will be scheduled outside of class time.

SECD 03330: Practicum In Teaching And Learning A 1 s.h.

Practicum in Teaching and Learning A is a co-requisite with Teaching and Learning Mathematics A, Teaching and Learning English/Language Arts A, Teaching and Learning Social Studies A, or Teaching and Learning Foreign Language A, Teaching and Learning Science A. The course will consist of general opening session, a general closing session, sessions at a cooperating public middle school, and visits to government agencies, commercial sites, community sites, campus-based laboratories (when appropriate) and/or museums.

Course Descriptions

SECD 03332: Practicum In Teaching And Learning B 1 s.h.

Practicum in Teaching and Learning B is a co-requisite with Teaching and Learning Mathematics B, Teaching and Learning English/Language Arts B, Teaching and Learning Social Studies B, or Teaching and Learning Foreign Language B, Teaching and Learning Science. The course will consist of a general opening session, a general closing session, sessions at a cooperating public high school, and visits to governmental agencies, commercial sites, community sites, campus-based laboratories (when appropriate) and/or museums.

SMED 31450: Clinical Practice In Art Education 10 s.h.

Corequisites: SECD 03350 and SMED 31451

This senior level course provides the teacher education candidate with opportunities to demonstrate the professional knowledge, pedagogic skills and dispositions developed in preservice professional course work. The student teaching experience is a supervised, full-time activity conducted in public elementary, middle and secondary art classrooms. The experience requires demonstrated mastery of artistic content, lesson planning, instructional techniques in the arts, student assessment and classroom management. Admission to this course requires completion of professional education courses and near completion of academic major courses. A minimum grade point average of 3.0 in major and professional education courses is required.

SMED 31451: Clinical Practice Seminar In Art Education 1 s.h.

Corequisites: SECD 03350 and SMED 31450

This capstone seminar for art teacher candidates provides an opportunity to establish structural knowledge a priori that will enable the integration of applied art classroom experiences during the subsequent weeks of student teaching and; creates a forum for students to process new experiences in the elementary, middle and secondary schools with art professionals who share an understanding of the context in the art classroom. Interviewing skills and a professional portfolio will be developed during this course.

SMED 32411: Clinical Practice In Music 10 s.h.

Corequisites: SECD 03350 and SMED 32412

This senior level course provides the teacher education candidate with opportunities to demonstrate the professional knowledge, pedagogic skills and problem-solving ability developed in preservice, professional course work. The student teaching experience is a supervised, full-time activity conducted off-campus in a public secondary school classroom. The experience requires demonstrated proficiency in lesson planning and evaluation, instructional techniques, student assessment and classroom management. Admission to student teaching requires near completion of academic major, minimum grade point average of 3.0 in major and recommendations by major field academic department and teacher education faculty.

SMED 32412: Clinical Practice Seminar In Music 1 s.h.

Corequisites: SECD 03350

This capstone seminar for music student teachers provides an opportunity to establish structural knowledge a priori that will enable the integration of applied music classroom experiences during the subsequent weeks of student teaching, and creates a forum for students to process their new experiences in the schools with music professionals who share the context for the music classroom.

SMED 33420: Educational Technology 1 s.h.

This laboratory course focuses on the use of educational technology in support of student learning, and integration of technology into the K-12 curriculum. Strategies to incorporate technology and the World Wide Web into the school curriculum will be explored. Each student will develop an electronic portfolio to demonstrate their growth over time and record evidence of their teaching competencies.

SMED 33510: Computers And The Curriculum 3 s.h.

The philosophical, psychological, sociological and educational implications of the computer and its impact on the public school curriculum are explored. Current relationships between theory and practice, along with future technologies, are examined.

SMED 33600: Problems In Mathematics Education I 3 s.h.

Investigates recent developments and relevant research in mathematics education. The student will determine a problem and investigate the problem as a project. The project must deal with a problem in mathematics, mathematics education, or computer science education. This project may be local or national in scope.

Course Descriptions

SMED 33601: Problems In Mathematics Education II 3 s.h.
Investigates recent developments and relevant research in mathematics education. The student will determine a problem and investigate the problem as a project. The project must deal with a problem in mathematics, mathematics education, or computer science education. This project may be local or national in scope.

STEM 60501: STEM: Teaching & Research Methods I 3 s.h.
CO-req: STEM 60501, ERAD 30520 *Pre-req: Matriculation in MA in Stem Education (G845)*
(STEM 60501): STEM Teaching & Research Methods I 3 sh Prerequisite: Matriculation in the MA in STEM Education
Corequisites: Teaching STEM in Diverse Settings (STEM 60510) and READ 30520: Content Area Literacy This is the first course in the 3-course STEM methods sequence for candidates in the Master of Arts in STEM Education program. Through integrated STEM coursework, candidates will focus on learning how to make content explicit; eliciting and interpret students' thinking; engage in strategic relationship-building conversations with students; analyze instruction for the purpose of improving it; and communicate with other professionals. Faculty workload: 3 sh

STEM 60502: STEM: Teaching & Research Methods II: Mathematics 5 s.h.
Prerequisite(s): B- or higher in: STEM 60501, STEM 60510, and READ 30520
This is the second course in the 3-course STEM methods sequence for candidates in the Mathematics specialization in the Master of Arts in STEM Education program. Grounded in national and state mathematics standards, the course introduces teaching models that support good mathematics teaching practices. Course activities and assignment are directly connected to the co-requisite resident experiences. The course will help prepare pre-service mathematics teachers to develop STEM pedagogy in the teaching of mathematics. This course is offered annually during the fall semester.

STEM 60503: STEM: Teaching & Research Methods III: Mathematics 6 s.h.
Prerequisites B- or higher in STEM 60501, STEM 60510, READ 30520 *Co-requisites: STEM 60512*
This is the final course in the 3-course STEM methods sequence for candidates in the Mathematics Specialization in the Master of Arts in STEM Education program. Grounded in relevant research in mathematics and STEM education with implications for teaching practice and national and state mathematics standards, the course continues to build on teaching models that support good mathematics teaching practices. In addition, this course explores contemporary issues in mathematics and STEM education. Course activities and assignments and directly connected to the co-requisite residency experiences. This course is offered annually during the Spring semester.

STEM 60504: Professional Seminar for STEM Educators 3 s.h.
Prerequisite(s): B- or higher in STEM 60513 and STEM 60503
This is the capstone course in the MA in STEM Education and will prepare candidates for their teaching positions by focusing on issues critical to new teachers. The course is designed to support candidates in their final transition from teacher candidate to teacher. Topics include understanding school climate, developing a professional development plan, developing a plan for communicating with families, planning for the first six weeks (or unit) of school, and preparing for a substitute teacher.

STEM 60510: Teaching STEM in Diverse Settings 3 s.h.
Prerequisite(s): Matriculation in the MA in STEM Education *Corequisite(s): STEM 60501, READ 30520*
This course will enable STEM Education candidates to gain a multifaceted understanding of the individual and institutional elements that impact student achievement in STEM. Candidates will investigate the role that gender, SES, race, ethnicity, home language, religion, and other identity-based aspects shape school experiences, learning, and achievement in STEM. Candidates will then learn about specific approaches and instructional practices that they can use in the classroom to promote learning for nonmainstream students, including teaching academic language, differentiating instruction and assessments, and supporting home, community and school partnerships.

STEM 60512: STEM: Education Residency I 1 s.h.
Prerequisite(s): B- or higher in: STEM 60501, STEM 60510; and READ 30520
This course serves as the first semester of the yearlong teacher residency required for candidates in the MA in STEM Education. Each resident is placed in a middle or high school and attends that placement 3 full days per week during the Fall semester. Using both Rowan and placement school district measures of teaching effectiveness, supervisors will evaluate residents on requires demonstrated mastery of subject area content, lesson planning, and multiple instructional strategies to meet varied student needs and demonstrated ability to assess learner progress and modify instruction accordingly, manage all aspects of classroom activity, and work collaboratively with all instructional, administrative, parental, and community members of the classroom and school community.

STEM 60513: STEM: Education Residency II 3 s.h.
Prerequisite(s): B- or higher in: STEM 60502, STEM 60512 and SELN 60576

This is the second of the two field experiences required for candidates in the MA in STEM Education. Continuing in their field placement from STEM Education Residency I, candidates will attend their field placements 4 full days per week during the Spring semester. Using both Rowan and placement school district measures of teaching effectiveness, supervisors will evaluate residents on requires demonstrated mastery of subject area content, lesson planning, and multiple instructional strategies to meet varied student needs and demonstrated ability to assess learner progress and modify instruction accordingly, manage all aspects of classroom activity, and work collaboratively with all instructional, administrative, parental, and community members of the classroom and school community. The course will run from January through June to enable candidates to engage in all end-of-year activities at their residency sites.

STEM 60523: STEM: Teaching & Research Methods III: Science 6 s.h.
Prerequisites: B- or higher in STEM 60522 and STEM 60512 and SLEN 60576; Co-requisite: STEM 60513

This is the final course in the 3-course STEM methods sequence for candidates in the Science Track in the Master of Arts in STEM Education program. Grounded in relevant research in science and course continues to build on teaching models that support good science teaching practices. In addition, this course explores contemporary issues in science and STEM education. Course activities and assignments are directly connected to the co-requisite residency experiences. This course is offered annually during the Spring semester.

ANTH 02250: Introduction To Anthropological Linguistics 3 s.h.

Students in this interdisciplinary course will engage in the scientific study of language with particular reference to the relationships among the languages, thoughts, and cultures of speech communities living all over the world, including within the United States, France, India, Canada, Spain, Japan and Peru, among others. Additional course topics include the process of human language acquisition, structures of human language, bilingualism and the ways in which race, class, gender, and other social characteristics may be displayed through the use of language. This course is offered every other year, beginning in 2009.

ANTH 02321: Cultural Ecology 3 s.h.
Prerequisites: ANTH 02202

This course examines the relation of human groups to their environments as mediated by culture. It emphasizes the interaction of significant variables in the natural habitat, technology, and social institutions. This course may not be offered annually.

SOC 08221: Social Problems 3 s.h.

This course examines major social problems in the society as a part of the ongoing social process, with particular reference to their economic, political and other social roots. Topics covered can include such areas as mental illness, poverty, structured inequality, various forms of addiction, war, racism and crime.

SOC 08422: Social Determinants of Health: Theory, Method and Intervention 3 s.h.
Prerequisite(s): None

This course views disease risk beyond disease pathology and individual factors to psychological and sociological phenomena by exploring the social and cultural determinants of health behavior with an introduction of health behavior theories and application of interventions such as behavior change models and health program development.

SMED 60550: Schools & Society: Foundations for Secondary Teaching 3 s.h.

This introductory course addresses a number of foundational questions in the field of education, including: Who goes to school and for what purposes? What is taught and who decides? How are schools organized and who funds them? How are schools different now than they were 100 years ago? What legal precedents and reform movements have shaped education today? How are schools in the United States similar to and different from those abroad? In addition to reading and discussing works by seminal schools in the field of education, students will also be required to engage in a field-based service-learning project in order to build a bridge between theory and practice. Students are expected to spend 3 hours/week in the field engaged in their project. Placements will be facilitated by the Office of Field Experiences.

SMED 60552: Teaching Content in Diverse Classrooms 3 s.h.
Prerequisites: SMED 60.550

This course will enable Subject Matter Education candidates to gain a multifaceted understanding of the individual and institutional elements that impact student achievement and schooling experience. Candidates will investigate the roles the gender, SES, race, ethnicity, home language, religion, and other identity-based aspects shape school experiences, learning, and achievement. Candidates will then learn about specific approaches and instructional practices that they can use in the classroom to promote learning for culturally and linguistically diverse students, including teaching academic language, differentiating instruction and assessments, and supporting home, community and school partnership.

Course Descriptions

- SMED 60553: Creating Supportive Middle and High School Learning Environments 3 s.h.
Prerequisites: SMED 60.550
This course will enable Subject Matter Education teacher candidates to gain an understanding to the effect of the learning environment on student achievement. Candidates will learn strategies for creating and maintaining a positive learning environment in which all learners can achieve their potential. This course will focus on student-centered instructions that promotes civil discourse and strategies to address non-engagement.
- SMED 60560: Curriculum, Instruction & Assessment I 3 s.h.
Prerequisite: SMED 60.553 and Co-requisite: SMED 60.562
The first of two subject-specific methods courses, this class is designed for teacher candidates majoring in English, the social studies, or a world language and planning careers as P-12 teachers. In conjunction with a co-requisitioned residency, this course includes both campus and public school-based experiences dealing with a range of topics necessary to build a functioning learning community, including: subject-specific pedagogy, lesson and unit planning, classroom management, and attention to learning among the diverse populations who attend New Jersey Schools.
- SMED 60561: Curriculum, Instruction, & Assessment II 3 s.h.
Prerequisite: SMED 60.560 and Co-requisite: SMED 60.563
The second of two subject-specific methods courses, this class is designed for teacher candidates majoring in English, the social studies, or a world language and planning careers as K-12 teachers. In addition to exploring topics addressed in Curricula, Instruction, & Assessment I in greater depth, this course places an emphasis on practitioner research, requiring students to develop inquiry questions about their own practice and to collect and analyze relevant data from the field.
- SMED 60564: MST SME Professional Seminar 3 s.h.
Prerequisite: SMED 60.562 and Co-requisite: SMED 60.561
This is the capstone course in the MST SME and will prepare candidates for their teaching positions by focusing on issues critical to new teachers. The course is designed to support candidates in their final transition from teacher candidate to teacher. Topics include understanding school climate, developing a professional development plan, developing a plan for communicating with families, planning for the first six weeks (or unit) of school, and preparing for a substitute teacher.
- STEM 60522: STEM: Teaching & Research Methods II: Science 5 s.h.
Prerequisite: STEM 60501 and READ 30520 and STEM 60510; Co-requisite: STEM 60512 and SELN 60576
This is the second course in the 3-course STEM methods sequence for candidates in the Science track in the Master of Arts in STEM Education program. Grounded in national and state science standards, the course introduces teaching models that support good science teaching practices. Course activities and assignments are directly connected to the co-requisite residency experiences. The course will help prepare pre-service science teachers to develop STEM pedagogy in the teaching of science. This course is offered annually during the Fall semester.
- THD 07501: Introduction To Graduate Theatre Study 2 s.h.
This course examines basic tools for graduate research in theatre. Students learn to analyze, support and present written research at the level expected of a graduate student. Their writing style will be evaluated and writing exercises will be critiqued. In addition, students will review scholarly documentation and look at various approaches the writer can take to assemble a thesis proposal.
- THD 07502: Studies In World Theatre History And Criticism 3 s.h.
Through the study of landmark works of drama and dramatic theory, this course investigates style, form and production methodology in selected periods of European and Asian theatre from the Classical Age to 1915. A research paper is required.
- THD 07503: Studies In American Theatre History And Criticism 3 s.h.
Building on student background and interest, this course will focus on the history of theatre in America from the colonial period through America's emergence as a world theatre force (the work of O'Neill and others) to the post-modern experiments of today. Students will investigate the work of major playwrights, critics, theatre practitioners and theorists across a broad cultural and social spectrum.
- THD 07505: Independent Study In Graduate Theatre And Arts Administration 1 to 3 s.h.
Prerequisite: Permission of the department Graduate Committee
Students will pursue research in an area of theatre study determined by the student in consultation with the adviser. The project can include examination of performance activities, historical or critical concerns or any other area of concern to the student.

Course Descriptions

THD 07507: Challenges In Design & Technical Production 3 s.h.
The activity in this course will examine specific set, costume and lighting design and technical production challenges presented by the stylistic and physical demands of a script. The student will be required to research and create practical solutions within an overall design concept.

THD 07508: Seminar In Directing: Working With The Actor 3 s.h.
This course explores techniques employed by the director working with actors during the rehearsal period. Topics include: conducting efficient rehearsals, improving physical and vocal effectiveness, guiding characterizations, stimulating emotional credibility and creating ensemble. Examination of source works on acting and directing is augmented by observation and demonstration.

THD 07509: Special Problems In Directing 3 s.h.
Utilizing research, discussion and a laboratory format, the student will explore advanced concerns of staging and style. This course will focus on topics selected from the following: specialized blocking situations; regionalisms, dialect and verse dialogue; historical production styles; non-realistic production styles; post-modern approaches to acting and directing; the role of gender in directing; the semiotics of directing. The course culminates in a final scene project.

THD 07511: Production/Performance/Arts Administration Project 3 to 6 s.h.
Prerequisite: Permission of the department Graduate Committee
This course enables students to use production or arts administrative work as a centerpiece for a reflective and faculty supervised research project. Students may write, design, direct, choreograph, perform or conduct practical field research in arts administration either on the Rowan campus or at a faculty approved professional arts venue. Combined with further research and writing, the project provides the student with an in-depth look at production activity in a wider context. The prospective project must be approved by and supervised by department faculty. This project may also serve as the capstone experience for the M.A. in Theatre: Arts Administration or the Graduate Certificate in Theatre.

THD 07515: Internship In The Arts 3 to 6 s.h.
Prerequisite: Permission of the department Graduate Committee
This course offers credit for faculty supervised, practical experience with a theatre or arts-related company, in acting, directing, design/production, management or dramaturgy. In general, 3 semester hours are given for a full semester or summer in such a setting and students must complete a comprehensive, reflective report and/or journal of their activities. The course may be repeated to a maximum of 6 S.H.. The prospective internship and duties must be approved by and supervised by department faculty in advance.

THD 07520: Thesis Research And Writing 3 to 6 s.h.
Completion of 17 s.h. in the theatre program and approval of advisor is required. This credit is earned for time spent researching and writing the master's thesis under the supervision of a faculty adviser. The student reports to the adviser on a regular basis during this period. The finished thesis must be approved by a committee composed of the adviser and two other faculty designated by the department. The 6 s.h. of credit may be taken all at one time or be divided between two terms (3 s.h. each).

THD 07525: Theory And Practice In Teaching Theatre K-12 3 s.h.
This course presents teaching/learning theory and its application in K-12 theatre education. Students will learn to design and teach theatre arts experiences, observe and evaluate teaching, and develop resources, including instructional plans for a multi-week unit, for teaching at the elementary and secondary level. Through this course, students will actively learn the knowledge and skills needed to teach an effective K-12 theatre curriculum.

THD 07530: ARTS ADMINISTRATION LEADERSHIP 3 s.h.
This course provides an overview of the administrative functions of non-profit arts organizations and explores the theories and practices behind decision-making in arts organizations today. The course will focus on analyzing concepts for managing arts organizations, including organizational plans, managing boards, fund-raising, human resources, facilities, program development, and effective evaluation.

THD 07531: Producing And The Arts 3 s.h.
This course examines the relationship between the artistic quality and the financial reality of an arts organization. Through lecture, discussion, and projects, students learn about basic accounting, short- and long-term budgeting and planning, and financial management in relation to arts organizations.

THD 07532: Arts Planning: An Elegant Process 3 s.h.

The purpose of this course is to introduce students to the artistic process as it relates to planning. By applying the artistic process to planning as the unifying principle, students will understand how artistic behaviors inform organizations to achieve health and dynamic balance. Through lectures, written assignments and discussion students will be led through a planning process and examine professional leadership, vision, core beliefs and values, internal and external relationships, organizational format and equation, planning, assessment and adaptive processes.

THD 07533: Audience Development 3 s.h.

The purpose of this course is to provide an overview of basic arts and audience development, behavior and research. Coursework assists students in forming a comprehensive understanding of audience development, while providing frameworks for the practical application of audience development in non-profit arts organizations.

THD 07534: Education & Outreach Programs In The Arts 3 s.h.

Education programs allow arts institutions to interact with their communities in a deeply connected manner, build future audiences and provide both children and adults with a deeper appreciation for the place of the arts in their lives. This course studies the development and implementation of such programs within arts institutions ranging across the span of all the artistic disciplines.

THD 07535: Curatorial Practice In The Arts 3 s.h.

This course focuses on the dynamic field of curatorial practice in contemporary art and performance. Through the study of the changing perception of the role of the curator as one who has traditionally "cared for" objects of art, to one who innovates, mediates, critiques and produces, students will gain knowledge of how exhibitions bring works of art and performance to the public. In addition students will research the role of technology and other evolving forms of curatorial practice.

MAWR 01546: CONTEMPORARY RHETORIC 3 s.h.

This course introduces students to rhetorical theory, classical through modern. Against a backdrop of Sophistic, Greek, and Roman rhetorics and their contemporary applications, students will consider major contemporary rhetorical theories by I.A. Richards, Kenneth Burke, James Kinneavy, and others. In addition to responses to these theoretical works, students will produce a rhetorical analysis of a text or texts from their own area of interest, investigating how the application of rhetorical strategies produces particular outcomes with particular audiences.

MAWR 01549: Issues In Composition Studies 3 s.h.

Issues in Composition Studies examines the dominant theories, texts and ways of knowing that are fundamental to the discipline of composition/rhetoric. Topics include current and historical perspectives on the composing process, the formation and functions of discourse communities, writing as a social process and methods of assessment. The course will demonstrate various avenues for research and teaching in composition and rhetorical studies, will provide students with knowledge necessary to construct a theoretical model for the everyday teaching of writing and will assist students in applying and refining that model.

MAWR 01554: Core I: Theories And Techniques Of Writing 3 s.h.

Core I offers an indepth examination of theories of composing, focusing on the interdisciplinary nature of writing through inquiry into rhetorical elements common to all writers, for example, genre, tone, audience, point of view, and voice. It also considers basic principles and techniques of writing, including narration, dialogue, exposition and style. Students will examine many genres of writing and compare and contrast the application of techniques to the differing genres.

MAWR 01555: Writing For Electronic Communities 3 s.h.

This course presents the rhetorical, social, and practical dimensions of writing in electronic (cyber) contexts. Students focus both on the various roles an individual creates and maintains when writing for different cybermedia formats and the kinds of conventions, concerns and grammars that exist in discrete electronic systems like the World Wide Web, listservs, distribution lists, the Intranet, e-mail, and hypertext. Seminar presentations and a semester-long project in a concentrated area of writing for a particular electronic community demonstrate students' ability to communicate on-line.

MAWR 01556: Assessment Of Writing 3 s.h.

Assessment of Writing examines the dominant methods, issues and concerns that are central to the discussion and evaluation of students' written work. Topics include current and historical perspectives on writing assessment, the use of various models of writing assessment, the political and legal issues connected to writing assessment, and the validity and reliability of assessment models. The course will introduce students to the types of assessment models used in the field of composition, will explore the effectiveness of comments on papers, and will examine how to assess errors in writing. This class will also provide students with knowledge necessary to apply a range of assessment models in the application of writing across multiple workplace situations, and will assist students in applying and refining those models to new developments in computer-assisted writing.

Course Descriptions

MAWR 01557: Writing Freelance Features 3 s.h.

Students in this graduate level writing course will learn how to develop ideas for feature-length stories (such as profiles, trend pieces and human interest pieces) and how to research and write features on a variety of topics. They will learn how to structure feature stories, including longer (8,000-plus words) stories; how to write feature leads and "nut grafs;" and how to edit their own work to prepare it for submission. Finally, they will learn how to develop and present stories and story ideas to editors at both print and digital publications and how to submit their completed work for publication.

MAWR 01558: Fiction Workshop 3 s.h.

Students will complete, through the composition of a first draft and revision, works of literary fiction with emphasis upon the short story. In addition, students will read a body of published stories that illustrates such elements of fiction as setting, point of view, characterization and dialogue. Students will develop an analytical vocabulary that enables them to read, interpret, and evaluate the work of other fiction writers. A major portion of this class will be given over to workshop sessions during which students share and evaluate each other's work.

MAWR 01559: Core II: Research Methods For Writers 3 s.h.

Prerequisite: MAWR 01554

Core II surveys non-quantitative research methods writers use. This class examines techniques of print and on-line research, interviewing, and case studies to develop the ability to weigh and assess the reliability and relevance of information. Students will learn to identify and present problems in writing using different perspectives and learn how these research styles guide a writer's interpretation of information. The course prepares students to develop their own descriptive research projects.

MAWR 01560: Managerial Communication 3 s.h.

Managerial Communication introduces students to the theoretical and practical insights of corporate communication. The course helps students develop leadership communication skills and is designed to improve communication skills for managers, information workers, and other professional writers. Students will learn about rhetorical theories and rhetorical strategies for responding to communication situations, current forms of corporate communication, effects of technology and globalization on corporate communication, and guidelines for ethical communication. Students will prepare a variety of professional quality documents in response to real world, case-based assignments.

MAWR 01561: Seminar I 3 s.h.

Prerequisites: MAWR 01554 and MAWR 01559

Seminar I addresses the "professionalizing" aspects of writing and demystifies the publication process; students will learn how to negotiate contractual agreements, how to prepare writing for publication, how to handle publishers' copy editing tactfully, whether to use a literary agent, and the publishing differences across the writing markets (scholarly versus trade, specialized trade publications, textbooks, creative outlets, Internet publishing, and so on). In addition, the class will have a short unit on grants and funding, as many writers need external financial support for their work. Students will explore the benefits of joining writers' associations and guilds and the types of responsibilities writers take on when writing for publication. Seminar I also introduces students to the Master's Project requirement and all students are expected to complete a written prospectus and begin the preliminary stages of their Master's Project.

MAWR 01564: Information Architecture 3 s.h.

Information Architecture explores the connections among web site usability, interactivity, design, and navigation principles as each relate to the written content. Students investigate how written content influences the look and user-friendliness of web sites. Specific issues addressed in the course include presenting content for audiences with disabilities or for non-English speakers; privacy and security concerns; and the rise of information anxiety in the general public.

MAWR 01565: Technical Writing 3 s.h.

Technical Writing introduces students to the rhetorical, ethical, and professional issues associated with technical communication. It focuses on the rhetorical principles behind standard formats and styles of technical documents. It explores topics such as, document design; ethics (including issues of product liability); editing, style, and mechanical correctness; the role of technology; and the impact of the global marketplace.

MAWR 01566: Editing The Literary Journal 3 s.h.

This course provides hands-on experience with the editorial and managerial processes involved in publishing a literary journal. Students will study successful journals and basic reference guides to determine criteria for success. Working with the instructor and various section editors, students will solicit, evaluate, and select submissions, communicate with contributors about editorial decisions, determine the layout and design of the journal, and distribute the journal. They will become knowledgeable about the funding mechanisms for literary journals, and they will work within the constraints of a budget. Because the syllabus complies with a standard publishing process for literary journals that extends throughout the academic year, contact hours are distributed over two semesters.

Course Descriptions

MAWR 01571: Seminar II 3 s.h.
Prerequisite: MAWR 01561

Seminar II prepares students to complete the required Master's Project. Students will develop their projects from the prospectus created in Seminar I, select Master's Project Advisors, and write the rough drafts of the first three installments of their projects under the guidance of the Graduate Program Coordinator. Students will then work with their Advisors to revise and polish their projects to present to the faculty and students in a symposium format.

MAWR 01615: INDEPENDENT STUDY 3 s.h.

MAWR 01618: Special Topics 3 to 6 s.h.

MAWR 01620: Internet And Writing Studies 3 s.h.

This is a theory driven seminar course with a practical component wherein students will learn HTML, CSS, and how to compose web sites according to the latest theories on web design. Students will read scholarly texts that introduce them to the evolution of written communication and writing technologies, Internet studies, and hypertext theory. Students will use these texts and theories to both analyze and compose various web sites, including an online portfolio of work they would like to showcase for future employers or graduate schools.

MAWR 01621: Visual Rhetoric And Multimodal Composition 3 s.h.

This is a theory driven seminar course with a practical component. Students will read scholarly texts that introduce them to theories on multimodality, semiotics, visual rhetoric, copyright, and remix. Students will use these theories to both analyze and compose visual texts using multiple modes of communication.

MAWR 01622: Publishing For Creative Writers 3 s.h.

In this course, students aspiring to become published authors will explore many facets of literary publishing, from submitting work to agents and editors to editing a manuscript in production and marketing a completed book. Students will examine the many complex processes by which a literary manuscript (novel, story collection, memoir, etc.) becomes a book. Students will learn how to submit creative work to literary magazines, to agents, and to publishers. They will submit at least one completed work (an essay, a story, or a poem) to an appropriate journal or magazine. They will write a query letter and a synopsis for one of their own book-length projects and develop a marketing plan for the projected work. They will learn the most common reasons that writing is rejected and how to avoid them. They will learn about the varied roles of agents and editors from the editorial process through the design, production and promotion of the book. They will learn about the importance of applying for grants and fellowships, of submitting to literary competitions, and of "networking" in the development of a writing career. Students with completed or nearly completed books may use their own manuscripts for all of the above assignments.

MAWR 01623: Writing Stories For Children And Young Adults 3 s.h.

Students in this course will study the rich variety of fiction and nonfiction narrative published for audiences ranging in age from juvenile to young adult. Students will learn to recognize the elements of a good story for children, to evaluate children's literature based on a knowledge of these elements, and to write stories for this audience. Students will read outstanding examples in the genre and write their own stories, working methodically from story idea through revision to completed manuscript. (Students may choose to write fiction or nonfiction and may focus on short or long form narrative.) Students will critique each other's stories in workshop sessions. Students will also study the contemporary scene in children's publishing and will learn how to submit their stories to magazine and book publishers.

MAWR 01630: Writing Difference 3 s.h.

This course contrasts writing in academic genres against a variety of other forms, such as personal, imaginative, and popular writing. Students examine perspectives on language difference from sociolinguistic, literacy, feminist and composition studies perspectives, and produce writing in hybrid, multigenre or mixed-genre styles.

MAWR 02505: Poetry Workshop 3 s.h.

This class will provide a forum for students to explore the strategies poets use in creative expression. The students will develop an analytical vocabulary that allows them to read, interpret, and evaluate the work of other poets. A major portion of the class will be given over to workshop sessions, where students can share and evaluate each other's work. Students will also become familiar with a body of published poetry that illustrates techniques of expression, especially those that can be applied, not only to poetry, but to other genres of creative writing.

Course Descriptions

MAWR 02515: Creative Nonfiction Workshop 3 s.h.

Teaching students the form, structure and techniques of creative nonfiction, this workshop-style course addresses the issues of style, point of view, narrative and dramatic coherence as it applies to personal essay, the treatment of memory data, the use of detail in scene-setting and the connection between fictional and poetic strategies in nonfiction writing. In addition to their own work, students read and analyze contemporary creative nonfiction and classics in the genre; these texts serve as models for students to help them locate themselves within the large framework of creative nonfiction. Students will write several major pieces of varying lengths and types.

MAWR 02520: Writing The Novel 3 s.h.

Writing the Novel teaches students the structure, technique, and apparatus of the literary novel, and provides feedback and guidance through extensive instructor critique and workshop-style evaluation. It is recommended that students enrolling in this course have some prior practice in literary novel-writing or at least a strong background in reading the literary novel. Students are required to submit four consecutive novel chapters with synopsis by the end of the course.

MAWR 02521: Writing And Publishing The Nonfiction Book 3 s.h.

Writing and Publishing the Nonfiction book is about the culture and commerce of publishing, as well as the process of writing a nonfiction book. Students finish a proposal for a nonfiction book by the end of this semester and submit it to a commercial publisher. They receive guidance and criticism from the instructor throughout the entire process, submitting and re-submitting the proposals and sample chapters several times during the semester. In addition, students analyze book markets, prepare detailed proposals for their book idea, and present their idea to a mock editorial board making decisions about the publishing promise of the book. During lecture, students develop a clear understanding of the symbiotic relationships among ideas, authors, agents, publishers, and the buying public.

MAWR 02522: Nonfiction Workshop 3 s.h.

The Nonfiction Workshop provides an in-depth examination of nonfiction genres, including news reporting, features, opinion, immersion journalism, biography, criticism, and social commentary and analysis. Lectures cover the methods, techniques, and ethics of nonfiction. Various nonfiction markets and market requirements are discussed. Students read model selections in various nonfiction genres and experiment with writing their own similar selections, which are discussed and critiqued. Students complete substantial published articles and/or book selections in their chosen nonfiction genres.

MAWR 02523: Writing The Memoir 3 s.h.

Students receive in-depth instruction in writing the memoir, one of the most engaging and popular literary forms today. Students will read widely from selected memoirs, write three short memoirs that may stand alone or be interrelated, and experience the workshop method of critiquing manuscripts. Students will focus on characterization, conflict, point-of-view, and other literary elements traditionally associated with the narrative form as they develop their memoirs.

MAWR 02524: Writing the Graphic Novel: Theory and Practice 3 s.h.

This course explores the graphic novel genre and its incarnations through readings, writings, and discussion. An original script for a graphic short story or beginning of a novel will be developed in a series of assignments, and discussed and critiqued in a workshop environment. This course may not be offered annually.

MAWR 03520: Master of Arts in Writing Internship 3 s.h.

Prerequisite(s): Approval of Graduate Advisor

Under professional supervision in the field, students put into practice theories and skills learned in the classroom. Students' primary duties involve writing, though types and modes of writing (including electronic modes) may vary. Internship experience totals 120 hours of work. Students maintain a detailed log of working hours, prepare a portfolio of work completed in the internship, write an analysis of the internship experience and are evaluated by their site supervisor.

MAWR 07500: The Essay: Art And Craft 3 s.h.

This course introduces students to the essay as genre, its evolution, and current status. Emphasis is on esthetics, craft, and technique. Students will engage in both analysis and essay writing as means toward achieving a theoretical understanding of the form.

WA 01200: Introduction To Writing Arts 3 s.h.

Prerequisites: COMP 01111 and COMP 01112

Introduction to Writing Arts familiarizes students with the disciplinary underpinnings of Writing Arts, providing a background in the history of writing, current writing theories, writing as technology, and the writing professions. The course covers these issues within the context of the Writing Arts major, enabling students to situate themselves in a community of writers and language professionals and preparing them for upper-level coursework.

- WA 01300: The Writer's Mind - Wi 3 s.h.
Prerequisites: COMP 01112 and 45 credits required
 The Writer's Mind increases students' understanding of themselves as writers by learning craft-specific approaches to writing, and by developing critical awareness of their own and others' writing. Working in different genres of writing, students will gain experience in effective revision strategies, in analyzing audience, and in visual aspects of the printed or electronic page.
- WA 01301: Writing, Research & Technology 3 s.h.
Prerequisites: WA 07200 with concurrent enrollment allowed, COMP 01112, and 60 credits required.
 This course presents the rhetorical, social, and practical dimensions of writing and researching in networked contexts. Students focus both on the roles an individual creates and maintains when writing for different cybermedia formats and the kinds of conventions that exist in systems like the World Wide Web, listservs, e-mail, and hypertext. A web-based research project in a concentrated area of writing for a particular electronic community demonstrates students' ability to communicate on line.
- WA 01302: Introduction To Technical Writing 3 s.h.
 This course introduces students to both the field of technical writing and the uses of technical writing within a variety of professions. Students will learn how technical writers use document design strategies based on rhetorical principles to respond to communication challenges. Through practice with a variety of genres, students will gain experience with audience analysis, communication ethics, research, collaboration, professional style, and editing. The course culminates in a writing project based on a professional, academic, or community issue of the student's choosing. Students are encouraged, and will be assisted, in designing projects that reflect their professional interests.
- WA 01304: Writing With Style-Wi 3 s.h.
Prerequisites: COMP 01112 AND WA 07290
 Addressing craft and ethical concerns, this course introduces students to creative nonfiction. In the study of this "fourth genre" of creative writing, focus is on those elements, e.g., imagery, characterization, diction, that make nonfiction creative. Students will write in a number of subgenres, such as memoir, literacy journalism, and the personal essay, and will be exposed to a variety of narrative structures. They will also read and analyze representative professional writing to provide contexts for their own work, which will be critiqued by both the instructor and their peers. Special attention will be paid to the evolution of the student writer's personal voice.
- WA 01370: Professions In Writing Arts: Post-Graduate Options 1 s.h.
Prerequisites: WA 07200 and 30 earned hours
 Professions in Writing Arts: Post-Graduate Options introduces students to the various and wide-ranging opportunities available to writing arts students by exploring career, graduate school and other professional options in the field of writing. Class topics may include statements of purpose and letters of application; internships, field experience, and volunteerism; and publishing opportunities. Professionalism and entrepreneurial approaches to job seeking are also emphasized. Discussions and workshops are supplemented by guest speakers and readings.
- WA 01400: Writing For The Workplace-Wi 3 s.h.
Prerequisites: 75 credits required
 Writing for the Workplace gives students practice in the writing activities common to most careers. Assignments include resumes and cover letters, field and progress reports, abstracts of professional articles, and proposals. Students can also expect to deliver one or two brief oral presentations. The course is restricted to juniors and seniors.
- WA 01401: The Writer'S Mind 3 s.h.
Prerequisites: COMP 01112 and 45 credits required
 The Writer's Mind increases students' understanding of themselves as writers by learning craft-specific approaches to writing, and by developing critical awareness of their own and others' writing. Working in different genres of writing, students will gain experience in effective revision strategies, in analyzing audience, and in visual aspects of the printed or electronic page.
- WA 01405: Senior Seminar: Evaluating Writing 3 s.h.
Prerequisites: COMP 01112 and WA 07200 and 90 credits required
 This course examines issues and methods of assessing writing. Students will explore a wide variety of tools used to evaluate writing, such as portfolio and holistic assessment, and they will discuss the validity and reliability of many assessment models.

- WA 01409: Tutoring Writing 3 s.h.
 This course provides students theory and practice in tutoring writing at all educational levels. It covers the writing process, the particulars of the tutorial relationship and issues of working with writers from a variety of backgrounds and abilities. It is recommended for students who are presently engaged in the tutoring of writing and those who may teach writing in one-on-one or small-group settings in the future
- WA 01450: Writing Arts Portfolio Seminar 1 s.h.
Prerequisites: WA 01300 and WA 01301 and WA 01405
 Seniors majoring in Writing Arts will have an opportunity to reflect on the work undertaken as part of the writing arts major. The course asks students to construct and submit a portfolio consisting of work products both from those courses included in the core and from a selection of courses in the required elective clusters. A written reflection on the intellectual and learning experience derived from these courses as evidenced by the items included comprises the written requirement for this course.
- WA 07290: Creative Writing I 3 s.h.
Prerequisite: COMP 01111 or COMP 01105
 This course concentrates on developing students' skills in writing various kinds of poems and in developing fiction techniques. In addition to exploring different poetic forms, students learn how to create characters, establish conflict, and develop a plot while writing a short story. Students examine the work of professional poets and fiction writers.
- WA 07291: Creative Writing II 3 s.h.
Prerequisite: WA 07290 or CRWR 07290
 Building upon the foundations learned in Creative Writing I, students in Creative Writing II will engage in more specific practice in the conventions of short story writing, creative nonfiction and poetry. Students will have directed assignments encouraging experimentation in multiple genres but will prepare a final portfolio that may give more emphasis to a genre of their choice. Special emphasis will be placed on reading examples of these conventions and learning how writers graft or borrow techniques (dialogue, dramatic monologue, voice, description) from one genre to apply it in another.
- WA 07309: Writing Children's Stories 3 s.h.
Prerequisite: 30 credits required
 This course focuses on fiction written for juveniles and young adults. Students examine the rich variety of literature published for young people. They do exercises, write complete stories, critique each other's writing in workshops and meet with the teacher for individual conferences on their work. They also learn how to submit manuscripts to magazine and book publishers.
- WA 07391: Writing Fiction 3 s.h.
Prerequisites: WA 07290 or WA 07291 or CRWR 07290 or CRWR 07291
 This class will provide a forum for students to explore the strategies fiction writers use in creative expression, especially in writing the short story. Students will develop an analytical vocabulary that allows them to read, interpret, and evaluate the work of other fiction writers. A major portion of the class will be given over to workshop sessions, where students can share and evaluate each other's work. Students will also become familiar with a body of published short stories that illustrate techniques of expression such as setting, point of view, characterization, dialogue, and other elements of fiction.
- WA 07392: Fundamentals Of Playwriting 3 s.h.
Prerequisites: WA 07291 or CRWR 07291 or Permission of Instructor
 This course covers the methods of developing and writing a play. During the course, students analyze plays, and outline and work on the draft of a full-length play. This course may not be offered annually.
- WA 07395: Writing Poetry 3 s.h.
Prerequisite: WA 07290 or CRWR 07290
 This class will provide a forum for students to explore the strategies poets use in creative expression. The students will develop an analytical vocabulary that allows them to read, interpret, and evaluate the work of other poets. A major portion of the class will be given over to workshop sessions, where students can share and evaluate each other's work. Students will also become familiar with a body of published poetry that illustrates techniques of expression such as imagery, metaphor, voice, tone, the music and strategy of the line, and other elements of poetry.
- WA 07410: Tutoring Writing 3 s.h.
 This course provides students theory and practice in tutoring writing at all educational levels. It covers the writing process, the particulars of the tutorial relationship and issues of working with writers from a variety of backgrounds and abilities. It is recommended for students who are presently engaged in the tutoring of writing and those who may teach writing in one-on-one or small-group settings in the future

Organization of the University

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Lorin Basden Arnold	Dean, College of Communication & Creative Arts
Sue Lehrman	Dean, Rohrer College of Business
Monika Williams Shealey	Dean, College of Education
Cindy Vitto	Dean, College of Humanities & Social Sciences
Paul Katz	Founding Dean, Cooper Medical School of Rowan University

Course Descriptions

Thomas A. Cavalieri

Dean, Rowan University School of Medicine

Executive Administration

Allen, Wesley D. <i>B.A., J.D., The College of William & Mary; M.A., Harvard Graduate School of Education</i>	Associate Director of Corporate and Foundation Relations
Amico, Peter L. <i>AA Gloucester County College; BA Rowan University</i>	Deputy Emergency Management Coordinator
Angelastro, John F. <i>A.S. - Camden Count College; B.S. - Glassboro State (Rowan); Villanova University- MBA</i>	Director of Information Security
Arnold, Lorin <i>B.A., M.A., Ph.D., Purdue University</i>	Dean, College of Communication and Creative Arts
Au, Valerie <i>B.A., University of Hong Kong; M.A.M.C., University of Florida</i>	Director of Advancement Services
Avery, Carol <i>N/A</i>	Managing Administrative Assistant, Office of the Vice President for Student Life/Dean of Students
Baglio, John <i>B.S., Rider University</i>	Bursar
Barkhamer, Kimberly	Manager of Business Development, Cooper Medical School
Basantis, Melanie <i>B.S., B.A., Penn State University; M.B.A., Widener University</i>	Director of Outreach, College of Engineering
Bell, Jennifer, L. <i>B.F.A., Moore College of Art & Design; M.S., Full Sail University</i>	Director, University Web Services
Betts, Albert <i>B.A., M.A., Indiana University of Pennsylvania, Ed.D., Rowan University</i>	Director of Admissions
Blank, Kenneth J. <i>Ph.D. -Albert Einstein College of Medicine of Yeshiva University; BA-NYU</i>	Senior Vice President for Health Sciences
Braeunig, Raymond <i>N/A</i>	Chief Compliance and Privacy Officer
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Butler, Roger L. <i>B.A., Washington and Lee University; M.A., George Mason University; M.A. George Washington University; Ph. D., Princeton University</i>	Associate Dean, College of Humanities and Social Sciences
Cardona, Jose <i>B.A., M.A., Ed. D., Rowan University</i>	Vice President for University Relations
Chin, Steven H. <i>B.S., Rutgers University; M.S., The Johns Hopkins University; Ph.D., Rutgers University</i>	Associate Dean, College of Engineering
Ciocco, Michael D. <i>B.S., M.S., Rowan University</i>	Director of Online Services, College of Graduate and Continuing Education
Cloyd, Melanie K. <i>MA Villanova University; B.A. Rutgers University</i>	Associate Director of Organizational Development and Training
Collins, Dennis P.	Director of Facilities, Cooper Medical School
Conners, Deanne <i>N/A</i>	Managing Administrative Assistant, Cooper Medical School
Connor, Joanne M. <i>BA, St. Josephs, PA MA, Rowan University Ed.D. Rowan University</i>	Chief of Staff, President's Office

Executive Administration

Daquila, August J. <i>B.S. St. Joseph's College ; M.B.A. Rutgers University, Newark</i>	Manager of Financial Reporting and Analysis
Davis, John A.	Managing Assistant Director, Custodial Services
Dayton, Catherine B. <i>Ph.D. Louisiana State University Health Sciences Center, Shreveport, Louisiana; B.S. with Honors, Centenary College of Louisiana, Shreveport, Louisiana</i>	Director of Admissions, Cooper Medical School
De, Arijit <i>Bachelors of Architecture from Delbi University, Master of Architecture from University of Pennsylvania and Master of Landscape Architecture from University of Pennsylvania</i>	Campus Planning
DeVecchis, Theresa A. <i>B.S Rutgers New Brunswick</i>	Managing Administrative Assistant, Office of the President
Deehan, Christine <i>B.S., M.A., Rowan University</i>	Director of University Events
Dersch, Melissa G <i>BA Rowan University</i>	Development Director
Douglas, Travis W. <i>B.A., Sonoma State University; M.A., University of Georgia</i>	Assistant Vice President for Residential Learning and University Housing, Division of Student Life
D'Angelo, Christopher <i>B.A., M.A., Rowan University</i>	Associate Director of Alumni Engagement
English, Redmond S. <i>B.Sc. from Manchester University, United Kingdom</i>	Campus Database Administrator, Enterprise Information Systems
Farney, Steven C. <i>B.A., M.B.A., Ed.D. Rowan University</i>	Director of Operations, Strategic Enrollment Management - Director of Operations
Farrell, Deanne <i>B.A., Rutgers University</i>	Director of Corporate and Foundation Relations
Ferraina, Diane <i>N/A</i>	Managing Administrative Assistant, Office of the Provost
Ferrarie, Joseph A.	Manager of Information Technology Services, Cooper Medical School
Ferraro, Gloria J. <i>N/A</i>	Managing Administrative Assistant, Office of Vice President for Government Relations/General Counsel
Fields, Jeffrey M. <i>B.A. Drexel University</i>	Associate Director of Admissions and Enrollment Services, College of Graduate and Continuing Education
Forman, Gail L. <i>J.D., Hofstra University School of Law; B.A., University at Albany, State University of New York</i>	Senior Director of Development
Frierson, Muriel <i>B.A., Chestnut Hill College; M.S., Drexel University</i>	University Registrar
Gandy, Kyle A. <i>MS - Rowan University; BS - Drexel University, Philadelphia, PA</i>	Director of Energy Management/University Engineer
Gaymon, James <i>B.A., Rowan University; M.A., Rutgers University-Newark</i>	Assistant Vice President for Student Diversity
Gilmore, Dan Lewis <i>B.S., Plymouth State University, M.S. Eastern Illinois University</i>	Director of Athletics
Giunta, Karen <i>N/A</i>	Academic Affairs Fiscal Manager
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Gollihur, Rebecca Jo <i>B.A., M.A., University of Chicago</i>	Assistant Dean Academic Services, College of Graduate and Continuing Education

Executive Administration

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Guiteau, Gardy <i>B.A., Brandeis University; M.Ed. University of Massachusetts at Amherst</i>	Director of Social Justice, Inclusion and Conflict Resolution
Guiteau, Gardy J. <i>B.A., Brandeis University; M.E.D., University of Massachusetts-Amherst</i>	Assistant Director of Mentoring and Academic Enrichment
Gustin, Joan K.	Managing Administrative Assistant, Office of Research
Haines, Laurie <i>B.S., Pennsylvania State University</i>	Certification Specialist, College of Education
Hand, John J. <i>B.S., Temple University; M.A., West Chester University; Ph.D., Drexel University</i>	Vice President for Strategic Enrollment Management
Harvey, Roberta <i>B.A., M.A., University of North Dakota; Ph.D., University of Wisconsin-Milwaukee</i>	Vice President for Academic Affairs
Hasit, Cindi <i>BA - MS - PhD -University of Pennsylvania</i>	Assistant Dean for Faculty and Student Assessment and Development
Haynes, Julie <i>B.A. University of Richmond; M.A. Texas A&M University; Ph.D. Penn State University</i>	Associate Dean, College of Communication and Creative Arts
Henderson, James <i>B.A., Furman University</i>	Director of Enterprise Information Services
Hentschke, Lynne <i>BA, TESC, MS Walden University</i>	Managing Administrative Assistant, Academic Affairs Office
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Houshmand, Ali <i>B.A., M.A., University of Essex, United Kingdom; M.S., Ph.D., University of Michigan</i>	President
Janney, Scott <i>Ed.D., Temple University; M.Div., Princeton Theological Seminary; B.A., Asbury University</i>	Assistant Vice President for Development (Individual Giving)
Johnson, Suhail <i>B.A., Rutgers University; M.Ed. Rutgers University</i>	Director of Residential Learning
Jones, Derek L.	Interim Station Manager, WGLS
Jones, Richard <i>B.A., University of North Florida; M.S., Mississippi State University</i>	Vice President for Student Life/Dean of Students
Jordan, James C. <i>BA/MBA Rutgers University</i>	Director of the MBA Program, Rohrer College of Business
Kantner, Michael <i>MS, Fairleigh Dickinson University; BA, Rutgers University</i>	Assistant Vice President for Public Safety and Emergency Management
Kempf, Penny A.	Associate Director of Athletics
Klein, Bruce <i>B.S., Glassboro State College (Rowan)</i>	Director of Network and System Services
Kocher, William <i>B.S. (Pennsylvania State University, 1979), M.D. (Jefferson Medical College, 1981)</i>	Chair, Department of Biomedical Sciences, Cooper Medical School
Kozachyn, Stephen M. <i>BS, Edison State College; MS, New Jersey Institute of Technology; MBA, Rowan University</i>	Director of Rohrer College of Business Outreach
Kuerzi, Ken <i>B.S., J.D., Florida State University</i>	Assistant Vice President for Labor Relations
Kuhlen, John <i>B.A., M.B.A., Glassboro State College (Rowan)</i>	Director of Facilities Finance and Administration

Executive Administration

Lalovic-Hand, Mira <i>B.S. Belgrade University, Belgrade, Serbia; M.S., Ph.D. University of Cincinnati</i>	Senior Vice President, Information Resources and Technology
Layton, Reed <i>A.A., Gloucester County Community College</i>	Senior Director of Public Safety/Director of University Police
Lecakes, George D.	Director, Virtual Reality Laboratory, South Jersey Technology Park
Lombardi, Marion J. <i>BS/MS. The University of Scranton, Scranton, PA.</i>	Chief Student Affairs Officer, Cooper Medical School
Lopez, Lydia R.	Managing Administrative Assistant, Office of the Vice President for Facilities and Operations
Lovegrove, James <i>B.S., Glassboro State College (Rowan)</i>	Director of Accounts Payable
Lowman, Anthony <i>B.S. U of Virginia; Ph.D. Purdue</i>	Dean of College of Engineering
Magee-Sauer, Karen <i>B.S., University of Virginia; M.S., Ph.D., University of Wisconsin-Madison</i>	Dean, College of Science and Mathematics
Mandayam, Shreekanth A. <i>B.E., Bangalore University, India; M.S., Ph.D., Iowa State University</i>	Vice President for Research
Markowitz, Lawrence <i>B.A., SUNY-Oneonta; M.A., American University; Ph.D., University of Wisconsin-Madison</i>	Director, Hollybush Institute
Marshall, Lori <i>B.S., Evangel College; M.A., Rowan University</i>	Assistant Vice President for University Relations
Martin, Walton K. <i>B.A., Villanova University; M.B.A., Eastern University</i>	Director of Conference Services and University Scheduling
McCafferty, Jacqueline <i>B.A., Ithaca College; M.S.Ed., Temple University; CELTA Teaching Certificate, Cambridge University</i>	Director English Language Programs
McCall, Maria <i>BS - St. Joseph's Univ.</i>	Associate Director of Accounting Services
McCall, Sally <i>B.S., Drexel University</i>	Director of Budget
McCloy, Mary E.	Managing Administrative Assistant, Office of the Vice President for Finance
McCombs, Tyrone <i>B.A., M.A., Rutgers University; Ph.D. University of Pennsylvania</i>	Associate Vice President, Division of Global Learning and Partnerships
McElwee, Rory O. <i>B.A., Drew University; Ph.D., Cornell University</i>	Associate Vice President for Student Retention, Division of Strategic Enrollment Management
McFarland, Daniel J. <i>Ph.D. - Drexel University, Philadelphia, PA; M.B.A. - Drexel University, Philadelphia, PA; B.S/B.S. - Drexel University, Philadelphia, PA;</i>	Associate Dean, Rohrer College of Business
McGeehan, John <i>MD</i>	Associate Dean for Student Affairs and Admissions, Cooper Medical School
McKinney, Kellie <i>B.S., Kutztown University.; M.A., Indiana University of Pennsylvania</i>	Director of Housing Administrative Services and Assignments
McLeer, Amy <i>M.A., Rutgers, The State University of New Jersey; B.A., Chestnut Hill College</i>	Development Director, Program and Business Development, CMSRU
McPherson, Penny <i>B.A., M.A., Rowan University</i>	Assistant Vice President for Student Enrichment, Division of Student Life
Miller, Barbara J	Director of Library Services, Cooper Medical School
Milligan, Carolyn <i>B.S., Rutgers University</i>	Director of Payroll

Executive Administration

- Mitchell-Williams, Jocelyn Ann Associate Dean for Multicultural and Community Affairs, Cooper Medical School
(B.S.), Rutgers University; (Ph.D.) Rutgers University; (M.D.), Robert Wood Johnson Medical School, University of Medicine and Dentistry of New Jersey (now Rutgers University)
- Monahan, Joseph D. Assistant Vice President for Facilities and Operations
Bachelor of Engineering – Widener; Certificate for Business Essentials- University of Penn, Wharton School.
- Moore, Donald E. Senior Vice President for Facilities and Operations
- Mordosky, Anthony Associate Vice President for Information Resources/Chief Technology Officer
B.S., Kutztown State University; B.S., Millersville State College; M.B.A., Temple University
- Morrow, Eileen Director of Campus Services
B.A., Wilkes College; M.A., Bucknell University; CSP
- Muir, Scott Associate Provost for Library Information Services
BS, Tennessee Technological University; Tennessee, MA of Librarianship, Emory Univ. Georgia; MS Eastern Michigan University, MI
- Mulligan, Joseph Assistant Vice President for Civic Involvement, Division of Student Life
B.A., M.A., West Chester University
- Newell, James Provost/Senior Vice President for Academic Affairs
B.S., Carnegie-Mellon University; M.S., Penn State University; Ph.D., Clemson University
- Nicholson, Darren Provost Fellow
B.A., Ph.D., Washington State University
- Noon, Christine Director of Card Services
A.S., Middlesex Community College, B.A., M.A., Rowan University
- Nurkowski, Lucia Associate Director of Admissions
B.A., M.Ed., Boston University; Ed.D., Widener University
- O'Loughlin, Charles Michael Director State College Risk Management
- Oxholm, III, Carl "Tobey" Executive Vice President
Amherst College, BA summa cum laude, 1975; Harvard University, JD cum laude, 1979; Harvard University, Kennedy School of Government, Master of Public Policy (MPP) 1979
- Pastin, John R. Dean, College of Performing Arts
B.S. University of the State of New York; M.M. Northwestern University, D.M.A. University of Maryland
- Peterson, Julie Director of Student Enrichment and Family Connections
B.A., M.A., Trenton State College (College of New Jersey)
- Petrella, Brittany L. Development Director
- Piddington, Sarah E. Director of Sponsored Programs and Technology Transfer
B.S./M.B.A. - Rowan University
- Pinder, Anne Assistant Director Enterprise Information Systems
B.S., Rowan University; M.A., Stevens Institute of Technology
- Pinocci, Tina Associate Vice President for Campus Recreation and Student Activities, Division of Student Life
B.S., M.Ed., Frostburg State College
- Previti, Diane Associate Registrar
- Puliti, Michele Ann Managing Administrative Assistant, Dean's Office, Cooper Medical School
- Reboli, Annette Vice Dean, Cooper Medical School
MD from Georgetown University school of medicine
- Regan-Butts, Elizabeth D. Asst. VP for Marketing and Recruitment, Division of Global Learning and Partnerships
B.S., Rowan University; M.B.A., Temple University
- Reigel, Daniel P. Associate Director of Admissions
B.A., M.A., Rowan University
- Ricchezza, Lorraine Director of External Affairs and Campus Development
B.S., LaSalle University; M.Ed., Widener University

Executive Administration

Ring, Jackie	Assistant Vice President for Institutional Effectiveness, Research and Planning
Rollins, Sandra M. <i>B.A., LaSalle University; M.A., Rider University</i>	Interim Director of Financial Aid
Rolon, Annabel <i>N.A.</i>	Managing Administrative Assistant, Camden Campus
Rowan, James, J. Jr. <i>CPA License: State of New Jersey; MBA: St. John's University, NY; BS: Gannon University, Erie, PA</i>	Chief Internal Auditor
Rozanski, Kathy <i>B.A., Glassboro State College (Rowan)</i>	Director of Distinguished Events and Special Projects
Rubenstein, David <i>B.A., Drake University; M.S.W., Loyola University of Chicago; Psy.D., Illinois School of Professional Psychology in Chicago</i>	Associate Vice President for Student Wellness, Division of Student Life
Saadeddine, Rihab <i>B.S. Lebanese University, M.A., Ed.D. Rowan University</i>	Assistant Dean for Assessment and Technology, College of Education
Sanders, Gloria M. <i>BS/MS University of Florida</i>	Director of Finance and Administration, College of Science and Mathematics
Scott, Eileen <i>B.S., Rowan University</i>	Associate Vice President Human Resources
Scully, Joseph F., Jr. <i>B.S., M.B.A., LaSalle University; CPA</i>	Senior Vice President for Finance/Chief Financial Officer
Showers, Joanne <i>B.S. Seton Hall</i>	Managing Administrative Assistant, Office of the Vice President for Employee and Labor Relations
Showers, Mark <i>BS - Thomas Edison</i>	Assistant Director of Facilities and Operations
Sledjeski, Eve <i>B.S., Mary Washington College; M.A., Kent State University; Ph.D., Kent State University</i>	Assistant Dean
Snyder, Richard <i>B.S., Glassboro State College (Rowan); M.B.A., Rowan University</i>	Director of Accounting Services
Sosa, Horacio <i>B.S., UNLP, Argentina; M.S., Stanford University; Ph.D., Stanford University,</i>	Vice President, Division of Global Learning and Partnerships
Stevenson, Sheila <i>B.A., Rochester Institute of Technology</i>	Director of Sports Information
Stewart, Melanie <i>B.A. Webster College, Theatre Conservatory; M.F.A. Temple University</i>	Associate Dean, College of Performing Arts
Street, Christopher Roger	Development Director, Planned Giving and Leadership Gifts
Sunkett, Jeremy R.	Asst. VP, Business, Real Estate and Project Controls, Division of Facilities, Planning and Operations
Swierzewski, Rachel L. <i>B.A. Temple University</i>	Associate Director of Corporate and Foundation Relations
Tallarida, Ronald J. <i>B.A., Temple University</i>	Vice President for University Advancement/Deputy Executive Director, Rowan University Foundation
Taylor, Tyrone <i>A.S., Pierce College; B.S., Glassboro State College; M.A., Rowan University</i>	Director of Campus Security and Student Programs
Thompson, Edward <i>A.A., Keystone College; B.S.A.G., West Virginia University; M.L.A., University of Virginia</i>	Director of Facilities Landscape Management
Tiao, Ann <i>B.A., Kansas State University; M.S., Texas A&M University; Ph.D., University of Pennsylvania</i>	Assistant Dean for Research and Graduate Education
Tinnin, Drew <i>B.A., Southeast Missouri State University; M.A., Bowling Green State University</i>	Senior Director of Orientation and Student Leadership Programs

Executive Administration

Tootchen, Richard	Marketing/Business Development Manager, Institutional Effectiveness/Research and Planning <i>MS - University of Vermont; BA-Franklin & Marshall College</i>
Toporski, Neil	Director of Instructional Technology Services <i>B.S., University of Wisconsin-Madison; M.S., Clarion University; Ed.D., Lehigh University</i>
Turner, Vanetta	Director of Pension and Benefits <i>The Pennsylvania State University, BA; Central Michigan University, MS</i>
Van Brunt, Margaret	Assistant Dean, Rohrer College of Business <i>B.A., Rutgers University; CPA</i>
Vanston, Patricia Davis	Associate Dean for Program and Business Development, Cooper Medical School <i>B.S. -University of Scranton; M.S. -Drexel University</i>
Varela, Tomas	Advisor, Office of Health Professions <i>B.S., Temple University; MPH, The George Washington University</i>
Veacock, Peggy	Director of Advancement/Administration <i>B.A., Rowan University</i>
Velez-Yelin, Johanna	Assistant Vice President for Equity and Diversity <i>B.A., InterAmerican Univ., San Juan, Puerto Rico; M.A., Glassboro State College (Rowan); Ed.D., Widener University</i>
Vernon-Dotson, Lisa	Associate Dean, College of Education <i>B.S. University of Akron; M.A., Hampton University; Ph.D., The College of William and Mary</i>
Vitto, Cindy L.	Dean, College of Humanities and Social Sciences <i>B.A., Susquehanna University; M.A., Duke University; Ph.D., Rice University</i>
Waddington, James	Director of University Housing Systems and Logistics <i>B.S., Saint Peter's College; M.A. Montclair State University</i>
Wallace, Warren	Interim Director of RU/GCC Academy <i>AA Gloucester County College, BA and MA Glassboro State College, EdD. Nova Southeastern University. Management Certificate, Harvard University</i>
Weil, Valerie P.	Associate Dean for Finance, Administration, and Operations, Cooper Medical School <i>BS- Bucknell University MD, U Penn School of Medicine</i>
Weinstein, Steven David	Executive Vice President, Policy and External Relationships/Partnerships <i>J.D.</i>
Wheatcroft, Melissa	General Counsel <i>J.D. Rutgers Camden; B.A., Saint Joseph's University</i>
Williams Shealey, Monika	Dean, College of Education <i>B.S., University of South Florida M.S., University of South Florida Ed.S, University of Miami Ph.D., University of Central Florida</i>
Willse, Christine	Interim Associate Director of Financial Aid <i>B.A., Thomas Edison State College; M.B.A., Norwich University</i>
Woodruff, John	Director of Academic Success Center <i>B.A., St. Francis College; M.S., St. Joseph's University</i>
Woodside, Scott	Director for Student Health Services <i>BSN, Villanova University; MSN & MBA, LaSalle University</i>
Yurak, Tricia J.	Associate Dean, College of Science and Mathematics <i>B.S., Northern Kentucky University; M.S., Ohio University; Ph.D., Ohio University</i>
Zabinski, John J.	Senior Vice President for University Advancement/Executive Director, Rowan University Foundation <i>M.B.A., Saint Joseph's University; B.S., Villanova University</i>
Zazzali, Robert	Senior Vice President, Community and Economic Development <i>B.A., M.A., Glassboro State College (Rowan); M.A., Rutgers University</i>
diNovi, Kristen	Assistant Dean, College of Humanities and Social Sciences <i>B.A., Montclair State University; M.Ed, Ph.D., Temple University</i>

General Information

Campus Buildings

301 High Street

The three story building is home to the Rowan University Art Gallery and is home to several academic offices and classrooms.

6 High Street

The former bank building is now home to the administrative offices of the College of Communication and Creative Arts.

Barnes & Nobles at Rowan University

Located on Rowan Boulevard, this now serves as the University Bookstore.

Bole Annex

Opened in the spring of 1970, Bole Annex houses the Department of Public Safety.

Bole Hall

Robert D. Bole Hall is the administrative center of the University. It contains the offices of the President, Provost, University finances, and The Office of General Counsel. It is named after former Dean Robert Bole.

Bozorth Hall

Named for a former registrar, Loriot Bozorth, the building was originally opened in 1954 as the campus demonstration elementary school. Today, Bozorth houses the College of Communication offices, Rowan Radio, Rowan TV, a distance learning classroom, film-editing facilities, a computer-equipped journalism newsroom, an advertising/PR client suite, a layout room and a computer-equipped writing laboratory.

Bunce Hall

The first building on campus, Edgar J. Bunce Hall was opened in 1923 and is named for a former president of the University. It is home to the departments of English, Foreign Languages and Literatures, Philosophy and Religion, and Theatre and Dance. This building also features classroom space and Tohill Auditorium.

Camden Academic Building

In 2009, the University purchased the former bank and its annex in an effort to provide the space needed for Rowan's Camden operations. Rowan has had a presence in Camden since 1969. Today, the Camden Campus building is located at the corner of Cooper Street and Broadway. The bank is across the street.

Campbell Library

Opened in 1995, the Keith and Shirley Campbell Library features 118,000-square feet of research, study, archive and office space. It provides connectivity to the campus network, enabling access to many databases and online resources. The Library was named the Keith and Shirley Campbell Library in recognition of the Campbells' generous gift of an endowment for the facility in 2000. The Departments of Sociology and Anthropology and the Department of Law and Justice are housed on the 5th floor.

Carriage House

Built in 1849 to service the Hollybush Mansion, this building now houses University Publications.

Cassady Maintenance Building

Opened in 1971, the Otto P. Cassady Maintenance Building, named for a former engineer in charge of maintenance, is the main office complex for maintenance operations.

Chamberlain Student Center

The Student Center opened in 1974 and serves as a campus focal point where students, faculty, staff and community members congregate for a wide range of events, services and functions. It houses offices for student organizations and publications as well as several administrative offices. The following facilities are located in the three-level center: the information desk, I.D. room, mailroom, an ATM machine, Eynon Ballroom, meeting and conference rooms and eating areas, including the dining hall, a food court, snack bar, outdoor dining terrace, Profs Place and the Owl's Nest Restaurant.

Cooper Medical School of Rowan University

The six story building, located in Camden, is home to Rowan's M.D. granting medical School.

Edgewood Park Apartments

This four-building complex houses 24 apartments. Four students live in each apartment, which contains two bedrooms, a living room, dining room, kitchen and bathroom.

Enterprise Center

Located on Rowan Boulevard, the Enterprise Center opened in 2013 and is home to the College of Graduate and Continuing Education.

Esby Gym

The Roland A. Esbjornsen Hall houses the gymnasium, swimming pool, classrooms and the Health and Exercise Science faculty offices. The building is named after a former chairman of the Health and Exercise Science Department.

Evergreen Hall

Evergreen houses 204 students. The building is three stories tall and is separated into two wings. Rooms are arranged in suites. Each suite contains two double bedrooms and a bath.

Hawthorn Hall

Formerly a student residence facility, Hawthorn Hall is one of the homes of the College of Communication.

Hering Central Heating and Cooling Plant

The J. Leonard Hering Heating Plant, named for a former superintendent of maintenance, houses the centralized heating and cogeneration equipment.

Herman D. James Hall

James Hall, opened January 2006, is home to the College of Education. The three-story, 135,000-sq. foot building features academic distance-learning facilities, an early childhood development center and an assortment of labs and outreach centers as well as classroom space.

Hollybush Mansion

Built in 1849, the building was the site of the historic summit meeting between President Lyndon B. Johnson and Soviet Premier Alexei B. Kosygin in 1967. The building now serves as a museum and meeting center.

Laurel and Oak Halls

Laurel and Oak are the University's first residence halls. Today, each building houses 45 students.

Linden Hall

Formerly a student residence facility, Linden Hall houses a variety of administrative offices.

Memorial Hall

Opened in 1956, the building serves as the center for information (computer) resources, housing the campus help desk, Web Services and the Duplicating Center. A dance studio is also in the building.

Mimosa Hall

Mimosa accommodates 305 students. Rooms are arranged by suites, and each suite contains two to three double bedrooms and a bath.

Mullica Hall

Mullica accommodates 103 students. Rooms are arranged by suites, and each suite contains two double bedrooms and a bath.

Robinson Hall

Named after Thomas E. Robinson, a former Rowan University president, this is one of the largest classroom buildings on campus. It is home to several departments of the College of Liberal Arts & Sciences. The core of the building consists of classrooms and seminar rooms.

Rowan Boulevard Apartments

Rowan Boulevard Apartments, is made up of two, four-story buildings that house 884 students in 28 one-bedroom efficiency units and 214 four-bedroom suites. The suites include two bathrooms, a kitchen, breakfast nook and living room area. The complex also contains exercise and weight rooms, meeting rooms, laundry facilities and a Public Safety satellite office.

Rowan Hall

Opened in January 1998, Henry M. Rowan Hall is the home of the College of Engineering. The 95,000-sq. foot building features three floors of offices, classrooms, labs and the 115-seat Betty Rowan Auditorium.

Sangree Greenhouse

Built in 1923, the John Sangree Greenhouse is one of the oldest structures on campus. A preservation and renovation project was completed on this facility in 1998.

Savitz Hall

Originally the University library, this building was completely renovated to house all of the student service functions, including the offices of the vice president for Student Affairs, Dean of Students, Career and Academic Planning, Developmental Education, Tutoring, Basic Skills/Testing, Admissions, Counseling, EOF/MAP, Registrar, Financial Aid, Revenue and Collections, Residential Learning & University Housing, Multicultural/International Affairs, Specialized Services, the Center for Service Learning and Volunteerism, the Honors Program and Women's Studies. The building is named after Jerohn Savitz, the University's first president.

Science Hall

Dedicated in 2003, the facility features the 102-seat Edelman Planetarium, a rooftop observatory with 16-inch telescope, a rooftop greenhouse, 27 teaching laboratories and 22 research labs. Its 150,000 square feet of space is spread over three floors. Housed here are offices for the departments of Biology, Chemistry and Biochemistry, and Physics and Astronomy.

Shpeen Hall

Alvin Shpeen Hall is located one block off of the east corner of campus, on Academy Street. The University purchased the former elementary school building from Glassboro and refurbished it to house offices. Today, Shpeen Hall is home to the R. Grace Bagg Alumni Center and the Rowan Foundation. Alvin Shpeen was a mayor of Glassboro. It is home to University Advancement, including Alumni Relations.

South Jersey Technology Park at Rowan University

The Samuel H. Jones Innovation Center is a 45,000 square-foot facility located at the South Jersey Technology Park on Rowan's West campus that provides engineering laboratory, web-laboratory and technology company incubation all within a single facility. In partnership with Rowan's College of Business, the Technology Park offers collaboration and consulting services, product feasibility, development and commercialization services, training seminars and continuing education courses in entrepreneurship for new and established businesses.

Stratford Campus

Home to Rowan's D.O. granting medical school.

Student Recreation Center

"Opened in 1993, the Student Recreation Center is a comprehensive recreation sports facility. The three-story, 76,000-square-foot building houses an eight-lane swimming pool, a three-lane indoor running track, a three-court multi-sport gym, five racquetball courts, an aerobics room, fitness and free-weight rooms, a conference room and complete locker/shower room facilities. Administrative offices coordinate various programs, including informal sports, intramural sports and fitness activities for students, faculty and staff. "

Team House

Opened in 1971, the Team House contains locker rooms; training facilities; and intercollegiate athletics, coaching and staff offices. It was renovated and expanded in 2013.

The North Halls: Chestnut, Magnolia and Willow Halls

These buildings house 750 students. Students live in suites and share restroom facilities.

Townhouses

Opened in 2004, the on-campus, 113-unit townhouse complex along Route 322 features four- and six-bedroom configurations convenient to classes and other activities. The complex was built adjacent to a new parking garage and 5,000-square-foot community center with laundry facilities, a game room and meeting space.

Triad Apartments

Triad features 81 apartments which are carpeted, air-cooled and furnished. A variety of apartment types are available to accommodate 288 students in a co-ed living environment.

Wellness Center

Seymour Winans Hall is named for a former faculty member. It is now home to Counseling & Psychological Services and the Wellness Center, formerly the Student Health Center.

Westby Hall

Completed in 1967, the Cleve O. Westby Hall Arts Building, named in honor of the former director of county and state college construction, contains art studios for ceramics, sculpture, jewelry/metals, painting, printmaking and photography, computer labs, classrooms, a lecture hall for 110 students, exhibition galleries, and faculty offices.

Whitney Center

Located on Rowan Boulevard, the Whitney Center (opened 2012) features stores on the 1st floor and student housing on top. It is also home to the Thomas Bantivoglia Honors Program and student apartments.

Wilson Hall

Harold Wilson Hall, named after a former faculty member, opened in 1972 and is primarily home to the performing arts. The building contains two large rehearsal rooms, Boyd Recital Hall, practice rooms, classrooms, two student lounges, a music library, faculty offices, the concert box office and W. Clarke Pfleeger Hall—a 1,000 seat auditorium. The dean of the College of Fine & Performing Arts, and Music Department are also located in the building.

General Information

Administrative Offices Telephone Numbers

Academic Affairs	256.4011
Academic Success Center	256.4259
Admissions (Undergraduate)	256.4200
Admissions (Rowan Global)	256.4747
Alumni Engagement	256.5400
Bursar	256.4150
Camden Campus	361.2900
Campbell Library	256.4800
Career Management Center	256.4456
Community Standards	256.4242
Conference and Event Services	256.5446
Dean, Business	256.4025
Dean, Communication & Creative Arts	256.4340
Dean, Education	256.4750
Dean, Engineering	256.5300
Dean, Performing Arts	256.4550
Dean, Global Learning & Partnerships	256.4129
Dean, Humanities & Social Sciences	256.5840
Dean, Science & Mathematics	256.4850
Disability Resources	256.4234
EOF/MAP	256.4080
Financial Aid	256.4250
Information Resources & Technology	256.4401
Main Switchboard	256.4000
Multicultural Resource Center	256.4448
President	256.4100
Provost	256.4108
Public Safety (emergency)	256.4911
Public Safety (non-emergency)	256.4922
Recreation Center (Main Office)	256.4900
Registrar	256.4350
Residential Learning & University Housing	256.4266
Rowan Global Student Services	256.5435
School of Biomedical Science & Health Professions	256.4323
Student Activities	256.4696
Student Center	256.4601
Volunteerism, Community Engagement & Commuter Services	256.4595
VP Finance & CFO	256.4125
VP for Student Life/Dean of Students	256.4283
VP University Advancement	256.4095
VP University Relations	256.4236
Wellness Center Main Number (formerly Student Health Center)	256.4333
Wellness Center (formerly Counseling and Psychological Service Center)	256.4222

Directions to Campus

Directions to Campuses

For GPS, use the street address for each of our campuses as indicated below

Main Campus - Glassboro

201 Mullica Hill Road, Glassboro, NJ 08028

Cooper Medical School of Rowan University (CMSRU)

401 South Broadway, Camden, NJ 08103

Rowan University @ Camden - Bank Building

129 North Broadway, Camden, NJ 08102

Rowan University School of Osteopathic Medicine (SOM)

One Medical Center Drive, Stratford, NJ 08084

West Campus - Tech Park

107 Gilbreth Parkway, Mullica Hill, NJ 08062

The Emeriti

Adams, Ethel M. (1968-1984) Psychology <i>B.A., Eastern Michigan University; M.A., University of Michigan; Ed.D., University of Pennsylvania</i>	Professor
Addison, Carolyn (1967-1991) Health and Physical Education <i>B.S., James Madison University; M.A. New York University; Ed.D., Temple University</i>	Professor
Alvino, Esther (1966-1987) Elementary Education <i>B.A., M.A., Glassboro State College</i>	Assistant Professor
Ambacher, Jr., Richard J. (1967-2000) Communication Studies <i>B.A., Glassboro State College; M.F.A., Yale University</i>	Professor
Amer, Khaled 1983-2014 Mathematics <i>B.S., Cairo Univ.; M.S.C., Concordia Univ.; M.S., Ph.D., University of Waterloo</i>	Assistant Professor
Amme, Linda (1968-1990) Special Education Services and Instruction <i>B.A., M.A., Glassboro State College</i>	Assistant Professor
Andersen, Donald (1970-1998) Special Education Services and Instruction <i>B.A., M.Ed., Rutgers University</i>	Assistant Professor
Applebaum, David 1973-2011 Department of History <i>B.A., Brooklyn College; M.A., Ph.D., University of Wisconsin-Madison</i>	Professor
Avril, Edwin (1959-1982) Music <i>B.A., San Francisco State College; M.A., Ed.D., Teachers College, Columbia University</i>	Professor
Bartelt, Pearl W. (1972-1999) Sociology and Dean <i>B.S., M.A., Ph.D., Ohio State University</i>	Professor
Behm, Edward 1971-2002 Department of Geography and Environment <i>B.A., M.A., Bowling Green State University</i>	Assistant Professor
Bender, Aaron (1964-1991) Department of History <i>B.A., Brooklyn College; M.A., Ph.D., New York University</i>	Professor
Benevento, Jacqueline D. (1993-2010) Department of Teacher Education <i>B.A., Montclair State; M.A., Middlebury College; Ed.D., Temple University</i>	Assistant Professor
Berhe Habte-Georgis 1988-2013 Department of Marketing and Business Information Systems <i>B.B.A., Haile Selassie University; M.S., Loyola University; D.B.A., Louisiana Tech University</i>	Professor
Beverly, Leah (1958-1984) Health and Physical Education <i>B.S., Southwestern Louisiana College; M.A., N.Y.U.; Ed.D., University of So. Mississippi</i>	Professor
Bianchi, John (1967-1990) Education <i>B.S., Villanova Univ.; M.Ed., Rutgers Univ.; Ed.D., Temple University</i>	Coordinator of Research

The Emeriti

Bisazza, Gaetano R. (1966-2000) Biological Sciences <i>B.S., LaSalle College; M.S. Villanova University</i>	Assistant Professor
Blough, Robert (1963-1995) Elementary Education <i>B.S., Juniata College; M.Ed., Temple University; Ed.D., University of Pennsylvania</i>	Professor
Bolay, Brenda (1968-1997) Health and Exercise Science <i>B.A., University of Michigan; M.Ed., State University of New York, Buffalo; Ph.D., University of Maryland</i>	Associate Professor
Borgen, Evelyn (1965-1991) Elementary and Early Childhood Education <i>B.S., Monmouth College; M.A., Glassboro State College; Ed.D., Fairleigh Dickinson Univ.</i>	Professor
Borowec, Alexander (1956-1988) Physical Sciences <i>B.S., Trenton State College; M.S., University of Pennsylvania; Ed.D., Temple University</i>	Professor
Brent, George (1971-2003) Elementary/Early Childhood Education <i>B.A., Ed.M., Boston University; Ed.D., University of Massachusetts</i>	Professor
Breslin, Frederick (1960-1991) Psychology <i>B.A., Queens College; M.A., Ph.D., New York University</i>	Professor
Brinker, Beula (1960-1984) Elementary Education <i>B.S., Glassboro State College; M.A., New York University</i>	Assistant Professor
Britton, Pearl E. (1968-1977) Health and Physical Education <i>B.S., Cortland State College; M.Ed., Ed.D., University of Buffalo</i>	Professor
Brooks, Ellain (1965-1983) Math and Computer Science <i>B.S., North Carolina State; M.A., Columbia University</i>	Assistant Professor
Brown, Estelle (1962-1992) Reading and Speech Correction <i>B.S., M.A., Glassboro State College; Ed.D., Temple University</i>	Professor
Bruce E. Caswell 1989 Department of Political Science and Economics <i>B.A., University of Chicago; M.C.P., University of Pennsylvania; Ph.D., Rutgers University</i>	Associate Professor
Butcher, Ronald (1991-2009) Education Institute <i>B.S., Western Michigan University; M.A., Eastern Michigan University; Ph.D., University of Michigan</i>	Executive Director
Buzash, Gabriel (1964-1981) Elementary Education <i>B.S., Slipper Rock State College; M.S., Westminster College; Ed.D. Penn State University</i>	Professor
Byrer, Josep (1968-1995) Technology <i>B.S., M.S., Indiana State University</i>	Assistant Professor
Cahill, Janet (1979-2013) Psychology <i>B.S., State University of New York at Oneonta; Ph.D., Temple University</i>	Professor
Calliari, Carl (1968-2004) Education <i>B.A., M.A., Glassboro State College; Ed.D., Temple University</i>	Professor

The Emeriti

Cammarota, Marie (1988-2008) Special Education Services/Instruction <i>B.A., M.A., Glassboro State College; Ed.D., Nova Southeastern University</i>	Associate Professor
Capasso, Ronald (1996-2002) <i>B.A., M.A., Montclair State College; Ed.D., Columbia University</i>	Associate Professor
Cell, Howard R. (1967-2000) Philosophy and Religion <i>B.S., University of Wisconsin; M.A., San Jose University; Ph.D., Temple University</i>	Professor
Chang, Julia 1996 Department of Writing Arts <i>B.A., Stonehill College; M.S.J., Columbia University; M.A., Temple University</i>	Associate Professor
Chaskes, Jay 1969 Department of Sociology and Anthropology <i>B.A., University of Toledo; M.A., Ph.D., Temple University</i>	Professor
Cimprich, Jack R. (1973-1998) Computer Science <i>B.A., Boston College; M.S., University of Pennsylvania</i>	Associate Professor
Cinaglia, Marianne B. (1994-2007) Secondary Education <i>B.S., Drexel University; M.A., Ph.D., University of Delaware</i>	Assistant Professor
Clapp, Robert A. (1969-2000) Theatre and Dance <i>B.A., Pennsylvania State University; M.A., Syracuse University</i>	Assistant Professor
Clark, Carol (1977-2010) Library <i>B.A., Regis College; M.S.L.S., Syracuse University; M.Ed., University of Lowell</i>	Librarian
Cohen, Stanley (1961-1984) Educational Administration <i>B.S., Rutgers University; M.Ed., Ed.D., Temple University</i>	Professor
Collins, John (1963-1994) Communications <i>B.S., West Chester State College; M.A., Penn State University; Ed.D., Temple University</i>	Professor
Collins, John J. (1969-1999) Educational Leadership <i>B.A., M.A., Glassboro State College; J.D., Rutgers University</i>	Professor
Combs, Ethel (1967-1995) Reading and Speech Correction <i>B.A., Douglass College; M.A., Glassboro State College; Ph.D., Temple University</i>	Associate Professor
Conrad, George (1958-1979) Art <i>B.S., New York University; M.A., Ed.D., Columbia University</i>	Professor
Covi, Adelyne (1964-1984) Elementary Education <i>B.S., Washington University; M.A., Glassboro State College</i>	Assistant Professor
Craver, Rhys (1963-1994) Chemistry and Physics <i>B.S., Millersville State College; M.S., University of Delaware; Ph.D., Walden University</i>	Associate Professor
Creamer, Marvin C. (1948-1977) Department of Geography and Environment <i>B.S., L.H.D., Glassboro State College; M.S., University of Pennsylvania; M.S., University of Wisconsin</i>	Professor

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Crichlow, Joel 2001-2014 Computer Science <i>B.A., University of Guyana; M.Sc., Ph.D. University of the West Indies</i>	Associate Professor
Cuddy, Claudia 1998-2015 Department of Journalism <i>B.A., M.A., M.A., Glassboro State College</i>	Assistant Professor
Darra, Gladys L. (1967-1979) Health and Physical Education <i>B.S., M.S., University of Wisconsin</i>	Assistant Professor
Dear, Edward C. (1969-2000) Health and Exercise Science <i>B.S., Temple University; M.A., East Stroudsburg State College; D.A., Middle Tennessee State University</i>	Associate Professor
Delaney, Lawrence (1964-1988) Physical Sciences <i>B.S., Trenton State College; M.S., Ed.D., University of Pennsylvania</i>	Professor
Detrick, Fred (1964-1987) Foundations of Education <i>B.A., M.S., Rutgers University</i>	Associate Professor
DiObilda, Nicholas 1972-2012 Reading <i>B.S., West Chester University; M.Ed., Univ. of Delaware; Ph.D., Ohio State University</i>	Professor
Dinsmore, Lee (1971-2002) Chemistry and Physics <i>B.S., M.A., Glassboro State College</i>	Professor
Donaghay, Robert (1963-1992) Academic Advising <i>B.S., University of Minnesota; Ph.D., University of Texas</i>	Assistant Professor and Coordinator
Donahue, Charles T. (1960-2000) Department of English <i>B.A., Texas A & M University; M.A., University of Texas; Ph.D., Temple University</i>	Professor
Donald Stoll 1992-2011 Department of Writing Arts <i>P.A. Valpariso Univ.; M.F.A., U of Texas at Austin, Ph.D. Indiana University.</i>	Associate Professor
Doskow, Minna (1986-2002) English and Dean <i>B.S., M.S., City College of N.Y.; M.A., University of Connecticut; Ph.D., University of Maryland</i>	Professor
Douglas, Herbert (1980-2002) <i>B.S., Duquesne; M.S., Glassboro State College; Ph.D., University of Toledo</i>	Professor
Duff, Elizabeth R. (1959-1984) Psychology <i>B.S., Kent State Univ.; M.A., New York Univ.; Ed.D., University of Maryland</i>	Professor
Dugan, Ruth (1964-1981) Psychology <i>B.A., Washington Square College; M.A., Ph.D., New York University</i>	Professor
Elliott, Gene V. (1963-1998) Psychology <i>B.S., M.A., Michigan State University; Ph.D., University of Maryland</i>	Professor
Emerson, Robert (1966-1992) Professional Lab Exper. <i>B.R.E., United Wesleyan College; M.A., Glassboro State College</i>	Assistant Professor and Assistant Director

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Engebretson, Herschel (1969-1988) Communications <i>B.A., Taylor University; M.A., University of Pennsylvania</i>	Assistant Professor
Enslin, William L. (1974-2000) Management and Entrepreneurship <i>B.E., University of Pennsylvania; Ed.D., Rutgers University</i>	Associate Professor
Fanslau, Martha C. (1971-1980) Library <i>B.A., University of Pennsylvania; M.A., Glassboro State College</i>	Librarian and Instructor
Foster, Bruce (1970-2005) Reading <i>B.A., Trenton State College; M.S.Ed., Bucknell Univ.; Ed.D., Florida State University</i>	Professor
Fox, John (1964-1990) Health and Physical Education <i>B.A.P.E., M.S.P.E., West Virginia University</i>	Assistant Professor
Frankl, Razelle (1983-2000) Management and Entrepreneurship <i>B.A., Temple University; M.B.A., Drexel University; M.A., Ph.D., Bryn Mawr College</i>	Professor
Friebis, George (1969-1993) Educational Media <i>B.S., M.Ed., Temple University; M.A., Glassboro State College; Ed.D., Nova University</i>	Director
Frisone, John (1973-2002) Psychology <i>B.A., Queens College; Ph.D., City University of New York</i>	Associate Professor
Fulginiti, Anthony (1976-2009) Public Relations and Advertising <i>B.A., Laurel Hill College; M.A., Villanova University; M.A., Glassboro State College; APR Fellow PRSA</i>	Professor
Gallinelli, John (1969-2009) Art <i>B.Ed., Keene State College; Ph.D., University of Maryland</i>	Professor
Gardiner, Dickinson (1967-1991) Secondary Education and Educational Foundations <i>B.A., Western Maryland College; M.Ed., Ed.D., Temple University</i>	Professor
Garrabrant, William (1973-2003) Interlibrary Loan and Science Librarian <i>B.A., Hamilton College; M.S.Ed., M.S.L.S., Syracuse University</i>	Head of Circulation
Garrahan, John (1965-1982) Special Education <i>B.A., City College of New York; M.S., Ed.D., University of Pennsylvania</i>	Associate Professor
Gates, Rodney E. (1968-2000) Art <i>B.S., Univ. of Maryland; M.A., Glassboro State College</i>	Assistant Professor
Gaynor, William (1965-1987) Library <i>B.A., Georgetown University; M.A., Fairfield University; M.S., Villanova University</i>	Assistant Professor and Librarian
Gephardt, Donald L. (1990-2009) Music <i>B.M.E., Drake University; B.S., M.S., The Juilliard School; Ed.D., Washington University</i>	Professor
Gillespie, John (1972-1992) Communications <i>B.S., M.A., Glassboro State College</i>	Associate Professor

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Glassberg, Rose (1964-1991) Secondary Education and Educational Foundations <i>B.S., West Chester State College; M.A., Middlebury College; Ph.D., Temple University</i>	Professor
Goldberg, Leon (1968-1988) Physical Science <i>B.S., City College of New York; M.S., New York University</i>	Associate Professor
Goodfellow, Frank (1965-1999) Secondary Education <i>B.A., College of Wooster; M.S.L.S., Drexel Institute of Technology</i>	Associate Professor
Grace, James H. (1969-2000) Philosophy and Religion <i>B.A., M.Th., Drew University; M.A., Ph.D., Temple University</i>	Professor
Graneto, Phillip (1970-2011) Theater and Dance <i>B.A Catholic University; MFA Carnegie Mellon</i>	Professor
Green, Charles H. (1962-1993) Life Sciences <i>B.S., Penn State University; M.S., University of Delaware; Ph.D., Purdue University</i>	Professor
Greenspan, Bertram 1961-2012 Department of Music <i>B.M., American Conservatory of Music; M.M., D.M., Indiana University</i>	Professor
Gruppenhoff, Richard (1981-2009) Radio, Television, and Film <i>B.A., Xavier University; M.A., Purdue University; Ph.D., Ohio State University</i>	Professor
Guerard, Michael P. (1971-1995) Technology <i>B.S., M.Ed., Ph.D., Texas A & M University</i>	Associate Professor
Gundaker, Isabelle (1983-2003) Composition and Rhetoric <i>B.A., Chestnut Hill College; M.A., Rutgers</i>	Instructor
Gurst, Lawrence (1966-1993) Elementary Education <i>MA.A., M.Ed., Temple University</i>	Assistant Professor
Haba, James (1972-2003) Department of English <i>B.A., Reed College; Ph.D., Cornell University</i>	Associate Professor
Hamlet, Carolyn (1984-2012) Special Education Services and Instruction <i>B.S., University of Tennessee; M.Ed., Memphis State University; Ph.D., Temple University</i>	Assistant Professor
Haynes, Robert (1960-1991) Art <i>B.F.A., Colorado State College; M.A., Ed.D., Columbia University</i>	Professor
Healy, Bartholomew (1985-2013) Theatre and Dance <i>B.A. College of the Holy Cross; M.F.A New York University</i>	Professor
Hewsen, Robert H. (1967-1999) Department of History <i>B.A., University of Maryland; M.S., Catholic University; Ph.D., Georgetown University</i>	Professor
Hitchner, Benjamin G. (1964-1998) Economics and Political Science <i>B.S., Temple University; M.S., University of Pennsylvania</i>	Assistant Professor

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Howe, Clarence (Larry) 1970-2014 Mathematics <i>B.A., University of Delaware; ABD University of Delaware</i>	Assistant Professor
Humbert, John J. (1969-1995) Technology <i>B.S., University of Maryland; M.Ed., Pennsylvania State University; Ed.D. Texas A&M University</i>	Professor
Husain, Syed (1960-1994) Biological Sciences <i>I.Sc., City Science College, Hyderabad; B.Sc., College of Agriculture, Osmania University, Hyderabad, India; M.S., Oklahoma State University; Ph.D., Cornell University</i>	Professor
Jaeger, Peter (1966-1981) Communications <i>B.A., Mexico City College; M.Ed., University of Houston</i>	Associate Professor
Jam, Habib O. E. (1979-2013) Economics and Political Science <i>B.A. 1965 Texas Tech. University Economics; M.A. 1967 Texas Tech. University, Economics; Ph.D. 1975 Southern Illinois University, Economics</i>	Associate Professor
Janice Rowan 1976-2011 Department of Writing Arts <i>P.A Rutgers Univ. M.A. University of Michigan</i>	Professor
Jeffrey, Linda (1973-2002) Psychology <i>B.A., University of Nebraska; M.A., Teacher's College Columbia University; M.A., University of Chicago; Ph.D., Rutgers University</i>	Professor
Jensen, Ivar I. (1959-1981) Foundations of Education <i>B.Ed., Univ. of Connecticut; M.A., Middlebury College; Ed.D., Columbia University</i>	Professor
Johnson, Richard J. (1971-2000) Political Science <i>B.A., M.A., Cert. of Russian Institute; Ph.D., Columbia University</i>	Associate Professor
Johnson, Theodore B. (1990-1999) Educational Leadership <i>B.S., M.A., Temple University; Ed.D., Rutgers University</i>	Associate Professor
Johnson, Christine (1989-2002) <i>B.A., M.A., University of Wisconsin; Ed.D., Rutgers University</i>	Professor
Jones, John (1968-1990) Department of Foreign Languages and Literatures <i>B.A., M.A., University of Alabama; Diplome, Institut de Touraine, Tours, France</i>	Assistant Professor
Jorgensen, Donna W. (2000-2014) Education <i>B.S., West Chester State College; M.A., Villanova University; Ed.D., Widener University</i>	Associate Dean
Kapel, David (1988-2002) Secondary Education and Foundations <i>B.S., M.Ed., Ed.D., Temple University</i>	Professor
Kardas, William (1968-2000) Library <i>B.S., M.L.S., Villanova University</i>	Head Reference Librarian
Keller, Horace (1960-1986) Psychology <i>B.S., West Chester University; M.Ed., Ed.D., Temple University</i>	Professor
Kelly, Michael F. (1961-1998) Theatre and Dance <i>B.A., Elmburst College; M.A., Ph.D., State University of Iowa</i>	Professor

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Kershner, E. Theodore (1968-1998) Health and Exercise Science <i>B.S., Ursinus College; M.Ed., Temple University</i>	Assistant Professor
Kirner, Clara (1971-1994) Library <i>B.A., Rutgers University; M.A., Drexel University</i>	Librarian
Klanderman, John (1986-2005) Special Education <i>B.A., Calvin College; M.A., Ph.D., Michigan State University</i>	Professor
Kress, Lee 1973-2011 Department of History <i>B.A., Johns Hopkins University; M.A., Ph.D., Columbia University</i>	Associate Professor
Kushner, William (1970-1999) Communication Studies <i>B.A., Montclair State College; M.A., Temple University; Ph.D., Indiana University</i>	Professor
Leder, George (1972-2000) <i>B.S., Brooklyn College; Ph.D., Rutgers University</i>	Assistant Professor
Lee, Elaine (1967-1994) Elementary/Early Childhood Education <i>B.S., M.A., Trenton State College; Ed.D., Temple University</i>	Associate Professor
Lemaire, Denyse 1998-2014 Department of Geography and Environment <i>M.A., Ph.D., Universite Libre de Bruxelles</i>	Professor
Leshay, Steven V. (1978-1999) Marketing <i>B.A., Lenoir Rhyne College; M.A., Glassboro State College; Ph.D., Temple University</i>	Associate Professor
Libro, Antoinette (1968-2002) Communication <i>B.A., Glassboro State College; Ph.D., New York University</i>	Dean and Professor
Lint, Jerry N. (1964-1998) Department of Geography and Environment <i>B.S., Clarion State College; M.Ed., Pennsylvania State University</i>	Assistant Professor
Lisa, Anthony (1978-2000) Athletics Department <i>B.A., M.S., Glassboro State College</i>	Athletics Assistant Director
Loigman, Barry M. (1970-1999) Psychology <i>B.A., M.A., Temple University; Ph.D., Rutgers University</i>	Associate Professor
Longacre, David (1961-1989) Education <i>B.A., Gettysburg College; M.S., University of Pennsylvania</i>	Assistant Registrar
Lynch, Robert D. (1973-1999) Management and Entrepreneurship <i>B.S., M.S., Ph.D., Carnegie-Mellon University; SPHR</i>	Professor
Markowitz, Diane 1993-2011 Department of Sociology and Anthropology <i>B.A., Tufts University; D.M.D., Tufts University School of Dental Medicine; Ph.D., University of Pennsylvania</i>	Associate Professor
Martin, Doris (1976-1987) Home Economics <i>B.S., Penn State University; M.S., Cornell University; Ed.D., Temple University</i>	Assistant Professor

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Martin, Marilyn (1995-2004) Library Services <i>B.A., M.L.S., University of Washington; M.A., University of Arkansas; Ph.D., Texas Woman's University</i>	Dean
Martínez-Yanes, Francisco (1966-2008) Department of Foreign Languages and Literatures <i>M.A., University of Rome, Italy; Diplôme, Alliance Française, Paris, France; Ph.D., University of Pennsylvania</i>	Professor
McConnell, Helen (1965-1995) Home Economics <i>B.S., State University College, Oneonta, NY; M.A., Columbia University; Ph.D., Michigan State University</i>	Professor
McCarran, Virginia E. (1968-1985) Home Economics <i>B.A., M.Ed., Rutgers University</i>	Assistant Professor
McHenry, Sandra L. 1993-2000 <i>R.N., Helene Fuld School of Nursing; B.A., Rowan College of NJ; M.S., University of Delaware; D.N.Sc., Widener University</i>	Associate Professor
McKenzie, James J. (1954-1980) Department of English <i>B.A., Canisius College; M.A., Ph.D., Harvard University</i>	Professor
McLean, Desmond (1966-2002) Art <i>B.A., Newark State College; M.A., Hunter College</i>	Associate Professor
McMeniman, Linda 1986-2000 <i>B.A., New York University; M.A., Ph.D., University of Berkeley</i>	Associate Professor
Meagher, Richard (1969 -2008) Biological Sciences <i>B.S., M.S., Fairleigh Dickinson University; Ph.D., St. Bonaventure University</i>	Professor
Mercier, J. Denis (1967-2002) Communication <i>B.A., Marian College; M.A., Niagara University; Ph.D., University of Pennsylvania</i>	Professor
Meyers, Dorothy (1967-1985) Library <i>B.A., State University of Iowa; M.L.S., Rutgers University</i>	Assistant Professor and Librarian
Mical, Agnes (1968-1996) Health and Exercise Science <i>B.S., M.S., West Chester University</i>	Assistant Professor
Michaelson, James (1967-1991) Secondary Education and Education Foundations <i>B.S., M.A., Temple University</i>	Assistant Professor
Micklus, Samuel C. (1968-1991) Technology <i>B.S., Philadelphia College of Art; M.A., Trenton State College; Ed.D., New York University</i>	Professor
Miller, Allen 1976-2000 College of Communication <i>B.S., M.S., SUNY-Oswego</i>	Chief Engineer, WGLS, College of Communication
Mitchell, Robert D. (1965-1997) Mathematics <i>B.S., M.A., University of Texas</i>	Associate Professor
Monahan, Thomas (1984-2009) Educational Leadership <i>B.A., LeMoyne College; Ed.M., Ed.D., Rutgers University</i>	Professor
Monroe, Gerald (1968-1986) Art <i>B.S., M.A., Ed.D., New York University</i>	Associate Professor

The Emeriti

Moore, Elizabeth (1972-2002) Biological Sciences <i>B.Sc., Rollins College; M.S., Ph.D., Cornell University</i>	Professor
Moore, Oscar (1971-2003) Health and Exercise Science <i>B.S., M.S., Southern Illinois University</i>	Assistant Professor
Morford, Ida B (1956-1981) Psychology <i>B.S., Geneseo State College; M.A., Ph.D., Ohio State University</i>	Professor
Moss, Janet Education <i>B.S., Northwestern University; Ed.M. Harvard University; Ed.D., University of California at Los Angeles</i>	Associate Professor
Mosto, Patricia (1993-2009) Biological Sciences <i>National Teacher Certification, Teachers College N6; Licenciada in Biology (M.S.), University of Buenos Aires; M.A. equivalent, University of Texas at Austin; M.S., Drexel University; Ph.D., University of Buenos Aires</i>	Professor
Moyer, Mel (1967-2000) Psychology <i>B.A., Glassboro State College; M.Ed., Temple University; Ed.D., Rutgers University</i>	Associate Professor
Murashima, Kumiko (1971-2007) Art <i>B.F.A., Women's College of Fine Arts, Japan; M.F.A., Indiana University</i>	Associate Professor
Myers, John (1973-2011) Department of Sociology <i>B.S., Drexel University; M.A., Ph.D., Fordham University</i>	Professor
Neff, George (1962-2000) Art <i>B.S., Kutztown University; M.A., Columbia University; Ed.D., Pennsylvania State University</i>	Professor
Newland, Robert 1983-2012 Department of Chemistry & Biochemistry <i>B.A., Kalamazoo College; Ph.D., Wayne State University</i>	Professor Emeriti
Nichols, Lola (1960-1986) Elementary Education <i>B.S., Trenton State College; M.A., Columbia University; M.A., Glassboro State College</i>	Assistant Professor
O'Donnell, Carolyn 2004 Theatre and Dance	Associate Professor
Ognibene, Gerald (1972-2008) Special Education <i>B.A., Niagara University; M.S., Canisius College; Ph.D., Ohio State University</i>	Professor
Okorodudu, Corann (1968-2011) Psychology <i>B.A., Cuttington College, Liberia.; M.Ed., Ph.D., Harvard University</i>	Professor
Oliver, Harold 1979-2011 Department of Music <i>B.M., Peabody Conservatory; M.M., Yale Univ.; Ph.D., Princeton University</i>	Professor
Orlando, Frank J. (1972-2008) Foundations of Education <i>B.S., M.S., SUNY-Buffalo; Ed.D., West Virginia University</i>	Associate Professor
Pagell, Francesca Louise (1998-2012) Department of Health and Exercise Science <i>B.A., M.Ed., Ed.D., Temple University</i>	Assistant Professor

The Emeriti

Palladino, Mary Anne (1964-1994) Communications <i>B.A., Immaculata College; M.A., Villanova University</i>	Professor
Perry, Wilhelmina E. (1968-1997) Sociology <i>B.A., Tiltonson College; M.A., Howard University; Ph.D., University of Texas</i>	Professor
Pickett, Ethel (1968-1987) Home Economics <i>B.S., University of Delaware; M.Ed., University of Maryland</i>	Assistant Professor
Pike, Frank (1964-1987) Department of English <i>B.A., Suffolk University; M.A., Boston College; M.Ed., State College at Boston</i>	Assistant Professor
Pittard, Norma (1968-1987) Art <i>B.A., Adelphi University; M.A., Columbia University; Ph.D., University of Maryland</i>	Assistant Professor
Porterfield, Richard (1961-1998) Department of History <i>B.A., Johns Hopkins University; M.A., University of Pennsylvania; Ph.D., Temple University</i>	Associate Professor
Prieto, Andrew (1971-2008) Biological Sciences <i>B.A., Rutgers University; M.S., New Mexico State University; Ph.D., University of Missouri</i>	Professor
Pritchard, Robert 1971-2011 Department of Accounting and Finance <i>B.S., M.B.A., Drexel University, M.A., Ed.D., University of Pennsylvania</i>	
Pujals, Enrique J. (1969-2000) Department of Foreign Languages and Literatures <i>B.A., M.A., Indiana State University; Ph.D., Rutgers University</i>	Professor
Putman, Mary Lee 1971-2011 Department of Health and Exercise Science <i>B.S., SUNY College at Cortland; M.A., University of Maryland; Ph.D., Temple University</i>	Associate Professor
Rashiduzzaman, Mohammad (1973-2013) Economics and Political Science <i>M.A. and B.A. (Hons) University of Dhaka, (Bangladesh); Post-doctoral (senior) fellowship, Columbia University, New York ; Ph.D, University of Durham, England</i>	Associate Professor
Reeves, Edwin C. (1968-1996) Reading <i>B.A., M.A., Glassboro State College</i>	Assistant Professor
Resnik, Benjamin (1965-1991) Communications <i>B.A., M.A., Glassboro State College</i>	Assistant Professor
Richard Parker 1990-2013 Department of Marketing and Business Information Systems <i>B.A., Queens College; M.B.A., Rutgers University; Ph.D., City University of New York</i>	Professor
Richardson, Herbert A. (1966-1998) Department of History <i>B.M., M.M., Yale University; M.A., Ph.D., University of Pennsylvania.</i>	Assistant Professor
Robinette, Joseph (1981-2005) Theatre and Dance <i>B.A., Carson-Newman College; M.A., Ph.D., Southern Illinois University</i>	Professor
Robinson, Randall 1965-2000 <i>B.S., Ohio State University; M.S., University of Pennsylvania; Ed.D., Temple University</i>	Associate Professor

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Rosenberg, Jerome J. (1973-2008) Special Education <i>B.A., Oswego State Teachers College; M.A., Columbia University; Ed.D., Temple University; Ph.D., Heed University, West</i>	Associate Professor
Rowand, Edith T. (1966-2000) Health and Exercise Science <i>B.S., The King's College; M.S., West Chester State College</i>	Assistant Professor
Sakiey, Elizabeth (1974-2000) Reading <i>B.S., Eastern Michigan University; M.Ed., Ed.D., Rutgers University</i>	Professor
Schreiber, Elliott (1967-1995) Psychology <i>B.A., Upsala College; M.A., Bradley University; Ed.D., West Virginia University</i>	Associate Professor
Schultz, Charles 1972-2000 <i>B.S., University of Michigan; M.S., Ohio State University; Ph.D., University of Michigan</i>	Professor
Schwarz, Charles (1967-1999) Mathematics <i>B.A., St. John's University; M.S., Fordham University; M.S., Adelphi University; Ed.D., Rutgers University</i>	Assistant Professor
Scott, Joanne (1989-2009) Biological Sciences <i>B.S., M.S., Bucknell University; M.A., Lehigh University; Ph.D., University of Texas, Medical Branch at Galveston</i>	Associate Professor
Scott, Richard 1972 Department of Geography and Environment <i>B.A., University of Cincinnati; M.A., Ph.D., Syracuse University</i>	Professor
Serfustini, Leonard 1971-1986 Department of Health and Physical Education <i>B.Ed., M.Ed., University of Buffalo; Ed.D., State University of New York</i>	Professor
Shawver, Murl C. (1958-1974) Life Sciences <i>B.S., Central Missouri State College; M.Ed., University of Missouri; Ed.D., Columbia University</i>	Professor
Shontz, Marilyn L. (1999-2009) Special Education Services and Instruction <i>A.B., Heidelberg College (Ohio); M.S. in L.S., Case Western Reserve University; Ph.D., Florida State University</i>	Associate Professor
Shrader, Edith (1959-1968) Early Childhood Education <i>B.S., M.S., Glassboro State College</i>	Demonstration Teacher
Simpson, Eugene (1975-2000) Music <i>B.M., Howard University; B.M., M.M., Yale University; Ed.D., Columbia University</i>	Professor
Sizemore, Warner (1966-1987) Philosophy and Religion <i>B.A., East Tennessee State; M.A., Bob Jones University; M.A., Temple University; B.D., Lincoln University Theological Seminary</i>	Assistant Professor
Smith, Steward (1968-1983) Elementary Education <i>B.A., Rutgers University; M.Ed., Temple University</i>	Assistant Professor
Sorrentino, Carmela 1965-2009 Teacher Education (Early Childhood, Elementary Education, Subject Matter) <i>B.S., West Chester State College; M.Ed., Temple University</i>	Assistant Professor
Spear, Miriam (1967-1983) Secondary Education <i>B.A., M.S., Glassboro State College</i>	Assistant Professor

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Stanley, Daniel (1966-1991) Health and Physical Education <i>B.Ed., University of Buffalo; M.Ed., State University of New York; Ed.D., Temple University</i>	Professor
Stansfield, Charles 1966-2007 Department of Geography and Environment <i>B.S., West Chester University; M.S., Pennsylvania State University; Ph.D., University of Pittsburgh</i>	Professor
Stevens, Kathleen (1972-1998) Communication <i>B.A., Georgian Court College; M.A., Glassboro State College (Rowan)</i>	Associate Professor
Stone, Don C. (1968-2000) Computer Science <i>E. Eng. Phys., Cornell University; M.S.E., Ph.D., University of Pennsylvania</i>	Associate Professor
Strauss, Lois (1973-2014) Psychology <i>B.S.Ed., M.Ed., Ed.D., Temple University</i>	Professor
Sullivan, Jane E. (1972-1999) Reading <i>B.S., Seton Hall University; M.S., Ed.D., State University of New York, Albany</i>	Professor
Taney, Mary C. (1967-1991) Department of History <i>B.A., College of Saint Teresa; M.A., Ph.D., Catholic University; Litt.D., Universita Cattolica del Sacro Cuore, Milan, Italy</i>	Professor
Tannenbaum, Margaret D. (1971-2000) Secondary Education <i>B.A., Bryan College; M.Ed., Ed.D., Temple University</i>	Professor
Tannenbaum, Theodore (1973-1998) Sociology <i>B.A., M.A., Brooklyn College; Ph.D., Purdue University</i>	Professor
Taylor, Albert (1964-1987) Foundations of Education <i>B.S., Trenton State College; M.Ed., Ed.D., Rutgers University</i>	Professor
Tener, Morton (1968-2008) Secondary Education <i>B.S., Rider College; M.S., University of Pennsylvania; M.S., Ed.D., Temple University</i>	Professor
Thomas J. Gallia 1970-2013 Secondary Education <i>B.A., M.A., M.A., Glassboro State College; Ed.D., Rutgers University</i>	Vice President Emeritus/Senior Advisor to the President
Thyhsen, John (1969-2000) Music <i>B.M., M.M., Eastman School of Music</i>	Professor
Tishler, Joseph (1964-2000) Art <i>Cresson Scholar, Pennsylvania Academy of Fine Arts; B.F.A., M.F.A., University of Pennsylvania; D.A., Carnegie-Mellon University</i>	Professor
Tomei, Mario (1964-1995) Educational Administration <i>B.A., Montclair State College; M.S., University of Pennsylvania; Ed.D., Temple University</i>	Professor
Tracey, James H. (1994-2000) College of Engineering <i>B.S.E.E., M.S., Ph.D., Iowa State University</i>	Dean/Professor
Travis, William (1971-2007) Art <i>B.F.A., Philadelphia College of Art; M.F.A., Tyler School of Art</i>	Professor

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Tsuji, Thomas (1969-1995) Technology <i>B.S., M.S., Stoudt State College; Ph.D., Michigan State University</i>	Professor
Vivarelli, Thomas (1967-2004) Special Education <i>B.A., Trenton State College; M.A., Glassboro State College</i>	Assistant Professor
Vogal, Hal (1984-2005) Public Relations and Advertising <i>B.A., Temple University; M.A., William Paterson College; Ph.D., Antioch University; APR</i>	Professor
Wackar, Richard (1956-1988) Health and Physical Education <i>B.S., M.A., Rutgers University</i>	Professor
Wade, Thomas 1976-2009 Music <i>B.M., Oberlin College; M.M., University of Connecticut</i>	Assistant Professor
Waring, Joseph C. (1966-1991) Physical Sciences <i>B.A., State Univ. of New York at Binghamton; M.S., State Univ. of New York at Oneonta; Ph.D., University of South Carolina</i>	Associate Professor
Washington, Judy (1971-2009) Teacher Education (Early Childhood, Elementary Education, Subject Matter) <i>B.A., Brooklyn College; M.Ed., Ed.D., Temple University</i>	Associate Professor
Wasserman, Burton (1960-2003) Art <i>B.A., Brooklyn College; M.A., Ed.D., Columbia University</i>	Professor
Weatherford, Bernadyne (1987-2012) Economics and Political Science <i>B.A., M.A., Texas Tech University; Ph.D., University of New Mexico</i>	Associate Professor
Weiss, Leigh 1968-2011 Computer Science <i>B.S., M.S., Buffalo State University</i>	Associate Professor
Welsh, Charles (1973-1992) Marketing <i>B.S., Villanova University; M.B.A., Ph.D., University of Pennsylvania</i>	Professor
Westcott, Patrick (2003-2013) Department of Teacher Education (Early Childhood, Elementary Education, Subject Matter) <i>B.A. University of Minnesota; M.A., University of Connecticut; M.A., Fairleigh Dickinson University; Ed.D., Teachers College Columiba University</i>	Associate Professor
Whitcraft, John (1963-1987) Philosophy and Religion <i>B.A., Asbury College; M.A., Temple University; B.D., Asbury Seminary; S.T.M., Boston University</i>	Professor
White, Edward H. (1973-2000) Educational Leadership <i>B.A., Keene State College; M.S., Indiana State University; Ph.D., University of Maryland</i>	Professor
Williams, Leonard J. (1990-2009) Psychology <i>B.A., University of Delaware; M.A., McMaster University, Hamilton, Ont.; Ph.D., University of South Carolina</i>	Associate Professor
Winand, Lois (1971-1991) Home Economics <i>B.S., M.S., Drexel University; Ed.D., Pennsylvania State University</i>	Assistant Professor
Wolfe, Edward (1959-1994) Department of English <i>B.A., M.A., Ph.D., University of Pennsylvania</i>	Professor

The Emeriti

Wood, A. Tage (1968-1987) Speech, Theatre, and Dance <i>B.S., East Stroudsburg State College; M.Ed., University of South Dakota</i>	Associate Professor
Woods, Wellington (1967-1998) Chemistry and Physics <i>B.S., Glassboro State College; M.Ed., Rutgers University; Ph.D., Walden University</i>	Associate Professor
Wriggins, Thomas (1967-1992) Education <i>B.A., Glassboro State College; M.Ed., Temple University</i>	Assistant Professor and Director of Support Services
Young, Walter Byron (1972-1997) Art <i>B.A., M.A., Glassboro State College; Ed.D., Pennsylvania State University</i>	Professor
Young, Flora D. 1968 Department of Sociology and Anthropology <i>B.A., M.A., Howard University, Ed.D. University of Pennsylvania</i>	
Zahn, Richard (1960-1987) Foundations of Education <i>B.S., West Chester State College; M.Ed., Ed.D., Temple University</i>	Professor
Zalusky, Donald (1966-1991) Physical Sciences <i>B.S., M.A., University of Missouri; Ph.D., University of Delaware</i>	Associate Professor
Zimmerman, Donald (1961-1992) Elementary and Early Childhood Education <i>B.S., M.A., State University of New York, Buffalo; Ed.D., Temple University</i>	Professor
Zimolzak, Chester 1974-2007 Department of Geography and Environment <i>B.A., Pennsylvania State University; M.A., University of Wisconsin</i>	Associate Professor

Accreditations

Accreditations

Middle States Commission on Higher Education
AACSB International - The Association to Advance Collegiate Schools of Business
ABET - Computing Accreditation Commission
ABET - Engineering Accreditation Commission
American Association of Colleges of Nursing - Commission on Collegiate Nursing Education
American Chemical Society
American Osteopathic Association - Commission on Osteopathic College Accreditation
American Osteopathic Association - Council on Osteopathic Postdoctoral Training Institutions
Certification in Education for Public Relations - Public Relations Society of America
Commission for Accreditation of Athletic Training Education
Council for Accreditation of Counseling and Related Educational Programs
Liaison Committee on Medical Education (*provisional*)
National Association of School Psychologists
National Association of Schools of Art and Design
National Association of Schools of Music
National Association of Schools of Theatre
National Council for Accreditation of Teacher Education
National Wellness Institute

Memberships

American Council on Education
American Association of State Colleges and Universities
American Association for Adult Continuing Education
American Association for Engineering Education
American Association of Colleges for Teacher Education
Association of American Colleges & Universities
Association of Governing Boards of Universities & Colleges
AACSB: The International Association for Management Education
BioNJ
Council of Graduate Schools
National Association of Schools
New Jersey College and University Coalition
New Jersey Council of Education
New Jersey Association of Colleges and Universities
Teacher Education Council of State Colleges and Universities
The College Board
Middle States Association of Colleges & Schools Inc.
New Jersey Association of Colleges for Teacher Education

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