Rowan University

Graduate Catalog
2011 – 2012

Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028
This catalog is also available online at rowan.edu/catalogs

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Graduate Education at Rowan University

The College of Graduate and Continuing Education
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Graduate studies at Rowan University are administered by the College of Graduate and Continuing Education (CGCE), which provides programmatic leadership, coordination and support for quality graduate programs and experiences at Rowan consistent with national, state and local standards and needs. In coordination with the academic departments the CGCE is responsible for handling applications to programs, and assisting students in matters like course registration, plans of studies, graduate assistantships, and submission of theses and dissertations where applicable.

Rowan University provides its graduate students with stimulating and challenging educational experiences, scholarly opportunities, and career development through the offering of one doctoral, one specialist, and over thirty masters programs, leading to the following degrees: Doctor of Education (Ed.D.) in Educational Leadership, Ed.S. in School Psychology, Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Science (M.S.), Master of Music (M.M.), Master of Science in Teaching (M.S.T.), and Master of Engineering Management (M.E.M.).

Students have also the opportunity of pursuing Certificates of Advance Graduate Study (CAGS), Certificates of Graduate Study (COGS), and Post-Baccalaureate Endorsements in a number of selected programs and disciplines. In addition, some programs lead to licensure and/or certification by the New Jersey Department of Education.

One of the major goals of the CGCE 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 accelerated format, online, hybrid or face-to-face at a number of selected off-campus locations. Such information is provided in this catalog under "Location & Format" for each program.

Rowan University is accredited by the Middle States Association of Colleges and Secondary Schools. Many programs are also accredited by professional organizations. These are listed in the sections for the individual colleges.

We hope you find this catalog useful as you plan and complete your program of study. We want your educational experience at Rowan to be both positive and rewarding, and to this end, if you need assistance or have questions, please do not hesitate to call us or visit www.rowan.edu/cgce for more information.

Rowan University in Brief

Type

Comprehensive, coeducational, non-sectarian, state-supported, founded in 1923

Colleges

Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Sciences, Graduate and Continuing Education

Degrees

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Engineering Management, Master of Music, Master of Science, Master of Science in Engineering, Master of Science in Teaching, Educational Specialist, and Doctor of Education

Campuses

Main Campus - Glassboro, NJ (approximately 20 miles southeast of Philadelphia, PA) Branch Campus - Camden, NJ

Size

Approximately 9,918 undergraduate students and 1,474 graduate students on our Main Campus in Glassboro, and 840 students on our Branch Campus in Camden; approximately 402 full-time equivalent (FTE) faculty.

Tuition and Fees for Academic Year 2011-12

Tuition and fees vary with the nature of the program, location, and mode of delivery. Tuition and fees can be found at either of these websites: www.rowan.edu/bursar or www.rowan.edu/cgce

From Normal to Extraordinary: A History of Rowan University

Introduction: 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 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 was selected as the site. The land tract 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 Building in New York City where Kosygin was scheduled to speak. The meetings between the two leaders on 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, the 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 college, the athletic program established itself as one of the premier athletic programs in the country.

The fifth president, Dr. Herman James, assumed the leadership of the college 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 was also 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 college achieved University status in 1997 and changed its name to Rowan University.

A Broader Mission

To lead Rowan University into the 21st century, the Board of Trustees named Dr. Donald J. Farish as the sixth president in July 1998. Under his leadership, the University is working on an aggressive improvement plan that will give the University a national reputation for excellence and innovation and will make it the public University of choice in the region. The plan calls for a greater campus-wide focus on academic and student support initiatives as well as more than $500 million being spent on campus construction and renovation projects.

Recent campus improvements include the construction of 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.

Additionally, Rowan Boulevard, a $300-million mixed-use redevelopment project, is linking the campus with Glassboro's historic downtown. The public/private partnership between the borough, developer SORA Holdings, and Rowan will create a unique college town setting in the form of a corridor complete with student apartments, a Barnes & Noble Collegiate

Superstore, a hotel, shops and restaurants.
These efforts have caught the attention of national organizations that evaluate colleges and universities. US News & World Report ranks Rowan University in the "Top Tier" of Northern Regional Universities. Kaplan included the University in "The Unofficial, Biased Insider's Guide to the 320 Most Interesting Colleges." Also, Kiplinger's named Rowan University one of the "100 Best Buys in Public Colleges and Universities" and the Princeton Review included Rowan in the latest edition of "The Best Northeastern Colleges."

Numerous Opportunities

Rowan's more than 11,000 students can select from among 80 undergraduate majors, 55 master's degree programs and a doctoral program in educational leadership. The University is divided into six academic colleges: Business, Communication, Education, Engineering, Fine & Performing Arts and Liberal Arts & Sciences. It also provides educational opportunities through its College of Graduate and Continuing Education and is developing Cooper Medical School of Rowan University in partnership with Cooper Hospital. Cooper Medical School will be the first new medical school created in the state in more than 30 years and the first-ever four-year allopathic medical school in South Jersey.
From the modest normal school begun more than 85 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.

About the College of Graduate & Continuing Education (CGCE)

The College of Graduate & Continuing Education is Rowan University's vehicle to reach out and serve the adult student population including college graduates seeking to pursue graduate or doctoral studies, former college students who need to continue their education in order to acquire a baccalaureate degree, or employees/employers seeking professional development. We achieve this by offering programs in partnership with Rowan's other six academic colleges, using delivery modes that address the vast range of adult student needs and preferences. As such, the CGCE is responsible for the administration, coordination, and delivery of:

- Traditional-format graduate-level (including post-bac and doctoral) courses and programs for both part-time and full-time students. Courses are typically face-to-face, 16 weeks, and held on one of Rowan's main campuses. These courses and programs are identified as part of the Traditional Graduate Division at CGCE.
- Non-traditional format courses and programs at every level (undergraduate, post-bac, graduate, doctoral). Courses are characterized as non-traditional format - either because they are offered online, hybrid, off-site, Saturday-only, in an accelerated timeline or some combination of these. These courses and programs are identified as part of the Extension Division at CGCE.
- All Rowan University summer and intersession courses
- Professional development and personal enrichment non-credit courses, workshops, and seminars.

The college places foremost emphasis on making quality education accessible, convenient, and affordable.

For more information visit www.rowan.edu/cgce

Graduate Programs Index

CGCE Admissions

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Admission to Rowan University as a graduate or post-baccalaureate student is competitive. Applicants are admitted according to the standards and requirements established by Rowan's academic departments/programs. Program-admission committees use different criteria, according to the requirements of the profession and the number of applicants applying to the program. Each component of the application is carefully reviewed and taken into consideration for each candidate.

Eligibility for Admissions

To be admitted to a graduate or post-baccalaureate program at Rowan University, an applicant must have a baccalaureate degree from a regionally accredited college or university in the United States or its equivalent from a foreign institution of higher education. Each academic graduate program has additional specific requirements. Please refer to the CGCE Admissions Requirements Chart (www.rowan.edu/cgce/forms) to learn more about admission requirements and timelines for application. (Courses in post-baccalaureate programs are offered at the undergraduate level.)

Applying to CGCE

To apply to one of Rowan's post-baccalaureate or graduate-level programs, please visit the CGCE website at www.rowan.edu/cgce . All programs will accept the paper application and many of Rowan's graduate-level programs also provide the option to apply electronically for admission.

Electronic application requires credit card payment of the application fee at the time of application submission. Other types of fee payment such as personal check or money order require using the paper application. Once received, electronic applications are processed according to the same standards, procedures, policies and timelines as paper applications.

Honors Admission for Rowan Students

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 above in their undergraduate coursework and meet all other admissions requirements.

Non-U.S. Transcript/Academic Credentials Requirements

Any student (regardless of whether or not a U.S. citizen) who attended a non-U.S. institution (for more than one term) and/or who earned their 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 language of instruction are required to submit to CGCE official English translations (if transcript is not in English) and official evaluations of your transcript to determine equivalency. A course-by-course evaluation is required. 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 has no affiliation with these companies, and we may accept an evaluation from another company under special circumstances; however, the above are three agencies proven to provide fast and accurate services to students and whose evaluations are trusted by colleges throughout the U.S.*

English Language Proficiency Requirements for Non-native Speakers

Those for whom English is not their first/native language, and who did not graduate with a Bachelor's degree (or equivalent) from a college/university where the language of instruction was English, are required to also submit official copies of successful scores from one of the two tests listed below. (This requirement is only waived if the student has successfully earned at least 24 academic credits within the past five years from an accredited U.S. institution. 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 5.5 for the 09-10 year and 6.0 for the 10-11 year and future years.

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 needed in order 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 CGCE 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. You must complete all of the steps outlined by the IC office in order to demonstrate that you have the financial resources to support yourself for the duration of your studies at Rowan. Without complete information and appropriate certification, Rowan's International Center cannot issue the I-20 necessary to obtain your F-1 or J-1 visa. For a full list of financial review requirements and instructions please visit www.rowan.edu/internationalstudents or email CGCE Admissions Processing Office

General Information about Standardized Tests

- Tests must be from within the past five years and must be official reports submitted to Rowan directly from the testing agency. Applicants must designate Rowan University as a recipient of their test scores or scores will not be released. (We will always use the most recent exam results 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 the test. While CGCE Admissions handles all admission for our students, you may find that some testing agencies only give you a Rowan address for "The Graduate School." If that is the only option, select it, but please include a note in your application to indicate that you have done so in order for us to obtain the scores.

Changing Your Program after You Have Matriculated

- Matriculated students who have already begun a program, you may decide that a different Rowan program better suits their needs. If that is the case, a Change of Program (COP) Form (available from www.rowan.edu/cgce/forms) must be completed and submitted to CGCE Admissions. Depending upon the admission requirements of new program requested additional materials may need to be submitted. Any questions about the COP process should be directed to CGCE Admissions Processing Office
- Additional policies and information about CGCE Admissions and applying can be found in the appropriate CGCE Application Form available from www.rowan.edu/cgce/forms

CGCE Admissions Contact Information

- Rowan University, CGCE Admissions, Education Hall, Room 3023, 201 Mullica Hill Road, Glassboro, NJ 08028; 856.256.5145; fax: 856.256.5666; or via email: CGCE Admissions Processing Office

CGCE Academic Services

Rebecca Gollihur, Assistant Dean of CGCE
Education Hall
856.256.5435
cgceacademicservices@rowan.edu

CGCE Academic Services coordinates all of the credit-bearing programs at CGCE and assists admitted CGCE students with initial matriculation and their registration and administrative needs throughout their program at Rowan.

CGCE Advising

All CGCE students are given two advising resources. The first is CGCE Academic Services, which includes an Enrollment Advisor. (You can always reach an Enrollment Advisor at 856-256-5141.) The Enrollment Advisor and Academic Services are your contacts for any CGCE matriculation or registration issues throughout your program. Your second resource is your Academic Advisor who will assist you with any academic issues throughout your program. If you ever have any questions concerning certification and/or program requirements, departmental policies, awarded credit, or any non-CGCE course selection/registration, please contact your Academic Advisor.

Transfer Credit Processing

Most graduate programs at Rowan allow incoming matriculated students to transfer up to 12 graduate credits into the program providing a grade of B or better was earned, the courses and credits are deemed equivalent to required courses and credits in the sequence, and the coursework was taken within the past 10 years. For the transfer credit policy for your particular program, check with the program's Academic Advisor whose contact information is listed in the "CGCE Admissions Requirements Chart" www.rowan.edu/cgce/forms .

If you believe you may have applicable graduate-level transfer credit, please discuss this with a CGCE Enrollment Advisor (856-256-5141) during the admissions/matriculation process. If your program of interest allows transfer credit, the Advisor will then instruct you regarding the submission of a Transfer Credit Evaluation Form (www.rowan.edu/cgce/forms) and required supporting materials (official transcripts, syllabi, course descriptions). This form and supporting materials should be submitted to CGCE Academic Services at the time of application. This is then forwarded by CGCE to the academic department who coordinates the evaluation process.

Registration

Those students in the Traditional Graduate Division work with their Academic Advisor in order to follow their program's requirements and to register and plan accordingly. As a Traditional graduate CGCE student you will register yourself online each term for classes - both for your initial term of admission and for future terms each semester. Instructions for online registration through Rowan's Self Service System are available at www.rowan.edu/cgce/forms . All registration deadlines for Traditional graduate CGCE students are posted on the Registrar's website each term (www.rowan.edu/registrar). Remember, that you may change your registration for any given term but only within these same deadlines established by the Registrar's Office. Be sure to check that site every term so you don't miss an important deadline.

Those students in the Extension Division are given a Personalized Course Sequence (PCS) at the time of admission. The PCS is created by a CGCE Enrollment Advisor and it is your personal plan of study which you are expected to follow in order to reach your academic goals in a timely way. As an Extension CGCE student you will be manually registered each academic year by CGCE Academic Services for the courses outlined on your PCS. Contact a CGCE Enrollment Advisor if you need to make changes to your PCS. Any time changes are approved and made, a new PCS will be prepared and emailed to you (and to your Academic Advisor) and your registration will be updated/changed accordingly. Keep in mind, CGCE Extension students follow deadlines and processes that are different than those for traditional students. All registration deadlines for Extension CGCE students are posted on the CGCE website (www.rowan.edu/registrar). Remember, that you may change your registration for any given term but only within these deadlines. Be sure to check that site every term so you don't miss an important deadline.

Non-matriculated students

(Not admitted to a degree or certification program)

Undergraduate Courses:

(Max. of 11.5 S.H. per semester or 24 S.H. total) 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 accumulate more than a total of 24 undergraduate credits prior to formal acceptance into an undergraduate program.

Non-matriculated students with a Bachelor's degree or its equivalent may register for undergraduate courses offered through the Post-Baccalaureate programs or any Certificate of Graduate Study programs but are not permitted to accumulate more than a total of 6 credits in that program prior to formal acceptance.

Graduate Courses:

Non-matriculated students with a Bachelor's degree or its equivalent may register for graduate courses for which they are otherwise eligible. (A Master's degree or its equivalent is required to register for doctoral–level courses.) 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.

Courses taken as a non-matriculated student are not guaranteed to count toward a future Rowan program. Not all courses are open to non-matriculated students. Please click on the course registration number (CRN) in Rowans official Section Tally (www.banner.rowan.edu/reports) to view any pre-requisites or restrictions assigned to the course. To inquire about beginning as a non-matriculated student please visit www.rowan.edu/registrar

Senior Privilege

Seniors at Rowan University who have at least a 3.0 cumulative undergraduate GPA may request permission to register for one graduate level course per semester. The total number of graduate credits taken as an undergraduate student shall not exceed 6 semester hours. Students may take a graduate course for application to an undergraduate degree, and the courses may apply to the graduate program at Rowan upon approval of that program's graduate advisor. Students wishing to enroll in a graduate course using Senior Privilege must complete and submit to the CGCE Academic Services Office a special Request Form (available from www.rowan.edu/cgce/forms). This form requires recommendations and signatures from both the student's undergraduate program advisor and the chairperson of the department(s) in which the graduate course(s) is/are housed. If approved, manual registration into the courses will be performed by CGCE and a confirmation email to that effect will be sent to the student with any additional instructions. Any exceptions to the policy must be requested in writing to the Assistant Dean of CGCE, at CGCE Admissions Processing Office

Important Information for CGCE Students

- In order to be successful in CGCE programs, all students are required to be proficient in basic computing skills, at ease with both daily email usage and word-processing, and prepared to access online content on a regular basis.
- Applicants for online programs or programs with web/online components are required to be able to meet the technology requirements outlined under "Technology Requirements" at http://students.rowanu.com.
- Additional policies and information about CGCE Academic Services can be found under "Current Students" in the CGCE website: www.rowan.edu/cgce

CGCE Academic Services Contact Information

- Rowan University, CGCE Academic Services, Education Hall, Room 3129, 201 Mullica Hill Road, Glassboro, NJ 08028; 856.256.5435; fax: 856.256.5637; or via email: CGCE Admissions Processing Office

Frequently Asked Questions about Graduate Study

How can I take a course before being accepted into a program?

To register for a CGCE graduate or undergraduate course, please visit www.rowan.edu/cgce/forms to download a CGCE Activation & Registration Form. To register for a traditional-format undergraduate course on Rowan's campus (non-CGCE), contact the Registrar's Office directly at 856-256-4350. To search for Rowan courses, please visit the Section Tally at www.banner.rowan.edu/reports . There are a maximum number of credits that may be taken as a non-matriculant, based upon level. Please direct any questions about registering for a course to CGCE Academic Services at 856.256.5435 or CGCE Admissions Processing Office

Can I go part-time?

A substantial number of students at Rowan pursue their degrees or certification programs on a part-time basis. (Most CGCE Extension programs only allow attendance on a part-time basis.) Many academic departments schedule face-to-face graduate courses in late afternoons and evenings in order to best accommodate students. Most face-to-face, on-campus graduate courses meet once a week, usually starting around 4:45 or 7:25 PM in the fall and spring semesters. (Summer start times vary.) A few programs do require full-time study or at least full-time study during certain terms. Students should consult with their Academic Advisor first in order to ensure part-time study is possible.

What are the application deadlines?

Application deadlines for all CGCE programs are included on the CGCE Admissions Requirements Chart, available for download from www.rowan.edu/cgce/forms .

How are admissions decisions made?

Applications cannot be reviewed by a program's admissions committee until all required materials are received. Applicants will be notified of a decision as soon as possible by letter. Because of competition for available slots, applicants must be aware that complying with all admissions requirements does not guarantee acceptance.

Applicants are evaluated on the basis of multiple criteria: grade point average (both undergraduate and graduate); recommendations; standardized test scores and any additional criteria required by the program of choice, such as interviews, writing samples, etc., as listed in the CGCE Admissions Requirements Chart. Every effort is made to identify and admit those students who demonstrate clearly both the ability to benefit from the proposed program of study and the greatest promise of scholarly achievement by carefully examining a variety of different criteria. Rowan University does not discriminate on the basis of race, color, age, sex, religion, creed, national origin, sexual orientation, or disabling condition. University policies are consistent with federal and state laws pertaining to equal opportunity in admissions and education policies, and in scholarships, loans, athletics, and other school-administered programs.

How long can I take to complete my program?

Students have six years from the date they take their first course as a matriculated student to complete their graduate degree programs. Under certain circumstances, a one-time extension of up to one additional year may be granted.

Can I get financial aid?

CGCE students may be eligible for financial aid. For a graduate or doctoral student, 4.5 credit hours per term is the minimum enrollment required to qualify for federal financial aid. (This is considered part-time status.) Applicants wishing to be considered for need-based financial aid must submit the Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed electronically via www.fafsa.ed.gov (Rowan University's federal school code is 002609). Applicants are encouraged to file as early as possible. Applicants who are awarded aid will be contacted by the Rowan University Office of Financial Aid. Any questions regarding financial aid should be directed to Rowan's Financial Aid Office at 856-256-4250 or CGCE Admissions Processing Office NOTE: Aid cannot be packaged or applied until a student is officially matriculated into a program. Financial aid cannot be retroactively applied.

Does Rowan offer Graduate Assistantships?

Rowan does offer a limited number of Graduate Assistantships that offer a tuition waiver and full- to part-time stipends for those who are able to work on campus for 10-20 hours per week. Any student who has been accepted into a Rowan Master's degree program may apply. If applying for an assistantship, admission and assistantship applications must be submitted between January 1 and March 15. (Keep in mind, this may be earlier than the final application deadline included in the "CGCE Admissions Requirements Chart" available to download from www.rowan.edu/cgce/forms .) More details as well as an application form are available from www.rowan.edu/colleges/cgce/common/grad_assist.php/forms .

For additional information about graduate study at Rowan and the College of Graduate & Continuing Education visit our website at www.rowan.edu./cgce .

Additional Information for Graduate Students

Office of the Provost
James Newell, Interim Provost
Bole Hall
856.256.4108
newell@rowan.edu

Roberta Harvey, Interim Associate Provost for Academic Affairs
856.256.4012
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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.

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 Affairs Division is headed by the Provost or Chief Academic Officer. The Provost is responsible for leadership and oversight of academic programs, faculty affairs, library services, technology delivery and planning and the Rowan University Camden Campus. The Deans of the Colleges of Business, Communication, Education, Engineering, Fine & Performing Arts, Graduate & Continuing Education, and Liberal Arts & Sciences report to the Provost, as well as the units listed below.

Campbell Library
Bruce A. Whitham, Dean
Campbell Library
856.256.4800
whitham@rowan.edu

The Keith and Shirley Campbell Library, a 118,000 sq. ft. facility, houses more than 350,000 books, documents, multimedia materials, newspapers, and special collections. In addition, the library subscribes to an extensive number of online periodical and special information databases in support of the diverse academic programs and majors offered by the University. To provide needed complementary resources, print subscriptions are also held to key academic journals, with extensive backruns in microfiche, microfilm, and bound volumes.

The Library provides two major special collections, one of which is a depository collection of selected U.S. federal and State of New Jersey documents, available in both print and microform. The other is named in memory of Frank Stewart, a prominent New Jersey industrialist who donated an extensive and valuable collection of New Jersey historical documents and artifacts.

With connection to the Rowan campus network, the library is available online 24 hours daily. Reference librarians are available during regular library hours to assist patrons in using both the print and online resources. Specialized databases, such as the multi-million volume OCLC bibliographic database, can be accessed with librarian assistance. Two electronic reference rooms in the library are available during regular library hours. Patrons with laptop computers can be accommodated in the main building.

The library provides orientations, tours, and workshops throughout the academic year, including the summer sessions. A 30-workstation lab is available for "hands on" library instruction.

Located in the Wilson Fine and Performing Arts Building is the Music Library, which houses a large collection of scores, CDs, recordings, and other related materials. Listening equipment is available.

Office of Financial Aid
Luis Tavarez, Director
Savitz Hall
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Through the Office of Financial Aid Rowan University offers financial assistance to eligible students, in the form of scholarships, grants, work programs, and loans. Two specific financial aid packages for graduate students are the Federal Stafford Student Loan and the PLUS loan. For more information on these two aid packages visit:

http://www.rowan.edu/provost/financialaid/graduate.html

Division of Information Resources
Anthony Mordosky, Associate Provost
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The Division of Information Resources provides leadership, planning, coordination, and support services for the information technology infrastructure of the university and its satellite campus. Information Resources is committed to providing students, faculty, and staff with universal access to library and information technology resources that support and enhance academic and administrative programs and promote student-centeredness, excellence in instructional practice, quality management, and efficiency and integrity of operations. This division consists of the Office of the Associate Provost for Information Resources, Instructional Technology, Enterprise Information Services and Network and System Services Units.

Office of the Registrar
Muriel Frierson, Registrar
Savitz Hall
856.256.4367

The primary goal of the Office of the Registrar is to help students and alumni with all their registration and records needs. Current schedule of courses and course registration deadlines can be viewed at:

http://www.rowan.edu/provost/registrar/courseschedule.html

Office of Research
Shreekanth Mandayam, Associate Provost for Research
Bole Hall
856.256.4053
shreek@rowan.edu

The mission of the Office of Research is to support and promote student and faculty research at Rowan University. The office oversees the operation of the Office of Government Grants and ensures that research is conducted in accordance with legal and ethical guidelines by managing several aspects of research compliance, including: The Institutional Review Board for Human Subject Research (IRB); The Institutional Animal Care and Use Committee (IACUC); and Responsible Conduct of Research. The office also promotes research through advocacy, information dissemination, and collaboration with the academic colleges, the Senate, and the Faculty Center.

Office of Institutional Effectiveness, Research & Planning
Mira Lalovic-Hand, Associate Provost
Memorial Hall
856.256.5120
lalovic-hand@rowan.edu

The Office of Institutional Effectiveness, Research & Planning is the official source for all university statistics used for assessment, state and federal reporting, and more. Through best practices in information procurement and management, the Office of Institutional Effectiveness, Research & Planning provides units with the information that empowers decisions.

Academic Policies

Replace by: Every student pursuing studies at Rowan University is subject to the university policies and procedures. Graduate students, in particular, are encouraged to become familiar with these policies by consulting the following site: www.rowan.edu/colleges/cgce

Rohrer College of Business

Niranjan Pati, Ph.D., Dean
856.256.4025
pati@rowan.edu

Margaret Van Brunt, Assistant Dean
856.256.4047
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James C. Jordan, MBA, MBA Program Director
856.256.5220
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Introduction

The Rohrer College of Business of Rowan University empowers its students to compete and succeed responsibly in their careers. The Rohrer College of Business Faculty make quality teaching, supported by relevant scholarship, their highest priority. Rowan University's graduate business programs provide contemporary graduate business education to professionals of diverse fields and academic backgrounds, and accentuate knowledge and skills required for career advancement. In partnership with the Center for Innovation and Entrepreneurship, the College of Business promotes entrepreneurship throughout the University and in the regional community.

Rowan's Master of Business Administration (M.B.A.) 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 as a respected regional university makes the reasonable cost of a Rowan M.B.A. a wise investment.

AACSB Accreditation

The Rowan University Rohrer College of Business M.B.A. program is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Awarded to only 18 percent of U. S. business programs, AACSB accreditation assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting. Our college is just one of five AACSB accredited schools in the nation to have their MIS Program also accredited by ABET, the Accredited Board for Engineering and Technology, Inc.

Programs Offered

Masters Programs

- M.B.A. - No Specialization (G501)
- M.B.A. - Specialization in Accounting (G500)
- M.B.A. - Specialization in Finance (G504)
- M.B.A. - Specialization in Management (G522)
- M.B.A. - Specialization in Management Information Systems (G521)
- M.B.A. - Specialization in Marketing (G509)
- M.B.A. - Online (G501)

Certificate of Advanced Graduate Study (CAGS)

Certificates of Graduate Study (COGS)

- Certificate of Graduate Study in Business (G133)
- Certificate of Graduate Study in Management Information Systems (G131)

Pre-MBA Program

Because of our high academic standards, applicants to the MBA program are expected to have an appropriate background with demonstrated proficiency in mathematics, economics, and various business courses. However, prospective students who have not completed the required foundation courses, or their equivalents, may enroll as Pre-MBA students. This status allows students to complete any required foundation courses before applying to the MBA program.

Master of Business Administration (M.B.A.)

Location & Format

Main campus: In classroom full semester (all specializations)

Program Description

The Master of Business Administration (M.B.A.) 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 M.B.A.

curriculum emphasizes critical thinking, quantitative analysis and computing applications, and the technological and international nature of business.
The Rohrer College of Business M.B.A. program offers small class sizes with an average student/faculty ratio of 18 to 1. M.B.A. classes are scheduled on evenings and Saturdays. 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.
The M.B.A. 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/her specific career development needs. Prospective students who do not have the required foundation courses may choose to apply directly to the graduate M.B.A. program, or enroll in the Pre-M.B.A. program to complete the missing foundation courses.

Admissions Requirements for M.B.A.

The following is a list of items required to begin the application process for the Master of Business Administration program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Typewritten Statement of Professional Objectives
- Two letters of recommendation
- Recommended undergraduate cumulative GPA of 2.5 Official copy of GRE or GMAT test scores. (Candidates with an earned Master's or higher degree are waived from the five year standardized test constraint and might be waived from the standardized test requirement altogether, providing the following conditions are met:
  1.The degree granting institution holds a discipline-specific (based on the earned advanced degree) accreditation (e.g., ABET for Engineering/Technology, NCATE for Education)
  2.The applicant's overall graduate cumulative GPA exceeds 3.0
  3.All other M.B.A. acceptance criteria are satisfied.
- CGCE Foundation Course Completion Form
- 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.)
  FC-1. Calculus Techniques & Applications
  FC-2. Statistics I
  FC-3. Foundations of Accounting
  FC-4. Principles of Econ: A Survey
  FC-5. Principles of Marketing
  FC-6. Principles of Finance
  FC-7. Operations Management
- During the admissions process, the M.B.A. 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.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Master of Business Administration (M.B.A.) - No Specializaion

Program Requirements (No Specialization)

- Total semester hours required graduate work for program completion: 36 semester hours

Foundation courses

Some students may be required to complete up to 21 undergraduate foundation semester hours. To waive the undergraduate foundation requirements, a student must present evidence of having completed undergraduate college courses equivalent to the following Rowan courses (subject to approval by program director):

Foundations of Accounting	3.0
Principles of Economics:A Survey	3.0
Calculus Techniques and Applications	3.0
Statistics I	3.0

	Principles of Marketing	3.0
	Operations Management	3.0
	Principles of Finance	3.0

Coursework (No Specialization)

Required courses **27 s.h.**

ACC03.500	Managerial Accounting	3.0
FIN04.500	Financial Decision Making	3.0
MGT01.510	Professional, Legal and Managerial Responsibilities	3.0
MGT06.500	Designing, Developing & Leading High Performance Orgs	3.0
MGT06.502	International Business and Society	3.0
MGT06.629	Managing Organizational Strategy	3.0
MGT07.500	Managerial Decision Making Tools	3.0
MIS02.500	Issues in Management Information Systems	3.0
MKT09.500	Marketing Management	3.0

Elective courses **9 s.h.**

- Approved graduate business electives, 9.0 s.h. - Please refer to www.rowan.edu/mba for current elective course offerings

Thesis Requirement: none

Program Website

www.rowan.edu/mba

Coordinator/Contact Information

James C. Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

Master of Business Administration (M.B.A.) - Marketing Specialization

Program Description

The Marketing Specialization within the Rohrer M.B.A. Program is designed to equip students of diverse academic backgrounds with an advanced understanding of the marketing concept as applied to modern organizations as well as the marketing function as it exists in profit and not-for-profit institutions. The Specialization in Marketing provides M.B.A. graduates with the education necessary to conduct marketing analysis, develop strategic marketing plans, develop specialized knowledge of marketing theory, and apply management problem solving models to "real world" marketing situations.

Program Requirements (Marketing Specialization)

- Total semester hours required graduate work for program completion: 36 semester hours

Foundation courses

Some students may be required to complete up to 21 undergraduate foundation semester hours. To waive the undergraduate foundation requirements, a student must present evidence of having completed undergraduate college courses equivalent to the following Rowan courses (subject to approval by program director):

	Foundations of Accounting	3.0
	Principles of Economics: A Survey	3.0
	Calculus Techniques and Applications	3.0
	Statistics I	3.0
	Principles of Marketing	3.0
	Operations Management	3.0
	Principles of Finance	3.0

Coursework (Marketing Specialization)

Required courses **27 s.h.**

ACC03.500	Managerial Accounting	3.0
FIN04.500	Financial Decision Making	3.0
MGT01.510	Professional, Legal and Managerial Responsibilities	3.0
MGT06.500	Designing Developing & Leading High Performance Orgs	3.0
MGT06.502	International Business and Society	3.0
MGT06.629	Managing Organizational Strategy	3.0
MGT07.500	Managerial Decision Making Tools	3.0
MIS02.500	Issues in Management Information Systems	3.0
MKT09.500	Marketing Management	3.0

Required specialization courses **9 s.h.**

Any three (3) from the following:

BUS01.600	Special Topics in Business Administration	3.0
MKT09.501	Consumer Analysis	3.0
MKT09.502	Marketing Research	3.0
MKT09.503	Marketing Communication and Promotion	3.0
MKT09.600	International Marketing	3.0

Or completion of two marketing electives and one other graduate level elective course offered in the College of Business, with departmental approval of statement provided by the student describing how the other business elective fits into their planned study.

Thesis Requirement: none

Program Website

www.rowan.edu/mba

Coordinator/Contact Information

James C. Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

Master of Business Administration (M.B.A.) - Accounting Specialization

Program Description

The accounting specialization within the Rohrer College of Business M.B.A. Program is designed to equip students of diverse academic backgrounds with both an overall understanding of accounting concepts as well as specific advanced topics in financial, managerial accounting and tax. In combination with an undergraduate degree in accounting, students have the option of meeting the 150 credit hour educational requirements for licensure as certified public accountants in the State of New Jersey through the Rohrer College of Business M.B.A. program.

Specific objectives of the Specialization in Accounting are to provide M.B.A. graduates with the education necessary to undertake independent analysis in financial and managerial accounting using the appropriate research tools, to develop specialized knowledge of accounting at the graduate level, and to apply accounting problem solving to "real world" situations.

Program Requirements (Accounting Specialization)

- Total semester hours required graduate work for program completion: 36 semester hours

Foundation courses

Some students may be required to complete up to 21 undergraduate foundation semester hours. To waive the undergraduate foundation requirements, a student must present evidence of having completed undergraduate college courses equivalent to the following Rowan courses (subject to approval by program director):

	Foundations of Accounting	3.0
	Principles of Economics: A Survey	3.0
	Calculus Techniques and Applications	3.0
	Statistics I	3.0
	Principles of Marketing	3.0
	Operations Management	3.0
	Principles of Finance	3.0

Coursework (Accounting Specialization)

Required courses			**27 s.h.**
ACC03.500	Managerial Accounting	3.0	
FIN04.500	Financial Decision Making	3.0	
MGT01.510	Professional, Legal and Managerial Responsibilities	3.0	
MGT06.500	Designing, Developing & Leading High Performance Orgs	3.0	
MGT06.502	International Business and Society	3.0	
MGT06.629	Managing Organizational Strategy	3.0	
MGT07.500	Managerial Decision Making Tools	3.0	
MIS02.500	Issues in Management Information Systems	3.0	
MKT09.500	Marketing Management	3.0	
Required Specialization Courses			**9 s.h.**

Any three (3) from the following:

ACC03.502	Advanced Managerial Accounting	3.0
ACC03.503	Corporate and Partnership Taxes	3.0
ACC03.504	Seminar in Auditing	3.0
ACC03.505	Seminar in Business Law	3.0

ACC03.506	Advanced Domestic and International Accounting	3.0
ACC03.507	Government and Non-for-Profit Accounting	3.0
ACC03.508	Seminar and Research in Accounting	3.0
ACC03.509	Intermediate Financial Accounting	3.0
ACC03.510	Financial Statement Analysis	3.0
BUS01.600	Special Topics in Business Administration (accounting topic)	3.0
FIN04.512	Capital Budgeting	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/mba

Coordinator/Contact Information

James C. Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

Master of Business Administration (M.B.A.) - Finance Specialization

Program Description

The finance specialization within the Rohrer College of Business M.B.A. Program is designed to provide students with challenging career-oriented graduate preparation needed to acquire the requisite knowledge and skills necessary to be successful in their careers. Specific objectives of the Specialization in Finance are to provide M.B.A. graduates with a broad understanding of financial theory, markets, and institutions; to enable students to undertake independent financial analysis using the appropriate research tools, to help students to acquire financial decision-making skills, and to develop problem solving skills to enable students to apply finance theory to solve "real world" problems.

Program Requirements (Finance Specialization)

- Total semester hours required graduate work for program completion: 36 semester hours

Foundation courses

Some students may be required to complete up to 21 undergraduate foundation semester hours. To waive the undergraduate foundation requirements, a student must present evidence of having completed undergraduate college courses equivalent to the following Rowan courses (subject to approval by program director):

	Foundations of Accounting	3.0
	Principles of Economics: Global Perspectives	3.0
	Calculus Techniques and Applications	3.0
	Statistics I	3.0
	Principles of Marketing	3.0
	Operations Management	3.0
	Principles of Finance	3.0

Coursework (Finance Specialization)

Required courses **27 s.h.**

ACC03.500	Managerial Accounting	3.0
FIN04.500	Financial Decision Making	3.0
MGT01.510	Professional, Legal and Managerial Responsibilities	3.0
MGT06.500	Designing, Developing & Leading High Performance Orgs	3.0
MGT06.502	International Business and Society	3.0
MGT06.629	Managing Organizational Strategy	3.0
MGT07.500	Managerial Decision Making Tools	3.0
MIS02.500	Issues in Management Information Systems	3.0
MKT09.500	Marketing Management	3.0

Required specialization courses **9 s.h.**

Any three (3) from the following:

BUS01.600	Special Topics in Business Administration (finance topic)	3.0
FIN04.512	Capital Budgeting	3.0
FIN04.516	Issues in Finance	3.0
FIN04.518	Financial Engineering	3.0
FIN04.600	Investment/Portfolio Analysis	3.0

Thesis Requirement: none

Program Website
www.rowan.edu/mba

Coordinator/Contact Information
James C Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

Master of Business Administration (M.B.A.) - Management Specialization

Program Description
The Management specialization is designed primarily for working professionals who seek career advancement to the ranks of upper management. In addition to core management theories and techniques, the management specialization offers opportunities to further refine analytical and behavioral skills including critical thinking, people, and leadership skills. Hence, this program facilitates the development of well rounded general managers.

Program Requirements (Management Specialization)
- Total semester hours required graduate work for program completion: 36 semester hours

Foundation courses
Some students may be required to complete up to 21 undergraduate foundation semester hours. To waive the undergraduate foundation requirements, a student must present evidence of having completed undergraduate college courses equivalent to the following Rowan courses (subject to approval by program director):

	Foundations of Accounting	3.0
	Principles of Economics: A Survey	3.0
	Calculus Techniques and Applications	3.0
	Statistics I	3.0
	Principles of Marketing	3.0
	Operations Management	3.0
	Principles of Finance	3.0

Coursework (Management Specialization)

Required courses			**27 s.h.**
ACC03.500	Managerial Accounting	3.0	
FIN04.500	Financial Decision Making	3.0	
MGT01.510	Professional, Legal and Managerial Responsibilities	3.0	
MGT06.500	Designing, Developing & Leading High Performance Orgs	3.0	
MGT06.502	International Business and Society	3.0	
MGT06.629	Managing Organizational Strategy	3.0	
MGT07.500	Managerial Decision Making Tools	3.0	
MIS02.500	Issues in Management Information Systems	3.0	
MKT09.500	Marketing Management	3.0	
Required Specialization Courses			**9 s.h.**
Any three (3) from the following:			
BUS01.600	Special Topics in Business Administration	3.0	
HRM06.598	Special Topics in Human Resources Management	3.0	
HRM06.605	Strategic Human Resource Management	3.0	
MGT06.501	Advanced Operations Management and Strategy	3.0	
MGT06.503	Organization Development	3.0	
MGT06.520	Global Leadership and Organization Culture	3.0	
MGT06.599	Special Topics in Management	3.0	
MGT06.601	Strategic Planning for Operating Managers	3.0	
MGT07.600	Business Forecasting	3.0	

Thesis Requirement: none

Program Website
www.rowan.edu/mba

Coordinator/Contact Information
James C. Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

Master of Business Administration (M.B.A.) - Management Information Systems Specialization

Program Description

The MIS Specialization within the Rohrer M.B.A. Program is designed to prepare students for careers in a rapidly changing technological world by preparing them to develop business solutions through the use of information and information technology. The Specialization in MIS provides M.B.A. graduates with the education necessary to lead and motivate people, deal with human and technological issues, exhibit good business communication and interpersonal skills, and demonstrate the ability to manage technology-related projects.

Program Requirements (MIS Specialization)

- Total semester hours required graduate work for program completion: 36 semester hours

Foundation courses

Some students may be required to complete up to 21 undergraduate foundation semester hours. To waive the undergraduate foundation requirements, a student must present evidence of having completed undergraduate college courses equivalent to the following Rowan courses (subject to approval by program director):

	Foundations of Accounting	3.0
	Principles of Economics: A Survey	3.0
	Calculus Techniques and Applications	3.0
	Statistics I	3.0
	Principles of Marketing	3.0
	Operations Management	3.0
	Principles of Finance	3.0

Coursework (MIS Specialization)

Required courses **27 s.h.**

ACC03.500	Managerial Accounting	3.0
FIN04.500	Financial Decision Making	3.0
MGT01.510	Professional, Legal and Managerial Responsibilities	3.0
MGT06.500	Designing Developing & Leading High Performance Orgs	3.0
MGT06.502	International Business and Society	3.0
MGT06.629	Managing Organizational Strategy	3.0
MGT07.500	Managerial Decision Making Tools	3.0
MIS02.500	Issues in Management Information Systems	3.0
MKT09.500	Marketing Management	3.0

Required specialization courses **9 s.h.**

Any three (3) from the following:

MIS02.515	Electronic Commerce	3.0
MIS02.599	Special Topics In MIS	3.0
MIS02.522	Systems Analysis and Design	3.0
MIS02.525	Project Management	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/mba

Coordinator/Contact Information

James C. Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

Master of Business Administration (M.B.A.) - Online

Location & Format

Online accelerated (8 weeks)

Program Description

Beginning spring 2009, The College of Graduate & Continuing Education (CGCE) at Rowan University launched an online M.B.A.program. The courses are developed by and offered through the AACSB accredited Rohrer College of Business at Rowan University. The online M.B.A. program will prepare graduate students to assume managerial positions in commercial, not-for-profit, and governmental organizations/agencies. Classes are accelerated and online offering the fastest and most convenient route to your M.B.A. degree.

The Master of Business Administration (M.B.A.) 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. The M.B.A. curriculum emphasizes critical thinking, quantitative analysis and computing applications, and the technological and international nature of business.

Admissions Requirements for M.B.A.

The following is a list of items required to begin the application process for the Online MBA program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Typewritten Statement of Professional Objectives
- Two letters of recommendation
- Recommended undergraduate cumulative GPA of 2.5 Official copy of GRE or GMAT test scores. (Candidates with an earned Master's or higher degree are waived from the five year standardized test constraint and might be waived from the standardized test requirement altogether, providing the following conditions are met:
  1.The degree granting institution holds a discipline-specific (based on the earned advanced degree) accreditation (e.g., ABET for Engineering/Technology, NCATE for Education)
  2.The applicant's overall graduate cumulative GPA exceeds 3.0
  3.All other M.B.A. acceptance criteria are satisfied.
- CGCE Foundation Course Completion Form
- 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.)
  FC-1. Calculus Techniques & Applications
  FC-2. Statistics I
  FC-3. Foundations of Accounting
  FC-4. Principles of Econ: A Survey
  FC-5. Principles of Marketing
  FC-6. Principles of Finance
  FC-7. Operations Management
- During the admissions process, the M.B.A. 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.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements (Online)

- Total semester hours required graduate work for program completion: 36 semester hours

Foundation courses

Some students may be required to complete up to 21 undergraduate semester hours. To waive the undergraduate foundation requirements, a student must present evidence of having completed undergraduate college courses equivalent to the following Rowan courses (subject to approval by program director):

	Foundations of Accounting	3.0
	Principles of Economics: A Survey	3.0
	Calculus Techniques and Applications	3.0
	Statistics I	3.0
	Principles of Marketing	3.0
	Operations Management	3.0
	Principles of Finance	3.0

Coursework (Online)

Required courses		**36 s.h.**
ACC03.500	Managerial Accounting	3.0
FIN04.500	Financial Decision Making	3.0
MGT01.510	Professional, Legal and Managerial Responsibilities	3.0
MGT06.500	Designing, Developing & Leading High Performance Orgs	3.0
MGT06.502	International Business and Society	3.0

MGT06.629	Managing Organizational Strategy	3.0
MGT07.500	Managerial Decision Making Tools	3.0
MIS02.500	Issues in Management Information Systems	3.0
MKT09.500	Marketing Management	3.0
ENT06.599	Special Topics: New Venture Creation	3.0
HRM06.605	Strategic Human Resource Management	3.0
MIS02.515	Electronic Commerce	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/cpce

Coordinator/Contact Information

For more information on this online program contact CGCE at 856.256.4747 or at CGCE@rowan.edu

Certificate of Advanced Graduate Study (CAGS)

Location & Format

Main campus: In classroom full semester

Program Description

Completion of the Certificate of Advanced Graduate Study will afford Rowan MBA alumni as well as MBA graduates of other universities the opportunity to complete an area of specialization or complete a new specialization. The Post MBA CAGS provide 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.

Admissions Requirements

The following is a list of items required to begin the application process for the Post M.B.A. CAGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application (pdf)
- $65 (U.S.) non-refundable application fee
- Master's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- M.B.A. from an accredited college or university

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements (Entrepreneurship Specialization)

- Total semester hours required graduate work for program completion: 9 semester hours

Coursework

Required Specialization Courses: CAGS in Accounting

Any three (3) from the following:

ACC03.502	Advanced Managerial Accounting	3.0
ACC03.503	Corporate and Partnership Taxes	3.0
ACC03.504	Seminar in Auditing	3.0
ACC03.505	Seminar in Business Law s	3.0
ACC03.506	Advanced Domestic and International Accounting	3.0
ACC03.507	Government and Non-for-Profit Accounting	3.0
ACC03.508	Seminar and Research in Accounting	3.0
ACC03.509	Intermediate Financial Accounting	3.0
ACC03.510	Financial Statement Analysis	3.0
BUS01.600	Special Topics in Business Administration (accounting topic)	3.0
FIN04.512	Capital Budgeting	3.0

Required Specialization Courses: CAGS in Finance

Any three (3) from the following:

BUS01.600	Special Topics in Business Administration (finance topic)	3.0
FIN04.512	Capital Budgeting	3.0
FIN04.516	Issues in Finance	3.0
FIN04.518	Financial Engineering	3.0
FIN04.600	Investment/Portfolio Analysis	3.0

Required Specialization Courses: CAGS in Management

Any three (3) from the following:

BUS01.600	Special Topics in Business Administration (finance topic)	3.0
HRM06.598	Special Topics in Human Resources Management	3.0
HRM06.605	Strategic Human Resource Management	3.0
MGT06.501	Advanced Operations Management and Strategy	3.0
MGT06.503	Organization Development	3.0
MGT06.520	Global Leadership and Organization Culture	3.0
MGT06.599	Special Topics in Management	3.0
MGT06.601	Strategic Planning for Operating Managers	3.0
MGT07.600	Business Forecasting	3.0

Required Specialization Courses: CAGS in Management Information Systems

Any three (3) from the following:

MIS02.515	Electronic Commerce	3.0
MIS02.599	Special Topics In MIS	3.0
MIS02.522	Systems Analysis and Design	3.0
MIS02.525	Project Management	3.0

Required Specialization Courses: CAGS in Marketing

Any three (3) from the following:

BUS01.600	Special Topics in Business Administration	3.0
MKT09.501	Consumer Analysis	3.0
MKT09.502	Marketing Research	3.0
MKT09.503	Marketing Communication and Promotion	3.0
MKT09.600	International Marketing	3.0

Program Website

www.rowan.edu/mba

Coordinator/Contact Information

James C. Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

Certificate of Graduate Study (COGS) in Business

Location & Format

Main campus: In classroom full semester

Program Description

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

Admissions Requirements

The following is a list of items required to begin the application process for the Business COGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- CGCE Foundation Course Completion Form; Eligible applicants must have successfully completed the following undergraduate foundation courses at an accredited institution.
  - FC-1. Foundations of Accounting (or Principles of Accounting II)
  - FC-2. Principles of Marketing
- During the admissions process, the COGS in Business 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.

Admission Deadline
Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements
- Total semester hours required graduate work for program completion: 15 semester hours

Coursework
Required courses **27 s.h.**

ACC03.500	Managerial Accounting	3.0
MGT01.510	Professional, Legal and Managerial Responsibilities	3.0
MGT06.500	Designing Developing & Leading High Performance Orgs	3.0
MIS02.500	Issues in Management Information Systems Orgs	3.0
MKT09.500	Marketing Management	3.0

Program Website
www.rowan.edu/mba

Coordinator/Contact Information
James C. Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

Certificate of Graduate Study (COGS) in Management Information Systems

Location & Format
Main campus: In classroom full semester

Program Description
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 demonstrated ability to manage technology-related projects. Students may also choose to begin earning their MBA by first completing the COGS in MIS.

Admissions Requirements
The following is a list of items required to begin the application process for the Management of Information Systems COGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.
- CGCE Graduate Application (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume

Admission Deadline
Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements
- Total semester hours required graduate work for program completion: 15 semester hours

Coursework
Required courses **27 s.h.**

MIS02.500	Issues in Management Information Systems	3.0

Elective Courses
Choose (3) courses:

MIS02.515	Electronic Commerce
MIS02.599	Special Topics In MIS
MIS02.522	Systems Analysis and Design
MIS02.525	Project Management

Program Website
www.rowan.edu/mba

Coordinator/Contact Information

James C. Jordan, MBA, Program Director
856-256-4024
mba@rowan.edu

College of Communication

Lorin Basden Arnold, Ph.D., Dean
856-256-4340
arnold@rowan.edu

Linda Sweeten, M.Ed., Assistant Dean
856-256-4337
sweeten@rowan.edu

Graduate programs in the College of Communication offer students the opportunity to expand and hone their skills as writers and problem-solvers for the Information Age. With a mix of theoretically informed and practice-driven classes, students acquire important research and writing techniques that advance their professional and personal goals in an increasingly complex and diverse society.

The College of Communication graduate courses are designed to provide students with challenging and rewarding activities that enhance their professional development. The faculty in the College of Communication graduate programs is committed to produce an articulate and informed citizenry. Opportunities exist for graduate students to learn more about cutting-edge technology and the ethical practices of communication practitioners, as well as work with professional publications. In addition, numerous outreach programs provide students with practical application that relates to their courses of study.

Students who graduate from the College of Communication master's degree programs are leaders in the communication industry, attend doctoral or M.F.A. programs to further their studies, or become successful freelance authors and public relations practitioners.

Programs Offered

Masters Programs

- Master of Arts in Public Relations (G895)
- Master of Arts in Writing (G608)

Certificate of Graduate Study

- Certificate of Graduate Study (COGS) in Integrated Marketing Communication and New Media (G132)
- Certificate of Graduate Study (COGS) in School Public Relations (G616)
- Certificate of Graduate Study (COGS) in Writing, Composition and Rhetoric (G116)

College Website

http://www.rowan.edu/graduateschool/graduate_programs/programs/communication.htm

Master of Arts in Public Relations

Location & Format

Main campus: In classroom full semester

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the M.A. in Public Relations program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Minimum undergraduate cumulative GPA of 2.5
- GRE
- Writing sample

- CGCE Foundation Course Completion Form (if applicable) *This program has one required foundation course which is MAPR 01.518 Publication Layout and Design or an equivalent, or a demonstrated proficiency in design. It is strongly recommended that applicants complete this (at an accredited institution) before beginning the program; however, during the admissions process, the M.A. in PR Admissions Committee will determine if the one required foundation course (or its equivalent) has been completed and (if not completed but otherwise admissible) will indicate in the applicant's official admission decision letter that the foundation course can be scheduled concurrently with graduate enrollment and must be completed before graduation from the program. Note: As a foundation course, this does not count toward the credits required for the degree.*

Application Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required in graduate work for program completion: 33 s.h.
- Students entering the program must also satisfy the requirement of an undergraduate course or significant professional experience in publication layout and design
- Students must pass a comprehensive exam at the end of the program.
- Thesis Requirement: yes

Coursework

Required courses **21 s.h.**

MAPR01.551	Public Relations Overview	3.0
MAPR01.547	Techniques in Communication	3.0
MAPR01.550	Introduction to Communication Research	3.0
MAPR01.553	Case Studies	1.0
MAPR01.544	Public Relations Planning	2.0
MAPR01.561	Advanced Techniques in Communication	3.0
MAPR01.620	Seminar in Public Relations (2 semesters)	3.0

Elective Courses

- Approved Modules and Electives (Depending on Specialization), 12 s.h.

Additional Information

Students wishing to focus on Educational Public Relations should also take FNDS21.502 Foundations of Education 3.0 and a graduate-level Psychology course.

Program Website

www.rowan.edu/mapr

Coordinators/Contact Information

Edward H. Moore, APR
856-256-4274
mooree@rowan.edu

Master of Arts in Writing

Location & Format

Main campus: In classroom full semester

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the M.A. in Writing program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form(pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation

- Typewritten Statement of Professional Objectives
- Minimum undergraduate cumulative GPA of 2.5 (3.5 or better recommended) GRE
- An 8-10 page writing sample

Application Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required graduate work for program completion: 30 s.h.

Coursework

Required courses **12 s.h.**

MAWR01.554	Core I: Theories and Techniques for Writers	3.0
MAWR01.559	Core II: Research Methods for Writers	3.0
MAWR01.561	Seminar I	3.0
MAWR01.571	Seminar II	3.0

- Four MAWR courses in the specialized area (Composition Studies, New Media or Creative Writing/Journalism), 12.0
- Two elective courses at the graduate level, 6.0

Program Website

http://www.rowan.edu/colleges/communication/departments/writingArts/graduateprogram.html

Coordinator/Contact Information

Dr. Jennifer Courtney
856-256-4847
courtneyj@rowan.edu

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

Location & Format

Main campus: In classroom full semester

Program Description

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 has 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.

Admission Requirements

The following is a list of items required to begin the application process for the Integrated Marketing Communication & New Media COGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form(pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total semester hours required in graduate work for program completion: 9 s.h.

Coursework

Required Course		**3 s.h.**
MAPR01.565	IMC and New Media	3.0
Elective Courses		**6 s.h.**
MAWR01.555	Writing for Electronic Communities	3.0
MAPR06.515	Online Public Relations	3.0
MAWR01.564	Information Architecture	3.0
MAPR02.563	Research, Messaging and Audience Analysis	3.0

• Total Hours Required for Completion: 9 s.h.

Program Website

www.rowan.edu/mapr

Additional Information

Students can use the course work from this COGS and apply it toward the M.A. program in Public Relations.

Coordinators/Contact Information

Dr. Suzanne FitzGerald
856.256.4274
sparks@rowan.edu

Certificate of Graduate Study (COGS) in School Public Relations

Location & Format

Main campus: In classroom full semester

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the School Public Relations COGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form(pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total semester hours required graduate work for program completion: 9 s.h.

Coursework

Required Courses		**9 s.h.**
MAPR98.503	School Public Relations	3 s.h.
MAPR01.547	Techniques of Communication	3 s.h.
Three (3) credits from any combination of the following existing communication modules:		
MAPR01.553	Graduate Case Studies in PR	1 s.h.
MAPR01.544	Public Relations Planning	2 s.h.
MAPR01.533	Crisis Public Relations	1 s.h.
MAPR01.534	Small Group Communication	1 s.h.
MAPR01.535	Interpersonal Communication	1 s.h.
MAPR01.537	Contemporary PR Challenges	1 s.h.
MAPR01.538	Legislative Liaison for PR Practitioners	1 s.h.

MAPR01.555	Persuasive and Feature Writing	1 s.h.
MAPR01.557	Using Electronic Media in Public Relations	2 s.h.
MAPR01.554	Planning and Conducting Special Events	1 s.h.
MAPR01.524	Fundraising and Development	2 s.h.
MAPR01.528	Communicating with Special Publics	1 s.h.
MAPR01.558	Integrated Marketing Communication	1 s.h.
MAPR01.530	Internal Communication in Organizations	1 s.h.

Program Website

www.rowan.edu/mapr

Additional Information

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

Coordinators/Contact Information

Edward H. Moore, APR
856-256-4274
mooree@rowan.edu

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

Location & Format

Main campus: In classroom full semester

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the Writing, Composition, & Rhetoric COGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form(pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

To complete the COGS in Writing, Composition and Rhetoric, students will complete the following three courses, which can be applied to the requirements of the MA in Writing:

MAWR01.549	Issues in Composition Studies
MAWR01.556	Assessment of Writing
MAWR01.555	Writing for Electronic Communities

Coordinator Contact Information

Dr. Jennifer Courtney
856.256.4847
courtneyj@rowan.edu

College of Education

Carol A. Sharp, Ph.D., Dean
856-256-4750
sharp@rowan.edu

Jill A. Perry, Ph.D., Associate Dean
856-256-4749
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Steven C. Farney, M.B.A., Assistant Dean
856-256-4754
farney@rowan.edu

The College of Education's graduate programs combine the study of research, theory, and wisdom of practice in diverse settings with a variety of opportunities to apply knowledge and dispositions to practice, thus promoting professional achievement and personal fulfillment. Our programs provide an intellectually rigorous and challenging environment for preparing to teach, preparing for other education or health-related services, or preparing for leadership in education and selected health-related services.

The overarching theme of the graduate programs in the College of Education is 'The Learning Community in Action'. The goals of all programs are based on this theme. Rowan University's College of Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

College Website

www.rowan.edu/colleges/education/

Programs Offered

Doctoral Program

- Doctor of Education (Ed.D.) in Educational Leadership (D928)

Specialist Program

- Educational Specialist (Ed.S.) in School Psychology (ES03)

Masters Programs

- Master of Arts in Counseling in Educational Settings (G825)
- Master of Arts in Higher Education - Administration Track (G814)
- Master of Arts in Higher Education - Instructional Track (G816)
- Master of Arts in Learning Disabilities-Track 1 (Learning Disabilities Teacher-Consultant)(G818)
- Master of Arts in Learning Disabilities-Track 2 (Preschool) (G818)
- Master of Arts in Reading Education (G830)
- Master of Arts in School Administration (G827)
- Master of Arts in School Psychology (G822)
- Master of Arts in Special Education - Track I (Low Incidence Disabilities) (G809)
- Master of Arts in Special Education - Track II (High Incidence Disabilities) (G809)
- Master of Education in Teacher Leadership (G815)
- Master of Science in Teaching in Elementary (G800)
- Master of Science in Teaching in Subject-Matter (K-12) Education (G802)
- Master of Science in Teaching in Theatre Education (G008)

Certificates of Graduate Study (COGS)

- Certificate of Graduate Study in Autism Spectrum Disorders (G108)
- Certificate of Advanced Graduate Study in Principal Preparation (G628)
- Certificate of Graduate Study in Educational Technology(G841)
- Certificate of Graduate Study in English as a Second Language (G604)
- Certificate of Graduate Study in Reading - (G630)
- Certificate of Graduate Study in Reading/Writing Literacy - G126)
- Certificate of Graduate Study in Special Education (G127)
- Certificate of Graduate Study in Teaching and Learning (G109)

Certificate & Endorsement Programs

- Bilingual/Bicultural Education Endorsement(G605)
- Learning Disabilities Teacher-Consultant Certification (G618)
- School Nursing Post Baccalaureate Certification (9221)
- Supervisor's Certification (G629)
- Post Baccalaureate Program in Teacher of Reading (9830)

- Teacher of Students with Disabilities Graduate Endorsement (G609)
- Teacher of Students with Disabilities Post Baccalaureate Endorsement (9810)
- Endorsement in Driver Education

Doctor of Education (Ed.D.) in Educational Leadership

Location & Format

- Main campus: In classroom full semester
- Off-campus (Camden): In classroom accelerated (8 weeks)
- Off- campus: Hybrid accelerated (8 weeks) with 40% in classroom meetings

Program Description

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.

We offer 3 tracks in the Ed.D. program. Our P-12 and higher education tracks are available at the Camden, NJPSA, and Cumberland locations. The community college track is only available at our Mercer County College location.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Master's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Those applying to the P-16 Track must submit the CGCE Ed.D. in Educational Leadership P-16 Track Declaration Form (pdf)
- Three letters of recommendation (While the official Recommendation Form is required, an actual letter from the recommender is preferred. Also if you have received your Master's degree within the past five years, please be sure one of the recommenders is an instructor from your Master's program.)
- Recommended cumulative GPA of 3.5 in prior graduate studies
- Copies of any educational certifications: (While certification is not required for the program, the Faculty Admissions Committee asks applicants to please submit a copy of any educational certifications held)
- Three typewritten essays as follows:

  1. In 500 words or fewer, describe your reasons for wanting to enroll in the Educational Leadership Doctoral program.
  2. In 500 words or fewer, describe the characteristics of an effective leader. In what ways do you demonstrate those characteristics? In what ways can you improve?
  3. In 1000 words or fewer, describe a pressing issue facing education today. If it were your responsibility to address the issue on a national level, how would you approach the problem? With whom would you collaborate to develop your plan?

- Interview with the Faculty Admissions Committee. (Those selected to move forward by the Admissions Committee will be contacted directly regarding the interview. The interview can be in person or via telephone.)

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion — 60 s.h.

Coursework

Required Courses

Phase One

EDSU28.715	Leadership Theory
EDUC01.700	Leadership through Professional Learning Communities
EDST24.721	Action Research in Education
EDAM27.704	Changing Organizations
EDSU28.706	Diversity in Educational Leadership

Phase Two of the program requires 30 semester hours of study. Candidates take six courses (18 credit hours) as a cohort:

EDSU24.724	Issues in Qualitative Research for Educational Leadership
EDAM27.750	Applied Ethics in Educational Leadership
EDST24.725	Mixed Methods Research in Educational Leadership
EDAM27.733	The Policy Environment
EDST27.719	Dissertation Seminar I
EDAM27.720	Dissertation Seminar II

Candidates must also complete the courses affiliated with their respective track, either Higher Education, P-12, or Community College (12 semester hours):

Higher Education Track

EDAM27.622	Planning and Resource Allocation in Higher Education
EDAM27.746	Higher Education Governance
EDAM27.783	Student Development & Adult Learning Theory
HEID06.605	Higher Education in America

P-12 Track

EDAM27.749	Issues in School Governance
EDAM27.505	Selected Topics in Educational Leadership: Planning and Negotiating
EDAM27.505	Selected Topics in Educational Leadership: Promoting Effective Learning
EDAM27.505	Selected Topics in Educational Leadership: Instructional Leadership and the Curriculum

Community College Track

EDAM27.782	American Community College
EDAM27.780	Community College Leadership & Governance
EDAM27.781	Community College Budgeting & Finance
EDAM27.783	Student Development and Adult Learning Theory

Phase Three

EDAM27.752	Advanced Leadership	3 s.h.
EDST24.795	Dissertation Research	12 s.h.

Additional Information

There are three pathways to an Ed.D. at Rowan University:

1. **Ed.D. at Rowan's Camden Campus** The Ed.D. at Camden is a part-time program offered in an accelerated face-to-face format. The focus of the program at Rowan's Camden campus is on educational issues in P-16 settings.
2. **Ed.D. at Cumberland County College** The Ed.D. at Cumberland County College is a part-time program offered in an accelerated face-to-face format with four classes offered online. The focus of the program at Cumberland County College is on educational issues in P-16 settings.
3. **Ed.D. Hybrid** This version of the Ed.D. program has 60% of class meetings online and 40% face-to-face either on the Mercer County Community College campus located in West Windsor, NJ or at the NJPSA headquarter in Jamesburg, NJ.The NJPSA cohort will focus on educational issues in P-16 settings while the cohort at Mercer County Community College will focus on Community College Leadership.

Program Website

www.rowan.edu/colleges/education/programs/eduleadership/edd

Coordinator/Contact Information

Joanne Connor (formerly Kennedy), Ed.D.
856.256.4721
kennedyjo@rowan.edu

Educational Specialist (Ed.S.) in School Psychology

Location & Format

Main campus: In classroom full semester

Program Description

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

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

Admission Requirements

The following is a list of items required to begin the application process for the Educational Specialist (Ed.S.) in School Psychology. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Typewritten Statement of Professional Objectives
- Two Letters of recommendation
- Successful completion of the MA in School Psychology, another specialized area of Psychology, or related field; Interview - Please note that students applying directly from the Rowan MA in School Psych to the Ed.S are not required to submit the Typewritten Statement of Professional Objectives, letters of recommendation, or have an interview.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 40 s.h. (Including M.A. Courses)

Coursework

Required Courses		40 s.h.
SPED08.547	Professional School Psychology	3.0
SPED08.545	Home/School/Community Collaboration	3.0
SPSY06.627	Cognitive Assessment and Data-Based Decision Making	3.0
SPSY06.628	Psychoeducational Assessment and Data-Based Decision MakingI	3.0
SPSY06.629	Behavioral-Social Assessment and Data-Based Decision Making	3.0
SPSY06.632	School Psychology: Consultation, Collaboration, and Intervention	3.0
CURR29.580	Fundamentals of Curriculum Development	3.0
EDSU28.546	Educational Organization and Leadership	3.0
SPSY22.630	Practicum in School Psychology	4.0
SPSY22.634	Internship in School Psychology (2 semesters)	12.0

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/esahe/eds

Coordinator/Contact Information

Barbara Bole Williams, PhD
856.256.4500 ext. 3804
williamsb@rowan.edu

Master of Arts in Counseling in Educational Settings

Location & Format

Main campus: In classroom full semester

Program Description

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, as well as ones personal and social development; and working cooperatively with community resources in assisting individuals and families. A number of our graduates seek careers in Higher Education settings, such as Residence Hall, Student Services, and Career and Academic Planning.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Minimum undergraduate GPA of 2.75
- GRE or Miller Analogies Test (MAT)
- Interview

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 48 s.h.

Coursework

Required Courses			**48 s.h.**
COUN26.501	Introduction to Counseling and Guidance	3.0	
COUN26.520	Design & Administration of Developmental Counseling Programs	3.0	
COUN26.526	Individual Counseling Procedures	3.0	
COUN26.509	Group Counseling in Educational Settings	3.0	
COUN26.510	Advanced Workshop/Counseling in Educational Settings (1)(2)(3)1+1+1	1.0	
COUN26.582	Career Counseling in Educational Settings	3.0	
COUN26.605	Adv. Workshop/Counseling in Ed. Settings (Two @ 1 s.h. each)	3.0	
LDTC18.516	Applied Tests and Measurements	3.0	
PSY09.560	Life Span Development	3.0	
PSY22.507	Development and Learning	3.0	
PSY05.610	Social and Cultural Diversity	3.0	
COUN26.597	Institutions and Agencies	3.0	
COUN26.603	Research and Evaluation Procedures	3.0	
COUN26.527	Practicum/Counseling in Educational Settings	3.0	
COUN26.601	Internship/Counseling in Educational Settings	3+3	
One Elective from the following			3 s.h.
SPED08.555	Ed Psych for Exceptional Learners	3.0	
SPED08.545	Home/School/Community/Collaboration	3.0	
SPED08.515	Curriculum/Instruction/Transition	3.0	
EDAM27.559	Law & Ethics School Leadership	3.0	

Thesis Requirement: Action Research Project

Program Website

www.rowan.edu/colleges/education/programs/esahe/maCounsel

Coordinator/Contact Information

Hector Rios, Ph.D.
856.256.4500, ext. 4711
rios@rowan.edu

Charles (Chuck) Brett
Program Advisor
856.256.4787
brett@rowan.edu

Master of Arts in Higher Education - Administration Track

Location & Format

Main campus: In classroom full semester

Program Description

The administration track is intended to serve individuals employed in a higher education setting who wish to increase their knowledge and skills as well as those who seek an entry level position in a two year or four year college or university. Full-time students in the administration track may complete the program in two years, excluding summers, by following a highly sequenced pattern of course enrollments. Part-time students may also enroll in the administration track and will be advised regarding the sequencing of courses in order to complete the program in four years or less.
The administration track is a 36 credit program and includes a common core (15 credits) of courses as well as a culminating seminar/internship sequence (6 credits) in which all students are required to enroll. The remaining 15 credits may be selected from a multidisciplinary bank of courses offered by departments within the colleges of Education, Liberal Arts and Sciences, and Business and with the advice and counsel of the program advisor. All students are expected to work closely with the program advisor in determining course selection and the appropriate sequence for course enrollments. All students are also required to complete a major research project as part of their culminating sequence of courses.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Minimum undergraduate GPA of 2.75
- GRE or Miller Analogies Test (MAT)
- Interview

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 36 s.h.

Coursework

Required Courses			**15 s.h.**
HIED06.605	Higher Education in America	3.0	
EDST24.501	Procedures and Evaluation in Research	3.0	
EDAM27.620	Legal Issues in Higher Education	3.0	
EDAM27.637	Higher Education Administration	3.0	
EDAM27.737	The College Student: Issues and Support Programs	3.0	
Restricted Elective courses			**9 s.h.**
Students must select a minimum of three courses from the following bank of restricted elective courses:			
MGT06.503	Organization Development	3.0	
CMS01.551	Public Relations Overview	3.0	
HIED06.606	Selected Topics in Higher Education	3.0	
FNDS21.530	Foundations of Multi-Cultural Education	3.0	
EDST24.503	Quantitative Analysis in Educational Research	3.0	
EDST24.707	Applied Analysis for Educational Leadership	3.0	
EDST24.709	Issues in Survey Research	3.0	
COUN26.509	Group Counseling and Student Personnel Services	3.0	
COUN26.526	Individual Counseling Procedures	3.0	
COUN26.582	Career Counseling in Educational Settings	3.0	
CURR29.503	Teaching Adult Learners	3.0	
CURR29.504	Understanding Adult Learning and Development	3.0	
EDAM27.621	Student Services in Higher Education	3.0	
EDAM27.622	Planning and Resource Allocation in Higher Education	3.0	
EDAM27.625	Change in Higher Education	3.0	
EDAM27.748	Human Resource Development	3.0	
EDAM27.741	Current Issues in Higher Education	3.0	
EDAM27.742	The Curriculum of Higher Education	3.0	
EDAM27.746	Higher Education Governance	3.0	
EDSU28.706	Diversity and Educational Leadership	3.0	

PSY05.623	Social Psychology	3.0

Students may also select courses from the College of Communication that are offered in modular format, including:

MAPR01.511	Writing Speeches	1.5
MAPR01.524	Fundraising and Development	1.5
MAPR01.530	Internal Communications in Organizations	0.5
MAPR01.532	Media Relations	0.5
MAPR01.533	Crisis Public Relations	0.5
MAPR01.536	Public Relations Law and Ethics	1.0
MAPR01.538	Legislative Liaison for Public Relations Practitioners	0.5

Related elective courses, 6 s.h.

Students may select a total of six semester hours of free, related graduate elective courses. These courses must receive the prior approval of the program advisor.

Capstone requirement courses, 6 s.h.

Includes master's thesis project

EDAM27.628	Seminar/Internship in Higher Education Administration I	3.0
EDAM27.629	Seminar/Internship in Higher Education Administration II	3.0

Thesis Requirement: Yes

Additional Information

Students in the M.A. in Higher Education Administration program 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.

In the capstone experience students must complete a research project on a topic approved by the program advisor. Students in the administration track are required to complete a two-semester 300 clock-hour clinical experience (150 clock hours each semester) within the courses, Seminar/Internship in Higher Education Administration I and II.

Program Website

www.rowan.edu/colleges/education/programs/esahe/HigherEdAdmin

Coordinator/Contact Information

Burton Sisco, Ed.D.
856.256.4500, ext. 3717
nssadmin@rowan.edu

Master of Arts in Higher Education - Instructional Track

Location & Format

Main campus: In classroom full semester

Program Description

The instructional track 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, chemistry, and physics. Students wishing to pursue programs in computer science, mathematics, biology, chemistry, or physics are expected to possess the corresponding baccalaureate degrees as a prerequisite for program admission.

The instructional track is designed for individuals 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-year or 4-year colleges. This track is not recommended for individuals who plan to seek full-time tenure track professorial positions in a specific academic discipline.

The programs in the instructional track range from 31-37 credits, depending on the academic specializations as follows: computer science (37 cr), mathematics (37 cr), English as a Second Language (34 cr), and reading (31 cr). Academic specializations in biology, chemistry and physics may vary according to student experience in those areas.

Generally, students will be required to complete 13 credits in higher education courses including course work in adult learning. Also included in this course work is a seminar/internship in higher education instruction. All of the remaining course work is in the academic specialization. Students are required to pass a comprehensive examination in selected academic specializations and are further required to undertake a major research project on a topic of significant interest within their academic specialization.

Specializations

- Reading
- Mathematics
- Computer Science
- English as a Second Language (ESL)

• Limited opportunities to pursue specializations in biology or chemistry and physics are also available.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Minimum undergraduate cumulative GPA of 2.5
- GRE or Miller Analogies Test (MAT)
- Interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)
- There are seven focus areas available in Instructional Track: Computer Science, English as a Second Language, Mathematics, Reading, Biology, Chemistry and Physics. (Students will officially declare their focus area during the interview. Please contact the Academic Advisor for more information.)

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 31-37 s.h. (Depending on specialization)
- Master's thesis/Research project
- Comprehensive Exam

Coursework

Required Courses **13 s.h.**

HIED06.605	Higher Education in America	3.0
EDST24.501	Procedures & Evaluation in Research	3.0
CURR29.503	Teaching Adult Learners	3.0
HIED06.603	Seminar/Internship in Higher Education Instruction*	4.0

*The Seminar/Internship in Higher Education Instruction must be taken in the student's final semester.

Professional/Academic specialization courses, 18-24 s.h.

Students wishing to matriculate in the teaching specializations of mathematics, computer science, or in a teaching specialization in one of the hard sciences, must possess the corresponding baccalaureate degree. Within the scope of the academic specialization, students must undertake a major research or thesis project and pass a comprehensive examination.

Additional Information

Students in the M.A. in Higher Education Administration program are required to prepare and keep a portfolio throughout the duration of the program experience.

Thesis Requirement/Research project: Yes

Program Website

www.rowan.edu/colleges/education/programs/esahe/HigherEdInst/index.html

Coordinator/Contact Information

Burton Sisco, Ed.D.
856.256.4500, ext. 3717
nssadmin@rowan.edu

Master of Arts in Learning Disabilities - Track 1 (Learning Disabilities Teacher-Consultant Track)

Location & Format

Main campus: In classroom full semester

Program Description

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 I 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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation (One recommendation from the candidate's superintendent, principal, or supervisor and one recommendation from a professional colleague)
- Typewritten Statement of Professional Objectives
- Minimum undergraduate GPA of 2.75
- GRE

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 39 s.h.

Coursework

Required Courses **39 s.h.**

LDTC18.516	Applied Tests and Measurements	3.0
or PSY06.625	Assessment I: Psychometrics, Evaluation and Treatment Planning	3.0
PSY22.320	Theories of Learning	3.0
or LDTC18.510	Applied Theories of Learning	3.0
SPED08.555	Education & Psychology of Exceptional Learners	3.0
LDTC18.520	Neurological Bases of Educational Disorders	3.0
READ30.530	Teaching Reading to the Exceptional Child	3.0
LDTC18.503	Foundations of Learning Disabilities	3.0
LDTC18.504	Assessment of Learning Disabilities**	3.0
LDTC18.505	Correction of Learning Disabilities**	3.0
LDTC18.525	Advanced Assessment Techniques	3.0
LDTC18.650	Clinical & Experiences in Learning Disabilities*	6.0
LDTC18.600	Seminar and Research in Learning Disabilities I	3.0
LDTC18.601	Seminar and Research in Learning Disabilities II	3.0

Thesis Requirement: Yes

* matriculated students only and permission of coordinator

** are prerequisites for LDTC18.650 Clinical & Field Experiences in Learning Disabilities

Program Website

www.rowan.edu/colleges/education/programs/llse/maDisabilities

Coordinator/Contact Information

Sharon Davis, EdD
856.256.4500 ext. 3796
bianco@rowan.edu

Master of Arts in Learning Disabilities - Track 2 (Preschool Track)

Location & Format

Main campus: In classroom full semester

Program Description

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 through NCATE and CEC. Track II is for graduate students who wish to facilitate learning for young children with developmental delays and disabilities.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation (One recommendation from the candidate's superintendent, principal, or supervisor and one recommendation from a professional colleague)
- Typewritten Statement of Professional Objectives
- Minimum undergraduate GPA of 2.75
- GRE
- Standard NJ Instructional certificate
- Interview with the program coordinator
- Letter from your principal/supervisor attesting to at least one year of effective teaching experience (You will need a minimum of three years at the completion of the program)
- On-site writing sample

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 33 s.h.

Coursework

Basic Required Courses			**9 s.h.**
LDTC18.516	Applied Tests and Measurements	3.0	
PSY09.511	Child Psychology	3.0	
LDTC18.510	Applied Theories of Learning	3.0	
Specialization Courses			**18 s.h.**
SPED08.555	Education & Psychology of Exceptional Learners	3.0	
LDTC18.520	Neurological Bases of Educational Disorders	3.0	
LDTC18.503	Foundations of Learning Disabilities	3.0	
LDTC18.550	Foundations of Early Childhood Special Education	3.0	
LDTC18.540	Motor Development in Young Children with Disabilities	3.0	
LDTC18.545	Language Development in Young Children with Disabilities	3.0	
PSY06.631	Psychological Testing of the Preschool Child	3.0	
Seminar and Research			**6 s.h.**
LDTC18.600	Seminar and Research in Learning Disabilities I	3.0	
LDTC18.601	Seminar and Research in Learning Disabilities II	3.0	

Thesis Requirement: Yes

Program Website
www.rowan.edu/colleges/education/programs/llse/maDisabilities

Coordinator/Contact Information
Sharon Davis, EdD
856.256.4500 ext 3796
bianco@rowan.edu

Master of Arts in Reading Education

Location & Format

- Main campus: In classroom full semester
- Online accelerated (8 weeks)
- Off-campus: In classroom accelerated (8 weeks) - SJTOP initiative

Program Description

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. 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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Typewritten Statement of Professional Objectives
- Two letters of recommendation
- Undergraduate cumulative GPA of 2.75 (3.0 preferred)
- Copy of NJ teaching certificate (only Standard or CEAS are acceptable)
- Your resume should clearly indicate the number of years you have been teaching

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 33 s.h.

Coursework

Required Core Courses		**27 s.h.**
READ30.530	Teaching Reading to Exceptional Children	3.0
READ30.545	Using Multicultural Literature in the K-12 Reading and Writing Classroom	3.0
READ30.515	Teaching Reading Across the Grades	3.0
READ30.520	Content Area Literacy	3.0
READ30.535	Word Study: Phonics, Spelling, and Vocabulary Instruction	3.0
READ30.540	Administration and Supervision of School Reading Programs	3.0
READ30.550	Diagnosis of Remedial Reading Problems	3.0

READ30.560	Correction of Remedial Reading Problems	3.0
READ30.570	Clinical Experiences in Reading	6.0
READ30.600	Seminar and Research in Reading	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/llse/maReading

Coordinator/Contact Information

Stacey Leftwich, Ph.D.
856.256.4500, ext. 3821
leftwich@rowan.edu

Master of Arts in School Administration

Location & Format

- Off-campus: Hybrid (8 weeks) - SJTOP initiative
- Off-campus: In classroom accelerated (8 weeks) - SJTOP initiative

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Typewritten statement of professional objectives
- Current professional resume
- Two letters of recommendation (Letters of recommendation should be from a professional administrator: supervisor, principal, superintendant— and include information attesting to the candidate's ability to pursue a graduate degree)
- Minimum undergraduate cumulative GPA of 2.5
- Copy of current NJ (or other state) teaching or educational services certificate (only Standard is acceptable)
- Evidence confirming 3 years of satisfactory teaching or educational services experience (demonstrated by letter or in resume)

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 33 s.h.
- Candidates must achieve a passing score on the School Leaders Licensure Assessment.
- Candidates must successfully complete a field experience component of 300 clock hours through a 2-semester internship in Practicum/Seminar I & II in Administration and Supervision.
- Candidates must successfully complete all required formative portfolio reviews and present a final professional portfolio for summative review as a requirement for successfully completing the program.
- Candidates must apply for the principal certification in the semester in which they complete their program.

Coursework

Required Courses **33 s.h.**

CURR29.580	Fundamentals of Curriculum Development	3.0
EDST24.504	Action Research in Education	3.0
EDSU28.546	Educational Organizations and Leadership	3.0

EDAM27.521	Introduction to the Principalship	3.0
EDAM27.535	School Finance and Records	3.0
EDAM27.559	Law and Ethics for School Leadership	3.0
EDSU28.522	Instructional Leadership and Supervision	3.0
EDAM27.510	Change for School Improvement	3.0
EDSU28.523	Building Organizational Capacity	3.0
EDAM27.600	Practicum/Seminar I in Administration and Supervision	3.0
EDAM27.601	Practicum/Seminar II in Administration and Supervision	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/esahe/SchoolAdmin

Coordinator/Contact Information

Robert Campbell, Ed.D.
Program Coordinator
856.256.4500 ext.3817
campbell@rowan.edu

Master of Arts in School Psychology

Location & Format

Main campus: In classroom full semester

Program Description

Completion of the Master of Arts (MA) 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 (EdS) program. The MA and EdS in School Psychology combine to meet the requirements for NJ Department of Education certification in School Psychology.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Minimum cumulative GPA of 3.0 in undergraduate Psychology courses
- GRE
- Interview with graduate admissions committee
- Eligible applicants 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 Child or Adolescent Psychology, and 6 semester hours of Psychology electives as approved by the Admissions Committee

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 34 s.h.

Coursework

Required Courses **34 s.h.**

SPED08.555	Educational Psychology of the Exceptional Learner	3.0
LDTC18.520	Neurological Bases of Educational Disorders	3.0
COUN26.526	Individual Counseling Procedures	3.0
COUN26.509	Group Counseling in Educational Settings	3.0
PSY09.560	Lifespan Development	3.0
PSY22.507	Development and Learning	3.0

PSY03.624	Psychopathology of Childhood and Adolescence	3.0
PSY01.570	Research Methodology and Statistics in Counseling Psych	3.0
SCPY22.600	Applied Research Seminar I: School Psychology	3.0
or PSY22.600	Seminar I: App Res in School Psychology	3.0
SCPY22.601	Applied Research Seminar II: School Psychology	3.0
or PSY22.601	Seminar II: App Res in School Psychology	3.0
EDST24.561	Applied Research Statistics Lab	1.0

Restricted Elective Course **3 s.h.**

Choose one from the following:

FNDS21.530	Foundation of Multicultural Education	3.0
PSY05.610	Social and Cultural Diversity	3.0

Thesis Requirement: Yes

Program Website

www.rowan.edu/colleges/education/programs/esahe/maPsych/index.html

Coordinator/Contact Information

Barbara Bole Williams, Ph.D.
856.256.4500 ext. 3804
williamsb@rowan.edu

Master of Arts in Special Education - Track I (Low Incidence Disabilities)

Location & Format

Main campus: In classroom full semester

Program Description

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 for 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 I designed for individuals who possess a standard instructional certificate in special education, and wish to increase competency in theory, knowledge, and methodological procedures for working with exceptional individuals.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Plus

  Two letters of recommendation
  Typewritten Statement of Professional Objectives
  Minimum undergraduate cumulative GPA of 2.75
  CGCE MA in Special Education Track Declaration Form
  Copy of NJ Teacher Certification in Elementary or Secondary subject area teaching (only CEAS or Standard are acceptable)
  Interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)
  During the interview process, a writing sample will also be required
  Note about Track I: Track I is for teachers who are looking to gain advanced knowledge in the Special Education field. It leads to a Master of Arts in Special Education.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 30 s.h.

Coursework

Required Core Courses			**15 s.h.**
Choose five (5) of the following courses:			
SELN10.577	Collaborative Instruction in Inclusive Classrooms	3.0	
LDTC18.503	Foundation of Learning Disabilities	3.0	
SELN10.590	Introduction to Autism Spectrum Disorders	3.0	
SELN10.591	Instructional Methods for Students with Autism Spectrum Disorders	3.0	
SELN10.580	Teaching Students with Moderate and Severe Disabilities	3.0	
SELN10.582	Communication Skills for Students with Disabilities	3.0	
SELN10.586	Emotional & behavioral Support Strategies	3.0	
Restricted Elective Courses			**9 s.h.**
Choose three (3) of the following:			
READ30.530	Teaching Reading to Exceptional Children	3.0	
SELN10.578	Administration & Supervision in Special Education	3.0	
SPED08.540	Technology for Students with Special Needs	3.0	
LDTC18.520	Neurological Bases of Educational Disorders	3.0	
Research Seminar Courses			**6 s.h.**
SELN10.600	Research Seminar in Special Education	3.0	
SELN10.601	Research Seminar in Special Education	3.0	

Thesis Requirement: Yes

Program Website

www.rowan.edu/colleges/education/programs/llse/maSpecial/index.html

Coordinator/Contact Information

Joy Xin, EdD
856.256.4734
xin@rowan.edu

Master of Arts in Special Education - Track II (High Incidence Disabilities)

Location & Format

Main campus: In classroom full semester

Program Description

This advanced program is designed for individuals who possess a standard instructional certificate, or possess/are eligible for a CEAS, and wish to pursue a masters degree that will increase their knowledge and skills related to working with individuals with exceptional learning needs. The coursework and related field experiences are designed to foster an understanding of students' unique strengths and needs, as well as the pedagogical skills to accommodate these needs and provide appropriate curriculum modifications when necessary. Teacher candidates who successfully complete this program will be recommended for the New Jersey Teacher of Students with Disabilities certification.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Plus

  Two letters of recommendation
  Typewritten Statement of Professional Objectives
  Minimum undergraduate cumulative GPA of 2.75
  CGCE MA in Special Education Track Declaration Form
  COE TOSD Field Experience Placement Form
  Copy of NJ Teacher Certification in Elementary or Secondary subject area teaching (only CEAS or Standard are acceptable) (If your certificate was issued prior to 1994, you must also submit scores from the Praxis II specialization area test - Elementary or Secondary.)
  Interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)

During the interview process, a complete essay on reasons for desiring the Teacher of Students with Disability Endorsement will also be required
Signed statement verifying ongoing, regular access to a classroom (which is necessary in order to complete required field assignments)
Note about Track II: Track II is for teachers who are looking to gain advanced knowledge in the Special Education field and who also want to obtain the State of NJ Teacher of Students with Disabilities Endorsement. It leads to both a Master of Arts in Special Education and the afore-mentioned endorsement.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 41 s.h.

Coursework

Required Certification Courses			**23 s.h.**
SPED08.555	Education & Psychology of Exceptional Learners	3.0	
SELN10.581	Implementing Positive Behavior Support Strategies	3.0	
SPED08.515	Curriculum, Instruction, and Transition in Special Education	3.0	
SELN10.585	Educational Assessment in Special Education	3.0	
READ30.530	Teaching Reading to Exceptional Children	3.0	
SELN10.577	Collaborative Instruction in Inclusive Classrooms	3.0	
SPED08.520	Clinical Experiences in Special Education	4.0	
SELN10.592	Clinical Seminar in Special Education	1.0	
Specialization Courses			**9 s.h.**
Choose three (3) of the following:			
LDTC18.503	Foundation of Learning Disabilities	3.0	
SELN10.590	Introduction to Autism and Pervasive Developmental Disorders	3.0	
SELN10.591	Instructional Methods for Students with Autism Spectrum Disorders	3.0	
SELN10.580	Teaching Students with Moderate and Severe Disabilities	3.0	
SELN10.582	Communication Skills for Students with Disabilities	3.0	
SELN10.586	Emotional & Behavioral Support Strategies	3.0	
Restricted Elective Course			**3 s.h.**
Choose one (1) of the following:			
SELN10.578	Administration & Supervision in Special Education	3.0	
SPED08.540	Technology for Students with Special Needs	3.0	
LDTC18.520	Neurological Bases of Educational Disorders	3.0	
Research Seminar Courses			**6 s.h.**
SELN10.600	Research Seminar in Special Education	3.0	
SELN10.601	Research Seminar in Special Education	3.0	

Thesis Requirement: Yes

Program Website

www.rowan.edu/colleges/education/programs/llse/maSpecial

Coordinator/Contact Information

Joy Xin, EdD
856.256.4734
xin@rowan.edu

Master of Education in Teacher Leadership

Location & Format

Online accelerated (8 weeks)

Program Description

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

The M.Ed. program 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. To

that end, teachers will enhance their abilities to lead not only in their classrooms, but also in the school at large by working with curriculum, becoming mentor/master teachers, developing new programs, and through a variety of other activities that improve schooling for all children.
The program consists of two areas of concentration: the core classes (which also stand alone as the Teaching and Learning Certificate of Graduate Study (COGS) and the Content Area Courses (which are any other Certificates of Graduate Study approved for pairing in this program).

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Typewritten Statement of Professional Objectives (including your definition of a teacher leader)
- Two letters of recommendation
- M.Ed. Content COGS Declaration Form
- NJ Standard or CEAS Teaching Certification (required only for Special Ed. Content COGS)
- This program requires regular access to a classroom for course assignments and is designed for practicing teachers who are currently teaching and have at least one full academic year of teaching experience before beginning the program. Please include with your application materials a signed statement confirming that you are actively teaching and have been teaching for at least one academic year.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

There are 3 main components of the M.Ed. program: (2 course components and a Program Exit)

1. The Core COGS classes (These are 18 credits/6 classes that on their own make up the Certificate of Graduate Study/COGS in Teaching and Learning). M.Ed. core courses require/include field experiences.
2. The Content COGS classes (These are usually 15-18 credits/5-6 classes that on their own make up a Certificate of Graduate Study/COGS in a particular subject area).
3. The Program Exit (This is a not a thesis, but an important final project that includes a Professional Synthesis Portfolio and a Teacher Leadership Presentation).

- Total semester hours required for program completion: 30-36 s.h.
- Professional Synthesis Portfolio
- Teacher Leadership Presentation

Coursework

Required Courses		**18 s.h.**
LDTC18.510	Applied Theories of Learning	3.0
ELEM02.511	Learning Community Classrooms	3.0
READ30.566	Researching Classroom Practice	3.0
ELEM02.550	Analysis of Classroom Teacher Behavior	3.0
EDUC01.624	Educational Change	3.0
CURR29.580	Fundamentals of Curriculum Development	3.0
Content Area Courses		**12-18 s.h.**

This requirement is satisfied by completing any COGS (Certificate of Graduate Study) approved by the M.Ed. program. College of Education-Approved Content Areas COGS currently available are:

- Educational Technology (15 credits, Available Fall 2008 online as accelerated courses)
- English as a Second Language (15-18 credits, Available Fall 2008 at Cumberland County College as accelerated courses with in-class instruction). This program leads to an ESL endorsement.
- Middle School Mathematics
- Middle School Science
- Reading/Writing Literacy
- Secondary School Mathematics
- History

- Special Education (18 credits, Available Fall 2008 at Cumberland County College as accelerated courses online and in-class instruction). This program may lead to a Graduate Endorsement Teacher of Students with Disabilities with the addition of a 5-credit sequence.

Program Exit

Successful completion of all required coursework as well as a Professional Synthesis Portfolio (which includes an Action Research Project) and a Teacher Leadership Presentation. The M.Ed. has a field work component.
Thesis Requirement: none

Additional Information

If students hold National Board certification, two courses in the Teaching and Learning COGS will be waived.
The M.Ed. is only offered in an accelerated, online format. Applications for this delivery model are accepted and reviewed on a rolling basis up until 14 business days prior to the start of the next module. Applications must be complete by this deadline in order to receive a decision before the module begins. For additional information, visit program website.

Program Website

www.rowan.edu/colleges/education/programs/teachered/graduate/medLeader/

Coordinator/Contact Information

Robin McBee, Ph.D.
856.256.4500 ext.3093
mcbee@rowan.edu

Master of Science in Teaching in Elementary Education

Location & Format

Main campus: Hybrid full semester

Program Description

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 five. The M.S.T. program is a full-time program. The program cycle includes four consecutive terms beginning with a summer term and concluding after a second summer term.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's or Master's degree from an accredited institution of higher learning in an Arts or Sciences discipline relevant to the area of prospective teacher certification OR the degree should include at least 60 credits of Liberal Arts and Sciences coursework
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Recommended undergraduate cumulative GPA of at least 2.75
- Passing scores on the Praxis I exam
- Passing scores on the Praxis II exam in Elementary Education: Content Knowledge Interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)
- During the interview process, a writing sample will also be required

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 40 s.h.

Coursework

Required Courses		40 s.h.
ELEM02.511	Learning Community Classrooms	3.0
EDUC01.500	Trends & Practices in Classroom Teaching	3.0
READ30.515	Teaching Reading across the Grades	3.0
ELEM02.512	Teaching Math, Science, and Health in Elementary Classrooms (Elementary)	3.0
EDUC01.601	Clinical Internship I	5.0
EDUC01.610	Teaching for Equity and Achievement	3.0
SELN10.576	Effective Inclusive Instruction	3.0
ELEM02.513	Teaching Language Arts, Social Studies, and the Arts in Elementary Classrooms [Elementary]	3.0
EDUC01.605	Clinical Internship II	7.0
EDST24.504	Action Research in Education	3.0
EDUC02.602	MST Professional Seminar	2.0
EDST24.608	Internship Project Report	2.0

Program Website

www.rowan.edu/colleges/education/programs/teachered/mst/

Coordinator/Contact Information

Donna Jorgensen, Ed.D.
856.256.4649
jorgensen@rowan.edu

Master of Science in Teaching in Subject-Matter (K-12) Education

Location & Format

Main campus: Hybrid full semester

Program Description

The Master of Science in Teaching (M.S.T.) in Subject-Matter (K-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 (K-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, mathematics, Spanish, or science teachers. The M.S.T. program is a full-time program. The program cycle includes four consecutive terms beginning with a summer term and concluding after a second summer term.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's or Master's degree from an accredited institution of higher learning be in an Arts or Sciences discipline relevant to the area of prospective teacher certification OR the degree should include at least 30 credits in a coherent sequence in the prospective content area, of which 12 credits must be at the junior, senior or graduate level (Students without the appropriate field of study may have to complete courses prior to being eligible for admission into the program.)
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Recommended undergraduate cumulative GPA of at least 2.75
- Passing scores on the Praxis I exam
- CGCE MST Focus Area Declaration Form

- Interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)
- During the interview process, a writing sample will also be required

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 40 s.h.

Coursework

Required Courses		40 s.h.
ELEM02.511	Learning Community Classrooms	3.0
EDUC01.500	Trends & Practices in Classroom Teaching	3.0
READ30.515	Teaching Reading across the Grades	3.0
SMED60.500	Teaching Methods I: [Subject Area]	3.0
EDUC01.601	Clinical Internship I	5.0
EDUC01.610	Teaching for Equity and Achievement	3.0
SELN10.576	Effective Inclusive Instruction	3.0
SMED60.501	Teaching Methods II: [Subject Matter]	3.0
EDUC01.605	Clinical Internship II	7.0
EDST24.504	Action Research in Education	3.0
EDUC02.602	MST Professional Seminar	2.0
EDST24.608	Internship Project Report	2.0

Program Website

www.rowan.edu/colleges/education/programs/teachered/mst/

Coordinator/Contact Information

Donna Jorgensen, Ed.D.
856.256.4649
jorgensen@rowan.edu

Master of Science in Teaching in Theatre Education

Location & Format

Main campus: Hybrid full semester

Program Description

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 K-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 K-12 classrooms. The M.S.T. program is a full-time program. The program cycle includes four consecutive terms beginning with a summer term and concluding after a second summer term.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's or Master's degree from an accredited institution of higher learning be in an Arts or Sciences discipline relevant to the area of prospective teacher certification OR the degree should include at least 30 credits in a coherent sequence in the prospective content area, of which 12 credits must be at the junior, senior or graduate level (Students without the appropriate field of study may have to complete courses prior to being eligible for admission into the program.)
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation

- Typewritten Statement of Professional Objectives
- Recommended undergraduate cumulative GPA of at least 2.75
- Passing scores on the Praxis I exam
- CGCE MST Focus Area Declaration Form
- Interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)
- During the interview process, a writing sample will also be required

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 40 s.h.

Coursework

Required Courses		40 s.h.
ELEM02.511	Learning Community Classrooms	3.0
EDUC01.500	Trends & Practices in Classroom Teaching	3.0
READ30.515	Teaching Reading across the Grades	3.0
THD07.525	Theory and Practice in Teaching Theatre K-12	3.0
EDUC01.601	Clinical Internship I	5.0
EDUC01.610	Teaching for Equity and Achievement	3.0
SELN10.576	Effective Inclusive Instruction	3.0
SMED60.501	Teaching Methods II: [Subject Matter]	3.0
EDUC01.605	Clinical Internship II	7.0
EDST24.504	Action Research in Education	3.0
EDUC02.602	MST Professional Seminar	2.0
EDST24.608	Internship Project Report	2.0

Program Website

www.rowan.edu/colleges/education/programs/teachered/mst/

Coordinator/Contact Information

Donna Jorgensen, Ed.D.
856.256.4649
jorgensen@rowan.edu

Certificate of Advanced Graduate Study (CAGS) in Principal Preparation

Location & Format

Off-campus: In classroom accelerated (8 weeks) - SJTOP initiative

Program Description

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 three 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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Master's degree (or its equivalent) from an accredited institution of higher learning Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Track I:
    1. Two letters of recommendation (Letters should be from the candidate's superintendent, supervisor, or professional colleague attesting to his/her potential as a principal)
    2. Typewritten Statement of Professional Objectives
    3. Standard teaching certification; Master's degree from an accredited college or university

4. Evidence of a valid NJ supervisor's certificate
5. Official documentation (e.g., a letter from the applicant's district superintendent) attesting that the applicant has a minimum of 5 years full-time experience in a position that requires the supervisor's certificate

• Track II:

1. Two letters of recommendation (Letters should be from the candidate's superintendent, supervisor, or professional colleague attesting to his/her potential as a principal)
2. Typewritten Statement of Professional Objectives
3. Standard teaching certification; Master's degree from an accredited college or university
4. Evidence of a valid NJ supervisor's certificate
5. Official documentation (e.g., a letter from the applicant's district superintendent) attesting that the applicant has successfully completed:
   - a minimum of 5 years in full-time teaching
   - 0-5 years of full-time experience in a position that requires the supervisor's certificate

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Track I (For candidates with Masters Degree, Supervisor's Certificate, and 5 Years or More of Supervisory Experience)

• Total semester hours required for program completion: 21 to 24 s.h. (depending on track)

Coursework

Required Core Courses **21 s.h.**

EDAM27.521	Introduction to School Principalship	3.0
EDAM27.535	School Finance and Records	3.0
EDAM27.559	Law and Ethics for School Leadership	3.0
EDAM27.510	Change for School Improvement	3.0
EDSU28.523	Building Organizational Capacity	3.0
EDAM27.600	Practicum/Seminar in Administration and Supervision I	3.0
EDAM27.601	Practicum/Seminar in Administration and Supervision II	3.0

Program Requirements

Track II (For candidates with Masters Degree, Supervisor's Certificate, 5 Years of Full-Time Teaching Experience, and 0-5 Years of Supervisory Experience)

• Total semester hours required for program completion: 24 s.h.

Coursework

Required Core Courses **24 s.h.**

EDAM27.521	Introduction to School Principalship	3.0
EDAM27.535	School Finance and Records	3.0
EDAM27.559	Law and Ethics for School Leadership	3.0
EDSU28.522	Instructional Leadership and Supervision	3.0
EDAM27.510	Change for School Improvement	3.0
EDSU28.523	Building Organizational Capacity	3.0
EDAM27.600	Practicum/Seminar in Administration and Supervision I	3.0
EDAM27.601	Practicum/Seminar in Administration and Supervision II	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/esahe/principa

Coordinator/Contact Information

Robert Campbell, Ed.D.
Program Coordinator
856.256.4500, ext.3817
campbell@rowan.edu

Certificate of Graduate Study (COGS) in Autism Spectrum Disorders

Location & Format

Main campus: In classroom full semester

Program description

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.

Admissions Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resumeTwo letters of recommendation
- Typewritten Statement of Professional Objectives
- Bachelor's degree in related field (Psychology, Education or Special Education, Criminal Justice)
- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline

- Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 15 s.h.

Coursework

Required Core Courses

SELN10.590	Introduction to Autism Spectrum Disorders	3.0
SELN10.591	Instructional Methods for Students with Autism Spectrum Disorders	3.0
SELN10.582	Communication Skills for Students with Disabilities	3.0
PSY02.610	Applied Behavior Analysis	3.0
PSY02.520	Assessment and Interventions for Social Interactions and Relationships in Children	3.0

Thesis Requirements: none

Program Website

www.rowan.edu/colleges/education/programs/llse/COGAutism/index.html

Coordinator/Contact Information

S. Jay Kuder, Ed.D.
856.256.5659
kuder@rowan.edu

Certificate of Graduate Study (COGS) in Educational Technology

Location & Format

Online accelerated (8 weeks)

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning

- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume

Admission Deadline
Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements
- Total semester hours required for program completion: 15 s.h.

Coursework
Required Courses **15 s.h.**

EDTC33.580	Introduction to Educational Technology	3.0
EDTC33.584	Desktop Publishing in the Educational Environment	3.0
SMED33.510	Computers and the Curriculum	3.0
EDTC33.585	Internet and the Classroom	3.0
SPED08.540	Technology for Students with Special Needs	3.0

Thesis Requirement: none

Additional Information
This program is currently available only online through the College of Graduate & Continuing Education. For additional information, please visit program website.

Program Website
www.rowan.edu/colleges/education/programs/teachered/cogs/cogsEdTech.html

Coordinator/Contact Information
Gina Gondos
856.256.4792
gondos@rowan.edu

Certificate of Graduate Study (COGS) in English as a Second Language

Location & Format
Off-campus (Camden): In classroom accelerated (8 weeks)

Program Description
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.

Admission Requirements
The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.
- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Typewritten statement of professional objectives
- Two letters of recommendation
- Official transcripts from all undergraduate and graduate institutions attended
- Passing scores on the OPI and WPT test administered by Language Testing International (LTI) available at www.languagetesting.com

Admission Deadline
Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements
- Total semester hours required for program completion: 16-21 s.h.

• Students must maintain a B average

Coursework

Required Courses		**16-21 s.h.**
BLED40.510	Issues of Language & Diversity in ESL\Bilingual Programs	3.0
BLED40.512	Linguistics and Second Language Acquisition for Teaching Second Languages	3.0
BLED40.515	Language, Culture and Communication	3.0
BLED40.520	Planning, Teaching, and Assessment in ESL	3.0
BLED40.522	Integrating Language and Content in the ESL/Bilingual Education	3.0
BLED40.523	Practicum in Teaching ESL (co-requisite with 40.522)	1.0
or BLED40.524	Clinical Internship in ESL* (co-requisite with 40.522)	6.0

*BLED 40.524: Clinical Internship in ESL will be required for all program candidates who do not currently hold a Certificate of Eligibility (CE, Standard certificate), a Certificate of Eligibility with Advanced Standing (CEAS), or a Provisional certificate (alternate route) license from the State of NJ. Any program candidate who currently holds one of those three licenses must take BLED 40.523: Practicum in Teaching ESL. BLED 40.524 is pending University Curriculum approval.

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/teachered/cogs/cogsesl.html
Contact Advisor for more information.

Coordinator/Contact Information

Beth Wassell, Ph.D.
856.256.4500, ext. 3812
wassell@rowan.edu

Certificate of Graduate Study (COGS) in Reading

Location & Format

Main campus: In classroom full semester

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

• CGCE Graduate Application Form (pdf)
• $65 (U.S.) non-refundable application fee
• Bachelor's degree (or its equivalent) from an accredited institution of higher learning
• Official transcripts from all colleges attended (regardless of number of credits earned)
• Current professional resume
• Two letters of recommendation
• Typewritten Statement of Professional Objectives
• Standard NJ instructional certification
• Your resume should clearly indicate the number of years you have been teaching.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

• Total semester hours required for program completion: 18 s.h.

Coursework

Required Courses		**15 s.h.**
READ30.515	Teaching Reading Across the Grades	3.0

READ30.520	Content Area Literacy	3.0
READ30.535	Word Study: Phonics, Spelling, and Vocabulary Instruction	3.0
READ30.552	Selected Topics in Reading	3.0

College of Education Elective Course **3 s.h.**

Choose one of the following:

ELEM02.511	Learning Community Classrooms	3.0
or ELEM02.550	Analysis of Classroom Teacher Behavior	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/llse/cogsReading

Coordinator/Contact Information

Stacey Leftwich, PhD
856.256.4500 ext. 3821
leftwich@rowan.edu

Certificate of Graduate Study (COGS) in Reading/Writing Literacy

Location & Format

Main campus: In classroom full semester

Program Description

This program meets the increasing need for highly qualified practitioners in the area of Reading/Writing Literacy as required by the No Child left Behind Act of 2001. 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 MA in Writing or the MA in Reading as appropriate.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Standard NJ instructional certification
- Your resume should clearly indicate the number of years you have been teaching.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 15 s.h.

Coursework

Required Courses **15 s.h.**

Choose five (5) of the following courses:

READ30.515	Teaching Reading Across the Grades	3.0
READ30.520	Content Area Literacy	3.0
READ30.535	Word Study: Phonics, Spelling, and Vocabulary Instruction	3.0
READ30.552	Selected Topics in Reading	3.0
MAWR01.549	Issues in Composition	3.0
MAWR01.556	Assessment of Writing	3.0
MAWR01.618	Special Topics in Writing	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/llse/cogsLiteracy

Coordinator/Contact Information
Stacey Leftwich
856.256.4500 ext. 3821
Leftwich@rowan.edu

Certificate of Graduate Study (COGS) in Special Education

Location & Format

- Main campus: In classroom full semester
- Online accelerated (8 weeks)

Program Description

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 can be completed in a hybrid or traditional format and can be used to satisfy the COGS requirement in the Master of Education. 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).

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- A minimum undergraduate cumulative GPA of 2.75
- Interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)
- During the interview process, an essay will be requested
- COE TOSD Field Experience Placement Form
- Copy of NJ teacher Certification (only CEAS or Standard are acceptable)
- Official Praxis II score report in Elementary or Secondary Education areas (The Praxis II score report is only required if your NJ certification was received prior to 1994.)
- Signed active teaching statement indicating on-going, regular access to a classroom

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 18 s.h.
- Successful completion of the comprehensive exam.

Coursework

Required Courses		**18 s.h.**
SPED08.555	Education and Psychology of Exceptional Learners	3.0
SPED08.515	Curriculum, Instruction, & Transition in Special Education	3.0
SELN10.581	Implementing Positive Behavior Supports	3.0
READ30.530	Teaching Reading to Exceptional Children	3.0
SELN10.577	Collaborative Instruction in Inclusive Classrooms	3.0
SELN10.585	Educational Assessment in Special Education	3.0

Thesis Requirement: none

Additional Information
This program is also available online through the College of Graduate & Continuing Education. For additional information, please visit program website.

Program Website
www.rowan.edu/colleges/education/programs/llse/COGSspeced

Coordinator/Contact Information
Joy Xin, Ed.D.
Program Coordinator
856.256.4734
xin@rowan.edu

S. Jay Kuder, Ed.D.
Program Advisor
856.256.5659
kuder@rowan.edu

Gina Gondos
Academic Advisor for CGCE - COGS Hybrid Format
856.256.4792
gondos@rowan.edu

Certificate of Graduate Study (COGS) in Teaching and Learning

Location & Format
Online accelerated (8 weeks)

Program Description
The 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 serves as the Core of the M.Ed. in Teacher Leadership.
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.
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.
3. Teachers use technology to facilitate student learning and their own professional development.

Admission Requirements
The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Statement of Professional objectives (including your definition of a teacher leader) Two letters of recommendation
- This program requires regular access to a classroom for course assignments and is designed for practicing teachers who are currently teaching and have at least one full academic year of teaching experience before beginning the program

- Please include with your application materials a signed statement confirming that you are actively teaching and have been teaching for at least one academic year.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 18 s.h.

Coursework

Required Courses **18 s.h.**

LDTC18.510	Applied Theories of Learning	3.0
ELEM02.511	Learning Community Classrooms	3.0
READ30.566	Researching Classroom Practice	3.0
ELEM02.550	Analysis of Classroom Teacher Behavior	3.0
EDST24.624	Educational Change	3.0
CURR29.580	Fundamentals of Curriculum Development	3.0

Thesis Requirement: none

Additional Information

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

Program Website

www.rowan.edu/colleges/education/programs/teachered/cogs/cogsteach.html

Coordinator/Contact Information

Robin McBee, Ph.D.
856.256.4500, ext.3093
mcbee@rowan.edu

Bilingual/Bicultural Education Endorsement

Location & Format

Main campus: In classroom full semester

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree from an accredited institution of higher learning
- Official transcripts from all undergraduate and graduate institutions attended
- Typewritten statement of professional objectives
- Two letters of recommendation
- Currently teaching or alternate route candidate
- Passing scores on the OPI and WPT test administered by Language Testing International (LTI) available at www.languagetesting.com
    1. Passing scores (of "Advanced Low" or higher) on the Oral Proficiency Interview (OPI) for written English results
    2. Passing scores (of "Advanced Low" or higher) on the Oral Proficiency Interview (OPI) for target language (not English) results
    3. Passing scores (of "Advanced Low" or higher) on the Writing Proficiency Test (WPT) for written English results
    4. Passing scores (of "Advanced Low" or higher) on the Writing Proficiency Test (WPT) for target language (not English) results

Note: These four test results must be submitted with the application package.

- A copy of one of the following teaching certifications:
  1. Standard Teaching Certificate
  2. State Provisional Certificate
  3. State Certificate of Eligibility with Advanced Standing
  4. Certificate of Eligibility in one of the following areas: Elementary (K-12), Mathematics (K-12), any area of Science (K-12), Social Studies (K-12)
- Copy of NJ State Teacher Certification (CEAS or Standard)

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 12 s.h.

Coursework

Required Courses **12 s.h.**

BLED40.510	Issues of Language and Cultural Diversity in ESL/Bilingual Programs	3.0
BLED40.512	Second Language Acquisition and Linguistics for Teaching Second Languages	3.0
BLED40.522	Integrating Language and Content in the ESL/Bilingual Education	3.0
BLED40.521	Teaching Bilingual Education: Process and Practice	3.0

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/teachered/endorsement/ENDesl.htm

Coordinator/Contact Information

Beth Wassell, Ph.D.
856.256.4500, ext. 3812
Wassell@rowan.edu

Learning Disabilities Teacher - Consultant Certification

Location & Format

Main campus: In classroom full semester

Program Description

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.

The Program Advisor and Program Coordinator will review an applicant's graduate transcripts to determine which, if any, courses fulfill existing requirements to earn the LDT-C certificate.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation (One recommendation from the candidate's superintendent, principal, or supervisor, and one from a professional colleague—both attesting to the candidate's potential as an LDTC)
- Typewritten Statement of Professional Objectives

- Master's degree in Learning Disabilities from another institution, or a Master's degree in a related field (e.g., Special Education or Reading) from Rowan University
- Standard New Jersey instructional certificate
- Documentation of at least one year of effective classroom teaching experience (candidates will need a minimum of three years at completion of program) Interview with the program advisor
- On-site writing sample

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 33 s.h. (assuming no courses transfer from prior masters degree)

Coursework

Required Courses			**6 s.h.**
LDTC18.516	Applied Tests and Measurements	3.0	
LDTC18.510	Applied Theories of Learning	3.0	
Specialization Courses			**27 s.h.**
SPED08.555	Education & Psychology of Exceptional Learners	3.0	
LDTC18.520	Neurological Bases of Educational Disorders	3.0	
READ30.530	Teaching Reading to Exceptional Children	3.0	
LDTC18.503	Foundations of Learning Disabilities	3.0	
LDTC18.504	Assessment of Learning Disabilities**	3.0	
LDTC18.505	Correction of Learning Disabilities**	3.0	
LDTC18.525	Advanced Assessment Techniques	3.0	
LDTC18.650	Clinical & Field Experiences in Learning Disabilities*	6.0	

Thesis Requirement: none

* matriculated students only and permission of coordinator

**are prerequisites for LDTC18.650 Clinical & Field Experiences in Learning Disabilities

Program Website

www.rowan.edu/colleges/education/programs/llse/ldtc

Coordinator/Contact Information

Sharon Davis, EdD
856.256.4500 ext. 3796
Bianco@rowan.edu

School Nursing Post Baccalaureate Certification

Location & Format

Hybrid accelerated (8 weeks)

Program Description

The School Nurse Post Baccalaureate 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 School Nurse Post-Baccalaureate 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.

The Post-Baccalaureate Certification in School Nursing is offered through the College of Graduate & Continuing Education (CGCE) at Rowan University. Classes will be accelerated and mostly online which offers the fastest and most convenient route to your certification.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a

representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Current professional resume must show experience in Nursing
- Minimum undergraduate cumulative GPA of 2.75
- Copy of current RN License or copy of official NCLEX letter showing passing scores Copy of certifications in CPR (adult, child, infant) & AED (these are usually on one card)
- CGCE Foundation Course Completion Form
- Eligible applicants must have successfully completed the following four undergraduate foundation courses at an accredited institution:

  FC-1. NURS 03.401: Community Health Nursing (3 credits)
  FC-2. PSY 09.210: Adolescent Development (3 credits)
  FC-3. NURS 03.303: Health Assessment (3 credits)
  The equivalent to a 3-credit Human and Intercultural Relations course (For example, ANTH 02.202: Cultural Anthropology, GEOG 06.102: Cultural Geography, or SOC 08.230: Sociology of Minority Groups).
- 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 other program coursework. Foundation courses may not be available in an online format. If applicable, official notification of any unfinished foundation courses will be included in the applicant's official decision letter from CGCE.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 36 s.h.

Coursework

Prerequisites for the certification program		**15 s.h.**
	Community Health Nursing	3.0
	Adolescent/Child/Human Development	3.0
	Human and Intercultural Relations	3.0
	Health Assessment	3.0
	Special Education/Human Exceptionality	3.0

Certification Courses*		**21 s.h.**
(all must be taken at Rowan and can be found in the Undergraduate Catalog)		
SNUR92.466	School Health Services	3.0
SPED08.407	School and Family Issues for Children with Ongoing Health care Needs	3.0
SNUR92.444	Practicum in School Nursing	5.0
SNUR92.430	Methods and Materials in Health Teaching for School Nurses	3.0
SNUR92.448	Health Teaching Methods for School Nursing Seminar**	2.0
SNUR92.445	Internship in Health Teaching for School Nursing**	5.0

*A 3.0 GPA in the major certification/professional courses must be maintained to progress in the certification program.
**Prerequisite: Methods and Materials in Health Teaching for School Nurses

Thesis Requirement: none

Additional Information

www.rowan.edu/colleges/education/programs/esahe/schoolnurse.html

Coordinator/Contact Information

Marie Cammarota, Ed.D.
856.256.4705
cammarota@rowan.edu

Supervisor Certification

Location & Format

Off-campus: In classroom accelerated (8 weeks): SJTOP initiative

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation (Letters should be from the candidate's superintendent, supervisor, or from a professional colleague attesting to his/her potential as a supervisor)
- Typewritten Statement of Professional Objectives
- Master's degree from an accredited college or university or concurrently matriculated in a M.A. degree program at Rowan University
- Standard NJ teaching certification
- Standard NJ or out-of-state instructional certificate, or educational services certificate, other than emergency or provisional
- Evidence confirming 3 years of professional teaching or educational services experience (demonstrated by letter or in resume)

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 12 s.h.

Coursework

Required Courses			**6 s.h.**
CURR29.580	Fundamentals of Curriculum Development	3.0	
EDSU28.546	Educational Organizations and Leadership	3.0	
Required Curriculum Course			**3 s.h.**
Choose one (1) of the following:			
CURR29.547	Curriculum Theory	3.0	
CURR29.550	Public School Curriculum	3.0	
CURR29.590	Curriculum Evaluation	3.0	
ELEM02.536	Elementary School Curriculum	3.0	
SPED08.515	Curriculum, Instruction, and Transition in Special Education	3.0	
ELEM02.538	Contemporary Curriculum Processes/Elementary Science	3.0	
ELEM02.540	Contemporary Curriculum Processes/Elementary Mathematics	3.0	
ECED23.510	Curriculum Development in Early Childhood Programs	4.0	
PHED35.592	Curriculum Construction in Health & Physical Education	3.0	
HLTH37.525	Curriculum Strategies in Substance Awareness Education	3.0	
Required Supervision Course			**3 s.h.**
Choose one (1) of the following:			
EDSU28.522	Instructional Leadership and Supervision	3.0	
EDSU28.523	Building Organizational Capacity	3.0	
READ30.540	Administration and Supervision of School Reading Programs	3.0	
SELN10.578	Administration and Supervision of Special Education	3.0	
EDSU28.501	Administration and Supervision of Music Programs	3.0	
EDAM27.600	Practicum/Seminar in Administration and Supervision I	3.0	

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/esahe/supervisor

Coordinator/Contact Information

Robert Campbell, Ed.D.
Program Coordinator
856.256.4500, ext.3817

campbell@rowan.edu

Post Baccalaureate Program in Teacher of Reading

Location & Format

Main campus: In classroom full semester

Program Description

The Post Baccalaureate Program in 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.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Minimum cumulative undergraduate GPA of 3.0 (based on 30 semester hours)
- A grade of B or better in introductory Reading courses in the past ten years
- A copy of initial NJ Certificate of Eligibility (CE) in Elementary Education or appropriate content area or current enrollment in the BA in Education at Rowan University
- Official passing Praxis I scores for the areas of Reading, Writing and Mathematics
- Official Praxis II scores in Elementary Education content knowledge or subject specialization area(s) or current enrollment in the BA in Education at Rowan University

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 30 s.h. (Some courses are undergraduate and can be located in the Undergraduate Catalog)

Coursework

Area A: Reading Theory and Pedagogy **12 s.h.**

Choose from the following:

READ30.515	Teaching Reading Across the Grades	3.0
READ30.520	Content Area Literacy	3.0
READ30.530	Teaching Reading to the Exceptional Child	3.0
READ30.535	Word Study: Phonics, Spelling, and Vocabulary Instruction	3.0
READ30.540	Administration & Supervision of School Reading Programs	3.0
READ30.280	Teaching Literacy	3.0
READ30319	Teaching Reading and Writing in the Content Area	2.0
READ30.351	Differentiated Literacy Instruction	2.0
and ELEM02.338	Practicum in Mathematics and Literacy	1.0
READ30.347	Phonics and Spelling	3.0
READ30.350	Using Children's Literature in the Reading/Writing Classroom	3.0

Area B: Application through Tutoring **6 s.h.**

Choose from the following:

READ30.550	Diagnosis of Remedial Reading Problems	3.0
READ30.560	Correction of Remedial Reading Problems	3.0
READ30.570	Clinical Experiences in Reading	6.0

READ30.421	School Reading Problems*	3.0
READ30.451	Supervised Clinical Practice**	3.0

* Teaching Literacy (READ 30.280) *or* Teaching Reading Across the Grades (READ 30.515), Differentiated Literacy Instruction (READ 30.351) *or* Teaching Reading to the Exceptional Child (READ 30.530), and Phonics and Spelling (READ 30.347) *or* Word Study (READ 30.535) must be taken before School Reading Problems (READ 30.421).
**School Reading Problems (READ 30.421) is a prerequisite for Supervised Clinical Practice (READ 30.451)

Area C: Core/Supporting Courses **12 s.h.**

Choose from the following:

ELEM02.539	Contemporary Curriculum Processes/Elementary Language Arts	3.0
PSY22.512	Educational Psychology	3.0
PSY22.586	Psychology of Motivation and Learning	3.0
EDST24.561	Statistics in Educational Research	3.0
FNDS21.230	Characteristics of Knowledge Acquisition	3.0
SPED08.130	Human Exceptionality	3.0
READ30.120	Literacies in Today's World	3.0
EDUC01.272	Teaching in Learning Communities II	2.0
EDST03.350	Teaching Students of Linguistic and Cultural Diversity	1.0

Thesis Requirement: none

Program Website

www.rowan.edu/colleges/education/programs/llse/postBacReading

Coordinator/Contact Information

Susan Browne, Ed.D
856. 256.4500, ext. 3830
brownes@rowan.edu

Lori Block
Program Advisor
(856) 256-4420
block@rowan.edu

Graduate Endorsement: Teacher of Students with Disabilities

Location & Format

- Main campus: In classroom full semester
- Online accelerated (8 weeks)

Program Description

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 the Graduate School.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Minimum undergraduate cumulative GPA of 2.75

- COE TOSD Field Experience Placement Form (pdf)
- Copy of NJ Teacher Certification (only CEAS or Standard are acceptable) (If your certificate was issued prior to 1994, you must also submit scores from the Praxis II specialization area test – Elementary or Secondary.)
- Interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)
- During the interview process, a complete essay on reasons for desiring the Teacher of Students with Disability Endorsement will also be required
- Signed statement verifying ongoing, regular access to a classroom (which is necessary in order to complete required field assignments)

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 23 s.h.

Coursework

Required Courses		23 s.h.
SPED08.555	Education and Psychology of Exceptional Learners	3.0
SELN10.581	Implementing Positive Behavior Strategies	3.0
SPED08.515	Curriculum, Instruction, Transition in Special Education	3.0
SELN10.585	Educational Assessment in Special Education	3.0
READ30.530	Teaching Reading to the Exceptional Children	3.0
SELN10.577	Collaborative Instruction in Inclusive Classrooms	3.0
SPED08.520	Clinical Experiences in Special Education	4.0
SELN10.592	Clinical Seminar in Special Education	1.0

Additional Information

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. This graduate endorsement program is offered in a hybrid format through the College of Graduate and Continuing Education CPCE.

Program Website

www.rowan.edu/colleges/education/programs/llse/gradSpecialEd

Coordinator/Contact Information

Joy Xin, EdD
856.256.4734
xin@rowan.edu

Gina Gondos
Academic Advisor for the Online Program
856.256.4792
gondos@rowan.edu

Post Baccalaureate Endorsement Program: Teacher of Students with Disabilities

Location & Format

Main campus: In classroom full semester

Program Description

This endorsement program leads to certification as a Teacher of Students with Disabilities and is available to students who have been admitted to teacher certification programs or who already hold, or are eligible for, New Jersey teaching certificates. 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 Certification. Please note that all classes have required field placement components. Teacher of Students with Disabilities certification is granted only when a student has fulfilled all requirements for an initial teaching certification and has passed the Praxis II (10352): Application of Core Principles across Categories of Disability.

Admission Requirements

The following is a list of items required to begin the application process for the Doctor of Educational Leadership program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing

items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Minimum cumulative undergraduate GPA of 2.75
- A one-page essay detailing the reasons for desiring the Teacher of Students with Disability Endorsement
- COE TOSD Field Experience Placement Form (pdf)
- A copy of initial NJ Certificate of Eligibility (CE) in Elementary Education or appropriate Content Area
- A copy of second NJ Certificate of Eligibility (CE) in Teacher of Students with Disabilities
- Official Praxis II score report in Elementary Education or Secondary Education areas. (The Praxis II score report is only required if your NJ Certification was received prior to 1994.)
- Optional interview with the Faculty Admissions Committee

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total semester hours required for program completion: 27 s.h. (These are undergraduate courses and can be found in the Undergraduate Catalog)

Coursework

Required Courses **27 s.h.**

SPED08.130	Human Exceptionality	3.0
SPED08.360	Positive Behavioral Support Systems for Students with Exceptional Learning Needs	3.0
SPED08.316	Differentiated Instruction in the Inclusive Classroom	2.0
READ30.280	Teaching Literacy	3.0
READ30.351	Differentiated Literacy Instruction	2.0
SPED08.308	Assistive Technology and Transition Planning for Students with Exceptional Learning Needs	3.0
SPED08.307	Assessment of Students with Exceptional Learning Needs	3.0
SPED08.415	Specialized Instruction for Students with Exceptional Learning Needs	3.0
SPED08.445	Clinical Seminar in Special Education	1.0
SPED08.450	Clinical Practice in Special Education	4.0

Thesis Requirement: none

Additional Information

This program is also available online through the College of Professional & Continuing Education. For additional information, please visit program website.

Students who are admitted to the Early Childhood Education program should consult with their advisors regarding specific requirements. Also, course descriptions can be found in the 2009-2010 Undergraduate Catalog.

Program Website

www.rowan.edu/colleges/education/programs/llse/postBacSpecial

Coordinator/Contact Information

Charles (Chuck) Brett
Advisor for Alternate Route Students
856.256.4787
brett@rowan.edu

Midge Shuff, Ph.D.
Program Coordinator
856.256.4500, ext. 3883
shuff@rowan.edu

Endorsement in Driver Education

Location & Format

Main campus: In classroom full semester

Program Description

The Driver's Education Endorsement is designed to provide individuals seeking New Jersey State Driver Education Teacher Endorsement a convenient route to that goal. Coursework is completed in class, behind-the-wheel, and online. Students may opt to register for the course only or seek Driver's Education Endorsement. Those wishing to have their credentials submitted to the state for endorsement must officially matriculate into the program. Any qualified person meeting the course qualifications may register for this course.

Admission Requirements

- CGCE Driver Education Registration & Matriculation Form (pdf)
- Copy of valid New Jersey or out-of-state driver's license
- Copy of standard New Jersey Instructional Certificate or CEAS (Teacher of Health and Physical Education)
- *Or* copy of current transcripts from a health/physical education teacher prep/certification program in the State of New Jersey

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Course Description

Teaching Concepts of Drivers Education includes learning to teach motor vehicle operation and driving environments, and 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.

Program Website

www.rowan.edu/colleges/education/programs/healthexercise/licensure.html

Coordinator/Contact Information

Shari Willis, Ph.D.
856.256.4500 x3702
williss@rowan.edu

College of Engineering

Steven H. Chin, Ph.D., P.E., Interim Dean
856.256.5300
chin@rowan.edu

Linda Head, Ph.D., Associate Dean
856.256.5301
head@rowan.edu

The College of Engineering consists of programs in the areas of 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.

Programs Offered

Masters Programs

- Master of Science in Engineering - Specialization in Chemical Engineering (G906)
- Master of Science in Engineering - Specialization in Civil Engineering (G908)
- Master of Science in Engineering - Specialization in Electrical Engineering (G909)
- Master of Science in Engineering - Specialization in Mechanical Engineering (G910)
- Master of Science in Engineering - Specialization in Environmental Engineering (G911)
- Master of Science in Engineering - Specialization in Engineering Management (G912)
- Master of Engineering Management (G913)

Certificate of Graduate Study (COGS)

- Certificate of Graduate Study in Sustainable Engineering (G920)

College Website

www.rowan.edu/engineering

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

Location & Format

Main campus: In classroom full semester (all specializations)

Program Description

The Master of Science in Engineering (MSE) program at Rowan University effectively prepares individuals to respond to the changing needs of engineers today. This program provides students with the necessary knowledge, skill set, and training to effectively contribute to the engineering workforce. Students have access to higher level courses leading to a graduate degree, and are involved in professional development opportunities which increase the breadth of understanding and application of engineering principles.

Specializations

- Chemical Engineering (G906)
- Civil Engineering (G908)
- Electrical Engineering (G909)
- Mechanical Engineering (G910)
- Environmental Engineering (G911)
- Engineering Management (G912)

Admissions Requirements

The following is a list of items required to begin the application process for the Master of Science in Engineering program for all specializations. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form(pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning

- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- A minimum undergraduate cumulative GPA of 3.0 or upper 20% of graduating class
- Bachelor of Science in Engineering from an ABET accredited program OR Bachelor's degree in the Science or Mathematics disciplines (The graduate program advisor will assess the background of the applicant and evaluate their suitability for admission to the program)
- Successful completion of the following undergraduate-level foundation courses at an accredited institution is highly recommended for admission: Chemistry I, Physics I, Calculus I, II, and III, Linear Algebra, and Differential Equations. (The graduate program advisor may specify additional required undergraduate-level coursework to supplement the applicant's background before taking any graduate courses.)
- Optional interview with the Faculty Admissions Committee (The Committee will contact students directly regarding the interview. The interview can be in person or via telephone.)

Application deadline for all specializations

- Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total semester hours required for program completion: 30 (6-9 semester hours can be Thesis Research/ Engineering Project)

Coordinator/Contact Information

Robi Polikar, Ph.D.
856.256.5330
polikar@rowan.edu

M.S.E. - Chemical Engineering Specialization

Program Description

The Chemical Engineering specialization emphasizes project management skills and industrially relevant research that prepares students and working engineers for successful careers in high-tech fields.

Program Requirements

Total semester hours required for program completion: 30 (6-9 semester hours can be Thesis Research/Engineering Project)

Coursework

Required courses		**9.0 s.h.**
	Engineering Applications of Analysis	3.0
	Engineering Application of Computers (or equivalent)	3.0
	Approved Business course	3.0
Specialization courses		**21 s.h.**
(including, but not limited to, the following list:)		
CHE06.506	Procs Heat Transfer	3.0
CHE06.508	Membrane Process Tech	3.0
CHE06.510	Biochemical Engineering	3.0
CHE06.512	Safety Process Indust	3.0
CHE06.515	Advanced Reactor Design	3.0
CHE06.516	Advanced Separation Proc Tec	3.0
CHE06.518	Polymer Engineering	3.0
CHE06.520	Green Eng Design Chem Proc	3.0
CHE06.568	Electrochemical Engineering	3.0
CHE06.570	Air Pollution Control	3.0
CHE06.572	Biomedical Process Eng	3.0
CHE06.574	Advanced Particle Tech	3.0
CHE06.576	Bioseparation Processes	3.0
CHE06.577	Adv En Proc Analy & Exp Des	3.0
CHE06.579	Industrial Process Pathways	3.0
CHE06.580	Optimization of Eng Projects	3.0
CHE06.582	Food Engineering Systems	3.0
CHE06.583	Engineering Exercise Dynam	3.0
CHE06.584	Ctrl Release Theory, Tech/App	3.0
CHE06.585	Engineering Quality Control	3.0

Program Website

www.rowan.edu/colleges/engineering/graduate_program/

Coordinator/Contact Information
Mary Staehle, Ph.D. 856.256.5310
staehle@rowan.edu

M.S.E. - Civil Engineering Specialization

Program Description

The Civil Engineering specialization allows students to develop an interdisciplinary focus through their coursework and thesis topic. Graduate students work with faculty with expertise in transportation, geotechnology, structures, water resources, and the environment. Interdisciplinary areas include mechanics and materials, and sustainability.

Program Requirements

Total semester hours required for program completion: 30 (6-9 semester hourse can be Thesis Research/Engineering Project)

Coursework

Required courses		**9.0 s.h.**
	Engineering Applications of Analysis	3.0
	Engineering Application of Computers (or equivalent)	3.0
	Approved Business course	3.0
Specialization courses		**21 s.h.**
(including, but not limited to, the following list:)		
CEE08.504	Engineer Estimating	3.0
CEE08.507	Prestressed Concrete	3.0
CEE08.512	Adv Envir Treatment Process	3.0
CEE08.522	Site Remediation Eng	3.0
CEE08.531	Solid/Haz Water Mgt	3.0
CEE08.532	Pollutant Fate & Transport	3.0
CEE08.533	Integrated Solid Waste Mgmt	3.0
CEE08.543	Adv Water Resources	3.0
CEE08.544	Hydraulic Design	3.0
CEE08.545	Environment Fluid Mechanics	3.0
CEE08.552	Foundation Eng	3.0
CEE08.553	Earth Retaining Sys	3.0
CEE08.562	Adv Transportation	3.0
CEE08.564	Design Elements Transport Eng	3.0
CEE08.573	Adv Structural Analysis	3.0
CEE08.584	Prestressed Concrete	3.0
CEE08.585	Adv Reinforced Concrete	3.0
CEE08.586	Bridge Engineering	3.0

Program Website

www.rowan.edu/colleges/engineering/graduate_program/

Coordinator/Contact Information
Yusuf Mehta, Ph.D.
856.256.5327
mehta@rowan.edu

M.S.E. - Electrical Engineering Specialization

Program Description

The Electrical Engineering specialization 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.

Program Requirements

Total semester hours required for program completion: 30 (6-9 semester hours can be Thesis Research/Engineering Project)

Required courses		**9.0 s.h.**
	Engineering Applications of Analysis	3.0
	Engineering Application of Computers (or equivalent)	3.0
	Approved Business course	3.0

Specialization courses **21 s.h.**

(including, but not limited to, the following list):

ECE09.504	St Elec & Comp Engineering	3.0
ECE09.551	Digital Signal Processing	3.0
ECE09.552	Digital Image Processing	3.0
ECE09.553	Digital Speech Processing	3.0
ECE09.554	Theory/Eng App of Wavelets	3.0
ECE09.555	Adv Topics in Pattern Recog	3.0
ECE09.556	Embedded System Design	3.0
ECE09.560	Artificial Neural Networks	3.0
ECE09.571	Instrumentation	3.0

Program Website

www.rowan.edu/colleges/engineering/graduate_program/

Coordinator/Contact Information

Robi Polikar, Ph.D.
856.256.5330
polikar@rowan.edu

M.S.E. - Engineering Management Specialization

Program Description

The Engineering Management Specialization 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.

Program Requirements

Total semester hours required for program completion: 30 (6-9 semester hours can be Thesis Research/Engineering Project)

Required Courses **12 s.h.**

Two graduate mathematics/computer applications courses from the following list:

ENGR01.511	Engineering Optimization
MATH03.511	Operations Research I
MATH03.512	Operations Research II
MATH01.515	Engineering Applications of Analysis

Two graduate business courses from the following list:

ENT06.506	Corp. Entrepreneurship and New Venture Development
MGT06.510	Strategic Engineering Management

Specialization courses (include, but not limited to, the following list):

ENGR01.501	Special Topics in Engineering
ENGR01.511	Engineering Optimization
ENGR01.599	Masters Thesis Research
CHE06.577	Advanced Engineering Process Analysis and Experimental Design
CHE06.512	Safety in the Process Industries
CHE06.580	Optimization of Engineering Projects
CHE06.581	Advanced Process Analysis
CEE08.503	Special Topics in Civil Engineering
CEE08.504	Engineering Estimating
CEE08.522	Site Remediation Engineering
CEE08.531	Solid and Hazardous Waste Management
CEE08.563	Advanced Transportation Planning, Demand, and Data Analysis

Program Website

www.rowan.edu/colleges/engineering/graduate_program/

Coordinator/Contact Information

Ralph Alan Dusseau, Ph.D., P.E.
856-256-5320
dusseau@rowan.edu

M.S.E. - Environmental Engineering Specialization

Program Description

The Environmental Engineering specialization equips students with the tools necessary to solve contemporary environmental problems. The program will provide students with the knowledge to design facilities and manage projects that provide clean water, treat municipal and industrial wastewaters, restore contaminated sites to good health, ensure clean air, and evaluate the environmental impact of large projects.

Program Requirements

Total semester hours required for program completion: 30 (6-9 semester hours can be Thesis Research/Engineering Project)

Required courses		**9.0 s.h.**
	Engineering Applications of Analysis	3.0
	Engineering Application of Computers (or equivalent)	3.0
	Approved Business course	3.0
Specialization courses		**21 s.h.**
(including, but not limited to, the following list):		
CEE08.504	Engineer Estimating	3.0
CEE08.507	Prestressed Concrete	3.0
CEE08.512	Adv Envir Treatment Process	3.0
CEE08.522	Site Remediation Eng	3.0
CEE08.531	Solid/Haz Water Mgt	3.0
CEE08.532	Pollutant Fate & Transport	3.0
CEE08.533	Integrated Solid Waste Mgmt	3.0
CEE08.543	Adv Water Resources	3.0
CEE08.544	Hydraulic Design	3.0
CEE08.545	Environment Fluid Mechanics	3.0
CEE08.552	Foundation Engn	3.0
CEE08.553	Earth Retaining Sys	3.0
CEE08.562	Adv Transportation	3.0
CEE08.563	Adv Pavement Analy & Eval	3.0
CEE08.564	Design Elements Transport Eng	3.0
CEE08.573	Adv Struct Analysis	3.0
CEE08.584	Prestressed Concrete	3.0
CEE08.585	Adv Reinforced Concrete	3.0

Program Website

www.rowan.edu/colleges/engineering/graduate_program/

Coordinator/Contact Information

Yusuf Mehta, Ph.D.
856.256.5327
mehta@rowan.edu

M.S.E. - Mechanical Engineering Specialization

Program Description

The Mechanical Engineering specialization 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.

Program Requirements

Required courses		**9.0 s.h.**
	Engineering Applications of Analysis	3.0
	Engineering Application of Computers (or equivalent)	3.0
	Approved Business course	3.0
Specialization Courses		**21 s.h.**
(including, but not limited to, the following list):		
ME10.501	Computer Integrated Manufacturing and Automation	3.0
ME10.505	Sp Tp Mech Eng	3.0
ME10.506	Computational Materials Sci	3.0
ME10.511	Combustion	3.0
ME10.512	Rocket Propulsion	3.0
ME10.514	Energy Conversion Systems	3.0
ME10.521	Gas Dynamics	3.0
ME10.522	Computational Fluid Dynamics	3.0
ME10.541	Advanced Mechanism Design	3.0
ME10.542	Advanced Mechatronics	3.0

ME10.544	Automotive Engineering	3.0
ME10.550	Advanced Solid Mechanics	3.0
ME10.551	Mechanics Continuous Media	3.0
ME10.552	Structural Acoustics	3.0
ME10.553	Analytical Dynamics	3.0
ME10.554	Elastic Stability of Structures	3.0
ME10.570	Principles in Biomechanics	3.0
ME 10.571	Principles of Biofluids	3.0
ME 10.572	Principles of Biomaterials	3.0

(6-9 semester hours can be Thesis Research/Engineering Project)

Program Website

www.rowan.edu/colleges/engineering/graduate_program/

Coordinator/Contact Information

Krishan Bhatia, Ph.D.
856.256.5340
bhatia@rowan.edu

Master of Engineering Management

Location & Format

Online accelerated (8 weeks)

Program Description

The goal of the Engineering Management (MEM) 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 MEM 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.

Specializations

- Project Management Specialization
- Construction Management Specialization

Admissions Requiremens

The following is a list of items required to begin the application process for the Rowan M.E.M program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Typewritten Statement of Professional Objectives
- Two letters of recommendation
- Bachelor's Degree should be in one of the following fields: Engineering, Eng. Tech, Biology, Chemistry, Physics, Math, Computer Science or Education with appropriate coursework in Sci./Math
- CGCE Foundation Course Completion Form
- Eligible applicants must have successfully completed the following four undergraduate foundation courses at an accredited institution:
  - FC-1. Calculus I
  - FC-2. Chemistry I
  - FC-3. Physics I
  - FC-4 Statistics I
- During the admissions process, the M.E.M. Academic Advisor will determine foundation course equivalencies and how any unfinished undergraduate foundation courses can be scheduled concurrently with graduate enrollment. Foundation courses may not be available in an online format. If applicable, official notification of any unfinished foundation courses will be included in the applicant's official admission decision letter from Rowan University.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total semester hours required for program completion: 30

Thesis Requirement

none

Coursework

I. Required Common Core **9 s.h.**

Students are required to complete the following 9 semester hour (s.h.) credits:

MGT06.677	Management Skills for Engineers	3.0 s.h.
EM01.501	Engineering Economics	3.0 s.h.
MGT06.666	Managing Engineering Teams	3.0 s.h.

II. Specializations in Engineering Management 12 s.h. Credits

Students will be required to complete a minimum of 12 s.h. credits in one of two areas of specialization:

Project Management Specialization:

MIS02.526	Project Management for Engineers	3.0 s.h.
EM01.512	Quality in Engineering Management	3.0 s.h.
EM01.513	Engineering Decisions	3.0 s.h.
EM01.511	Strategic Risk Management	3.0 s.h.

Construction Management Specialization:

CEE08.504	Engineering Estimating	3.0 s.h.
EM01.521	Construction Management	3.0 s.h.
EM01.522	Construction Scheduling	3.0 s.h.
EM01.523	Cost Engineering	3.0 s.h.

III. Electives in Engineering Management 9 s.h. Credits

Students will take electives totaling 9 SH credits chosen from existing engineering courses or new courses that will be added to the Engineering Management Program:

Existing Engineering Courses:

ENGR01.501	Special Topics in Engineering	3.0 s.h.
ENGR01.511	Engineering Optimization	3.0 s.h.
CHE06.502	Special Topics in Chemical Engineering	3.0 s.h.
CHE06.577	Advanced Engineering Process Analysis and Experimental Design	3.0 s.h.
CHE06.512	Safety in the Process Industries	3.0 s.h.
CHE06.580	Optimization of Engineering Projects	3.0 s.h.
CHE06.581	Advanced Process Analysis	3.0 s.h.
CEE08.503	Special Topics in Civil Engineering	3.0 s.h.
CEE08.504	Engineering Estimating	3.0 s.h.
CEE08.522	Site Remediation Engineering	3.0 s.h.
CEE08.531	Solid and Hazardous Waste Management	3.0 s.h.
CEE08.533	Integrated Solid Waste Management	3.0 s.h.
ECE09.504	Special Topics in Electrical Engineering	3.0 s.h.
ME10.505	Special Topics in Mechanical Engineering	3.0 s.h.

New Courses

EM01.541	Engineering Law and Ethics	3.0 s.h.
MIS02.526	Project Management for Engineers	3.0 s.h.
EM01.512	Quality in Engineering Management	3.0 s.h.
EM01.513	Engineering Decisions	3.0 s.h.
EM01.511	Strategic Risk Management	3.0 s.h.
EM01.521	Construction Management	3.0 s.h.
EM01.522	Construction Scheduling	3.0 s.h.
EM01.523	Cost Engineering	3.0 s.h.
EM01.531	Engineering Inventions and Creative Design	3.0 s.h.

Coordinator/Contact Information

Ralph Alan Dusseau, Ph.D., P.E.
856.256.5320
dusseau@rowan.edu

Certificate of Graduate Study (COGS) in Sustainable Engineering

Location & Format
Online accelerated (8 weeks)

Program Description
The Certificate of Graduate Studies in Sustainable Engineering effectively teaches sustainable development concepts to students who will be able to transform existing engineering disciplines and practices to those that lead to sustainability. 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.

Admission Requirements
The following is a list of items required to begin the application process for the COGS in Sustainable Engineering program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Bachelor's degree must be in one of the following disciplines: Engineering, Engineering Technology, Science, Mathematics, Computer Science, or Education with appropriate coursework in Science and Math.(Applicants with alternate technical degrees may be accepted based on review)
- Typewritten statement of professional objectives
- Two letters of recommendation
- CGCE Foundation Course Completion Form
- Eligible applicants to this program must have successfully completed the following three undergraduate foundation courses at an accredited institution before starting the program as either a non-matriculated or matriculated student: FC-1. Calculus I (at least 3 credits), FC-2. Chemistry I (at least 3 credits), FC-3. Physics I (at least 3 credits)
- During the admissions process, the COGS Academic Advisor will determine foundation course equivalencies. If a background in any of the three required courses is missing, the student will not be admitted at that time and (if otherwise admissible) would be encouraged to reapply after completing the required foundation courses.

Application deadline
Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements
Total semester hours required for program completion: 15 s.h.

Coursework

Required courses		**12.0 s.h.**
EM01.512	Quality in Engineering Management	3.0
EM01.511	Strategic Risk Management	3.0
EM01.513	Engineering Decisions	3.0
MIS02.526	Project Management for Engineers	3.0
SE01.501	Sustainable Engineering Fundamentals	3.0
SE01.502	Life Cycle Assessment	3.0
SE01.503	Environmental Policy	3.0
or CEE08.513	Environmental Policy	3.0
SE01.504	Environmental Management	3.0
SE01.505	Sustainable Energy	3.0

Additional Information
This program is currently available only online through the College of Professional & Continuing Education. For additional information, please visit Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Website
http://www.rowanonline.com/programs/sustainable_eng.php

Coordinator/Contact Information
Kauser Jahan, Ph.D.
856.256.5320

kauser@rowan.edu

College of Fine and Performing Arts

John Pastin, Interim Dean
856.256.4551
pastin@rowan.edu

The College of Fine and Performing Arts fosters a dynamic and demanding, intellectual and creative environment that produces transcendent experiences of discovery and expression. The College nurtures learning and creative communities through rigorous degree programs that educate artists of the future and provides classroom and applied arts experiences for non-majors and enriching programs for the public. Graduate study in the arts at Rowan University centers on rigorous hands-on experiences to prepare the advancing artist for the professional world of the arts and/or advanced professional degrees in the arts. Our program is accredited by the National Association of Schools of Music.

Program Offered

Master of Music (G005)

College Website

www.rowan.edu/graduateschool/graduate_programs/programs/fine.htm

Master of Music

Location & Format

Main campus: In classroom full semester

Program Description

The Master of Music program provides intensive experiences in performance, conducting, or composition as well as courses geared to enhance the students 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 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, orchestral careers, arts leadership positions, and careers as college professors and public school teachers.

Admission Requirements

The following is a list of items required to begin the application process for the Master of Music program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form(pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Specialization in Composition, Guitar, Jazz Studies, Keyboard, Orchestra Conducting, Orchestra Instruments, Vocal Conducting, Voice, Wind Conducting:
  - Two letters of recommendation
  - Typewritten Statement of Professional Objectives
  - Undergraduate cumulative GPA of 2.5
  - Evidence of an earned degree in Music (In lieu of the B.M. or B.A. in Music, the student may satisfy the Graduate Committee in Music, through audition and interview, that he/she possesses a strong enough musical background to complete the program.)
  - Live audition (Tapes or CDs are acceptable for those students who live more than 300 miles from Rowan.)
- Specialization in Composition:
  - Two letters of recommendation
  - Typewritten Statement of Professional Objectives
  - Undergraduate cumulative GPA of 2.5
  - Evidence of an earned degree in Music (In lieu of the B.M. or B.A. in Music, the student may satisfy the Graduate Committee in Music, through audition and interview, that he/she possesses a strong enough musical background to complete the program.)
  - Live audition (Tapes or CDs are acceptable for those students who live more than 300 miles from Rowan.)
  - Portfolio of composition works

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Specializations

- Master of Music - Specialization in Composition
- Master of Music - Specialization in Guitar
- Master of Music - Specialization in Jazz Studies
- Master of Music - Specialization in Keyboard: Piano/Organ
- Master of Music - Specialization in Orchestral Conducting
- Master of Music - Specialization in Orchestral Instruments
- Master of Music - Specialization in Vocal Conducting
- Master of Music - Specialization in Voice
- Master of Music - Specialization in Wind Conducting

Application Deadline

Rolling Admission

Program Requirements - Specialization in Composition

- Total semester hours required for program completion: 31-38
- Culminating Experience (Recital): a recital jury is only required under special circumstances
- Composers-Recital of composed works, lecture recital, and/or thesis (e.g. theoretical analysis of composed work(s) and documentation of public performances of the work(s)
- Oral Comprehensive Exam
- Thesis Requirement: none

Coursework

Required Courses

	Graduate Applied Music	12.0-16.0
MUS04.560	Form and Analysis	3.0
MUSG05.547	Music and the Related Arts	3.0
MUS04.570	20TH Century Literature and Techniques	3.0
SMED32.502	Teaching Music Theory	3.0
	Applied Major Instrument (secondary lessons)	12.0-16.0
	Ensemble experience (minimum suitable to the specialization)	2.0

Elective Courses *Select by Specialization*

MUSG06.546	Development & Interpretation of Symphonic Literature	3.0
MUSG06.509	String Instrument Literature	3.0
MUSG06.503	Jazz History	3.0
MUS04.541	Jazz Piano (non-keyboard students)	1.0
MUSG06.542	Opera Literature	3.0
MUSG06.506	Art Song Literature	3.0
MUS04.551	Piano Accompanying	1.0
MUSG06.511	Survey of 20th Century Band Literature	3.0
MUS04.545	Choral Literature	3.0
MUS04.565	Seminar in Band Conducting	3.0
MUS04.557	Advanced Orchestration	2.0
MUS04.561	Score Reading I	1.0
MUS04.562	Score Reading II	1.0

(also acceptable are interdisciplinary courses or foreign language courses)
Note: Specialization requirements may only be modified by permission of the program coordinator.

Additional Information

The Master of Music degree at Rowan University is designed to be 4 semesters long but can be completed in 2 or 3 semesters depending on number of hours taken/semester and the course rotation schedule.

Program Website

www.rowan.edu/music/programs/composition.cfm

Coordinator/Contact Information

Bryan K. Appleby-Wineberg, D.M.A.
856.256.4500 x3526
applebywineberg@rowan.edu

Program Requirements - Specialization in Guitar

- Total semester hours required for program completion: 31-38
- Culminating Experience (Recital): a recital jury is only required under special circumstances

- Oral Comprehensive Exam
- Thesis Requirement: none

Coursework

Required Courses

	Graduate Applied Music	12.0-16.0
MUS04.560	Form and Analysis	3.0
MUSG05.547	Music and the Related Arts	3.0
MUS04.536	Chamber Music I	1.0
MUS04.537	Chamber Music II	1.0
MUSG06.505	History and Literature of Guitar and Lute	3.0
SMED32.506	Guitar Pedagogy	3.0
	Ensemble experience (minimum suitable to the specialization)	2.0

Elective Courses *Select by Specialization*

MUSG06.546	Development & Interpretation of Symphonic Literature	3.0
MUSG06.509	String Instrument Literature	3.0
MUSG06.542	Opera Literature	3.0
MUSG06.503	Jazz History	3.0
MUSG06.506	Art Song Literature	3.0
MUSG06.511	Survey of 20th Century Band Literature	3.0
MUS04.565	Seminar in Band Conducting	3.0
MUS04.551	Guitar Accompanying	

(also acceptable are interdisciplinary courses or foreign language courses)
Note: Specialization requirements may only be modified by permission of the program coordinator.

Additional Information

The Master of Music degree at Rowan University is designed to be 4 semesters long but can be completed in 2 or 3 semesters depending on number of hours taken/semester and the course rotation schedule.

Program Website

www.rowan.edu/colleges/fpa/music/

Coordinator/Contact Information

Bryan K. Appleby-Wineberg, D.M.A.
856.256.4500 x3526
applebywineberg@rowan.edu

Program Requirements - Specialization in Jazz Studies

- Total semester hours required for program completion: 31-38
- Culminating Experience (Recital): a recital jury is only required under special circumstances
- Oral Comprehensive Exam
- Thesis Requirement: none

Coursework

Required Courses

	Graduate Applied Music	12.0-16.0
MUS04.540	Jazz Arranging and Composition	3.0
MUSG05.547	Music and the Related Arts	3.0
MUSG06.503	Jazz History	3.0
MUS04.575	CD Project	2.0
MUS04.541	Jazz Piano (non-keyboard students)	1.0
	Ensemble experience (minimum suitable to the specialization)	2.0

Elective Courses *Select by Specialization*

MUSG06.546	Development & Interpretation of Symphonic Literature	3.0
MUSG06.509	String Instrument Literature	3.0
MUSG06.542	Opera Literature	3.0
MUSG06.503	Jazz History	3.0
MUSG06.506	Art Song Literature	3.0
MUSG06.511	Survey of 20th Century Band Literature	3.0
MUS04.565	Seminar in Band Conducting	3.0
MUS04.557	Advanced Orchestration	2.0
MUS04.536	Chamber Music I	1.0
MUS04.537	Chamber Music II	1.0
MUSG06.509	String Instrument Literature	3.0

(also acceptable are interdisciplinary courses or foreign language courses)
Note: Specialization requirements may only be modified by permission of the program coordinator.

Additional Information
The Master of Music degree at Rowan University is designed to be 4 semesters long but can be completed in 2 or 3 semesters depending on number of hours taken/semester and the course rotation schedule.

Program Website
www.rowan.edu/colleges/fpa/music/

Coordinator/Contact Information
Bryan K. Appleby-Wineberg, D.M.A.
856.256.4500 x3526
applebywineberg@rowan.edu

Program Requirements - Specialization in Keyboard: Piano/Organ

- Total semester hours required for program completion: 31-38
- Culminating Experience (Recital): a recital jury is only required under special circumstances
- Oral Comprehensive Exam
- Thesis Requirement: none

Coursework
Required Courses

	Graduate Applied Music	12.0-16.0
MUS04.560	Form and Analysis	3.0
MUSG05.547	Music and the Related Arts	3.0
MUSG06.510	Keyboard Literature	3.0
MUS04.551	Piano Accompanying	1.0
	Piano Pedagogy	
	Ensemble experience (minimum suitable to the specialization)	2.0

Elective Courses *Select by Specialization*

MUSG06.546	Development & Interpretation of Symphonic Literature	3.0
MUSG06.509	String Instrument Literature	3.0
MUSG06.542	Opera Literature	3.0
MUSG06.503	Jazz History	3.0
MUSG06.506	Art Song Literature	3.0
MUS04.536	Chamber Music I	1.0
MUS04.537	Chamber Music II	1.0
SMED32.502	Teaching Music Theory	3.0
MUS04.541	Jazz Piano	1.0
MUS04.545	Choral Literature	3.0

(also acceptable are interdisciplinary courses or foreign language courses)
Note: Specialization requirements may only be modified by permission of the program coordinator.

Additional Information
The Master of Music degree at Rowan University is designed to be 4 semesters long but can be completed in 2 or 3 semesters depending on number of hours taken/semester and the course rotation schedule.

Program Website
www.rowan.edu/colleges/fpa/music/

Coordinator/Contact Information
Bryan K. Appleby-Wineberg, D.M.A.
856.256.4500 x3526
applebywineberg@rowan.edu

Program Requirements - Specialization in Orchestral Conducting

- Total semester hours required for program completion: 31-38
- Culminating Experience Conducting Recital: a recital jury is only required under special circumstances
- Oral Comprehensive Exam
- Thesis Requirement: none

Coursework
Required Courses

	Graduate Applied Music	12.0-16.0

MUS04.560	Form and Analysis	3.0
MUSG05.547	Music and the Related Arts	3.0
MUS04.557	Advanced Orchestration	2.0
MUS04.561	Score Reading I	1.0
MUS04.562	Score Reading II	1.0
	Ensemble experience (minimum suitable to the specialization)	2.0

Elective Courses *Select by Specialization*

MUSG06.546	Development & Interpretation of Symphonic Literature	3.0
MUSG06.509	String Instrument Literature	3.0
MUSG06.542	Opera Literature	3.0
MUSG06.503	Jazz History	3.0
MUSG06.506	Art Song Literature	3.0
MUS04.551	Piano Accompanying	1.0
MUS04.545	Choral Literature	3.0

(also acceptable are interdisciplinary courses or foreign language courses)
Note: Specialization requirements may only be modified by permission of the program coordinator.

Additional Information

The Master of Music degree at Rowan University is designed to be 4 semesters long but can be completed in 2 or 3 semesters depending on number of hours taken/semester and the course rotation schedule.

Program Website

www.rowan.edu/colleges/fpa/music/

Coordinator/Contact Information

Bryan K. Appleby-Wineberg, D.M.A.
856.256.4500 x3526
applebywineberg@rowan.edu

Program Requirements - Specialization in Orchestral Instruments

- Total semester hours required for program completion: 31-38
- Culminating Experience (Recital): a recital jury is only required under special circumstances
- Oral Comprehensive Exam
- Thesis Requirement: none

Coursework

Required Courses

	Graduate Applied Music	12.0-16.0
MUS04.560	Form and Analysis	3.0
MUSG05.547	Music and the Related Arts	3.0
MUS04.536	Chamber Music I	1.0
MUS04.537	Chamber Music II	1.0
	Ensemble experience (minimum suitable to the specialization)	2.0

Elective Courses *Select by Specialization*

MUSG06.546	Development & Interpretation of Symphonic Literature	3.0
MUSG06.509	String Instrument Literature	3.0
MUSG06.542	Opera Literature	3.0
MUSG06.503	Jazz History	3.0
MUSG06.506	Art Song Literature	3.0
MUSG06.511	Survey of 20 Century Band Literature	3.0
MUS04.565	Seminar in Band Conducting	3.0

(also acceptable are interdisciplinary courses or foreign language courses)
Note: Specialization requirements may only be modified by permission of the program coordinator.

Additional Information

The Master of Music degree at Rowan University is designed to be 4 semesters long but can be completed in 2 or 3 semesters depending on number of hours taken/semester and the course rotation schedule.

Program Website

www.rowan.edu/colleges/fpa/music/

Coordinator/Contact Information

Bryan K. Appleby-Wineberg, D.M.A.
856.256.4500 x3526
applebywineberg@rowan.edu

Program Requirements - Specialization in Vocal Conducting

- Total semester hours required for program completion: 31-38
- Culminating Experience Conducting Recital: a recital jury is only required under special circumstances
- Oral Comprehensive Exam
- Thesis Requirement: none

Coursework

Required Courses

	Graduate Applied Music	12.0-16.0
MUSG05.547	Music and the Related Arts	3.0
MUS04.557	Advanced Orchestration	2.0
MUS04.561	Score Reading I	1.0
MUS04.562	Score Reading II	1.0
MUS04.545	Choral Literature	
	Ensemble experience (minimum suitable to the specialization)	2.0

Elective Courses *Select by Specialization*

MUSG06.546	Development & Interpretation of Symphonic Literature	3.0
MUSG06.509	String Instrument Literature	3.0
MUSG06.542	Opera Literature	3.0
MUSG06.503	Jazz History	3.0
MUSG06.506	Art Song Literature	3.0
MUS04.551	Piano Accompanying	1.0
	Italian, German or French	3.0
MUS04.545	Choral Literature	3.0

(also acceptable are interdisciplinary courses or foreign language courses)
Note: Specialization requirements may only be modified by permission of the program coordinator.

Additional Information

The Master of Music degree at Rowan University is designed to be 4 semesters long but can be completed in 2 or 3 semesters depending on number of hours taken/semester and the course rotation schedule.

Program Website

www.rowan.edu/colleges/fpa/music/

Coordinator/Contact Information

Bryan K. Appleby-Wineberg, D.M.A.
856.256.4500 x3526
applebywineberg@rowan.edu

Program Requirements - Specialization in Wind Conducting

- Total semester hours required for program completion: 31-38
- Culminating Experience Conducting Recital: a recital jury is only required under special circumstances
- Oral Comprehensive Exam
- Thesis Requirement: none

Coursework

Required Courses

	Graduate Applied Music	12.0-16.0
MUS04.560	Form and Analysis	3.0
MUSG05.547	Music and the Related Arts	3.0
MUS04.557	Advanced Orchestration	2.0
MUS04.561	Score Reading I	1.0
MUS04.562	Score Reading II	1.0
MUSG06.511	Survey of 20th Century Band Literature	3.0
MUS04.565	Seminar in Band Conducting	
	Ensemble experience (minimum suitable to the specialization)	2.0

Elective Courses *Select by Specialization*

MUSG06.546	Development & Interpretation of Symphonic Literature	3.0
MUSG06.542	Opera Literature	3.0
MUSG06.503	Jazz History	3.0
MUSG06.506	Art Song Literature	3.0

(also acceptable are interdisciplinary courses or foreign language courses)
Note: Specialization requirements may only be modified by permission of the program coordinator.

Additional Information
The Master of Music degree at Rowan University is designed to be 4 semesters long but can be completed in 2 or 3 semesters depending on number of hours taken/semester and the course rotation schedule.

Program Website
www.rowan.edu/colleges/fpa/music/

Coordinator/Contact Information
Bryan K. Appleby-Wineberg, D.M.A.
856.256.4500 x3526
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College of Liberal Arts and Sciences

Parviz Ansari, Ph.D., Dean
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The College of Liberal Arts and Sciences 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 liberal arts and sciences theories and traditions with applications for the workplace in the new millennium.

Programs Offered

Masters Programs

- Master of Arts in Applied Behavior Analysis (G222)
- Master of Arts in Clinical Mental Health Counseling (G209)
- Master of Arts in Criminal Justice (G105)
- Master of Arts in History (G205)
- Master of Arts in Mathematics (G701)
- Master of Science in Computer Science (G704)

Certificate of Advanced Graduate Study (CAGS)

- Certificate of Advanced Graduate Study in Applied Behavior Analysis (G212)
- Certificate of Advanced Graduate Study in Mental Health Counseling (G824)

Certificate of Graduate Study (COGS)

- Certificate of Graduate Study in Global History (G121)
- Certificate of Graduate Study in History (G120)
- Certificate of Graduate Study in Middle Grades Science Education (G123)
- Certificate of Graduate Study in Middle School Mathematics Education (G119)
- Certificate of Graduate Study (COGS) in Networks (G128)
- Certificate of Graduate Study in Secondary Mathematics (G118)
- Certificate of Graduate Study (COGS) in Software Engineering (G129)
- Certificate of Graduate Study (COGS) in Web Development (G130)

College Website

www.rowan.edu/colleges/las/

Master of Arts in Applied Behavior Analysis

Location & Format

Main campus: In classroom full semester

Program Description

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. The Master of Arts in Applied Behavior Analysis meets both the degree and coursework requirements for certification as a BCBA. The certification also requires 1500 hours of BCBA-supervised practice in ABA.
For more information, see the BACB standards at www.bacb.com.

Admissions Requirements

The following is a list of items required to begin the application process for the M.A. in Applied Behavior Analysis program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning in a related field (Psychology, Education or Special Education, Criminal Justice, Sociology)
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten statement of Professional Objectives
- Experience in the field
- Recommended undergraduate cumulative GPA of 3.0
- Eligible applicants must have successfully completed at least one undergraduate-level Psychology course at an accredited institution
- Writing sample (on-site at interview)
- Personal interview

Admission Deadline

Applications are accepted once a year with a deadline of February 15 each year.
Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

The Behavior Analysis Certification Board, Inc. has approved the following course sequence as meeting the degree and coursework requirements for the Board Certified Behavior Analyst Certification. Applicants will also have to meet additional requirements.
The Master's degree program is structured into five broad domains for a total of 36 credits:

I. Fundamental Behavioral Analytic Knowledge and Skill (9 credits)

PSY02.500	Basic Principles of Behavior	3.0
PSY02.610	Applied Behavior Analysis	3.0
PSY02.620	Behavioral Assessment and Functional Analysis	3.0

II. Understanding Populations & Contexts (6 credits)

PSY03.624	Psychopathology of Childhood and Adolescence	3.0
SELN10.590	Introduction to Autism Spectrum Disorders	3.0

III. Advanced Applied Behavior Analysis (12 credits)

PSY02.520	Assessment and Interventions for Social Skills and Relationships in Children	3.0
PSY02.661	Special Topics in Applied Behavior Analysis	3.0
PSY02.670	Ethics in Applied Behavior Analysis	3.0
PSY02.680	Advanced Practice in Applied Behavior Analysis	3.0

IV. Experience (3 credits)

PSY01.660	Practicum in Applied Behavior Analysis	3.0

V. Research (6 credits)

PSY02.510	Research Methods in Behavior Analysis	3.0
PSY02.660	Research Project in ABA	3.0

Thesis Requirement

None

Coordinator/Contact Information

MaryLouise E. Kerwin, Ph.D., BCBA-D
856.256.4500 ext. 3521

kerwin@rowan.edu

Program Website
www.rowan.edu/masteraba

Master of Arts in Clinical Mental Health Counseling

Location & Format
Main campus: In classroom full semester

Program Description
The CMHC program is highly valued by candidates seeking research positions, those planning to pursue a doctoral degree, those interested in teaching, those seeking human service positions in a variety of settings and more. 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. Students are also required to complete at least 600 hours of supervised practice in a mental health setting. The masters program consists of 60 credit hours of graduate work.

Admission Requirements
The following is a list of items required to begin the application process for the Master of Arts in Clinical Mental Health Counseling program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Minimum undergraduate GPA of 3.0
- GRE
- Eligible applicants must have successfully completed at least 12 credits of undergraduate-level Psychology courses at an accredited institution, including one course in Abnormal Psychology, and one course in Statistics and Research Methods
- Evidence of applied skills including research proficiency and work experience within a mental health setting (e.g., field experience, volunteer work, employment)

Application deadline
Applications will be reviewed beginning February 15th and continue until all program slots have been filled.
Please visit www.rowan.edu/cgce/gradappdeadlines

Program Requirements
Total graduate semester hours required for program completion: 60 s.h.

Required Courses		**57 s.h.**
PSY09.595	Introduction to Counseling: Development of Basic Skills	3.0
PSY01.623	Psychopathology I: Diagnosis and Epidemiology	3.0
PSY01.624	Psychopathology II: Conceptualization and Etiology	3.0
PSY01.564	Counseling Theory and Techniques I	3.0
PSY01.566	Counseling Theory and Techniques II	3.0
PSY06.625	Assessment I: Psychometrics, Evaluation, & Treatment Planning	3.0
PSY06.626	Assessment II: Assessment of Career/Vocational Interests, Treatments, & Programs	3.0
PSY01.572	Research Methods and Statistics in Counseling Psychology I: Basics	3.0
PSY01.574	Research Methods and Statistics in Counseling Psychology II: Applied	3.0
PSY01.612	Group Counseling	3.0
PSY05.610	Social and Cultural Diversity	3.0
PSY09.560	Lifespan Development	3.0
PSY10.610	Psychopharmacology and Biological Bases of Behavior	3.0
PSY01.620	Legal, Ethical & Professional Issues in Counseling Psychology	3.0
PSY01.615	Professional Pro-seminar	1.0
PSY01.650	Practicum in Counseling	8.0

PSY01.685	Masters Thesis I	3.0
PSY01.687	Masters Thesis II	3.0
Elective course		**3 s.h.**
	Approved psychology elective	3.0

Thesis Requirement
Yes

Program Website
www.rowan.edu/colleges/las/departments/psychology/maCounseling/

Coordinator/Contact Information
Thomas Dinzeo, Ph.D.
856.256.4500 ext. 3520
dinzeo@rowan.edu

Master of Arts in Criminal Justice

Location & Format
Main campus: In classroom full semester

Program Description
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.
Students can choose either the Thesis Track or the Non-Thesis Track. Students choosing the Thesis Track will select two electives and earn six credits for doing research and writing a thesis while working closely with experienced faculty. Students choosing the Non-Thesis Track will select four electives and take a comprehensive exam after completing their coursework. Both tracks include the same six required courses.
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.

Admission Requirements
The following is a list of items required to begin the application process for the M.A. in Criminal Justice program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- A minimum undergraduate cumulative GPA of 2.5
- GRE
- The Admissions Committee will determine on a case-by-case basis whether an introductory class in Criminal Justice, Research Methods, or Statistics will be required if these were not successfully completed at the undergraduate level at an accredited institution.

Application deadline
Rolling admissions. Please visit www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 30 s.h.

Required Courses		**18 s.h.**
CJ09.510	Contemporary Issues in Criminal Justice	3.0
CJ09.518	Contemporary Developments in Theory	3.0
CJ09.511	Research Methods I	3.0

CJ09.512	Research Methods II	3.0
CJ09.515	Law and Society	3.0
CJ09.517	Criminal Justice Policy Analysis	3.0

Elective courses

Thesis courses plus two electives	6 s.h. and 6 s.h.
or four electives	**12 s.h.**

Thesis Track

Approved graduate electives		6.0
CJ09.601	Master's Thesis in Criminal Justice I	3.0
CJ09.602	Master's Thesis in Criminal Justice II	3.0

Non-Thesis Track

Approved graduate electives	6.0

Thesis Requirement

Yes for Thesis Track/No for Non-Thesis Track

Program Website

www.rowan.edu/macj

Coordinator/Contact Information

Wanda D. Foglia, J.D., Ph.D.
856.256.4399
foglia@rowan.edu

Master of Arts in History

Location & Format

Main campus: In classroom full semester

Program Description

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 exciting new 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 the Rowan's award-winning, full-time faculty members.

Admission Requirements

Applicants for the Master of Arts in History must demonstrate they have the potential for success in graduate study by fulfilling the following requirements:

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Bachelor's degree in a related field
- A minimum undergraduate cumulative GPA of 2.5
- GRE
- Writing sample (on-site at interview)

Admission Deadline

Rolling admissions. Please visit www.rowan.edu/cgce/gradappdeadlines

Program Requirements

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.

The master's program includes two tracks: the non-thesis and thesis track.

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.

Coursework

Required courses		**6 s.h.**
HIST05.501	Readings and Research in History I	3.0
HIST05.502	Readings and Research in History II	3.0
Elective Courses: *(18 credits for Thesis option; 24 credits for Non Thesis option)*		
HIST05.511	Colloquium in American History	3.0
HIST05.512	Colloquium in American History II	3.0
HIST05.521	Colloquium in European History	3.0
HIST05.522	Colloquium in European History II	3.0
HIST05.523	Colloquium in American History III	3.0
HIST05.531	Colloquium in Global History	3.0
HIST05.532	Colloquium in Global History II	3.0
HIST05.533	Colloquium in Global History III	3.0
HIST05.551	Graduate Independent Study	3.0
HIST05.601	Master's Thesis in History I	3.0
HIST05.602	Master's Thesis in History II	3.0

Thesis Requirements

Yes for Thesis Track/No for Non-Thesis Track

Program Website

www.rowan.edu/colleges/las_new/departments/history/MA_in_history/ma_history.html

Coordinator/Contact Information

Scott Morschause, Ph.D.
856.256.4500 x3993
morschauser@rowan.edu

Master of Arts in Mathematics

Location & Format

Main campus: In classroom full semester

Program Description

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 has been of special interest to high school teachers seeking to enrich their knowledge of mathematics. The graduate course work will fill gaps and broaden and extend the undergraduate mathematics background of each student. There is sufficient flexibility in the program for students to tailor the curriculum to meet their needs.

Admission Requirements

The following is a list of items required to begin the application process for the Master of Arts in Mathematics program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation

- Typewritten Statement of Professional Objectives
- GRE
- A minimum undergraduate cumulative GPA of 2.5
- The applicant for the Master of Arts in Mathematics is expected to show evidence of at least 30 undergraduate semester hours in Mathematics, including Calculus through Vector Calculus, Linear Algebra, and Abstract Algebra

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 30 s.h.

Coursework

Required Core Courses			**15 s.h.**
MATH01.502	Linear Algebra and Matrix Theory	3.0	
MATH01.510	Real Analysis I	3.0	
MATH01.512	Complex Analysis I	3.0	
MATH01.524	Abstract Algebra I	3.0	
MATH01.533	Mathematics Seminar	3.0	
Restricted Electives			**3 s.h.**
At least one course from the following:			
MATH01.511	Real Analysis II	3.0	
MATH01.513	Complex Analysis II	3.0	
MATH01.527	Abstract Algebra II	3.0	
Additional Elective Courses			**12 s.h.**

- Approved graduate electives

Thesis Requirement

None

Additional Information

Rowan University undergraduates majoring in the Bachelor of Science in Mathematics program can apply to the accelerated B.S./M.A. program allowing them to earn both the B.S. and M.A. degrees in five years.

Program Website

www.rowan.edu/colleges/las/departments/math/acad/MathRowanUniversityMasterArtsMath.htm

Coordinator/Contact Information

Ronald J. Czochor, Ph.D.
856.256.4500 ext.3886
czochor@rowan.edu

Master of Science in Computer Science

Location & Format

Main campus: In classroom full semester

Program Description

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

Admission Requirements

The following is a list of items required to begin the application process for the Master of Science in Computer Science program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives

- A minimum undergraduate cumulative GPA of 2.5
- Bachelor's degree in a related field

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 30 s.h.

Coursework

Required Core Courses

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. Students in the thesis track must take 12 additional credits of restricted electives and the 6-credit thesis sequence. Students choosing the non-thesis track must take 18 additional credits of restricted electives, 6 credits of which must be classified as project intensive.

The 12-credit core must be selected from the following list:

CS07.522	Advanced Theory of Computing	3.0
CS07.540	Advanced Design and Analysis of Algorithms	3.0
CS04.548	Programming Languages: Theory, Implementation and Application	3.0
CS07.523	Advanced Software Engineering	3.0
CS04.560	Design and Implementation of Operating Systems	3.0
CS06.520	Topics in Computer Architecture	3.0
CS06.510	Computer Networks	3.0
CS04.530	Advanced Database Systems: Theory and Programming	3.0

Available electives include the following courses:

CS04.564	Compiler Design Theory	3.0
CS04.565	System Programming	3.0
CS04.570	Advanced Object Oriented Design	3.0
CS06.505	Wireless Networks and Systems	3.0
CS06.515	Embedded Systems Programming	3.0
CS06.520	Topics in Computer Architecture	3.0
CS07.545	Advanced Robotics	3.0
CS07.550	Concepts in Artificial Intelligence	3.0
CS07.555	Natural Language Processing	3.0
CS07.556	Machine Learning	3.0
CS07.560	Computer Graphics	3.0
CS07.565	Computer Vision	3.0
CS07.570	Information Visualization	3.0
CS07.575	Advanced TCP/IP and Internet Protocols and Technologies	3.0
CS07.580	Computer Animation	3.0
CS07.595	Advanced Topics in Computer Science	3.0

Any core course can be taken as an elective.

In addition students can choose no more than 6 credits of approved graduate electives from the Department of Electrical and Computer Engineering and the Department of Mathematics.

Students choosing the thesis track must complete:

CS07.530	Computer Science Thesis I	3.0
CS07.531	Computer Science Thesis II	3.0

Thesis Requirement

Thesis is optional (see above)

Program Website

www.rowan.edu/colleges/las/departments/computerscience/acad/ComputerScienceRowanUniversity2.htm

Coordinator/Contact Information

Dr. Joel Crichlow
856.256.4500 ext. 3278
crichlow@rowan.edu

Post-Baccalaureate Certificate in Applied Behavior Analysis

Location & Format

Main campus: In classroom full semester

Program Description

Applied behavior analysis is one of the most frequently utilized treatment approaches for children and adults with special needs, such as autism and developmental disabilities. The scope of practice of behavior analysts is the use of behavioral principles for the assessment and treatment of problems. 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 bachelors degree and 1000 hours of supervised practice. For more information please see Behavior Analyst Board Certification, Inc. standards at www.bacb.com.

Admission Requirements

The following is a list of items required to begin the application process for the Post-Baccalaureate Certificate in Applied Behavior Analysis program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning in Psychology, Education, or a related field of study
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- A minimum undergraduate cumulative GPA of 3.0

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 12 s.h.

Coursework

Required courses		**12 s.h.**
PSY02.310	Learning and Behavior	3.0
PSY01.316	Behavioral Assessment and Measurement	3.0
PSY02.305	Applied Behavior Analysis	3.0
PSY01.424	Professional Issues in Applied Behavior Analysis	3.0

Program Website

www.rowan.edu/postbacaba

Coordinator/Contact Information

MaryLouise Kerwin, PhD, BCBA-D
856.256.4500 ext. 3521
kerwin@rowan.edu

Certificate of Advanced Graduate Study (CAGS) in Applied Behavior Analysis

Location & Format

Main campus: In classroom full semester

Program Description

Applied behavior analysis is one of the most frequently utilized treatment approaches for children and adults with special needs, such as autism and developmental disabilities. The scope of practice of behavior analysts is the use of behavioral principles for the assessment and treatment of problems. As such, behavior analysts do not conduct psychotherapy.
The Behavior Analyst Certification Board, Inc. certifies two levels of behavior analysts: Board Certified assistant Behavior Analysts (BCaBA) for individuals with a bachelor's degree and Board Certified Behavior Analysts (BCBA) for individuals with a master's degree. The Behavior Analyst Certification Board, Inc. has approved the Certificate of Advanced Graduate Study (CAGS) in Applied Behavior Analysis as meeting the coursework requirements for certification as a Board Certified Behavior Analyst (BCBA). In addition to graduate coursework, the BCBA certification requires a master's degree in

behavior analysis or other natural science, education, human services, engineering, medicine or a field related to behavior analysis and approved by the Behavior Analyst Certification Board, Inc. and 1500 hours of supervised practice.
For more information please see Behavior Analyst Board Certification, Inc. standards at www.bacb.com.

Admission Requirements

The following is a list of items required to begin the application process for the Applied Behavior Analysis CAGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Master's degree (or its equivalent) from an accredited institution of higher learning in psychology, education, or closely related field
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of Recommendation (We encourage the applicant to get at least one letter by a referent who can speak to the applicant's academic abilities, such as a former professor; and at least one letter by a referent who can speak to the applicant's professional abilities and behavior, such as a supervisor)
- Typewritten Statement of Professional Objectives
- Note: This program requires a Master's degree.

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 18 s.h.
- The Behavior Analyst Certification Board, Inc. has approved the following course sequence as meeting the coursework requirements for the Board Certified Behavior Analyst certification. Applicants will have to meet additional requirements to qualify for the BCBA certification.

Required Courses

PSY02.500	Basic Principles of Behavior	3.0
PSY02.510	Research Methods in Behavior Analysis	3.0
PSY02.610	Applied Behavior Analysis	3.0
PSY02.620	Behavioral Assessment & Functional Analysis	3.0
PSY02.670	Ethics in ABA	3.0
PSY02.680	Advanced Practice in ABA	3.0

Program Website

www.rowan.edu/colleges/las/departments/psychology/cogsaba/

Coordinator/Contact Information

MaryLouise E. Kerwin, Ph.D., BCBA-D
856.256.4500 ext. 3521
kerwin@rowan.edu

Certificate of Advanced Graduate Studies (CAGS) in Mental Health Counseling

Location & Format

Main campus: In classroom full semester

Program Description

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 sixty credits required for state licensure (LPC) and national certification. 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.

Admissions Requirements

The following is a list of items required to begin the application process for the CAGS in Mental Health Counseling program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Master's degree (or its equivalent) from an accredited institution of higher learning in Counseling, Psychology, or a closely related field
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- A minimum undergraduate cumulative GPA of 3.0

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Students matriculated in the program can enroll in as many of the following classes as needed to meet their own individual needs (e.g., obtain the sixty credits required for state licensure (LPC) and national certification; personal growth)

Coursework

Required Courses		**18 s.h.**
PSY03.624	Psychopathology of Children and Adolescents	3.0
PSY01.630	Family Systems and Family Therapy	3.0
PSY03.620	Cognitive Behavioral Treatment Strategies	3.0
PSY05.651	Interpersonal Theory and Psychotherapy	3.0
PSY10.610	Psychopharmacology and Biological Bases of Behavior	3.0
PSY05.652	Advanced Seminar in Clinical Practice	3.0

Program Website

www.rowan.edu/colleges/las/departments/psychology/maCounseling/certificate/

Coordinator/Contact Information

Thomas Dinzeo, Ph.D.
856-256-4500 ext.3520
dinzeo@rowan.edu

Certificate And Concentration In Cartography And Geographical Information Systems

Location & Format

Main campus: In classroom full semester

Program Description

These inter-disciplinary programs enable students from a variety of majors and backgrounds to gain expertise in cartography and geographical information systems. Students who wish to enter the program must meet with the department advisor to plan their curriculum, which will be tailored to the educational and professional objectives of the student. Although all students are welcome to participate in the concentration, those with interests in business (especially marketing), computer science, environmental science, and mathematics may find the program of special interest. The concentration program is designed for students who are currently matriculated at the college and who are pursuing a degree program. The 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. To complete either program, students, in consultation with the advisor, select a total of 21 s.h. from the following courses:

Admission Requirements

The following is a list of items required to begin the application process for the Certificate and Concentration in Cartography and Geographical Information Systems program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives

- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 21 s.h.

Course Listing

Business Courses		
MIS02.150	Integrated Software Tools for Business	3.0
MIS02.338	Design of Database Systems	3.0
Computer Science Courses		
CS01.102	Intro to Programming	3.0
CS04.103	Computer Science & Programming	4.0
CS04.222	Data Structures & Algorithms	3.0
CS04.315	Programming Languages	3.0
Mathematics Courses		
MATH01.122	Precalculus Mathematics	3.0
MATH03.125	Calculus: Techniques and Applications	3.0
MATH01.130	Calculus I	3.0
MATH01.131	Calculus II	3.0
MATH03.150	Discrete Mathematics	3.0
Geography Courses		
GEOG06.193	Intro to Mapping and Geographical Information Sciences	3.0
GEOG06.320	Cartography	3.0
GEOG06.308	Remote Sensing/Air Photo	3.0
GEOG06.310	Land Use & Resource Development	3.0
GEOG06.313	Geography of Transportation	3.0
GEOG06.315	Field Studies	3.0
GEOG06.320	Computer Cartography	3.0
GEOG06.350	Quantitative Methods in Geography	3.0
GEOG06.355	Metropolitan & Regional Planning	3.0
GEOG06.360	Geographical Information Systems I	3.0
GEOG06.415	Geographical Information Systems II	3.0

Program Website

www.rowan.edu/colleges/las/departments/geography/acad/certcongiscart.htm

Coordinator/Contact Information

John Hasse, Advisor
Robinson Hall
856.256.4812
hasse@rowan.eduu

Certificate of Graduate Study (COGS) in Global History

Location & Format

Main campus: In classroom full semester

Program Description

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-do-date historical interpretations and methodologies in the respective fields.

Admission Requirements

The following is a list of items required to begin the application process for the COGS in Global History program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning

- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

- Total graduate semester hours required for program completion: 15 s.h.
- 12 s.h. must be in areas outside of United States history

Course Listing **15 s.h.**

Specific subject areas will vary

HIST05.501	Colloquium in American History	3.0
HIST05.504	Colloquium in European History	3.0
HIST05.505	Colloquium in Global History	3.0

Program Website

www.rowan.edu/colleges/las_new/departments/history/

Coordinator/Contact Information

Scott Morschauser, Ph.D.
856-256-4500 x3993
morschauser@rowan.edu

Certificate of Graduate Study (COGS) in History

Location & Format

Main campus: In classroom full semester

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the COGS in History program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 15 s.h.

Course Listing **15 s.h.**

HIST05.501	Colloquium in American History	3.0
HIST05.504	Colloquium in European History	3.0
HIST05.505	Colloquium in Global History	3.0

Program Website

www.rowan.edu/colleges/las_new/departments/history/

Coordinator/Contact Information

Scott Morschauser, Ph.D.
856-256-4500 x3993
morschauser@rowan.edu

Certificate of Graduate Study (COGS) in Middle Grades Science Education

Location & Format

Main campus: In classroom full semester

Program Description

Many teachers of middle grades science presently have little formal training in science, having taken only two or perhaps three science and/or science education courses as undergraduates. Federal and state regulations (NCLB) now require that such teachers in grades 6-8 have a minimum of 15 semester hours of science or science education courses. Thus, middle grades science teachers need to know more science than traditionally has been taught in teacher education programs. Likewise, since they are being asked (urged) to teach in different ways, teachers also need to experience learning science in those ways themselves.

Research on teaching and learning suggests that carefully designed instruction, for example, active engagement of students in collaborative investigations leading to conjectures and hypotheses rather than passive lecturing, will produce deeper learning and better retention of science. Moreover, the growing role of data analysis, probability, and discrete mathematics in science, engineering, computing, and business have broadened the content that must be taught.

New hand held calculator and computer technologies with powerful computational and symbolic capabilities are transforming the classroom. This program will provide this needed content in an active learning environment to provide teachers a deeper understanding of the content and methodologies in the areas of physics, chemistry, biology, space science and earth science. There will be an emphasis on learning science by doing science.

Admission Requirements

The following is a list of items required to begin the application process for the Middle School Science Education COGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- Elementary or Middle School teaching certification

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 15 s.h.

Coursework

Required Courses		**15 s.h.**
PHSC01.532	Physical Science Activities for Teachers	3.0
ASTR17.520	Selected Topics in Earth Science	3.0
ASTR11.520	Selected Topics in Space Science	3.0
CHEM05.501	Principles of Chemistry	3.0
BIOL01.501	Processes and Principles in Life Science	3.0

Additional Information

Courses are generally offered as summer-only. Due to the active-learning, hands-on experimental nature of the courses, most of the work is done in a classroom setting requiring the standard 45 hours of in-class work to complete each course. The classes make extensive use of graphing calculators and computer-based exercises as well as on-line activities between class meetings.

Program Website
www.rowan.edu/colleges/cgce/graduate/cogs_ms_science_ed.php

Coordinator/Contact Information
David R. Klassen, Ph.D.
856.256.4391
klassen@rowan.edu

Certificate of Graduate Study (COGS) in Middle School Mathematics Education

Location & Format
Main campus: In classroom full semester

Program Description
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.

Admission Requirements
The following is a list of items required to begin the application process for the Middle School Mathematics Education COGS program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- K-5 or K-8 Elementary teaching certification
- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline
Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements
Total graduate semester hours required for program completion: 18 s.h.

Coursework

Required courses			**12 s.h.**
MATH03.600	Topics in Elementary Mathematics	3.0	
MATH01.528	Math Modeling/Algebraic Reasoning	3.0	
ELEM02.552	Research on Children's Math Learning	3.0	
SMED33.502	Processes and Principles of School Mathematics	3.0	
Elective Math Courses			**6 s.h.**

- Approved graduate math electives, 6.0

Program Website
www.rowan.edu/open/mcsiip/msmecogs.html

Coordinator/Contact Information
Janet Caldwell, Ph.D.
856.256.4500 ext. 3871
caldwell@rowan.edu

Certificate of Graduate Study (COGS) in Networks

Location & Format
Main campus: In classroom full semester

Program Description
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.

Admission Requirements
The following is a list of items required to begin the application process for the COGS in Networks program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten statement of professional objectives
- Bachelor's degree in a related field
- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline
Rolling admissions Please visit www.rowan.edu/cgce/gradappdeadlines

Program Requirements
Total graduate semester hours required for program completion: 12 s.h.

Coursework
Required courses **12 s.h.**

CS06.510	Computer Networks	3.0
CS06.505	Wireless Networks and System	3.0
CS07.575	Advanced TCP/IP and Internet Protocols and Technologies	3.0
CS06.512	Network Security	3.0

Program Website
www.rowan.edu/colleges/las/departments/computerscience/acad/web.pdf

Coordinator/Contact Information
Dr. Joel Crichlow
856.256.4500 ext. 3278
crichlow@rowan.edu

Certificate of Graduate Study (COGS) in Secondary Mathematics

Location & Format
Main campus: In classroom full semester

Program Description
The Certificate of Graduate Study (COGS) in Secondary Mathematics will provide an opportunity for mathematics teachers to pursue advanced study in both mathematics and mathematics education. Goals will include: increasing teachers' mathematics content knowledge, increasing teachers' pedagogical knowledge, and increasing teachers' familiarity with current and historical research in mathematics education.

Admission Requirements
The following is a list of items required to begin the application process for the COGS in Secondary Mathematics program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee

- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten Statement of Professional Objectives
- The applicant for the COGS in secondary mathematics will be expected to show evidence of at least 30 semester hours at the undergraduate level of Mathematics or evidence of a Secondary Mathematics teaching certificate
- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline

Please visit http://www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 15 s.h.

Coursework

Required courses			**9 s.h.**
MATH01.561	School Mathematics from an Advanced Standpoint	3.0	
SMED33.502	Processes and Principles of School Mathematics	3.0	
SMED33.600	Problems in Math Ed I	3.0	
Restricted electives			**6 s.h.**
Select two courses from:			
MATH01.500	Foundations of Mathematics	3.0	
MATH01.522	History of Mathematics	3.0	
MATH03.550	Topics in Discrete Mathematics	3.0	
MATH01.503	Number Theory	3.0	
MATH01.502	Linear Algebra & Matrix Theory	3.0	

Program Website

www.rowan.edu/open/mcsiip/smecogs.html

Coordinator/Contact Information

Eric Milou, Ph.D.
856.256.4500 ext.3876
Milou@rowan.edu

Certificate of Graduate Study (COGS) in Software Engineering

Location & Format

Main campus: In classroom full semester

Program Description

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 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.

Admission Requirements

The following is a list of items required to begin the application process for the COGS in Software Engineering program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten statement of professional objectives
- Bachelor's degree in a related field
- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline

Rolling admissions Please visit www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 12 s.h.

Coursework

Required courses		12 s.h.
CS07.523	Advanced Software Engineering	3.0
CS04.570	Advanced Object Oriented Design	3.0
CS04.548	Programming Languages: Theory, Implementation, and Application	3.0
CS07.570	Information Visualization	3.0

Program Website

www.rowan.edu/colleges/las/departments/computerscience/acad/index.html

Coordinator/Contact Information

Joel Crichlow, Ph.D.
856.256.4500 ext. 3278
crichlow@rowan.edu

Certificate of Graduate Study (COGS) in Web Development

Location & Format

Main campus: In classroom full semester

Program Description

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.

Admission Requirements

The following is a list of items required to begin the application process for the COGS in Web Development program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- CGCE Graduate Application Form (pdf)
- $65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Current professional resume
- Two letters of recommendation
- Typewritten statement of professional objectives
- Bachelor's degree in a related field
- A minimum undergraduate cumulative GPA of 2.5

Admission Deadline

Rolling admissions Please visit www.rowan.edu/cgce/gradappdeadlines

Program Requirements

Total graduate semester hours required for program completion: 12 s.h.

Coursework

Required courses		12 s.h.
CS04.505	Advanced Web Programming	3.0
CS04.530	Advanced Database Systems: Theory and Programming	3.0
CS04.510	Advanced Software Engineering	3.0
CS06.510	Computer Networks	3.0

Program Website

www.rowan.edu/colleges/las/departments/computerscience/acad/index.html

Coordinator/Contact Information

Joel Crichlow, Ph.D.

856.256.4500 ext. 3278
crichlow@rowan.edu

Faculty List

College of Engineering

Dorland, Dianne (2000)() — Professor
B.S., M.S., South Dakota School of Mines and Technology; Ph.D.,

College of Liberal Arts and Sciences

Jam, Habib(1979) — Associate Professor
B.A., M.A., Texas Tech University; Ph.D., Southern Illinois University

Reaves, Natalie D.(1998) — Associate Professor
B.S., Rutgers University; M.S., University of North Carolina; Ph.D., Wayne State University

Department of Accounting and Finance

Bao, Da-Hsien(1995) — Professor
B.S., Fu Jen Catholic University; M.B.A., Ph.D., University of Southern California

Chen, Hanmei(2008) — Assistant Professor
B.S., M.S., Tsinghua University; Ph.D., Arizona State University

Chung, Shifei(1997) — Professor
B.S., National Taiwan University; M.S., University of Wisconsin-Madison; CPA; Ph.D., University of Memphis

Hughes, Diane(1987) — Associate Professor
B.A., Rutgers College; M.B.A., Long Island University; J.D., Rutgers University

Isik, Ihsan(2001) — Professor
B.S., Middle East Technical University; M.S., Texas Tech University, M.A., Ph.D., University of New Orleans

Kyj, Larissa(1992) — Professor
B.A., Fordham; M.A., Ph.D., Columbia University; CPA; CMA

Marmon, Richard(1986) — Associate Professor
B.S., Glassboro State College (Rowan); M.B.A., LaSalle University; J.D., Widener University; CPA; CMA; LL.M., Villanova University

Meric, Gulser(1987) — Professor
B.A., Ankara University; M.S., Ph.D., Lehigh University

Romeo, George(1979) — Professor
B.S., Rider College; M.S., Loyola College; Ph.D., Drexel University; CPA

Uygur, Ozge(2010) — Assistant Professor
B.S., Middle East Technical University; Ph.D., Temple University

Wang, Jia(2007) — Assistant Professor
B.S., Tsinghua University: M.S., Ph.D., University of Massachusetts-Amherst

Weidman, Stephanie M.(1995) — Associate Professor
B.S., University of Delaware; M.B.A., Duke; Ph.D., Drexel University; CMA

Welsh, Carol(1983) — Associate Professor
B.S., M.B.A., Drexel University; Ed.D., University of Delaware; CPA, CIA

Zhang, Mei(2009) — Assistant Professor
B.A., M.S., Tsinghua University-China; Ph.D., University of Maryland

Department of Art

Adams, Markham Keith(2006) — Assistant Professor
B.A., Barry University; M.A., New York University; M.F.A., Rutgers University, Mason Gross School of the Arts

Adelson, Fred(1974) Professor
B.A., Univ. of Massachusetts; M.A., M.Phil., Ph.D., Columbia University

Appelson, Herbert(1967) Professor
B.A., Brooklyn College; M.S., M.F.A., Univ. of Wisconsin; Ed.D., Columbia University

Bendtsen, Tom(2008) Assistant Professor
B.A., Ontario College of Art; M.F.A., SUNY @ Buffalo N.Y.

Bowman, Susan(2002) Associate Professor
B.F.A., San Francisco Art Institute; M.F.A., Rutgers University, Mason Gross School of the Arts, M.P.S. Pratt Institute

Chard, Daniel(1968) Professor
B.F.A., Univ. of South Dakota; M.A., Northern State College; Ed.D., Columbia University

Conradi, Janet(2009) Assistant Professor
B.A., M.A., Iowa State University

Gower, Jill K. Baker(2007) Assistant Professor
B.S., University of Wisconsin; M.F.A., Arizona State University

Graziano, Jane E.(1999) Associate Professor
B.S., University of Illinois; M.A., Rowan College; Ed.D., Teachers College, Columbia University

Hottle, Andrew D.(2004) Associate Professor
B.A., M.A., Ohio State University; Ph.D., Temple University Tyler School of the Arts

Ohanian, Nancy L.(1992) Professor
B.F.A., Layton School of Art and Design; M.F.A., Pratt Institute

Thomas, Skeffington N.(1997) Professor
B.A., Lewis and Clark College; M.F.A., Southern Illinois University

Thwing, Jennie E.(2006) Assistant Professor
B.F.A., Tyler School of Art; M.F.A., University of Maryland

Department of Biological Sciences

Crumrine, Patrick(2006) Assistant Professor
B.S., Plattsburgh State University; Ph.D., University of Kentucky

Grove, Michael W.(2001) Associate Professor
B.S., The Ohio State University; Ph.D., University of South Carolina

Hecht, Gregory B.(1995) Associate Professor
B.A., University of Rochester; M.A., Ph.D., Princeton University

Holbrook, Luke T.(1999) Professor
B.S., Fordham University; M.S., Ph.D., University of Massachusetts

Hough, Gerald(2003) Assistant Professor
B.S., Purdue University: M.S., Ph.D., The Ohio State University

Iftode, Cristina(2001) Associate Professor
B.S., M.S., University of Bucharest; M.S., Ph.D., New York University-Medical Center

Krufka, Alison(2003) Assistant Professor
B.S., College of William and Mary; Ph.D., University of Wisconsin-Madison

O'Brien, Terry(2000) Associate Professor
B.S., M.S., University of Iowa; Ph.D. University of California - Berkeley

Richmond, Courtney E.(2001) Associate Professor
B.A., Swarthmore College; Ph.D., University of South Carolina

Srinivasan, Dayalan(2010) Assistant Professor
B.S. University of North Carolina; M.S. Harvard Medical School; Ph.D., Harvard University

Tahamont, Maria(1993) Professor
B.A., Rowan University; M.S.Ed., Ph.D., Southern Illinois University

Wilson, Virginia(2006) Assistant Professor
B.S.N., University of Hawaii; M.S.N., Widener University

Department of Chemical Engineering

Dahm, Kevin D.(1999) Associate Professor
B.S., Worcester Polytechnic; Ph.D., Massachusetts Institute of Technology

Dorland, Dianne(2000) Professor
B.S., M.S., South Dakota School of Mines and Technology; Ph.D., West Virginia University

Farrell, Stephanie(1998) Associate Professor
B.S., University of Pennsylvania; M.S., Stevens Institute of Technology; Ph.D., New Jersey Institute of Technology

Gephardt, Zenaida Otero(1989) Associate Professor
B.S., Northwestern University; M.S., Ph.D., University of Delaware

Hesketh, Robert P.(1996) Professor
B.S., University of Illinois, Champaign-Urbana; Ph.D., University of Delaware

Newell, James(1998) Professor
B.S., Carnegie-Mellon University; M.S., Penn State University; Ph.D., Clemson University

Pillay, Gautam(2008) Professor
B.S., New Mexico State University; Ph.D., Texas A&M University

Savelski, Mariano J.(1999) Associate Professor
B.S., University of Buenos Aires; M.S., University of Tulsa; Ph.D., University of Oklahoma

Slater, C. Stewart(1995) Professor
B.S., M.S., M. Ph., Ph.D., Rutgers University

Staehle, Mary M.(2010) Assistant Professor
B.S., Johns Hopkins University; Ph.D., University of Delaware

Vernengo, Jennifer(2009) Assistant Professor
B.S., Ph.D., Drexel University

Department of Chemistry and Biochemistry

Caputo, Greg(2007) Assistant Professor
B.S., Steven's Institute; Ph.D., Stony Brook University

Jonalaggada, Subash(2008) Assistant Professor
B.Sc., Pondicherry University; M.Sc., University of Hyderabad; Ph.D., Purdue University

Mugweru, Amos(2006) Assistant Professor
B.S., Jomo Kenyatta University of Agriculture and Technology; Ph.D., University of Connecticut

Newland, Robert(1983) Professor
B.A., Kalamazoo College; Ph.D., Wayne State University

Ramanujachary, Kandalam V.(1994) Professor
B.S., Andhra University; M.S., Andhra University; Ph.D., Indian Institute of Technology

Sun, Yaquam(2011) Postdoctoral Fellow
P.A. Tanchang Normal Institution; Ph.D., Zhejian University of Technology

Vaden, Timothy(2010) Assistant Professor
B.S., Midwestern State University; Ph.D., University of Illinois

Yang, Catherine(1995) Professor
B.S., Zhejiang University; M.S., Ph.D., Tufts University

Yang, Yang(2011) — Assistant Professor
B.S.,Nankai University; M.Sc. Ohio State University; Ph.D. University of Wisconsin - Madison

Yu, Lei(2008) — Assistant Professor
B.S., Jilin University; M.S., Jilin University; Ph.D., Changchun Institute of Applied Chemistry

Department of Civil and Environmental Engineering

Cleary, Douglas B.(1998) — Associate Professor
B.S., M.S., Ph.D., Purdue University

Dusseau, Ralph A.(1995) — Professor
B.S., M.S., Ph.D., Michigan State University

Everett, Jess W.(1998) — Professor
B.S., M.S., Ph.D., Duke University

Jahan, Kauser(1996) — Professor
B.S., Engineering University, Bangladesh; M.S., University of Arkansas; Ph.D., University of Minnesota

Mehta, Yusuf A.(2001) — Associate Professor
B.S., University of Bombay, India; M.S., University of Oklahoma; Ph.D., Pennsylvania State University

Riddell, William(2004) — Associate Professor
B.S., University of Massachusetts-Amherst; Ph.D., Cornell University

Sukumaran, Beena(1998) — Professor
B.S., Trivandrum Engineering College, India; M.S., Auburn University; Ph.D. Purdue University

Department of Communication Studies

Albone, Kenneth(1982) — Associate Professor
B.S. Lake Superior State College; M.A., Miami University; Ph.D., Bowling Green State

Arnold, Lorin B.(1998) — Professor
B.A., M.A., Ph.D., Purdue University

Benavidez, Harriet(2000) — Instructor
B.A., Purdue University; M.A., University of Hawaii

Cypher, Joy M.(2000) — Associate Professor
B.A., Loyola University, Chicago; M.A., Ph.D., Purdue University

Haynes, Julie A.(1998) — Associate Professor
B.A., University of Richmond; M.A., Texas A&M University; Ph.D., Pennsylvania State University

Ikpah, Maccamas M.(1994) — Associate Professor
B.A., Eastern Washington University; M.E., Gonzaga University; Ed.D., Oklahoma State University

Popa, Clara(2004) — Associate Professor
B.A., University of Bucharest; M.A., Ph.D.,Kent State University

Schowalter, Daniel F.(2002) — Associate Professor
B.S., University of Wisconsin-Stevens Point; M.A., University of Arkansas; Ph.D., Indiana University

Simone, Maria(2004) — Associate Professor
B.S., Richard Stockton College; M.S., University of North Texas; Ph.D., Temple University

Streb, Edward(1979) — Professor
B.S., M.A., Ph.D., Northwestern University

Department of Computer Science

Amer, Khaled(1983) — Assistant Professor
B.S., Cairo University.; M.S., Concordia University.; M.S., Ph.D., University of Waterloo.

Baliga, Ganesh R.(1993) Professor
B. Tech., M. Tech., Indian Institute of Technology (Bombay); M.S., Ph.D., University of Delaware

Bergmann, Seth D.(1980) Associate Professor
B.S., Rensselear Polytechnic Institute; M.S.E., University of Pennsylvania.

Crichlow, Joel M.(2001) Associate Professor
B.A., University of Guyana, M.Sc, Ph.D., University of the West Indies

Hartley, Stephen J.(2000) Associate Professor
B.A., Washington College, M.S., Ph.D. University of Virginia

Hnatyshin, Vasil Y.(2003) Associate Professor
B.S., Widener University; M.S., Ph.D.,University of Delaware

Hristescu, Gabriela(2000) Associate Professor
B.S.E., Polytechnic Institute of Bucharest (Romania); M.S., Ph.D., Rutgers University.

Kay, Jennifer S.(1998) Associate Professor
B.A., B.S.E., University of Pennsylvania; M.S., Ph.D., Carnegie Mellon University

Lobo, Andrea F.(1997) Professor
B.S., Universidad de Costa Rica; M.S., Ph.D., University of Delaware

Provine, Darren F.(2000) Instructor
B.S., University of Maryland-College Park, M.A., Rowan University

Robinson, John H.(1997) Instructor/Unix System Administrator
B.S., Rowan University; M.S., New Jersey Institute of Technology; Ed.D., Rowan University

Rusu, Adrian S.(2003) Associate Professor
B.S., M.S., University of Craiova, Romania; M.S., Ph.D., University of Buffalo

Spencer, Jerome(1997) Instructor
M.B.A., Cornell University

Sypniewski, Bernard Paul(1998) Assistant Professor
J.D., Seton Hall

Tinkham, Nancy Lynn(1990) Assistant Professor
B.S., Wheaton College (Illinois); Ph.D., Duke University

Xu, Jianning(1988) Professor
B.S., Harbin Institute. of Technology (China); M.S., Ph.D., Stevens Institute. of Technology

Department of Educational Leadership

Coaxum III, James(1999) Associate Professor
B.S., Morehouse College, Ed.M., Harvard University; Ph.D., Vanderbilt University

Doolittle, Virginia(1999) Associate Professor
B.A., Miami University; Ed.M., Ph.D., State University of NY at Buffalo

Gallia, Thomas(1970) Professor
B.A., M.A., M.A., Glassboro State College (Rowan), Ed.D., Rutgers University

Hespe, David C., Esq.(2001) Associate Professor
B.A., Rutgers University; J.D., Rutgers University School of Law

McCombs, Tyrone(2001) Associate Professor
B.A., M.A., Rutgers University; Ph.D., University of Pennsylvania

Sernak, Kathleen S.(1998) Associate Professor
B.A., St. Olaf College; M.A., University of South Dakota; Ph.D., Michigan State University

Sisco, Burton R.(1998) Professor
B.A., M.Ed., University of Vermont; Ed.D., Syracuse University

Walpole, MaryBeth(2000) — Associate Professor
B.A., Wells College; M.A., Stanford University; Ph.D., UCLA

Department of Electrical and Computer Engineering

Chin, Steven(1997) — Associate Professor
B.S., Rutgers University; M.S., The John Hopkins University; Ph.D., Rutgers University

Head, Linda M.(1998) — Associate Professor
B.S., M.S., Ph.D., University of South Florida

Jansson, Peter Mark(2001) — Associate Professor
B.S., Massachusetts Institute of Technology; M.S., Rowan University; Ph.D., University of Cambridge

Krchnavek, Robert R.(1998) — Associate Professor
B.S., Marquette University; M.S., California Institute of Technology; Ph.D., Columbia University

Polikar, Robi(2001) — Associate Professor
B.S., Istanbul Technical University; M.S., Ph.D., Iowa State University

Ramachandran, Ravi Prakash(1997) — Professor
B.Eng., Concordia University; M.Eng., Ph.D., McGill University

Schmalzel, John L.(1995) — Professor
B.S., M.S., Ph.D., Kansas State University

Tang, Ying (Gina)(2002) — Associate Professor
B.S., M.S., Northeastern University, China; Ph.D., New Jersey Institute of Technology

Department of English

Carb, Nathan(1959) — Professor
B.A., College of William and Mary; M.A., Ph.D., University of Pennsylvania

Clark, Tanya(2005) — Assistant Professor
B.A., Clark Atlanta University; M.A. University of Rhode Island; Ph.D. Temple University

Coulombe, Joseph L.(2001) — Associate Professor
B.A., University of St. Thomas; M.A., Ph.D., University of Delaware

Freind, William(2005) — Associate Professor
A.B., College of the Holy Cross; M.A., Syracuse University; Ph.D., University of Washington

Meadowsong, Zena(2010) — Associate Professor
B.A., Princeton University; M.A., Ph.D., Stanford University

Odom, Glenn(2009) — Assistant Professor
B.A., M.Ed. Vanderbilt University; M.A., Ph.D. University of California, Irvine

Parrish, Catherine W.(1992) — Assistant Professor
B.A., Chatham College; M.A., Ph.D., University of Virginia

Talley, Lee(2002) — Associate Professor
B.A., Cornell University; M.A., Ph.D., Princeton University

Viator, Timothy J.(1994) — Professor
B.A., M.A., University of Louisiana; Ph.D., Auburn University

Vitto, Cindy L.(1989) — Professor
B.A., Susquehanna University; M.A., Duke University; Ph.D., Rice University

Department of Foreign Languages and Literatures

Kaplis-Hohwald, Laurie A.(1994) — Associate Professor
B.A., Queens College; M.A., Ph.D., University of Pennsylvania

Madero, Roberto R.(2001) Associate Professor
Licence d'histoire, Paris VII; M.A., Ph.D., Princeton University

Manley, Marilyn S.(2004) Associate Professor
B.A., Boston University; M.A., Ph.D., University of Pittsburgh

Robb, Anthony J.(2001) Associate Professor
B.A., Glassboro State College; M.A., Villanova University; Ph.D., Temple University

Smith III, Edward C.(1992) Associate Professor
B.A., Rutgers University; M.Phil., Ph.D., New York University

Spencer, Sonia B.(1990) Associate Professor
B.A., Hunter College; M.A., Pennsylvania State University; Ph.D., Duke University

Department of Geography and Anthropology

Hasse, John E.(2001) Associate Professor
B.A., Rowan University; M.S., Ph.D., Rutgers University, AICP

Kasserman, David(1973) Associate Professor
B.A., Indiana University; M.A., Ph.D., University of Pennsylvania

Lemaire, Denyse(1998) Professor
M.A., Ph.D., Universite Libre de Bruxelles

Markowitz, Diane(1993) Associate Professor
B.A., Tufts University; D.M.D., Tufts University School of Dental Medicine; Ph.D., University of Pennsylvania

Moore, Zachary A.(2008) Assistant Professor
B.S., Eastern Illinois University 2002; M.A., Western Illinois University; Ph.D., Texas State University at San Marcos

Reiser, John(2008) Instructor
B.A., Rowan University; M.C.R.P., Rutgers University

Rosado, Maria(1993) Professor
B.A., M.A., Ph.D., Rutgers University

Scott, Richard(1972) Professor
B.A., University of Cincinnati; M.A., Ph.D., Syracuse University

Somadahl-Sands, Katrinka(2009) Assistant Professor
B.A., University of Minnesota; M.A., Ph.D., University of Texas

Department of Health and Exercise Science

Fopeano, Richard J.() Associate Professor
B.S.Ed., Cortland State College; M.A., Ball State University, Ph.D., Temple University

Hatala, Elaine M.() Instructor
B.A./B.S., East Stroudsburg University; M.A., NYU; Ph.D., Temple University

Lieberman, Melissa A.() Instructor
B.S., Sonoma State University; M.A., San Jose State University

Department of Health and Exercise Science

Biren, Gregory Blake(2000) Assistant Professor
B.A., Shippensburg; M.Ed., Ph.D., Temple University

Buhrer, Nancy(1973) Assistant Professor
B.A., College of William and Mary; M.S., University of North Carolina; Ed.D., Temple University

Burd, James(1969) Associate Professor
B.S., M.Ed., University of Buffalo

Chaloupka, Edward(1972) Professor
B.A., M.S., Queens College; Ph.D., Ohio State University, Post-Bacc. P.T., Hahnemann Medical University

Cone, Stephen L.(1999) Professor
B.A., Jacksonville University; M.A., Appalachian State University; Ph.D., Texas A & M University

Cone, Theresa(2007) Assistant Professor
B.S., The College of New Jersey; M.Ed., Ph.D., Temple University

Mann, Douglas P.(1998) Associate Professor
B.A., University of Miami; M.S., Old Dominion University; DPE., Springfield College

McCall, James(2009) instructor
B.A., University of Pittsburg; M.A., Glassboro State College; Ph.D., Temple University

Pagell, Francesca Louise(1998) Assistant Professor
B.A., M.Ed., Ed.D., Temple University

Rattigan, Peter J.(2000) Associate Professor
B.Ed., Avery Hill College; M.A., Ph.D., University of Minnesota

Spencer, Leslie S.(1995) Professor
B.B.A., James Madison University; M.S., Springfield College; Ph.D., Temple University

Sterner, Robert Lance(2001) Assistant Professor
B.S., East Stroudsburg University; M.S., University of Pittsburg; Ph.D., University of Toledo

Whedon, Chuck(1986) Instructor/Athletic Trainer
B.S., Slippery Rock; M.S., University of Kansas

Willis, Shari(2003) Assistant Professor
B.S., Northeast Missouri State; Ph.D., University of Utah

Department of History

Applebaum, David(1973) Professor
B.A., Brooklyn College; M.A., Ph.D., University of Wisconsin-Madison

Blake, Corinne L.(1992) Associate Professor
A.B., University of Cal-Berkeley; Ph.D., Princeton University

Blanck, Emily(2008) Assistant Professor
B.A., University of Texas at Austin; M.A., College of William and Mary; Ph.D., Emory University

Bryant, Kelly(2009) Assistant Professor
B.A., Kenyon College; M.A., University of Wisconsin, Madison; M.A., John Hopkins University

Carrigan, William D.(1996) Professor
B.A., University of Texas at Austin; M.A., Ph.D., Emory University

Heinzen, James W.(2000) Associate Professor
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Savadove, Lane(2007) — Assistant Professor
B.A., Haverford College; MFA, Columbia University

Stewart, Melanie(1981) — Professor
B.A., Webster College; M.F.A., Temple University

Sullivan, David(2004) — Associate Professor
B.A., Providence College; M.A., Brown University; M.A.T., M.F.A., Boston University

Turner, Paule Lawrence(2000) — Assistant Professor
B.F.A., Virginia Commonwealth University; M.F.A., Temple University

Department of Writing Arts

Adams, Kelly(2009) — Intructor
B.A., Rutgers University; M.A., Montclair State University

Block, Ronald(2003) — AssociateProfessor
B.A., University of Nebraska; M.A., M.S., Syracuse University;

Chang, Julia(1996) — Associate Professor
B.A., Stonehill College; M.S.J., Columbia University; M.A., Temple University

Courtney, Jennifer(2004) — Associate Professor
B.A., Duquesne University; M.A., Western Michigan; Ph.D., Purdue University

Fell, Loriann(2005) — Instructor
B.A. and M.A., Rutgers University;

Giampalmi, Joseph J.(1998) — Assistant Professor
B.A., M.Ed., Widener University, Ed.D Temple University

Han, Aiguo(1993) — Associate Professor
B.A., Xian Foreign Language University; M.A., Ph.D., Indiana University of Pennsylvania

Harvey, Roberta K.(1998) — Associate Professor
B.A., M.A., University of North Dakota; Ph.D., University of Wisconsin-Milwaukee

Herberg, Erin V.(2000) — Assistant Professor
B.S., B.A., Western Carolina University; M.A., Ph.D., Georgia State University

Itzkowitz, Martin(1989) — Associate Professor
B.A., Brooklyn College; M.A., Ph.D., New York University

Jahn-Clough(2010) — Assistant Professor
B.A., Hampshire college, M.F.A. Emerson College

Kopp, Andrew(2009) — Assistant Professor
B.A., University of South Florida; M.A., Ph.D., University of Arizona

Mannion, Susan(1980) — Instructor
B.A., College of New Jersey; M.A. Rowan University

Martin, Deb(2003) Associate Professor
B.S., Western Michigan University; M.A., Ph.D., Texas Woman's University

Maxson, Jeffrey N.(1994) Associate Professor
B.A., Yale University; M.A., Ph.D., University of California at Berkeley

Peters, Kimberlee(2010) Assistant Professor
B.A., Bryn Mawr College; M.A., Bryn Mawr College

Reavey, Roberta A.(2004) Instructor
B.A., Westfield College; M.A.T.

Rowan, Janice(1976) Professor
B.A., Rutgers University; M.A., University of Michigan

Rubio, Frank(2007) Instructor
B.S., St Joseph's University; M.S.Ed., Temple University

Stoll, Donald(1992) Associate Professor
B.A., Valparaiso University; M.F.A., University of Texas at Austin; Ph.D., Indiana University

Tweedie, Sanford M.(1994) Professor
B.A., University of Michigan; M.A., Eastern Michigan University; Ph.D., University of Wisconsin-Milwaukee

Wade, Stephanie(2010) Assistant Professor
B.A., Wesleyan University; M.A. The City College of the City University of New York;, Ph.D., Stony Brook University

Wolff, William(2006) Assistant Professor
B.A., Union College; M.A., University of Cincinnatti; Ph.D., University of Texas

Zehner, Roberta(1990) Instructor
A.B., Rosemont College; M.A., Glassboro State College (Rowan)

Department of Writing Arts

Jordan-Cox(2007)
A.B., Indiana University; M.Ed., Pennsylvania State University;

Course Descriptions

ACC 02501: AUDITING THEORY 3 s.h.

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 busienss 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.

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.
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.

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. Eash semester the instruction of this course rotates among faculty memebers who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

ANTH 02558: CULTURAL ANTHROPOLOGY 3 s.h.

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. Eash semester the instruction of this course rotates among faculty memebers who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

ARHS 03520: ART SINCE 1945 3 s.h.

ARHS 03525: Graduate Problems in Art History 3 s.h.
Problems in Art History at the graduate level is an intensive investigation of a specific movement, style, medium, or major artist. Content will change each time the course is offered. Check the Schedule of Classes to determine specific area of study.

ART 02523: Graduate Painting I 3 s.h.
Advanced graduate work in concepts, techniques and media appropriate to contemporary painting and individual expression.

ART 02524: Graduate Painting II 3 s.h.
Further advanced work in painting.

ART 02527: Graduate Sculpture II 3 s.h.
Further advanced work in sculpture.

ART 02530: CERAMICS II 3 s.h.

ART 02532: Graduate Printmaking I 3 s.h.
Advanced graduate work in concepts, techniques and media appropriate to contemporary printmaking and individual expression. Permission of the instructor is strongly advised.

ART 02533: Graduate Printmaking II 3 s.h.
Further advanced work in printmaking.

ART 02535: Advanced Graduate Problems in Art 2 to 6 s.h.
Extensive in-depth work at the third or fourth graduate course level in a studies, art education or art history area arranged with permission of the appropriate professor, the graduate advisor and department chairperson.

ART 02560: INDEP STUDY-ART 3 to 6 s.h.

ART 02600: INDEP STUDY ART 6 s.h.

ART 09520: Jewelry I 3 s.h.
Emphasis is on original metal design and construction, involving techniques and processes in the designing, forming and finishing of utilitarian and decorative hand-wrought products.

ART 09521: Jewelry II 3 s.h.
Further advanced work. This course may not be offered annually.

ART 09522: JEWELRY III 3 s.h.

ART 09524: Ceramics I 3 s.h.
An intensified exploration of throwing, glazing, and firing processes as related to aesthetic consideration in contemporary art forms and past cultures. Permission of the instructor is strongly advised.

ART 09525: Ceramics II 3 s.h.
Further advanced work. This course may not be offered annually.

ART 09529: CERAMICS I 3 s.h.

ART 09530: CERAMICS II 3 s.h.

ART 09531: ART PRESCHOOL CHILD 3 s.h.

ART 09532: PRINTMAKING I 3 s.h.

ART 09533: PRINTMAKING II 3 s.h.

ART 09535: CRAFT-PUPPETRY TCH 3 s.h.

ART 11540: Still and Video Photography for Educators 3 s.h.
This course is designed to help the in-service educator accomplish two goals: (1) to plan and produce still and video photography, both analog and digital, so that they can (2) teach their students to take and make still and video photography part of their ongoing learning activities. In addition, the graduate student will learn a variety of ways to integrate the language arts and the visual arts as a means of self expression while actively creating still and video photography, an electronic portfolio which can be used as an end of year assessment, and for both the graduate student and their students.

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.

BIOL 01599: INDEP STUDY 1 to 3 s.h.

BIOL 05580: PLANT PHYSIOLOGY 3 s.h.

BIOL 07512: SEASHORE ORNITHOLOGY 1 to 4 s.h.

BIOL 10587: Animal Physiology 3 s.h.
A study of physiological control systems and vegetative activities of animals in various invertebrate and vertebrate phyla relative to cellular regulation, osmo-regulation, ionic regulation, regulation of pH, blood flow regulation, nutritive requirements, feeding, digestion, absorption, body fluids, respiration, and intermediary metabolism. This course may not be offered annually.

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 18501: MARSH/DUNE VEGETATN 3 s.h.

BIOL 18502: AQUACULTURE 1 s.h.

BIOL 18510: MARINE INVERT ZOOL 1 s.h.

BIOL 18526: FIELD METH MARINE SCI 1 s.h.

BIOL 18536: MARINE MOLLUSCS 1 s.h.

BIOL 19550: INDEPENDENT STUDY 1 to 99 s.h.

BIOL 19587: MARINE FOSSILS NJ COAST 1 s.h.

BIOL 20525: Environmental Toxicology 4 s.h.
This course covers topics related to the fate and impact of pollutants in the environment. This course deals with laws and regulations regarding pollutant discharges, the kinds of chemical pollutants, the transport and distribution of such chemicals into the environment, and their effect on population and communities as well as individual organisms. The acute and chronic effect of these pollutants, the principles of environmental monitoring and assessment, and special examples and case studies will be analyzed. Hands-on research will be carried out in toxicological testing during the semester.

BIOL 20574: TIDAL MARSH ECOLOGY 4 s.h.

BIOL 20595: Pine Barrens Ecology 3 s.h.
Field-laboratory experience investigating the unique Pine Barrens of New Jersey to understand what it is, how it became what it is and conditions which tend to maintain it.

BIOL 22598: Human Genetics 4 s.h.
Patterns of transmission of single gene traits, human biochemical genetics, autosomal and sex-linked chromosomal anomalies, immunogenetics and blood groups, screening for genetic diseases and prenatal diagnosis. Lecture, laboratory sessions or the equivalent. 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.

BLED 40503: ADV TCHG ESL 3 s.h.

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.

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: Linguisitcs 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 pradigms 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 40513: Extending Foreign Language Instruction K-12 3 s.h.
This course is designed for the certified foreign language teacher, as well as for candidates for conditional certification in foreign (world) language education as approved by the New Jersey State Department of Education. Emphasis is placed on contemporary methods and materials appropriate to age/grade levels in the elementary, middle, and secondary school, in keeping with state and national standards. A variety of activities integrating language and culture will be demonstrated and practiced. Topics include the use of thematic units, alternative assessment techniques, and the application of technology. Participants are encouraged to make practical application to their own teaching situations.

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, disabillity 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.
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 candidaes 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 modles, 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.
This course is offered as a co-requisite to Teaching ESL: Process and Practice (BLED 40.520). 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.
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.

BLED 40600: INDEP STUDY BILINGUAL ED 3 s.h.

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.

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.

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.

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 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 08563: Advanced Pavement Analysis and Evaluation 3 s.h.
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 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 08573: Advanced Structural Analysis 3 s.h.
The course deals with the matrix method of structural analysis. The topics covered include structural members, member joints, member end conditions, local and global coordinate systems, coordinate transformation, member structural matrices, global structural matrices, condensation of global structural matrices, static structural analysis, and dynamic structural analysis. The course will include appropriate computer applications.

CEE 08574: ADV STRUCTURAL MECHANICS 3 s.h.

CEE 08575: Advanced Fatigue and Fracture 3 s.h.
This course presents the theory and analytical techniques to design structural components for cyclic loading. Topics include linear elastic fracture mechanics; S-N fatigue; fatigue crack growth; and algorithms for simulating three-dimensional crack propagation. The course culminates with an original research project, resulting in both oral and written reports.

CEE 08584: Prestressed Concrete 3 s.h.
The course focuses on analysis and design of prestressed concrete members for highway bridges, parking structures, office buildings and industrial buildings. Topics covered include prestressed construction applications and materials, flexural analysis of pretensioned and post-tensioning beams, bending and shear design, loss of prestress, deflection and composite beams. The course includes appropriate computer applications.

CEE 08585: Advanced Reinforced Concrete 3 s.h.
The emphasis is the design of advanced reinforced concrete structures and structural components not covered in an introductory reinforced concrete design course. Topics include columns in bending, slender columns, slab systems, and other advanced topics in reinforced concrete.

CEE 08586: Bridge Engineering 3 s.h.
The analysis and design of modern steel highway bridges utilizing the bridge code of the American Association of State Highway and Transportation Officials is emphasized. The topics covered include bridge loads, load combinations, design methods, reinforced concrete deck slabs, steel wide-flange stringer bridges, steel composite wide-flange stringer bridges, continuous bridge spans, steel composite plate-girder bridges, elastomeric bearing connections, steel fixed bridge connections, and steel roller bridge connections. The course includes appropriate computer applications.

CEE 08587: Masonry and Wood Structures 3 s.h.
This course provides the fundamentals of structural design using masonry and wood. Topics include material properties, flexure, axial loading, lateral load resisting systems, and connections. This course builds upon previously acquired fundamental concepts of structural analysis and design. A design project is required.

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.

CHE 06515: Advanced Reactor Design 3 s.h.
Overview of chemical reaction types and ideal reactors. Catalysis and catalytic reactors; analogies for real reactors; fluid flow and heat and mass transfer effects on chemical reactions and reactor design; numerical analyses and simulation of reacting systems; applications in the chemical industry.

CHE 06516: Advanced Separation Process Technology 3 s.h.
This course describes advanced separation processes such as: crystallization and precipitation; adsorption, chromatography and ion exchange; reverse osmosis, ultrafiltration, gas permeation and pervaporation. Commercial system design parameters and laboratory demonstrations will be included. An overview of other novel separation processes will be done.

CHE 06518: Polymer Engineering 3 s.h.
This course provides an introduction to the various aspects of polymer engineering starting with basic polymer properties, structure and function. The major topics covered are the formation of polymer systems and manufacturing techniques. Fabrication processes topics include coating, extrusion and foams. The production of thin-films and membranes will focus on stretching, phase inversion, and hollow fiber spinning. Students will study application of polymeric materials engineering to various industries.

CHE 06520: Green Engineering Design in the Chemical Industry 3 s.h.
This course evaluates process design techniques to minimize waste and by-products in the processing and manufacturing industries. Topics include: mass and heat recycling processes; technologies for process steam renovation, material reuse and recycling methods. Case studies of industrial applications are utilized.

CHE 06528: Fluid Flow Applications in Processing and Manufacturing 3 s.h.
This course will cover the foundation principles of applied fluid mechanics with an emphasis on industrial applications. Topics in mixing, multi-phase fluid flow and processing, and fluidization will be covered. Key technologies from chemical, civil, and mechanical engineering applications will be used to illustrate concepts. The course will provide a strong background in the application of fluid mechanics principles to industrial processing and manufacturing operations.

CHE 06568: Electrochemical Engineering 3 s.h.
This course will focus on the fundamental principles of process electrochemistry. Basic principles of thermodynamics, kinetics and mass transfer as applied to electrochemical systems will be presented. Modeling of electrochemical systems and application of electrochemical principles to corroding systems will be conducted by the students. Engineering case studies of commercial applications in energy conversion and storage and electrolytic processes will be presented.

CHE 06570: Air Pollution Control 3 s.h.
This course introduces students to air pollution control theory. Students design air pollution control processes and specify equipment related to the control of particulate, gaseous, and toxic air emissions. The chemistry required for pollution control process design is presented. The environmental impacts due both to controlling and not controlling emissions are considered. Students design control equipment, specify and troubleshoot control systems and predict the impacts for each major type of control system.

CHE 06572: Biomedical Process Engineering 3 s.h.
This course introduces students to applications of chemical engineering fundamentals to biomedical systems. Students analyze and design biomedical processes. The basic biochemistry and physiology required for understanding of biomedical systems are presented. Advanced principles of mass transfer, heat transfer, fluid flow and chemical reaction are used to analyze or design drug delivery systems, pharmacokinetic models, the circulatory system, transport across cell membranes, and human and artificial organs. Laboratory experiments and demonstrations will be integrated throughout the course.

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 06576: Bioseparation Processes 3 s.h.
This course will focus on the fundamental principles of bioseparation processes. The characteristics of bioseparations 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 Experiemental 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 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.

CHE 06583: Engineering Exercise Dynamics 4 s.h.
This course introduces students to chemical engineering fundamentals applied to physiologic systems, primarily during exercise. The basic biochemistry and physiology required for understanding these systems is presented. Basic principles of mass transfer, heat transfer, fluid flow, thermodynamics, and chemical reaction are used to analyze the human metabolic system, respiratory system, cardiovascular system, and thermal system. The interrelationships of these systems will be investigated, and their dynamic response to exercise will be studied. Laboratory experiments will be conducted throughout the course. This course is jointly taught with the Department of Health and Exercise Science.

CHE 06584: Controlled Release Theory, Technology and Applications 3 s.h.
Controlled release systems are designed to provide delivery of an agent at a pre-determined rate for an extended period of time. Controlled release offers several advantages over traditional methods of formulation and administration: maintenance of effective concentrations for a sustained period, less total agent required, cost effectiveness, convenience and compliance. This course investigates controlled release technologies through the application of chemical engineering principles. Knowledge of materials, mass transfer, heat transfer, fluid flow and chemical reactions are used to analyze and design controlled release systems. Applications to pharmaceutical, agricultural, and food industries will be explored. Laboratory experiments and demonstrations will be integrated throughout the course. A project will focus on the development of an original design and fabrication for a controlled release application.

CHE 06585: Engineering Quality Control 3 s.h.
This course exposes students to the state of the art process and product control techniques. This course includes a strong foundation in the fundamentals of engineering quality control and its relevance to process optimization. Students will learn the theory and practical applications of control charting techniques used in industry. Process capability analysis, controller design and control systems architecture will also be included. Students will also be exposed to experimental design and process optimization techniques. The relevance of engineering process control in the safety and profitability of processes and products will be emphasized. Concepts introduced throughout the course will be illustrated with practical examples from a wide range of industries.

CHEM 05501: PRINC OF CHEMISTRY 3 s.h.

CHEM 05530: Special Topics in Chemistry 3 s.h.
Selected topics in individual areas of chemistry (analytical, organic, inorganic or physical). Consent of the instructor is necessary. Prerequisites are determined by the nature of the topic. The requirements of this course include a graduate laboratory project and/or research paper. This course may not be offered annually.

CHEM 05544: INTRO TO RESEARCH 3 s.h.

CHEM 05550: Advanced Seminar 1 s.h.
Oral presentation of scientific studies and data at the graduate level. The talks are accompanied by 35 mm slides prepared by the student. Attendance at South Jersey American Chemical Society meetings is required. This course may not be offered annually.

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.

CHEM 07560: Advanced Biochemistry Lecture 3 s.h.
This lecture course deals with complex biochemical processes involving the interaction of numerous classes of biomolecules. Specifically the course focuses on the interplay of proteins, lipids, carbohydrates, and nucleic acids in the cellular response and adaptation to the environment, both locally in the cell and of the organism as a whole. The course relies on both traditional descriptions of biochemical processes and the inclusion of primary literature sources to analyze experimental data, explain methodology, and introduce cutting edge concepts.

CHEM 07561: Advanced Biochemistry Laboratory 2 s.h.
This laboratory course deals with isolation and characterization of molecules from biochemical systems. The fundamentals and applications of chromatographic, electrophoretic, and spectroscopy techniques applied to biological molecules are taught through laboratory projects.

CHEM 07565: Organic Reactions and Mechanisms 3 s.h.
An advanced presentation of the major classes of organic chemical reactions, with the major emphasis being placed upon the detailed mechanisms of such reactions. Modern organic theory is included. The requirements of this course include a research paper or individual project. Admission to the course will be at the discretion of the graduate adviser. This course may not be offered annually.

CHEM 07567: ADV ORGANIC PREPARTN 3 s.h.

CHEM 07568: Medicinal Chemistry 3 s.h.
This course describes various topics related to the biochemical principles and metabolic pathways with particular emphasis on pharmaceutical applications and biotechnology. This course will focus on the molecular mechanisms of drug action and chemical basis for drug therapy. Current methods used to study medicinal chemistry including recombinant DNA, combinatorial chemistry and bioinformatics, will be reviewed. A 3-D molecular modeling of drug targets and drug design will be integrated throughout the course. Clinical trials of drug case study are included. A term project is incorporated into this course. Students are required to conduct an in-depth review of the literature regarding a topic.

CHEM 07570: Organic Spectroscopy 3 s.h.
This is a laboratory course with class discussion on the separation and identification of organic compounds. Both classical and instrumental techniques are used in compound structure determination. Lecture emphasis is placed on interpreting IR, NMR, and mass spectra. 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.

CHEM 07575: POLYMER CHEMISTRY 3 s.h.

CHEM 07580: Synthesis of Polymers 4 s.h.
This course provides an in-depth study of the procedures, techniques and theoretical aspects of polymer synthesis. Reaction mechanisms including kinetic and thermodynamic considerations will be studied. The topic of polymer synthesis will be examined from raw material sources through product usage. The laboratory experiments will provide exposure to representative procedures and techniques.

CHEM 07582: Characterization of Polymers 4 s.h.
This course provides an in-depth study of the procedures, techniques and theoretical aspects of polymer characterization. Major topics include molecular weight determinations, polymer solutions, viscoelasticity and bulk properties. The laboratory experiments will provide exposure to representative procedures and techniques with emphasis on molecular weight determination and thermal methods.

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.

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. Eash semester the instruction of this course rotates among faculty memebers who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

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 conducing 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 socity.

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 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 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, Ethnicty, 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.

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.

COUN 26500: CAREER SEMINAR 3 s.h.

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 26503: PRIN OF GUIDANCE 3 s.h.

COUN 26505: PUPIL GUIDANCE 3 s.h.

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.

COUN 26515: GUID-COUN/ECON CHG 3 s.h.

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 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.
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 tecnhiques. A field-based experience of 100 clock hours is required.

COUN 26530: SEMINAR CAREER DEV 3 s.h.

COUN 26543: INST & AGENCIES 3 s.h.

COUN 26548: INST & AGENCIES 3 s.h.

COUN 26573: COUN/VOC GUI/REH SER 3 s.h.

COUN 26580: GUID/COUN CAREER ED 3 s.h.

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 26583: OCC & ED INFO-VOC GD 3 s.h.

COUN 26584: OCC/ED INFO-VOC GUID 4 s.h.

COUN 26596: ORG/ADM GUIDANCE PRO 3 s.h.

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 26600: SEMINAR I SPS 4 s.h.

COUN 26601: Internship in Counseling in Educational Settings 3 s.h.
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 26602: INTERNSHIP II COUNSEL/SPS 4 s.h.

COUN 26603: Research and Evaluation Procedures in Counseling in Educational Settings 3 s.h.
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.

COUN 26605: Advanced Workshop/Counseling in Educational Settings 1 s.h.
This course is a series of three 1 Semester Hour seminars designed to explore and discuss current issues in counseling. Selected topics include adventure learning, (ropes course), loss and bereavement, communicating for intimacy, and existential thought and spirituality.

CS 01561: Advanced Computer Environments 3 s.h.
This is an advanced applications course in which the student will learn the effective use of various computer applications for organizing and managing their professional duties, including functioning in computer-supported collaborative work groups. Some specific skills that will be covered include the use of desktop publishing to prepare business plans, advertising copy, etc., the creation and maintenance of World Wide Web pages, the use of presentation packages, the integration of graphics into traditional or multimedia documents, and the use of Internet and commercial data bases (including analysis of data using spreadsheet tools). Students will report on emerging trends in hardware and software and will review issues relating to data security and ethics.

CS 04505: ADVANCED WEB PROGRAMMING 3 s.h.
This course teaches students to create and modify sophisticated data-driven web pages using client-server architecture. Topics covered include non-text information such as video, images, sound, custom web applications, asynchronous communication, accessibility, searching, security, and web server configuration.

CS 04520: PGMMING LANG/THEORY 3 s.h.

CS 04530: Advanced Database Systems: Theory and Programming 3 s.h.
This course focuses on the design of DBMS and their use to create databases. The course covers both the theoretical concepts and the implementation aspects of database systems with a special emphasis on relational database systems, SQL, programming (in a modern programming language such as C++ or Java) using a real database Application Programming Interface (such as JDBC or ODBC).

CS 04548: Programming Languages: Theory, Implementation and Application 3 s.h.
An intermediate course intended to acquaint the student with the major categories of programming languages and to familiarize the student with one or two languages in each category. The student will complete programming projects in the languages studied. In addition, the student will learn formal mechanisms for specifying the syntax and semantics of languages and techniques for implementing data and control structures.

CS 04560: DESGN/IMPLEMENT OPER SYSTEMS 3 s.h.

CS 04564: Compiler Design Theory 3 s.h.
This course centers on the design and use of compilers, the sophisticated computer programs whose function is to translate high-level code to machine language. The following topics are covered: Compiler models, finite state machines, the lexical box, context free grammars, translation grammars, pushdown machines, the syntax box, and the code generator.

CS 04565: System Programming 3 s.h.
This course covers the internal structures and algorithms of the system kernel of a modern operating system as well as the system call interface to the kernel. Students will gain hands-on experience in system level programming in a modern operating system environment. The emphasis will be on interprocess communications and concurrency. The concept of distributed and client/server computing will also be introduced.

CS 04570: Advanced Object Oriented Design 3 s.h.
This course will introduce important concepts such as inheritance and polymorphism, which are crucial tools needed for crafting object-oriented solutions to real-world problems. Design patterns that commonly occur in design situations will be covered. A formal notation for describing and evaluating object-oriented designs such as the Unified Modeling Language (UML) will be taught. Students will apply the concepts to design and implement object oriented solutions to one or more reasonably sized real-world problems.

CS 06505: Wireless Networks and Systems 3 s.h.
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.
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.

CS 07510: Mathematical Foundations of Computer Science 3 s.h.
This course provides a graduate-level introduction to the theoretical foundations of computer science, including finite automata, context-free grammars, Turing machines, and formal logic.

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.
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 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 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.

CS 07545: Advanced Robotics 3 s.h.
This course provides an introduction to the fundamentals of robotics. Students study robot manipulators and mobile robots, robot sensors and robot cognition. Students will also gain experience programming in small groups, and programming in a domain where noisy and imprecise data is commonplace. Familiarity with matrix multiplication and inversion is expected for this course.

CS 07550: Concepts in Artificial Intelligence 3 s.h.
This course surveys methods for programming computers to behave intelligently. Topics include knowledge representation methods, heuristic search, theorem-proving, puzzle-solving, game-playing, natural language processing, and expert systems.

CS 07555: Natural Language Processing 3 s.h.
This course presents methods for allowing computers to understand and generate sentences in human languages (such as English) and prepares the student to do research in natural language processing. Topics include syntax, semantics, pragmatics, and knowledge representation.

CS 07556: Machine Learning 3 s.h.
This course presents problems and solution methods for machine learning in a variety of contexts, such as inductive inference, statistical learning, explanation-based learning, genetic algorithms, and neural networks, and prepares the student to do research in this field.

CS 07560: Computer Graphics 3 s.h.
This is a graduate level course in Computer Graphics. Students will study the use and implementation of graphics packages. Techniques and algorithms for implementing graphics systems will be covered. They include drawing of 2-D primitives; 2- and 3-D transformation and viewing; representing curves and surfaces; hidden line and surface removal; illumination and shading. Substantial programming projects on writing graphics applications and implementing graphics algorithms will be assigned. Students are encouraged to devise new techniques, implement them, and determine their effectiveness. Students will be required to complete in-depth assignments involving conference or journal papers from the computer graphics literature.

CS 07565: Computer Vision 3 s.h.
This course examines the fundamental issues in computer vision and major approaches that address them. The topics include image formation, image filtering and transforms, image features, mathematical morphology, segmentation, and object recognition. More advanced topics such as camera calibration, stereopsis, dynamic vision, and computer architectures for vision will also be covered. Independent projects on these advanced topics will be required.

CS 07570: INFORMATION VISUALIZATION 3 s.h.
This is a graduate level course in Information Visualization. Topics covered include graphics programming, information visualization general principles, visualization techniques for 1-dimensional, 2-dimensional, and N-dimensional information, graph visualization, visualization techniques for image and digital libraries, as well as for the World Wide Web, interactivity, theories behind information visualization, and focus+context techniques. This course also includes the implementation of techniques presented in lecture. Students are encouraged to devise new techniques, implement them, and determine their effectiveness. Students will be required to complete in-depth assignments, read, summarize, and present recent journal papers from the information visualization literature, and prepare term papers with regard to an information visualization research topic. Students will also be required to specify, design, implement, and document a semester-long software project related to information visualization.

CS 07575: Advanced TCP/IP and Internet Protocols and Technologies 3 s.h.
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.
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.
This is a graduate level course that investigates advances in technology, science, art, and culture involved in the creation of computer games. Games wil 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.

CURR 29501: ART EDUC CURRICULUM 3 s.h.

CURR 29502: WRITING ACTY WKSHP 3 s.h.

CURR 29503: Teaching Adult Learners 3 s.h.
The general purpose of the course is to help participants become better instructors of adults. The course focuses on proven methods and techniques for teaching adults in a variety of settings. Special attention will be paid to the individualizing instruction process. Course participants will strengthen both theoretical and practical understandings of the adult learning process, study methods and techniques for teaching adults, and critically reflect on their own instructional efforts.

CURR 29504: Understanding Adult Learning and Development 3 s.h.
The general purpose of the course is to introduce participants to the processes of adult development and learning. The course examines the social, psychological, economic, and cultural dimensions of learning in adulthood as well as the application of theory and research findings to adult learning situations. Special attention will be paid to the concept of learning how to learn. Course participants will be invited to undergo a series of thinking style and learning style profile tests and then analyze the results in an effort to improve learning performance.

CURR 29505: METH/MAT ENG SEC LAN 3 s.h.

CURR 29506: TCHG IN PUBLIC SCH 3 s.h.

CURR 29507: HUMANISTIC EDUCATION 3 s.h.

CURR 29510: TCHG STRATEGIES SEC 3 s.h.

CURR 29512: APPLIC OF TCHG MODEL 3 s.h.

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 29520: PRACT CURR/INST 3 s.h.

CURR 29521: PRACT CURR & INST 6 s.h.

CURR 29524: CONCEPT SECDY CURR 3 s.h.

CURR 29526: DISCIPLINE-POS APPCH 3 s.h.

CURR 29528: Curriculum and Methods in Subject Field 3 s.h.
This course provides students with the opportunity to apply the latest principles and practices of secondary education to their major subject field. The newer techniques and materials are considered in light of their contribution to purposeful learning. This course may not be offered annually.

CURR 29529: Analysis of Current Research in Science Education 3 s.h.
Concerned with the role of the science teacher in the classroom, laboratory and other school situations. Considers the changes which have been made and which are still occurring in the field of science education. This course may not be offered annually.

CURR 29535: SEMINAR TCHR LIT 3 s.h.

CURR 29540: Strategies of Planned Curriculum Change 3 s.h.
This graduate seminar course is designed to enable a student to identify, explore, and apply selected strategies of planned curriculum change. Barriers to, and constraints limiting, curriculum change at the national, state, and local level will be examined. Students will be expected to exhibit a knowledge base in curriculum theory and development. Within the scope of the course, students will be expected to select and research a curriculum change problem. Teams from school districts are encouraged to enroll. This course may not be offered annually.

CURR 29547: Curriculum Theory 3 s.h.
An introductory examination of the problems involved in the generation of curriculum theory. Emphasis is placed on the analysis of the constraints within which theoretical frameworks are developed and their implications for curriculum designs K-12. Selected contemporary curriculum theorists will be introduced and their views examined. Prerequisites for this course are Fundamentals of Curriculum Development and Public School Curriculum K-12.

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 29552: PUB SCH CURR MID SCH 3 s.h.

CURR 29555: JR HI/MID SCH CURRIC 3 s.h.

CURR 29562: Motivational Techniques Workshop 3 s.h.
Current stimulating strategies for establishing and maintaining high student interest levels will be explored and generated by instructor and group participants. Workshop members will be expected to develop and share a variety of motivational techniques. This workshop is designed to demonstrate to teachers that instruction need not be confined to a single method, single subject, or the single room. Motivation is an essential element of any successful learning climate. This course may not be offered annually.

CURR 29563: Junior High/Middle School Curriculum 3 s.h.
The course will be directed in a practical sense to an analytical study of the junior high/middle school concept. Attention will be directed to curriculum development, implementation, and evaluation in relations to the nature of the learner. Teams from schools are encouraged to enroll. 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 29585: INQUIRY WKSHP 3 s.h.

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.

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.

CURR 29602: PRACT CURR/INSTR 3 s.h.

CURR 29603: SPEC SEM/INVES-SS 3 s.h.

CURR 29604: CONF METH TCHG RHET 3 s.h.

CURR 29605: SEMINAR IN SOC STUDY; 3 s.h.

CURR 29606: SEM/TCHG SOC STING 3 s.h.

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 09551: Digital Signal Processing 3 s.h.
This is a first level graduate course that covers the fundamentals of digital signals, systems, transforms and filters. Systems concepts taught include linearity, time-invariance, stability, causality, difference equation representation, impulse response and convolution. The issue of frequency response and sampling is covered. The z-transform is introduced. Design methods and structures of digital filters are discussed with the exposure to do software design. Random digital signals are also covered.

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 densityestimation 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: Embedded System Design 3 s.h.

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 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.

ECED 23501: LEADR ROLES CDC-DIR 4 s.h.

ECED 23502: LEAD ROLE CDC-HD TCHG 4 s.h.

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 classoom management. Completing field-based assignments will be required.

ECED 23512: Understanding and Designing Curriculum for Young Children 4 s.h.
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 educaiton. 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.
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 childhhood program assessment tools such as teh 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.
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.

ECED 23525: Play and the Learning Environment 3 s.h.
This course provides in-depth study of current research to build increased understanding of the nature and the development of play and the interface of the play phenomena and learning in young children. Play and the curriculum, the role of adults and culture in enriching children's play, and planning the learning environment with strategies that accommodate individual needs are important course topics. Observing and assessing play are also included.

ECON 04501: ECON FOR EL/SEC TCHR 3 s.h.

ECON 04502: Current Economic Issues for the Classroom 3 s.h.
Course is targeted for elementary and secondary teachers. The course will focus such timely issues as the global economy, the federal deficit, the monetary system, the environmental problem, and a survey of the recent performance and problems of the American economy. Course will feature several speakers, for example, from the New Jersey Council on Economic education.

ECON 04530: COMP ECON SYSTEMS 3 s.h.

ECON 04538: THE AMERICAN ECONOMY 3 s.h.

ECON 04540: HIST ECON THOUGHT 3 s.h.

ECON 04541: Managerial Economics 3 s.h.
This course integrates economic theory and methodology with analytical tools for application to decision making about the allocation of scarce resources in public and private institutions. Topics covered include: decision analysis, forecasting, demand analysis, production, cost analysis, profit measurement and pricing.

EDAM 27505: Selected Topics in Educational Leadership 1 to 6 s.h.
This course explores one or more topics of importance in the field of educational leadership. The focus will be different each time that the course is offered.

EDAM 27506: Introduction to School Leadership 3 s.h.
This course provides an introduction to the theory and practice of leading a school and district as a human organization. It deals with problems of K-12. The latest research and practices are reviewed regarding team management, organizational theory, and management skills.

EDAM 27510: Change for School Improvement 3 s.h.
This advanced course in school leadership enables students to better understand the change process, further developing their analytic skills for improving the teaching and learning process. This course is offered annually and includes a field experience component.

EDAM 27521: Introduction to the Principalship 3 s.h.
The essence of school administration is the ability to supervise and manage the school organization, including its personnel, resources, and operations. In this course, students learn and demonstrate the supervisory and management skills necessary to use data-driven decision-making strategies to create an effective school culture and climate, supervise and manage school personnel and plant, supervise the application of instructional and informational technology, supervise scheduling and business procedures, and advocate for school resources among community and service agencies in ways that give priority to student learning, safety and security, and curriculum and instruction. Effective communications skills are emphasized.

EDAM 27525: INDEP STUDY-ED LEADERSHIP 1 to 6 s.h.

EDAM 27534: School Plant Planning and Management 3 s.h.
School building problems, public relations, finance, school enrollment forecasts, planning and supervising building construction and the choice of equipment and materials are dealt with. This course is a practical course; visits will be made to newly constructed facilities and written critiques will be completed.

EDAM 27535: School Finance and Records 3 s.h.
Students learn and demonstrate the ability to develop budgets, apply principles of financial management, budget management. Students study how schools are supported financially. This course includes a field experience component.

EDAM 27536: Financial Accounting for School Systems 3 s.h.
This course will provide students with the knowledge and skills required to initiate and maintain a school district accounting program. The course will emphasize--but not be restricted to--the laws and procedures relative to New Jersey school accounting. This course includes a field experience component.

EDAM 27538: School Business Management 3 s.h.
This course is designed to provide graduate students with an introduction to the skills, concepts, and insights necessary for the school business administrators to manage, as members of the administrative team, increasingly complex schools to obtain the greatest educational return for each tax dollar expended. This course includes a field experience component.

EDAM 27559: Law and Ethics for School Leadership 3 s.h.
Students study and understand and demonstrate the ability to identify legal issues involved in personnel administration, school district government and operation, state aid, handicapped children and student rights. Includes a study of the legal structure of the New Jersey school system.

EDAM 27559: Law and Ethics for School Leadership 3 s.h.
Students study and understand and demonstrate the ability to identify legal issues involved in personnel administration, school district government and operation, state aid, handicapped children and student rights. Includes a study of the legal structure of the New Jersey school system.

EDAM 27569: The Law, the Courts, and the Public School 3 s.h.
This course is designed to provide in-depth basic knowledge of the law directly affecting education in the United States. It is all-inclusive in content, analyzing and synthesizing judicial interpretations of the federal and state constitutions, statutes, rules and regulations and the common law in an objective manner.

EDAM 27572: Rights and Responsibilities of the Educational Professional 3 s.h.
Students will examine the development of school law and public policy in the United States, especially as law and public policy legally "touch" formal schooling. Students will review the many ways laws and policies affect the school community: students, teachers, administrators, and parents. The comprehensive nature of this course will increase the students' awareness of the theories, assumptions, ideas, events, laws and policies that influence formal education, how these influences occur, and how they will impact on future school law and public policy.

EDAM 27580: Research Proposal Development for the Practicum and Seminar in School Administration/Supervision I a 2 s.h.
This course focuses on the design and development of a research proposal for use in the Practicum/ Seminar in Administration/Supervision I and II. Students will engage in constructing a formal research proposal for their required internship. The research proposal will include strategies for solutions to five separate field projects. Satisfactory completion of this course will require formal acceptance of the intern's research proposal by the intern's university mentor and the administration of the intern's field site.

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 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.

EDAM 27626: Practicum in Higher Education Administration 3 s.h.
Students will utilize their workplace as the laboratory to apply theory and to consider issues of organizational culture and professional practice.

EDAM 27627: Higher Education Administration Capstone Seminar 3 s.h.
The seminar will provide the opportunity for integration, synthesis, and reflection. Students will complete the master's thesis and will prepare an educational leadership platform.

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 27632: Technology for School Leadership 3 s.h.
In this course, students identify and use current technologies to assist with delivery and administration of educational programs, including how to employ technology as a tool in action research, how to apply strategies for the disaggregation of data for decision making purposes, how to use technology for administrative and instructional support, and how to apply technology for the understanding of teaching, learning, and school and community relations.

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 27706: Negotiating 3 s.h.
This course focuses on the leadership role of creating mutual understanding and agreement among people and groups who may have fundamental differences of opinion. Students will learn the dynamics of the formal and informal negotiation processes, as well as what constitutes a good agreement.

EDAM 27707: Planning 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, budgets, etc., that will accomplish the goals and objectives. Students will also focus on the planning of new programs and policies as strategic implementation approaches. A simulated strategic planning process utilizing information from a hypothetical school system or college will be undertaken.

EDAM 27708: Organizational Communications 3 s.h.
In this course, students analyze the dynamic interaction processes that affect how people think and behave in educational organizations. Students study the nature of effective organizational communication and strategies to remove the communication barriers that constrain the achievement of individual and organizational goals.

EDAM 27709: Leadership Challenges 3 s.h.
Students will examine the major issues that require leadership in the educational setting. Focus will be on the innovative approaches being undertaken across the nation to meet these challenges.

EDAM 27719: Leadership Research Project Proposal 3 s.h.

EDAM 27720: Dissertation Seminar II 3 s.h.
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 4 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.

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 27739: Current Issues in Education 3 s.h.
This course will have a changing focus that will permit faculty to offer specialized seminars on various themes: new developments in the field, issues of significance where advanced specialization would be helpful to educational leaders, areas of faculty research and scholarship, or areas of student request. 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 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 27744: Future Studies 3 s.h.
This is an introduction to the field of future studies, including its concepts and methodologies. Students will study trends and forecasts in areas that are reshaping America and the world, including population, science and technology, information and communications, the physical environment, geo-political factors, and socio-economic trends. The effect on the individual, families, communities, and institutions will be studied with an emphasis on the implications for education. Students will utilize futures methodologies in a research project on futures in education.

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 thical 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.
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 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.

EDED 16582: OCC INFO/VOC GUID 3 s.h.

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 24502: Initiation of Internship Project 1 s.h.
see EDST24.608

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 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 24566: Research in Classroom Practice 3 s.h.

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.

EDST 24624: Educational Change 3 s.h.
To assume leadership roles and to become change agents in 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 educational change and strategies to achieve and sustain momentum for change. Various field work components will be integrated throughout this course.

EDST 24703: Research for Educational Leadership I 1 s.h.
This course focuses on two broad areas: issues of validity and reliability in methodological inquiry and approaches in educational evaluation and assessment. This course provides practical knowledge for use by educational leaders to support administrative decisions.

EDST 24705: Research for Educational Leadership II 1 s.h.
This course emphasizes qualitative research with emphasis on policy research, analysis, and assessment. This course provides practical knowledge for use by educational leaders to support administrative decisions.

EDST 24706: RES ED LEADERSHIP III 1 s.h.

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 24708: RES ED LEADERSHIP IV 1 s.h.

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 24710: RES ED LEADERSHIP V 1 s.h.

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 24723: Conducting and Analyzing Survey Research in Educational Leadership 3 s.h.
The ability to carry out, interpret, understand and digest research in diverse contexts and with diverse populations is critical for successful educational leaders. The course provides learning experiences to understand survey research methodologies, data collection techniques, analysis and communicating results, with a particular focus on utilizing survey research within action research projects.

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 dessertation research, designing an effective study, and recognizing and avoiding common difficulties encountered in dissertation research.

EDST 24725: Mixed Methods Research in Educational Leadership 3 s.h.
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 24790: Dissertation Proposal 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 avoid common difficulties encountered in dissertation research.

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 28501: Administration and Supervision of Music Education 3 s.h.
This course is a study of current practices and techniques of supervision with emphasis placed on the problems relating to specific administrative positions and to most music programs. This course may not be offered annually.

EDSU 28502: ART EDUC SUPERVISION 3 s.h.

EDSU 28503: Leading the Learner Centered School 3 s.h.
This course is designed to explore the best ways to facilitate learning for students and to examine how the educational environment can be organized to maximize learning for all.

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 approached 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 28598: Observational Skills for Supervisors 3 s.h.
Emphasis is on the observation and evaluation of teaching performance using research/measurement based assessment instruments and techniques. Research on teaching and effective schools forms the theoretical basis for performance appraisal.

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 28605: Field Experience Administrative-Supervision 4 s.h.

EDSU 28700: INDEPENDENT STUDY ED SUPERVIS 1 to 6 s.h.

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.

EDSU 28716: Leadership Seminar VI 2 s.h.
See Leadership Seminar I

EDSU 28718: Seminar on the Psychology of Leadership 3 s.h.
This course develops student's understanding of the psychological needs of persons who seek leadership roles, human nature in the work place, the psychological factors that underpin decision-making and acceptance of change, and utilizing psychology to create a more supportive, empowering, and effective work place.

EDSU 28721: Special Topics in Leadership 3 s.h.
This course will have a changing focus that will permit faculty to offer specialized seminars focused on new developments in the field, issues of significance where advanced specialization would be helpful to educational leaders, 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.

EDSU 28724: Leadership Problems I: Field Studies 4 s.h.
The first of a two-course sequence, this course will structure students into leadership teams that will be assigned to work with specific schools and colleges to assist in the development of a plan for the solution of a significant organizational problem or program development need.

EDSU 28725: Leadership Problems II: Field Applications 3 s.h.
The second in a two-course sequence, this course will employ the leadership teams, previously established in Leadership Problems I, to develop a final action plan for the solution of a significant organizational problem or program development need, and to participate in the implementation of the change.

EDSU 28726: Leadership Problems 7 s.h.
This is a field-based course that involves students in a major collaborative effort to address a complex problem or opportunity in an educational setting. Students engage in analytical and design activity, as well as develop a comprehensive implementation plan. Focus is on both the substance of the problem/opportunity and the process of change.

EDSU 28728: Leadership and Educational Philosophy 3 s.h.
This course focuses on the democratic ideals that underpin educational philosophy in America, formal schools of educational philosophical thought, problems in educational philosophy, and the implications of educational philosophy for educational leadership.

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 33521: Instructional Computer Languages: LOGO 3 s.h.
This course is designed to help students become literate in a structured programming language. Special emphasis is placed on teaching techniques and curriculum design relating to public school education.

EDTC 33525: Instructional Applications of Word Processing and Data Management 3 s.h.
Word processing, data base management and spreadsheet operations are combined into an integrated system suitable for educational applications, including text preparation, filing, and grading systems. Hands on experience with the integrated systems, along with other complementary software, including desktop publishing and keyboarding, is provided. Evaluation of programs for classroom use, as well as personal use, is included.

EDTC 33530: Computer-Assisted Instruction 3 s.h.
This course provides a foundation for the effective design, selection, and evaluation of educational software. Instructional interaction between the computer and the student is explored and the teacher's role in CAI is defined. A variety of software packages for the classroom are evaluated.

EDTC 33548: Seminar in Educational Technology 3 s.h.
The major concepts studied in the Computers in Education Post-Baccalaureate Certificate Program are summarized, integrated, applied, and evaluated in this course. An in-depth research project is developed and executed. Projects are selected from the areas of curriculum development and evaluation, computer assisted instruction, or administrative applications.

EDTC 33560: Instructional Applications of Computers 3 s.h.
As an entry level course in computer usage for teachers, this course deals with the use of computer hardware and software in classroom settings. Commercial and public domain courseware packages are examined in terms of their quality and their potential for enhancing the curriculum. In addition, computer hardware uses in the P-12 environment are examined.

EDTC 33572: Special Topics 3 to 6 s.h.
This course will address specific contemporary issues in educational computing. The topics will change as needs arise and will be published in the course selection catalog. Variable credit.

EDTC 33574: Multimedia and Hypermedia for Teachers 3 s.h.
As an advanced level course for classroom teachers engaged in the utilization of the computer in the classroom, this course will explore ways to create multimedia and hypermedia materials for use in the classroom. Instructional planning is emphasized by applying the principles of instructional design and using the techniques of courseware design to facilitate the delivery of information in the context of multimedia and hypermedia environments.

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 33583: Computers and Related Technologies in the Elementary Classroom 3 s.h.
This course is designed to assist elementary school teachers in the successful integration of computers and related technologies into the elementary classroom curriculum. The student will develop computer and technology skills enabling them to select, interpret, and evaluate computer elementary and middle school applications in the math, science, social studies, reading and language arts curriculum. The student will be exposed to a large variety of educational software.

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.
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.

EDTC 33586: Planning and Implementing Technology in Education 3 s.h.
This course is intended for present and future leaders of instruction and technology in public schools. This course will help the graduate student become instrumental in improving teaching and learning by examining concepts and techniques in strategic planning, goal setting, curriculum restructuring and alignment, technological assessment, and program and staff development. The course will provide the graduate student with experience in selecting the appropriate hardware and software in an educational setting. Students will also be asked to identify and explore future trends in educational technology.

EDTC 33587: New Directions in Educational Technology 3 s.h.
This course is intended for educators who are interested in identifying new technologies and unique applications of these technologies in classrooms. Students will research, identify and publish information about new innovations and applications on a web site specifically designed for this endeavor. This web site will provide a forum for the graduate student. It will also include suggested as well as tried-and-true activity structures, and assessment rubrics. This course will afford the graduate student opportunities to make connection with professionals in related areas of technology design and development.

EDTC 33588: Research Seminar in Educational Technology I 3 s.h.
This first seminar will provide a foundation whereby the student (1) gains an understanding and appreciation of the field of educational research and (2) develops sufficient knowledge of action research methodology. In this course, the student will identify an appropriate topic of study and the research questions for the action research project required by the program. The course will also address the literature review and the research design the student will use in the project. The technology-based action research project will be completed in the second seminar.

EDTC 33589: Research Seminar in Educational Technology II 3 s.h.
This course is a continuation of EDTC 33.588 Research Seminar in Educational Technology I. It provides addidtional formal training in action research. The course focuses on the continuation of data collection and data analysis as well as elucidating findings and conclusions based on the technology-based action research project. Students will also be required to present a formal written version of their action research project, which will be guided by the course professor.

EDUC 01500: Trends and Practices in Classroom Teaching 3 s.h.
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 01600: RESEARCH SEMINAR R 2 to 4 s.h.

EDUC 01601: Clinical Internship I 5 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.

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 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.
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 2 s.h.
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 02502: SCH WITHOUT FAILURE 3 s.h.

ELEM 02503: UND/APP PHY SCI CONC 1 s.h.

ELEM 02504: UND/APP EARTH/SPACE 1 s.h.

ELEM 02505: UND/APP LIFE SCIENCE 1 s.h.

ELEM 02506: CONTEMP ELEM ED/MATH 1 s.h.

ELEM 02507: TOP ELEMENTARY MATH 3 s.h.

ELEM 02508: INT DIRCT INST MATH 3 s.h.

ELEM 02510: ADVANCED CHILD LIT 3 s.h.

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.
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.

ELEM 02513: Teaching Language Arts, Social Studies and the Arts in Elementary Classrooms 3 s.h.
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 02517: Clinical Experiences in Elementary School Mathematics 3 s.h.
The graduate student will use current assessment instruments and plan strategies for diagnosing and improving the mathematics skills and concepts of an elementary school child who is deficient in mathematics and has enrolled in the clinic. This course consists of both formal classwork and working with a child enrolled in the clinic. This course may not be offered annually; usually offered in the summer.

ELEM 02525: CAREER ED ELEM SCH 3 s.h.

ELEM 02529: CLSRM MGMT PRINCIPLS 3 s.h.

ELEM 02532: Contemporary Elementary Education/Special Topics 1 to 6 s.h.
Considers the principles and practices of special topics in elementary education. This course provides in-depth development of special topics in elementary education.

ELEM 02533: OPEN ED ELEM SCH 3 s.h.

ELEM 02534: ELEM SCHOOL CURRIC 3 s.h.

ELEM 02536: Elementary School Curriculum 3 s.h.
The major focus of this course is to have early childhood and elementary grade teachers examine the school curriculum in the role of curriculum designers as they review and reevaluate the current curriculum in their schools, using criteria from research available in the current knowledge base of the profession. Most of the presentations of material in class will be accomplished through committee structures based upon the learning community model.

ELEM 02537: Contemporary Curriculum Processes/Social Studies 3 s.h.
This course is designed to acquaint the student with current global, national and local school-based programs in social studies with emphasis on those of a multi-cultural, multi-ethnic nature. Criteria will be developed for the selection and use of curricula materials and equipment in the field, and the latest evaluation techniques will be considered. Course may not be offered annually.

ELEM 02538: Contemporary Curriculum Processes/Science 3 s.h.
This laboratory oriented course dealing with inquiry through the use of process skills. Original investigations are carried out, and techniques are developed to prepare the teacher to guide children in the use of these skills. S-APA, SCIS, ESS and subsequent programs are examined and evaluated.

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 02541: Practices in Elementary Education (Art) 3 s.h.
Emphasizes analysis of trends, objectives, methods and materials in art education in terms of underlying assumptions about learning and experience. Attention is given to developing practices in art education that are based on sound theory of art and education.

ELEM 02542: Linguistic Emphasis of Language Arts Teaching 3 s.h.
This course in the teaching of language arts is designed to provide teachers with a balanced view of experiences children need to learn the structure and use of language. It is also intended to provide a foundation for a linguistic emphasis on language learning.

ELEM 02543: PRAC EL ED HLTH/PE 2 s.h.

ELEM 02544: SUPERVISED TCHG SEM 8 s.h.

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 02551: Diagnostic Teaching and Evaluation of Basic Language Arts Skills 3 s.h.
This course will explore and examine various diagnostic processes and evaluational techniques as they relate to the Language Arts. Concepts related to diagnostic teaching procedures (based on the study of standardized language tests and formal and informal assessment techniques) for the underachiever, the gifted and the language disabled child will be developed. 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 02553: Use of Communications Media to Teach Elementary Language Arts Skills 3 s.h.
This course introduces the student to the basic production processes utilized by various communication media, e.g., television, radio, print, and theater. The student will learn how to work with children to stage production in each of these media as a means of teaching basic language arts skills. The student will also learn how to manage the product of the media as a vehicle to teach children to receive and interpret communications. A fee is required for laboratory materials. This course may not be offered annually.

ELEM 02554: Measurement and the Metric System in Elementary School Mathematics 3 s.h.
This course is designed to equip the student with knowledge of measurement theory and the metric system of measurement through the laboratory approach. Teaching methods will be stressed, and a variety of metric lab equipment and materials will be examined and evaluated. This course may not be offered annually.

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 02558: Principles of the Math-Lab/Learning Center Approach in Elementary School Mathematics 3 s.h.
This course will familiarize the student with many different manipulative devices used in elementary mathematics programs, suggest appropriate methods for use, provide opportunities to gain experience in their use, aid in developing the ability to relate mathematics symbols and vocabulary to physical modules and drawings. This course may not be offered annually.

ELEM 02560: Research Seminar in Elementary Mathematics Education 3 s.h.
This course provides an opportunity for the student to locate, read, analyze, and discuss research in the field of mathematics education and to develop skills in research design. Procedures used in research involving elementary mathematics will be investigated. Various research procedures will be studied to develop ability to interpret and understand current research in mathematics. Students will design an investigation of a topic in elementary mathematics. This course may not be offered annually.

ELEM 02562: GLOBL PERSPCT EL SS 3 s.h.

ELEM 02583: PRAC EL ED MUSIC 3 s.h.

ELEM 02590: TEACHER/RESEARCHER 3 s.h.

ELEM 02600: 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.)

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.)

EM 01501: ENGINEERING ECONOMICS 3 s.h.
This course covers a variety of topics in engineering economics including the following: making economics decisions, equivalence and the time value of money, spreadsheets and economic analysis, present worth and equivalent annual worth, internal rate of return, benefit?cost ratios and breakeven analysis, replacement analysis, depreciation and income taxes, inflation, value engineering, and decision-making tools.

EM 01511: Strategic Risk Management 3 s.h.
This course deals with a range of topics related to risk management including the following: risk terminology, tools for quantitative analysis of environmental and technological risks, social risk issues, risk in modern life, statistical analysis, data presentation, dose-response models for carcinogens, model limitations, models of risk aversion, psychological and community perceptions of risk, risk communication, environmental and health risk issues in the media, and case studies of accidents and incidents.

EM 01512: Quality in Engineering Management 3 s.h.
This course covers a range of topics related to quality in engineering management including the following: concepts and philosophy of engineering quality management, leading engineers, data analysis, engineering quality assurance and results, engineering quality methods and tools, continuous process improvement, total quality management within engineering, six-sigma, quality costs, customer satisfaction in relation to engineering design and quality, vendor relationships and quality, benchmarking engineering practices and products, statistical process control, quality function development, and case studies of quality in engineering management.

EM 01513: Engineering Decision Making 3 s.h.
This course covers the following topics related to engineering decision making: mathematical decision tree equations, mathematical programming for optimization of engineering problems, the theory behind methods and models, advanced statistical models for engineering analysis, advanced linear and non-linear models for engineering analysis, practical applications of decision methods and models to engineering problems, and identifying and balancing risk associated with technology development. Case studies dealing with real engineering projects and problems are included.

EM 01521: Construction Management 3 s.h.
This course covers the following topics related to construction management: project managers, developers, designers, contractors, and subcontractors; project startup, construction, and closeout; project financing; control of costs and schedule; construction contract types, bidding, delivery methods, and changes; bonds and insurance; inspection of work; claims, disputes, and arbitration; and case studies in construction management.

EM 01522: Construction Scheduling 3 s.h.
This course deals with the following topics in construction scheduling: scheduling terminology and history; time and duration of activities; relationships between project activities; critical path method (CPM); program evaluation and review technique (PERT); delays and other constraints; schedule development, analysis, and updating; and case studies of project construction schedules.

EM 01523: Cost Engineering 3 s.h.
This course covers a wide variety of topics related to cost engineering including the following: measuring work progress using costs, manhours, and schedule; earned value; cost and schedule performance; productivity; quantity adjusted budgets; budget and schedule baselines; control account baselines; cost control versus financial control; analysis, trending, and forecasting; cost and schedule performance curves; index and other tracking; elements of complete cost; and case studies in cost engineering.

EM 01531: ENGRNG INVENTNS/CREATV DSGN 3 s.h.
This course covers several topics including the innovation process, the theory of creative problem solving, patents, and bringing innovation to the bottom line. Discussions of the innovation process include: creating paradigm shifts, proven brainstorming techniques, and effective utilization of all resources. The theory of creative problem solving includes basic principles and applications in the real world. The discussion of patents includes the basics of the international patent system. The discussion of bringing innovation to the bottom line includes: Stage Gate Project Management techniques, project portfolio management, critical links between the business team and the customer, and managing multiple priorities - doing more with less. Case studies in invention and creative design are included.

EM 01541: Engineering Law and Ethics 3 s.h.
This course introduces students to law and ethics as it applies to engineering and engineering management. Topics covered in the area of law include the following: legal responsibilities of owners, designers, and contractors: risk management via insurance, surety bonds, and contracts; legal implications of the common activities of design professionals; liens; expert testimony; and patent law. Topics covered in the area of ethics include the following: ethical codes of professionals; derivation of ethical structures; and the role of the engineer in assuring public safety, health, and welfare. Case studies dealing with law and ethics are included.

ENGL 02580: AMER FICT SINCE 1914 3 s.h.

ENGL 02605: Young Adult 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 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.

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.

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 01505: ENG ESTIMATING 3 s.h.

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.

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.
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.

FIN 04500: Financial Decision Making 3 s.h.
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.

FIN 04505: Advanced Financial Planning 3 s.h.
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 prepqring for retirement and estate planning.

FIN 04510: INDEPENDENT STUDY:FINANCE 1 to 6 s.h.

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.
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: Financial Engineering 3 s.h.
In this course, students will learn forward, future, option and swap contracts, and hedging, arbitrage, and derivatives-pricing models. In addition, securitization and risk managment concepts will be covered. Students will learn how to model and evaluate derivative instruments and their applications to corporate strategy and risk management.

FIN 04600: Investments/Portfolio Analysis 3 s.h.
Students will analyze and develop an ability to deal with the following topics: investment values and market price with regard to risk, return, portfolio diversification, taxes and inflation. They will also examine the role of fixed income securities versus common stock prices, yields, returns and valuations; warrants, options and future contracts, U.S. and foreign securities markets, and the rapidly developing science of portfolio management as it applies to both the firm and the individual. This course may not be offered annually.

FNDS 21502: Foundations of Education 3 s.h.
In this course, an examination is made of the complexity and variety of factors influencing contemporary education in order to have an adequate explanation of school policies and practices and the process of change. Some factors to be considered are political structures, social class structures, the impact of traditional values, mass media, demographic factors, economics, and ideology.

FNDS 21504: Foundations of Cross Cultural Education 2 s.h.
Students will examine the many ways that cross-cultural education is being dealt with in grades K-12. Students will: 1) acquire information on trends and problems in multi-cultural environment; 2) understand the economic and political forces interacting with the multi-cultural environment; 3) critically investigate and analyze contemporary issues; and 4) assess present conditions in cross-cultural environments, suggesting remedies to problems that have been identified.

FNDS 21525: COMPARATIVE EDUC 3 s.h.

FNDS 21527: Historical and Philosophical Foundations of Education 3 s.h.
Emphasis is upon twentieth century education in the United States and attention is given to contributions of selected thinkers from Plato to Dewey. The nature and functions of educational theory are also of special concerning this course and students are to analyze educational practices for implied or stated philosophical assumptions.

FNDS 21528: FOUND SCH SOC PROBS 3 s.h.

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.

FNDS 21532: VIOLNCE/VANDLSM SCH 3 s.h.

FNDS 21540: Computers and Related Technologies in the Secondary Classroom 3 s.h.
This course is designed to assist secondary teachers in the successful integration of computers and related technologies into the secondary classroom curriculum. The student will develop computer and technology skills enabling them to select, interpret, and evaluate computer applications in the math, science, social studies, reading and language arts curriculum. The student will be exposed to a large variety of educational software.

FREN 02500: IND STUDY-FRENCH 3 s.h.

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. Eash semester the instruction of this course rotates among faculty memebers 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 06555: 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 06555: 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.

GEOL 14512: MAR FOSSILS NJ COAST 1 s.h.

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. Eash semester the instruction of this course rotates among faculty memebers who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

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 06604: SEM/INT COM COL ED II 4 s.h.

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.

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.

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 05501: Topics in Ancient History 3 s.h.

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.

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.
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 05513: TOPICS 20TH CENT US 3 s.h.

HIST 05514: Colloquium in American History II 3 s.h.
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 05515: TOP 20TH CEN US HIST 3 s.h.

HIST 05516: Colloquium in American History III 3 s.h.
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 05521: SOUTH ASIA I 3 s.h.

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.
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.
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 05532: SOUTH ASIA II 3 s.h.

HIST 05533: Colloquium in Global History II 3 s.h.
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.

HIST 05534: CHINA SINCE MANCHU 3 s.h.

HIST 05535: Colloquium in Global History III 3 s.h.
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 05537: DEV SE ASIA TO 18CN 3 s.h.

HIST 05538: SE ASIA SINCE 1701 3 s.h.

HIST 05544: NJ IN AMERICAN HIST 3 s.h.

HIST 05551: Graduate Independent Study 3 s.h.
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 05556: TOPICS EUROPEAN HIST 3 s.h.

HIST 05557: HISTORY OF FRANCE I 3 s.h.

HIST 05558: HIST FRANCE FROM1815 3 s.h.

HIST 05578: RUSSIA TO 1855 3 s.h.

HIST 05579: HIST RUSSIA FROM 1855 3 s.h.

HIST 05587: PHILOS OF HISTORY 3 s.h.

HIST 05588: BLACK PEOPLE NEW WLD 3 s.h.

HIST 05601: Masters Thesis in History 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 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.
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).

HIST 37590: Integrating Wellness into School Settings 3 s.h.
This course addresses teh growing demand for wellness initiatives for students, their families and staff in P through 12 school settings. Teachers, school nurses, school administrators and community helath promotion professionals will understand how to build wellness programming into the school community.

HIST 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 37502: TCHG STRATEG SEX ED 3 s.h.

HLTH 37510: Selected Topics in Health 3 s.h.
This course provides students with the opportunity to identify causes, effects, prevention and intervention techniques of current health problems of students in the schools. The graduate student will have the opportunity to investigate a variety of strategies utilized by schools, communities, and the medical world to solve the problem. Curriculum development will also be included. This course may not be offered annually.

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, hypercholestolemia, 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 37540: Current Advances in Health Sciences 3 s.h.
Examines the latest developments and studies research finding which pertain to both personal and community health problems and issues. This course may not be offered annually.

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.

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.
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.
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.

HR 16503: INDEPENDENT STUDY:HR 1 to 9 s.h.

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.
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.
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.

INAR 05505: ADV PROBS CONT FAM 3 s.h.

INAR 05510: METH TCHG FAMILY ED 3 s.h.

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 01505: Workshop in Mathematics and Science 1 to 6 s.h.
Students in this course will be involved in hands-on workshops designed to address individual interests and needs with respect to both content and pedagogy. In addition, students will study the identification and selection of appropriate instructional materials for teaching mathematics and science. Also included in the course is planning, implementing, and evaluating field trips in science and mathematics.

INTR 01507: Facilitating Change in Mathematics and Science 3 s.h.
Students in this interdisciplinary course will review recent developments in the sciences and mathematics that affect the importance of specific topics. In addition, they will examine and apply the research on facilitating change in the schools.

INTR 02501: INSERV PGM TCHR DRUG 2 s.h.

INTR 02551: MARINE INVRT PALEBIO 4 s.h.

INTR 02552: MANS IMPCT COAST ZON 3 s.h.

INTR 02585: ADV DIEW FOR EDUCATR 3 s.h.

INTR 02610: DRUG INFO EDUC WKSHP 3 s.h.

INTR 02611: ADV DRUG INF WKSHP 3 s.h.

INTR 99999: Degree Assessment:Admin Review 1 to 13 s.h.

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. Eash semester the instruction of this course rotates among faculty memebers who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

LAT 09540: Special Topics in Foreign Languages and Literatures 3 s.h.
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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 18530: ALTER-APPROACH SP ED 3 s.h.

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.

LDTC 18604: APPLD THEORIES LRNG 3 s.h.

LDTC 18605: ADV DIAGNOSIS TECH 3 s.h.

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.

LDTC 18651: COLLOQUIUM LRNG DIS 3 s.h.

LDTC 18655: Colloquium in Learning Disabilities 6 s.h.
The course includes study and discussion of components of the Learning Consultant role based upon consideration of research and case material related to the externship experience. The externship component is a 360-clock hour supervised experience in a public school setting.

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 01514: LIT OF BEHAV SCIENCE 3 s.h.

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 01519: PREP INEXP INST MEDI 3 s.h.

LIBR 01520: INVST/NEWER ED MEDIA 3 s.h.

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 01522: INSTRUCTIONAL IV 3 s.h.

LIBR 01525: Reference Resources and Services II 3 s.h.
Building on previous coursework, this course is devoted to understanding and serving the information needs of the general adult public. Reference skills, resources, and materials in a variety of disciplines will be studied. Students will observe at a library reference desk for 10 hours during the semester.

LIBR 01528: Workshop in Library Services 1 to 6 s.h.
This course is designed for in-service media specialists and librarians. Topics will be selected to meet continuing and emerging needs in professional practice, combining hands-on activities with theory to allow students to develop and increase skills.

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 01531: Serving the Library's Publics 3 s.h.
Students examine the role of the public library in its community beyond the provision of materials and information. Students learn to plan, design, implement, and evaluate programs of service and activities for identified and diverse clienteles; create community information databases; and collaborate with other agencies. Ten hours of field observation are required.

LIBR 01532: Library Materials for Adults 3 s.h.
This course focuses on library materials to meet the demands of adult patrons for popular reading, listening, and viewing. Topics include: methods of identifying and selecting recreational and cultural materials for various audiences of adult public library users, including new readers and minorities; trends in publishing and distribution of popular materials; and using recreational resources for programming and promotion.

LIBR 01550: Independent Study in Library Services 1 to 6 s.h.
This course is designed for an individual who wishes to study a topic or subject in library and information science not included in the listed offerings of the program. The student undertakes an independent study under the supervision of a faculty member in the Program in School and Public Librarianship. May not be offered every semester.

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.

LIBR 01600: Graduate Thesis in Library Services I 3 s.h.
Students select and justify a topic for a research project to be completed as a graduate thesis, including a comprehensive literature search and selection of the research methodology. Students also complete their Program Portfolio as a capstone experience.

LIBR 01601: Graduate Thesis in Library Services II 3 s.h.
Completion of the research project selected in Graduate Thesis in Library Services I.

MAPR 01500: Working with Printers, Clients, and Colleagues to Produce an Effective Publication .5 s.h.
Students will learn how to establish rapport with printers and clients so the best printing can be delivered for the lowest price. Students will learn to plan publications schedules and how to anticipate and overcome deadline challenges. Writing specifications for bids will be covered.

MAPR 01501: Basic Typography and Design .5 s.h.
Students will learn the basics of typography and design. How to use type effectively and how to design a functional page for various kinds of readers will be emphasized.

MAPR 01502: Advanced Typography and Design 1 s.h.
Students will learn how to locate and evaluate research on typography and design. They will learn how to apply research findings regarding type size, line length, headlines, white space, color, photos, etc. to prepare outstanding publications.

MAPR 01503: Getting the Most out of Art and Photography in Your Publication .5 s.h.
Students will learn how to use photographs, clip art and other artwork to make a publication effective. Choosing the right art and knowing when to use which kind will be emphasized, as will computer use.

MAPR 01504: Copyfitting and Paste-up 1 s.h.
Students will learn how to count copy so they can fit copy on a page. Students will learn how to paste up pages for the printer and for the camera. Hands-on experience will be offered, emphasizing the use of Quark Express.

MAPR 01505: Publications Potpourri: What the Professionals Do to Assure Publication Effectiveness and Award-winn .5 s.h.
Students will learn publication trends as determined from award-winning efforts nationally. They will also learn how to determine audience reaction to publications and how to evaluate their effectiveness.

MAPR 01506: Newswriting 1 s.h.
Students will learn journalistic style and how to prepare effective news releases. Selecting news topics and writing succinctly will be emphasized.

MAPR 01507: Tigtening Writing and Translating Jargon to Comfortable Language .5 s.h.
Students will learn to edit the way professional writers do, getting the most from every word. Emphasis will be placed on writing so lay readers can understand. Students will learn how to use the fog index to help themselves and others write better.

MAPR 01508: Writing Effective Newsletter and Brochure Copy .5 s.h.
Students will learn how to write copy that commands the attention of different types of newsletter and brochure readers. Writing for the client and for the reader will be emphasized.

MAPR 01509: Writing Leads That Get Attention .5 s.h.
Students will learn how to gain readers' attention by writing effective leads. Emphasis will be placed on writing the first paragraph or two of news stories, reports and memos.

MAPR 01510: Writing Reports, Letters and Memos .5 s.h.
Students will learn how to write reports, memos and letters that communicate effectively with various kinds of readers. Informative and persuasive writing efforts will be emphasized.

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 01512: Interviewing Techniques and Research Organization .5 s.h.
A short-term course designed to familiarize students and practitioners with a variety of ways to conduct interviews and organize research. Students will be able to develop stories through proven interviewing techniques. Professors will give helpful hints on how to organize and outline data. Creative writing and overcoming writers' block will also be explored.

MAPR 01515: CREATING PR/AUD-VID MATERIALS 1 s.h.

MAPR 01518: Publications Layout and Design 3 s.h.
This course stresses skill in the development and supervision of brochure layout, typography, and editing methods, and the preparation of professional publications of various kinds. Included in this course are these five publications modules: MAPR01.500, MAPR01.501, MAPR01.503, MAPR01.504 and MAPR01.505.

MAPR 01519: Using Audio/Visuals in Public Relations .5 s.h.
This module will assist students and practitioners with a print background to make the electronic leap to contempoary Public Relations practices. The course will help make practitioners more comfortable with various audio-visual tools.

MAPR 01520: Preparing Effective Displays and Exhibits for Public Relations .5 s.h.
The course will show students how to plan, set up, and evaluate effective exhibits and displays for public relations purposes. As part of this, students will study the importance of exhibits and displays, as well as the types that would be most effective in communicating with various audiences.

MAPR 01521: HOW MEDIA AFFECTS US 1 s.h.

MAPR 01522: PERSUASION TECHNIQUES 1 s.h.

MAPR 01523: How Polls and Surveys Work: How to Conduct Them 1 s.h.
The course will cover the work of famous pollsters such as Gallup, Harris, Roper and Yankelovich. Featured will be the steps necessary to conduct a valid poll such as non-probability and probability sampling, the importance of representative sampling, questionnaire development, how to write proper questions, tabulation of the results of a poll, and the interpretation of data.

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.

MAPR 01525: Making Effective Presentations .5 s.h.
Students will learn how to prepare effective presentations. Included will be knowing and involving the audience, pacing the presentation and using audio/visual materials and handouts.

MAPR 01528: Global Public Relations 1 s.h.
This course will show students how to recognize the characteristics of special publics such as blacks and other minorities, women, senior citizens, youth influentials and the community power structure. Featured will be communication methods and strategies of communicating effectively with these special publics.

MAPR 01530: Internal Communications in Organizations 1 s.h.
Both lateral and vertical communications will be studied in various organizations. The importance of good internal communications on effective external communications will be highlighted. Ideas, plans and methods of initiating and maintaining an effective internal communications program will be emphasized.

MAPR 01531: Media Planning and Buying 1 s.h.
Students will learn how to devise a media plan that will most effectively carry their message to the target audiences. They will gain practice identifying audiences, developing a media budget, devising a media work plan and buying media.

MAPR 01533: Crisis Public Relations 1 s.h.
Students will learn how to anticipate crises and how to plan a communications program that works during a crisis. Working with internal and external audiences before, during and after a crisis will be covered.

MAPR 01534: Small Group Communications 1 s.h.
Addressed in this course will be the definition of small group communication; why to study small group communications; and communication factors such as group size, spatial arrangement in face-to-face groups, status, rank, and power; leadership; group climate; cooperation, competition, and conflict in group climate; and communication networks.

MAPR 01535: Interpersonal Communications 1 s.h.
Considered in this course will be communication between two people. Models of communications developed by authorities in the field will show how the communications process works. Featured will be the concepts of communications such as the frame-of-reference, empathy, authenticity, interpersonal trust, and feeling content. The course will help students understand some of the communication barriers encountered in day-to-day work.

MAPR 01536: Public Relations Law and Ethics 1 s.h.
The course will acquaint students with the substance and interpretation of the "Code of Professional Standards for the Practice of Public Relations," which is the official code of the Public Relations Society of America. During the course students will become familiar with the major laws governing broadcasting, publishing and speaking. A key ingredient of the course will be the opportunity for students to develop personal ethical stances about communications and to refine their skills at judging ethically unclear situations in communications.

MAPR 01537: Contemporary Public Relations Challenges 1 s.h.
This course will mix lecture with seminar discussions on key issues of the day affecting the practice of public relations. Classic problem-solving and decision-making designs will be part of the discussion about the contemporary events. Individual, on-the-job problems from class participants will be discussed and solved in case study fashion. (Using the computer for PR purposes will be stressed.)

MAPR 01538: Legislative Liaison for Public Relations Practitioners 1 s.h.
From this course students will learn how to identify from government officials and records information that affects organizations; to work effectively with government officials at all levels, local, state and federal; to promote legislation that would be helpful to an organization; and to obtain cooperation from government officials and groups.

MAPR 01539: Client Relationships 1 s.h.
Students will study how to obtain and keep clients in the highly competitive field of public relations. They will be shown how to develop effective techniques to assure that the relationship between client and agency is a mutually beneficial one.

MAPR 01541: Understanding and Writing Grants and Proposals 1 s.h.
Students will learn where to get grants, how proposals are evaluated and how to write and present proposals.

MAPR 01542: PUBLIC RELATIONS MANAGEMENT .5 s.h.

MAPR 01543: PUBLIC RELATIONS BUDGETING .5 s.h.

MAPR 01544: Public Relations Planning 2 s.h.
This course will cover the classic ways to construct a public relations plan, including writing goals and objectives, establishing campaign themes, and strategies, developing PERT and GANTT charts, specifying plan details and learning how to monitor and evaluate the plan. Students will also learn how to write a proposal, how to identify the real communications problem, and how to counsel management about policy related to the success of the plan.

MAPR 01545: ORGANIZATIONAL PUBL RELATIONS .5 s.h.

MAPR 01547: Techniques in Communication 3 s.h.
This course consists of five writing modules with varying credits: MAPR01.506-Newswriting, MAPR01.507-Tightening Writing and Translating from Jargon to Comfortable Language, MAPR01.509-Writing Leads That Get Attention, MAPR01.510-Writing Reports, Letters and Memos, and MAPR01.513-Feature Writing. Instruction is given in the five modules in journalistic writing and editing. Students will learn how to prepare effective news releases, to edit the way professional writers do, to gain readers' attention by writing effective leads, to write reports, memos and letters that communicate effectively, and to prepare and place feature stories for newspapers, journals and magazines. Description of individual modules is given under each respective number.

MAPR 01548: Graduate Writing Basics 1 s.h.
In todays fast-action world, you are required to write accurate, hard-hitting communication at a moments notice. This course provides proctical guidelines for students who need to write with speed, precision and power.

MAPR 01549: PLANNING INTEGRTD MKTG COMM 3 s.h.

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.

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 01564: PERSUAS WRIT INTGRTD MKT COMM 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: eommunity 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 01572: SP TP PUBLIC RELATIONS 3 s.h.

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.
Each student will be required to develop a major communication project or thesis on any phase of educational or corporate communications. The project or thesis will display appropriate research procedures and skill in communications. Some seminar sessions will be used to provide additional communications 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, Techniques of Communication, and Communications Research.

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 06510: Special Topics in Public Relations 3 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 06516: Global Public Relations .5 s.h.
In the era of global commerce and the World Wide Web, this course looks at how organizations communicate their messages around the world effectively, efficiently and consistently. Students will study current examples of how global organizations, both large and small, deal with differences in language and culture when operating on a global stage.

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 98504: School Public Relations Workshop 3 s.h.
Emphasis is placed on school communications and public relations ideas that can be effectively used in various education institutions. Guest experts join workshop directors in offering public relations techniques and situations. Practical experiences that help prepare the student to handle public relations responsibilities are part of the workshop. May be offered during the summer or on some Saturdays during the regular semesters.

MAPR 98505: ELECT MEDIA ED PUBL REL 3 s.h.

MAPR 99521: How Media Affect Us 3 s.h.
Addressed in this course will be the effect the mass media have on companies, businesses, and organizations and the development of practical strategies of working with the media. The press, radio, TV, magazines, and books will be reviewed from the perspective of their impact on organizations.

MAPR 99522: How Opinions and Attitudes are Formed and Changed: Persuasion Techniques 1 s.h.
Students will study the difference between an attitude and opinion, the roots of opinions, the intensity, stability, and form of an opinion, the role of opinion leaders, and the nature of propaganda. Persuasive techniques of working with informed, educated, uneducated, uninformed, and hostile audiences will be covered.

MAPR 99523: POLLS & SURVEYS 1 s.h.

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 01501: FOUND OF MATH 3 s.h.

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 01517: ENGINEER PROB & STAT 3 s.h.

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.

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 03510: MATHEMATICAL MOD/ALGEBR RSN 3 s.h.

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 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.

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.

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.
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.
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.

MAWR 01571: Seminar II 3 s.h.
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 pracitcal 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.

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.

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 editiorial 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 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.

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 10509: Mechanical Analysis of Machine Design 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 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 serves as an overview of the techniques used to solve problems in fluid mechanics on computers and describes in detail those most often used in practice. Included are advanced techniques in computational fluid dynamics, like direct and large-eddy simulation of turbulence, multigrid methods, parallel computing, moving grids, structured, block-structured and unstructured boundary-fitted grids, free surface flows. The issues of numerical accuracy, estimation and reduction of numerical errors are treated in detail with many examples. An independent research project will be required on an advanced topic of mutual interest between the student and the instructor.

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 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.

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 Biofluids 3 s.h.
The goal of this course is to develop fundamental concepts of fluid mechanics and mass transport that are involved in mammalian cell function. Special attention is given to the vascular circulation system and problems taht commonly occur therein. This course will include a small laboratory component and will involve independent learning about the state of the art in biofluids research.

ME 10575: Fund Crash Safety Engineering 3 s.h.
This course presents the design and analytical principles of passenger vehicle crashworthiness engineering.. The course will encompass three major focus areas: the crash response of (1) the vehicle structure, (2) the occupant, and (3) the occupant restraints. Topics will include the analysis of crash tests, vehicle crash kinematics, vehicle modeling, the biomechanics of impact injury, the dynamic response of vehicle occupants to crash loading, and advanced restraint design.

ME 10576: Principles in Orthopaedic Biomechanics 3 s.h.
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.

MGT 01510: PROF, LEGAL, MGRL RESPONSIBIL 3 s.h.
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.

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.
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 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 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 06600: BUS POL/STRATEGY 3 s.h.

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 06629: Managing Organizational Strategy 3 s.h.
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.
Technical skills are necessary but insufficient for success in engineering management. It is also necessary for enginerring 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.

MIS 02500: Issues in Management Information Systems 3 s.h.
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 02515: Electronic Commerce 3 s.h.
This course will introduce students to electronic business. It will cover such diverse issues as: e-commerce payment mechanisms, encryption and authentication of data, web assurance, electronic data interchange, legal issues on the web, and web marketing. There will also be a lab component that will provide students with exposure to and practice in web page design and creation.

MIS 02522: Systems Analysis and Design 3 s.h.
This course explains the methodology and techniques in analysis and design of computer information systems. The systems analyst, the architect of information systems, is a liaison between user and programmer. The roles and responsibilities of the systems analyst are emphasized at all stages of the systems development life cycle.

MIS 02525: Project Management 3 s.h.
In this course, students will learn the Project Management Body of Knowledge (PMBOK) as put forward by the professional association, the Project Management Institute (PMI). Students will not only study the various phases and documents of project management, they will also have experience creating each of the documents for a given project.

MIS 02526: Project Management for Engineers 3 s.h.
In this course, students will learn the Project Management Body of Knowledge (PMBOK) as put forward by the professional association, the Project Management Institute (PMI). Students will not only study the various phases and documents of project management, they will also have experience creating each of the documents for a given project.

MIS 02599: Special Topics in Management Information Systems 3 s.h.
Students will study advanced level topics in Management Information Systems. The exact topics to be covered will change over time. Contact the MBA office or the Management and MIS Department for details.

MKT 09500: Marketing Management 3 s.h.
This course focuses on managing the marketing function in a dynamic, competitive environment in coordination with other organizational functions to enhance the overall performance of an organization. Attention will be devoted to the design of strategies for the achievement of competitive advantage in product/service offerings, pricing, promotion and distribution. Students will build upon their existing knowledge base of marketing concepts and will develop or extend competencies in analytical decision-making, ability to identify market opportunities, and ability to develop and evaluate marketing plans.

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 09599: Special Topics in Marketing 3 s.h.
Students will study advanced-level topics in Marketing. The exact topics to be covered will change over time. Contact teh 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.

MUS 04500: Applied Major 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 04501: Applied Major 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.

MUS 04502: Applied Major 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 04503: Applied Major 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 04504: Advanced Woodwind, Brass-Percussion, Strings, Piano 2 s.h.
These courses are intended to develop skills in performance on the various instruments beyond the undergraduate level. Particular emphasis will be placed on the teaching of these instruments and on the latest developments in methodology and pedagogy.

MUS 04505: Advanced Woodwind, Brass-Percussion, Strings, Piano 2 s.h.
These courses are intended to develop skills in performance on the various instruments beyond the undergraduate level. Particular emphasis will be placed on the teaching of these instruments and on the latest developments in methodology and pedagogy.

MUS 04506: Advanced Woodwind, Brass-Percussion, Strings, Piano 2 s.h.
These courses are intended to develop skills in performance on the various instruments beyond the undergraduate level. Particular emphasis will be placed on the teaching of these instruments and on the latest developments in methodology and pedagogy.

MUS 04507: Advanced Woodwind, Brass-Percussion, Strings, Piano 2 s.h.
These courses are intended to develop skills in performance on the various instruments beyond the undergraduate level. Particular emphasis will be placed on the teaching of these instruments and on the latest developments in methodology and pedagogy.

MUS 04508: Instrumental Procedures 2 s.h.
Designed as a laboratory course for instrumental instructor in organization of rehearsal techniques and instrumental problems in the elementary, secondary, and junior college curricula.

MUS 04510: Applied Major Voice I 2 s.h.
Private instruction in techniques of singing. Designed to guide the development of students toward the realization of his fullest potential as performers.

MUS 04511: Applied Major Voice II 2 s.h.
Private instruction in techniques of singing. Designed to guide the development of students toward the realization of his fullest potential as performers.

MUS 04512: Applied Major Voice III 2 s.h.
Private instruction in techniques of singing. Designed to guide the development of students toward the realization of his fullest potential as performers.

MUS 04513: Applied Major Voice IV 2 s.h.
Private instruction in techniques of singing. Designed to guide the development of students toward the realization of his fullest potential as performers.

MUS 04514: Choral Procedures 2 s.h.
Designed as a laboratory course for choral directors in the organization of rehearsal techniques, selection and placing of voices and development of programs. Special attention is given to individual vocal needs.

MUS 04515: Graduate Applied Voice I 4 to 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 04516: Graduate Applied Voice II 4 to 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 04517: GRAD APP INST:BASS 2 to 6 s.h.

MUS 04518: GRAD APP INST:BASSOON 2 to 6 s.h.

MUS 04519: GRAD APP INST:CELLO 2 to 6 s.h.

MUS 04520: Applied Major Conducting I 4 to 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 04521: Applied Major Conducting II 4 to 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 04522: Applied Major Conducting III 4 to 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 applied conducting sequence, the student is expected to serve as Assistant Conductor of an appropriate ensemble at the discretion of the conducting faculty.

MUS 04523: Applied Major Conducting IV 4 to 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 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 04524: Conducting I (Instrumental) 2 s.h.
Full scores for major orchestral and concert band works are studied in the class. Baton technique required to interpret these works is demonstrated and practiced.

MUS 04525: Conducting II (Vocal) 2 s.h.
In this class emphasis is placed on choral rehearsal techniques and procedures as they apply to vocal music organizations.

MUS 04526: Applied Music Instrumental I 4 to 6 s.h.
Private instruction on an instrument or in conducting, preparing the student for performance of a successful public graduate recital.

MUS 04527: Applied Music Instrumental II 4 to 6 s.h.
Private instruction on an instrument or in conducting, preparing the student for performance of a successful public graduate recital.

MUS 04528: Applied Music Instrumental III 4 to 6 s.h.
Private instruction on an instrument or in conducting, preparing the student for performance of a successful public graduate recital.

MUS 04529: Applied Music Instrumental IV 4 to 6 s.h.
Private instruction on an instrument or in conducting, preparing the student for performance of a successful public graduate recital.

MUS 04530: Applied Major Composition I 2 s.h.
Private instruction in composition. Designed to guide the development of students toward the realization of their creative talents in the writing of musical compositions.

MUS 04531: Applied Major Composition II 2 s.h.
Private instruction in composition. Designed to guide the development of students toward the realization of their creative talents in the writing of musical compositions.

MUS 04532: Applied Major Composition III 2 s.h.
Private instruction in composition. Designed to guide the development of students toward the realization of their creative talents in the writing of musical compositions.

MUS 04533: Applied Major Composition IV 2 s.h.
Private instruction in composition. Designed to guide the development of students toward the realization of their creative talents in the writing of musical compositions.

MUS 04534: Graduate Music Composition I 4 to 6 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 04535: Graduate Music Composition II 4 to 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 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 04538: GRAD APP INST:CLARINET 2 to 6 s.h.

MUS 04539: GRAD APP INST:EUPHONIUM 2 to 6 s.h.

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 04542: GRAD APP INST:FLUTE 2 to 6 s.h.

MUS 04543: GRAD APP INST:FRENCH HORN 2 to 6 s.h.

MUS 04544: CHORAL PROCEDURES 2 s.h.

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 04546: Opera Role Study II 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 04547: MUSIC & RELATED ARTS 3 s.h.

MUS 04548: GRAD APP INST:GUITAR 2 to 6 s.h.

MUS 04549: GRAD APP INST:HARP 2 to 6 s.h.

MUS 04550: INSTRUMENTAL PROCED 2 s.h.

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 04552: Piano Accompanying II 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 04553: Guitar Accompanying I 1 s.h.
This course in applied guitar accompanying will pair the student with a vocal or instrumental student under the supervision of the guitar instructor. Students will learn to interact musically with the soloist and to begin to know the collaborative literature for guitar and other instruments.

MUS 04554: GUITAR ACCOMPANYING II 1 s.h.

MUS 04555: Counterpoint 3 s.h.
The principles of counterpoint and its practical application in musical literature are studied.

MUS 04556: INDEPENDENT STUDY .5 to 4 s.h.

MUS 04557: Advanced Orchestration 2 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 04558: ADV VOCAL ARRANG 2 s.h.

MUS 04559: GRAD APP INST:OBOE 2 to 6 s.h.

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.

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 04563: GRAD APP INST:ORGAN 2 to 6 s.h.

MUS 04564: GRAD APP INST:PERCUSSION 2 to 6 s.h.

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 04566: GRAD APP INST:PIANO 2 to 6 s.h.

MUS 04567: GRAD APP INST:SAXOPHONE 2 to 6 s.h.

MUS 04568: GRAD APP INST:TROMBONE 2 to 6 s.h.

MUS 04569: GRAD APP INST:TRUMPET 2 to 6 s.h.

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 04571: GRAD APP INST:TUBA 2 to 6 s.h.

MUS 04572: GRAD APP INST:VIOLA 2 to 6 s.h.

MUS 04573: GRAD APP INST:VIOLIN 2 to 6 s.h.

MUS 04574: GRAD APP INST:JAZZ PIANO 2 to 6 s.h.

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 04576: GRAD ENS: CONCERT CHOIR 1 s.h.

MUS 04577: GRAD ENS:JAZZ BAND 1 s.h.

MUS 04578: GRAD ENS:LAB BAND 1 s.h.

MUS 04579: GRAD ENS:ORCHESTRA 1 s.h.

MUS 04580: GRAD ENS:WIND ENSEMBLE 1 s.h.

MUS 04585: GRAD APPLIED VOICE 2 to 6 s.h.

MUSG 05547: Music and the Related Arts 3 s.h.
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.

MUSG 06503: Jazz History 3 s.h.
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.

MUSG 06505: History and Literature of Guitar and Lute 3 s.h.
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.

MUSG 06506: Art Song Literature 3 s.h.
The indepth 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 06508: INSTMNTL PROCEDURES 2 s.h.

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 06515: Organ Literature 3 s.h.
The course will present the vast literature for the organ, a history of the instrument, and a performance context for the repertoire reviewed. Students will study and analyze the monuments of the organ repertoire from the 14th century to the present. They will choose and deeply explore at least one area of the repertoire and present written documents about their chosen area.

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.

NURS 03503: Nursing Research 4 s.h.
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 03504: Advanced Pathophysiology 3 s.h.
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 03505: Clinical Pharmacology 3 s.h.
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.

PHED 35520: DEVEL/REMEDIAL PE 2 s.h.

PHED 35521: Physiology of Exercise 3 s.h.
This course involves the study of the interrelationship of exercise and physiology. It covers the functions of the human body under the stress of activity. Research in exercise physiology will be related to practices in physical education and athletics.

PHED 35530: Principles of Coaching 3 to 16 s.h.
The course is designed for coaches of sport in educational systems. Its purpose is to examine relationships between institutional organizations, sport, student growth and community expectations. Management behaviors and administrative practices connected to both sport and education are studied. Practical application of group dynamics and public media involvement are skills experienced in this course.

PHED 35535: INDEPENDENT STUDY 3 s.h.

PHED 35540: CURR ADV HEALTH SCI 2 s.h.

PHED 35550: TRENDS SCH/COMM REC 3 s.h.

PHED 35555: 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 35560: Administration of School Athletics 3 s.h.
Devoted to intramural as well as interscholastic athletic programs. Legal aspects of athletic administration are determined. Budgeting, planning, scheduling, purchasing and caring for equipment, publicity, insurance and other related aspects are studied. Students study the decision-making process in the athletic program as it relates to other institutional programs and policies.

PHED 35570: Planning Construction and Maintenance of Facilities for Health and Physical Education 3 s.h.
Designed to identify the problems in planning, building, and maintaining facilities in Health, Physical Education and Recreation. Blue print reading and block planning will involve practical experiences. Field trips, when possible, to local facilities will be taken. Surface lighting and equipment for facilities will be explored.

PHED 35590: Critical Readings, Issues, and Trends in Health and Physical Education 3 s.h.
Students review and evaluate current professional literature in health and physical education publications. Library research skills are developed while examining critical issues and current trends in health and physical education.

PHED 35591: Foundations and Interpretation of Health and Physical Education 3 s.h.
A course designed to examine influences of educational philosophies upon the place and function of health and physical education in American education.

PHED 35592: Curriculum Construction in Health and Physical Education 3 s.h.
The student moves from an understanding of curriculum foundations and theory to application of design, organization and evaluation. The process should culminate in the ability to produce effective kindergarten through twelfth grade health and physical education curricula in school or community educational settings.

PHED 35595: Research Design in Health and Physical Education 3 s.h.
Students investigate research procedures and design in health and physical education. Literature review techniques, experimental and non-experimental research design, subject selection and assignment, and ethical issues in conducting research are areas studied.

PHED 35598: Quantitative Analysis in Health and Physical Education 3 s.h.
Students investigate the application of statistical procedures in research processes in health and physical education. Descriptive and inferential statistics are included. The students use microcomputer statistical packages for data reduction and analysis.

PHED 35600: Research Seminar I in Health and Physical Education 3 s.h.
Students will select a scholarly project or thesis. The course will include the content, organization and procedures of empirical investigative writing.

PHED 35601: Research Seminar II in Health and Physical Education 3 s.h.
For the thesis student only. The course will involve the completion of the graduate thesis.

PHED 36530: TRENDS SCH/COMM SAFE 2 s.h.

PHED 36551: PROB & AD OF CAMPING 2 s.h.

PHIL 09508: HIST/PHILOS SCIENCE 3 s.h.

PHSC 01500: GLASSBLOWING 1 s.h.

PHSC 01532: PHYS SCI ACTIV FOR TEACHERS 3 s.h.

PHSC 01599: INDEPENDENT STUDY 3 s.h.

PHYS 02525: Mathematical Methods in Physics 3 s.h.
The following topics are studied as they apply to the solution of problems in physics: infinite series, complex numbers, determinants and matrices, partial differentiation, vector analysis and calculus, and Fourier series. The requirements of this course also include independent study of topics not discussed in class. The student will be expected to turn in a paper demonstrating his ability to solve problems in two or more of the following topics: calculus of variations, gamma and beta functions, coordinate transformations and tensor analysis, coordinate transformations and tensor analysis, functions of a complex variable, series solutions of differential equations, integral transforms, and partial differential equations. Admission to the course will be at the discretion of the graduate advisor.

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 02559: Light 4 s.h.
Geometrical and physical optics are treated. Study is made of reflection, refraction, lenses (thin and thick) and systems of lenses. Consideration is given to dispersion, diffraction, interference and polarization. The use of these effects in spectroscopy and polarimetry is emphasized. 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 02561: Electronics 4 s.h.
A basic course in the theory of generation and detection of electromagnetic waves leading to a study of vacuum tubes, rectifiers, amplifiers, oscillators, oscilloscopes, electronic switches and wave generators. 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 02563: Atomic Physics 4 s.h.
Considers the molecular structure of matter and the structure of the atom. Studies the kinetic theory of gases, the photoelectric effect, x-rays and their properties, the wave properties of matter, the Bohr model of the atom and the excitation states of the atom. 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 02572: TOPICS ADV PHYSICS 4 s.h.

PHYS 02599: INDEP STUDY PHYS SCI 3 s.h.

PHYS 08500: INDEP STUDY CHEM 3 s.h.

PHYS 08545: Quantitative Mechanics 3 s.h.
Course includes basic concepts of quantitative mechanics including orbitals, perturbation and variation theory; rotational and vibrational motion; and spectroscopy. This course may not be offered annually.

PHYS 08550: Thermodynamics I 3 s.h.
Advanced concepts in chemical thermodynamics including an introduction to statistical mechanics are considered. The requirements of this course include a graduate research paper. Admission to the course will be at the discretion of the graduate adviser. This course may not be offered annually.

POSC 07503: WORLD COMMUNITY 3 s.h.

POSC 07513: CONTEMP POLIT THOUGHT 3 s.h.

POSC 07520: CIVIL RIGHTS/LIBERTIES 3 s.h.

POSC 07558: GOV/POL SOVIET UNION 3 s.h.

POSC 07561: POLITICS SO ASIA 3 s.h.

POSC 07565: SOVIET FOREIGN POL 3 s.h.

PSY 01501: IND STUDY PSYCH 3 to 6 s.h.

PSY 01560: Research Designs in Applied Psychology I 3 s.h.
This is a graduate level introduction to research methods and statistical procedures commonly used in psychological research. Students will develop skills necessary to critically evaluate and interpret both research designs and statistical methods, thus allowing them to develop their own research, while at the same time becoming better consumers of research. This course focuses on ethical issues surrounding the use of human and animal participants, the appropriate use and interpretation of descriptive and inferential statistics, and an understanding of the statistics used in correlational research based on the general linear model.

PSY 01562: Research Designs in Applied Psychology II 3 s.h.
This is a graduate level introduction to research methods and statistical procedures commonly used in experimental psychological research. Students will develop skills necessary to critically evaluate and interpret both research designs and statistical methods, thus allowing them to develop their own research while becoming better consumers of research. Students will learn how to present their own research. The fundamental principles, practices and applications of needs assessment and program evaluation are also covered in this course.

PSY 01564: Counseling Theory and Techniques I 3 s.h.
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.
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.
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.
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 01594: PSYCH OF PERSONALITY 3 s.h.

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 01611: Counseling and Psychotherapy 3 s.h.
This course will provide the student with an understanding of fundamental skills, principles and theories of counseling. Issues addressed will include characteristics and behaviors of the client and counselor that influence the helping process. The application of counseling approaches across diverse contexts and populations will be covered.

PSY 01612: Group Counseling and Psychotherapy 3 s.h.
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.
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 desseminating these issues.

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, & Professional Issues in Counseling Psychology 3 s.h.
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 01621: Psychopathology 3 s.h.
Advanced study of the major forms of psychological disorders. Emphasis is placed on the dynamics leading to these disorders and the psychological treatment of them. Field trips to psychiatric institutions may be included.

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.
This course reviews the diagnostic criteria for the major categories of psychopathology included in the DSM-IV-TR. The course emphasizes the etiological facators 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.
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.
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.
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.
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.

PSY 01687: Masters Thesis in Psychology II 3 s.h.
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 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.
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 02610: APPLIED BEHAVIOR ANALYSIS 3 s.h.

PSY 02620: Behavioral Assessment & Functional Analysis 3 s.h.
This course teaches students how to conduct a comprehensive assessment for behavior problems, to identify, with the client, the appropriate goals and objectives for intervention, to conduct the appropriate assessment techniques, and to select the appropriate measurement procedures to evaluate outcomes.

PSY 02622: PERCEPTION 3 s.h.

PSY 02660: Research Project in Applied Behavior Analysis 3 s.h.
This graduate level course requires the design of an independently executed research project evaluating applied behavior analytic techniques for changing behavior. In this course students will work from foundational skills acquired in the prerequisite course in Research Methods in Behavior Analysis (PSY 02.510) and with close instructor consultation to fully design and implement an empirical single-subject research study that will culminate in a formal research paper and presentation. This is a required course for the Master's of Arts program in Applied Behavior Analysis.

PSY 02661: SP TP APPLIED BEHAV ANALYSIS 3 s.h.
This course is a graduate seminar course providing in-depth coverage of special topics in the practice of Applied Behavior Analysis. Course content will reflect the most current issues involving the design and implementation of behavioral interventions for specific populations and circumstances. Course topics may include but are not limited to: verbal behavior, curriculum design for children with autism, behavioral interventions for basic life skills, behavior analysis in education, behavioral interventions for children with emotional/behavioral disorders, behavior analysis of addiction, legal issues for applied behavior analysts, early intensive behavioral intervention, and large-scale behavioral intervention.

PSY 02670: Ethics in Applied Behavior Analysis 3 s.h.
This graduate level course is required for students in the Master's of Arts program in Applied Behavior Analysis. The purpose of this course is to ensure that students know and are able to apply the Behavior Analyst Certification Board's (BACB) Guidelines for Responsible Conduct for Behavior Analysts. In addition, students will be taught the BACB Professional Disciplinary and Ethical Standards.

PSY 02680: Advanced Practice in Applied Behavior Analysis 3 s.h.
This course provides in-depth hands-on demonstration and practice of a variety of behavior analytic clinical techniques. Students will demonstrate competencies in a variety of clinical skills including those involving specific behavior change procedures, broad behavior change systems and the implementation, management, and supervision of those procedures.

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 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.

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 addition. 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 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 05623: Social Psychology 3 s.h.
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 05651: 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 06532: TESTS & MEASUREMENTS 3 s.h.

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 06540: Psychological Concepts in Human Computer Interaction 3 s.h.
This course will explore insights from cognitive psychology, learning theory, clinical psychology, social psychology, human factors, industrial/organizational psychology, and educational psychology to enhance the integration of computers into both workplaces and schools. This course addresses the new social concerns brought about from the expected fit of the human-computer interface both from the perspective of individual adjustment and social process.

PSY 06621: ABNORMAL PSYCH 3 s.h.

PSY 06625: Assessment I: Psychometrics, Evaluation, & Treatment Planning 3 s.h.

PSY 06626: Assessment II: Assessment of Career/Vocational Interests, Treatments, & Programs 3 s.h.
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.

PSY 06627: Individual Psychodiagnostics I 3 s.h.
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.

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 06629: Individual Psychodiagnostics III 3 s.h.
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.

PSY 06630: Individual Psychodiagnostics IV 3 s.h.
Concerned primarily with the Rorschach Test in terms of basic theory and research related to it. Emphasis will be placed upon developing skills of administration, scoring and interpretation with the Rorschach.

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 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.

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 09512: Developmental Psychology of Alcohol and Drug Abuse 3 s.h.
This course addresses the psychological issues of drug and alcohol abuse in the context of the developmental psychology of childhood and adolescence. Developmental considerations in prevention and intervention programming are emphasized. The insight of developmental psychology concerning normal developmental processes are integrated with family systems theory.

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 09587: Adolescent Psychology 3 s.h.
This course is designed to help those college graduates who are preparing to become secondary school teachers to understand the behaviors, goals, motivations and drives of the students with whom they will be working. The unique characteristics of this age group will be treated in some detail.

PSY 09589: Psychology of Human Relationships 3 s.h.
The course focus is on the organization and effective use of processes involved in personal and interpersonal relationships.

PSY 09594: Psychology of Personality 3 s.h.
This course studies the current theories of personality. Attention is given to the physical, social, and psychological factors which influence personality development.

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.

PSY 10625: Physiological Psychology 3 s.h.
Course includes molecular and molar studies of the nervous system; control centers of emotion and consciousness; biochemical changes in the nervous system due to drugs, disease, chemicals, nutrition, radiation, electrical shock, psychosomatic factors, accidents and injuries. In-depth study of one interest area and experiences in laboratory instrumentation in physiology of learning.

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 22510: Theories of Learning 3 s.h.
The focus of this course is on the major psychological theories of learning and is designed for students preparing for career or presently in educational settings, as teacher and/or administrators. Both cognitive and behavioral approaches will be discussed. The contribution of learning theory in various theories of instructions will also be discussed.

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 22530: Consultation and Clinical Services Practicum 4 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.

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.

PSY 22623: COLLOQUIUM SCH PSYCH 3 s.h.

PSY 22634: Colloquium in School Psychology 6 s.h.
The colloquium is a full school year externship 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.

READ 30505: PHONICS/SPELLING/VOCAB INST 3 s.h.

READ 30510: TCHG ELEM 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: Teaching Reading in Content Areas 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 30525: INDEPENDENT STUDY 1 to 6 s.h.

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.
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.

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 30550: Diagnosis of Remedial Reading Problems 3 s.h.
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 30555: TCHNG READING ACROSS GRADES 3 s.h.

READ 30556: TCHG READING-SEC SCH 3 s.h.

READ 30558: READING SKILLS 7-12 3 s.h.

READ 30559: DIAG/RMDL/RDNG PROB 3 s.h.

READ 30560: Corrections of Remedial Reading Problems 3 s.h.
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 30565: STAFF DEVEL READING 3 s.h.

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 30568: SEMINAR IN READING 3 s.h.

READ 30570: Clinical Experiences in Reading 6 s.h.
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.

READ 30590: READING ADULT ED PRG 3 s.h.

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 30601: SEMINAR IN READING 2 s.h.

READ 30604: READING SUPERVISION 3 s.h.

READ 30610: INTERNSHIP-READING 6 s.h.

READ 30615: CURR ISSUES RESEARCH 3 s.h.

READ 30620: RDNG ADULT ED PROGMS 3 s.h.

READ 30628: ADV RDNG DIAGNOSIS 3 s.h.

READ 30630: DES/CONDUCT RDG RES 3 s.h.

READ 30663: IQ TEST RELATED RDG 3 s.h.

RTF 10515: SP TOPICS 3 to 6 s.h.

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.

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.

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. Eash semester the instruction of this course rotates among faculty memebers who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

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.

SCPY 22601: Applied Research Seminar II: 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 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 25501: INTRO VOC EVAL SP ND 3 s.h.

SCPY 25505: PROC VOC EVAL SP NDS 3 s.h.

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 gruop and individual, will be studied.

SCPY 25600: Cognitive Assessment and Data-Based Decision Making 3 s.h.
This course will focus on an overview of theories of cognitive development as well as the use, organization and interpretation of individualized cognitive asssessment. Norm-referenced cognitive and processing skills assessment (e.g., Wechsler Scales and others) and other data collection strategies will be covered as part of a comprehensive process of effective data-based decision making and problem solving. Methods to identify strengths and cognitive, learning and processing needs and document problems of children with consideration for cultural, linguistic, learning and other diverse characteristics are included. The course will also provide experiences in developing strategies for translating assessment findings into school-based instructional and educational interventions and measuring effective outcomes.

SCPY 25601: Psychoeducational Assessment and Data-Based Decision Making 3 s.h.
This course provides supervised experiences in administering, scoring and interpreting psychoeducational assessments. Techniques (e.g., norm-referenced, criterion-referenced, curriculum-based measurement and other informal methods) to assess learning and instruction, and to translate these results into development of evidence-based methods of instruction will be included. Using data in the decision-making, planning and monitoring process within diverse contexts and acquiring knowledge and skills in methods of measuring response to, progress in and effective outcomes of instruction and interventions are also covered.

SCPY 25602: Behavioral-Social Assessment and Data-Based Decision Making 3 s.h.
This course will focus on varied models and methods of assessment and data collection of behavior, social and emotional functioning of students within a school-based setting. Emphasis will be given to norm-referenced, curriculum-based, direct behavior analysis, ecological and other measures, interpreted within a systematic process of effective decision making and problem solving in various situations, contexts and diverse characteristics. There will be an emphasis on interpreting data from multiple sources to achieve the goal of identifying strengths and needs and documenting problems of children, families and schools. Emphasis will be placed upon translating assessment results and data collection to development of evidenced-based instructional and mental health interventions, and methods to measure response to, progress in and effective outcomes for services.

SCPY 25630: Practicum in School Psychology 3 s.h.
The Practicum in School Psychology consists of a 300-hour field experience in the public schools working under the direct supervision of a certified school psychologist. Experiences include participating in the daily school-based role of a school psychologist in the areas of assessment, consultation, counseling and individual and universal interventions. Supervision is provided by both a field-based school psychologist and a university-based supervisor.

SCPY 25632: School Psychology: Consultation, Collaboration and Intervention 3 s.h.
This course will focus on models of consultation (e.g., behavioral, problem solving, mental health, collaborative, organizational, instructional, etc.) applicable to school-age students, families, groups and systems. The school psychology student will develop the ability to consult, collaborate and communicate effectively with others as part of a comprehensive process that permeates all aspects of school-based service delivery. Methods to promote effective decision-making, implement services among professionals, families and other diverse groups and link home, school and community settings will be emphasized. Empirically-supported school practices to promote learning and mental health, prevent problems, and ensure positive and effective climates at a system-wide and classroom-wide level and address individual academic, mental health, social-emotional, and life skills will also be covered.

SCPY 25634: Internship in School Psychology 6 s.h.
The first and second semester of the Internship in School Psychology each is a 600-hour experience completed either on a full-time basis for one year, or on a half-time basis over two consecutive years. At least 300 hours of each internship is completed in a school setting. Students are placed in approved sites for their (2X) 600 hours of internship experience where they are supervised by an appropriately credentialed school psychologist. Interns receive at least two hours of field-based supervision per full-time week from a practicing school psychologist, who is repsonsible 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 two sections of SCPY 25634 totalling 1200-hours of field experience.

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.

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 teh biosphere.

SECD 03510: CURR ECON ISSUES SEC 3 s.h.

SECD 03548: SEM IN ED COMP 3 s.h.

SELN 10526: ADV WKSP SPECIAL EDUCATION 3 s.h.

SELN 10555: CLIN ASSESS MENT RET 3 s.h.

SELN 10573: SOCIETY-ADULT RETARD 3 s.h.

SELN 10574: PRACTICUM-HANDCP 3 s.h.

SELN 10575: PSYCH OF HANDICAPPED 3 s.h.

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.
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 10579: EDUC PROGRAM MR-SEC 3 s.h.

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 10583: Advanced Workshop in Special Education 1 to 6 s.h.
Instruction is provided in current issues and topics related to the field of special education which are compatible with the student's prerequisites and interest. The course can be designed to meet the in-service needs of federal and state agencies, teachers and/or local school systems. Number of credits will be determined by course content each time the course is offered. Students should consult the program adviser for specific course content and credits assigned. This course may not be offered annually.

SELN 10584: PSYCH MENTAL RETARD 3 s.h.

SELN 10585: Educational Assessment in Special Education 3 s.h.
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.

SELN 10591: Instructional Methods for Students with Autism Spectrum Disorders 3 s.h.
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 spectrrum 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 1 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 is 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.

SMED 31503: TCHG ART HIST APPREC 3 s.h.

SMED 31507: GRAD PROBS 3 s.h.

SMED 31560: INDP STUDY 3 s.h.

SMED 31600: PROJ SEM ART EDUC 3 s.h.

SMED 31601: ART ED SEM II 3 s.h.

SMED 32500: IND STUDY TCHG MUSIC 2 s.h.

SMED 32501: General Music in the Elementary and Secondary Schools 3 s.h.
The philosophy, scope and sequence of the general music program for all children is related to the total school curriculum. Permission to take this course must be secured from the music department. This course is offered bi-annually.

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 32503: MUS THEA TECH SEC I 2 s.h.

SMED 32504: MUS THEA TECH SEC II 2 s.h.

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.

SMED 32600: SEM/RESEARCH MUS ED 2 s.h.

SMED 32601: SEM/RESCH MUS ED II 2 s.h.

SMED 33501: WKSP ELEM SCH MATH 6 s.h.

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 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 33504: INST COMPUTERS I 1.5 s.h.

SMED 33505: INST COMPUTERS II 1.5 s.h.

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 33528: USE OF D/B SYS IN ED 3 s.h.

SMED 33555: WKSP COMP SCI ED 0 to 16 s.h.

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.

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.

SMED 34505: MARINE SCI EDUC 4 s.h.

SMED 34514: MARINE SCIENCE EDUC 1 s.h.

SMED 34532: Physical Science Activities for Teachers 3 s.h.
This course is designed to assist the elementary and middle school teacher gain a better understanding of the basic concepts in force, motion, heat, light, sound and electricity. Through intensive experiential use of science materials, the teacher will be provided an opportunity to improve skills in demonstrating and in experimenting in physical science. This course may not be offered annually.

SMED 34600: Seminar in Science and Science Teaching I 3 s.h.
Consideration given to assumptions and hypotheses upon which practical applications are based. Opportunity provided for advanced students to do special research on a professional problem involving any phase of science or science education.

SMED 34601: Seminar in Science and Science Teaching II 3 s.h.
Consideration given to assumptions and hypotheses upon which practical applications are based. Opportunity provided for advanced students to do special research on a professional problem involving any phase of science or science education.

SMED 42502: ECON ISSUES FOR CLRM 3 s.h.

SMED 51508: WHSP INOV FOR LAN ED 3 s.h.

SMED 60500: Teaching Methods I: Subject Matter 3 s.h.
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.
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 approporiate 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 96501: Introduction to Environmental Education 3 s.h.
An introduction to environmental education as related to outdoor education, conservation education, and resource education is presented historically. The goals of environmental education are to: (1) examine environmental problems and alternate solutions; and (2) improve curriculum and instruction at all levels of formal and informal education. Practical, relevant applications of biology, physics, chemistry, earth sciences and the social sciences are emphasized.

SMED 96502: Trends in Environmental Education 3 s.h.
Emphasis in this course is centered on modern research related to environmental education. Modern and timely concerns in environmental education including exemplary local, state and federal environmental education activities and curricula are explored and demonstrated. May not be selected to meet specialization requirements for Teaching Secondary School Science or Environmental Education.

SMED 96503: Developing Curriculum Guides and Materials for Environmental Education Programs 3 s.h.
Techniques and procedures for the development of curriculum guides and materials for the teaching of environmental concerns via environmental education programs are the goals of this course. Emphasis will be placed upon the development of curriculum materials, by each student, that can be utilized in his professional career. The course will deal with the selection, production and utilization of audiovisual materials related to environmental education. Educational materials available from educational and commercial sources will be surveyed.

SMED 96505: Environmental Conservation Workshop 3 s.h.
An overview of environmental resources including water, air, energy, land, and minerals, and an identification of the problems related to the conservation of those resources is presented. The effect of population quantity, population density, life style and energy use patterns on environmental quality is examined. Local, state, national and world ecosystems are investigated. Field oriented small group projects are emphasized in addition to large group integrating seminars.

SMED 96506: Practicum in Marine Environments 2 s.h.
Marine, wetland, and coastal ecosystems are investigated and evaluated. Field experiences include the monitoring of biological, chemical and physical factors in marine aquatic areas. The environmental impacts of modern man on the ecology of bays, estuaries and coastal regions will be studied. The use of marine studies to improve curriculum will be emphasized.

SMED 96507: Practicum in Woodland Environments 2 s.h.
Forest and grassland ecosystems, their wildlife and food chains are investigated. The benefits and costs of preservation and conservation of these resources are studied. Methods of using the woodland and aquatic environments as sites and topics for improving curriculum are included. Field experiences are emphasized.

SMED 96508: Practicum in Urban Environments 2 s.h.
Field studies of urban, suburban, rural, and natural environments provide contrasts and comparisons of varying environmental quality. The impacts of increasing population densities on air, water, and land are observed and evaluated. The sociological, economic and psychological effects of urbanization are noted. Opportunities to use the urban environment as a medium for curriculum improvement are investigated. This course may not be offered annually.

SMED 96509: Environmental Land Use-Resources and Recreation 3 s.h.
Knowledge of environmental guidelines concerning the identification, planning, and use of land areas for the purposes of industrial, educational, residential and recreational endeavors will be presented in this course. Developing a procedure for determining proper land use and the means by which governments established land use practices will be stressed. Also emphasized will be society's increasing demands for educational and recreational facilities and programs and how the schools, communities and private organizations can meet these needs. Students in this course will participate directly in certain current land use problems by attending public hearings and doing related field work. This course may not be offered annually.

SMED 96510: INDEP ST ENVIRON ED 1 s.h.

SMED 96515: Environmental Issues and Actions 3 s.h.
This course focuses on environmental issues and addresses the knowledge and skills needed by instructors to successfully implement issue instruction in the classrooms and in non-formal settings. Participants will develop skills associated with issue analysis, issue investigation, information collection and processing, and citizenship participation. Relevant research will be reviewed. Additional instruction will focus on implementing issue instruction in both classroom and non-formal settings.

SMED 96518: GP PRACT URBAN ENVIR 3 s.h.

SMED 96600: Seminar in Environmental Education I 3 s.h.
This is a research, independent study course designed to give the graduate student a general knowledge of research and evaluation techniques in education and the methods and modes of curriculum development. With these skills, the student will select an M.A. thesis/project topic, review the literature on this topic, select and collect data on this topic and begin the writing of the formal "Master's Thesis/Project." Significant course time is allocated to individual conferences with the instructor and library research and data collection. It is a program objective that graduate students propose and complete a "useful and meaningful" terminal Thesis/Project that is focused on their overall career objectives.

SMED 96601: Seminar in Environmental Education II 3 s.h.
The second half (2nd semester} of a research, independent study course designed to give the student a general knowledge of research and evaluation techniques in education and the methods and modes of curriculum development. During the course of this semester the student will complete a thesis/project started in the previous semester and prepare it for final acceptance by the Graduate Committee and for acceptance and binding by the College Library. In compliance with the Rowan University Graduate Catalogue, a Comprehensive Examination will be given on or about the mid-term of this course. Most course time is allocated to individual conferences with the instructor and library-research time.

SPAN 05501: STRUCTURE SPAN LANG 3 s.h.

SPAN 05526: SPANISH AMER NOVEL 3 s.h.

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. Eash semester the instruction of this course rotates among faculty memebers who select topics according to their current scholarly interests. In this way, the course expands options for upper-level electives.

SPAN 05550: EVOLUTN SPAN LANG 3 s.h.

SPAN 05595: STUD IN SPANISH LIT 3 s.h.

SPAN 05599: INDEPENDENT STUDY 3 s.h.

SPCH 15505: NORM SPEECH-LANG DEV 3 s.h.

SPCH 15520: LANGUAGE DISORDERS 3 s.h.

SPED 04501: TECH/CASE ST SOC WKR 3 s.h.

SPED 04502: CLINIC SCH SOC WKR 4 s.h.

SPED 08510: SP NEEDS CAREER WKSP 3 s.h.

SPED 08515: Curriculum, Instruction, and Transition in Special Education 3 s.h.
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 08530: Introduction to Vocational Education for Individuals with Special Needs 3 s.h.
This course provides an overview of the history, philosophy, and process of vocational evaluation, for special needs students. Vocational evaluation tools and techniques will be presented. Emphasis is placed on gaining a broad knowledge of the evaluation process and how it can be incorporated into transition planning.

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 08545: Home/School/Community Collaboration: Family Systems and Interventions 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.

SPED 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.

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.

SPED 08909: RESID FAC PROG HDCP 3 s.h.

SPED 09578: ADM/SUPVR ED HANDICP 3 s.h.

SPSY 06627: Cognitive Assessment and Data-Based Decision Making 3 s.h.
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.
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.
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 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.

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.

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 07504: Seminar in Contemporary World Theatre and Drama 3 s.h.
From a list of selected topics, this course will investigate major trends and the work of significant playwrights, directors, designers and other theatre practitioners in the period since 1950. Particular focus will be given to topics of current concern to the theatre educator and the theatre professional. Several short papers and a major research paper are required.

THD 07505: Independent Study in Graduate Theatre and Arts Administration 1 to 3 s.h.
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.

THD 07506: Scenography: Process and Product 3 s.h.
This course studies the function of design elements within the production process. It will focus on the evolution of design ideas through the exchange of views among directors and designers and the process which turns these ideas into the physical matter used in production. The student's basic visual communication skills will be enhanced by learning essential theatrical drafting and modelmaking techniques.

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 07510: Musical Theatre Production 3 s.h.
Utilizing a workshop format, this course will look at musical theatre in the school, college, community theatre or little theatre setting and consider practical solutions to problems of production and staging. Focus will be on the working relationships among members of the musical theatre production team.

THD 07511: Production/Performance/Arts Administration Project 3 to 6 s.h.
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.
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 managment in relation to arts organizations.

THD 07570: On-site Theatre Study 3 s.h.
This course offers students the opportunity to study theatre and drama at important theatrical centers in the United States or abroad, under the supervision of a faculty leader. Study includes such things as attendance at productions, discussions with theatre practitioners, tours of theatres and specialized workshops as well as investigation of the area's other important historical and cultural sites. Students will incur additional travel and program costs which vary according to study site selected. Students are required to submit a final written project. The course may be repeated under a different subtitle. This course may not be offered annually.

THD 08510: Dance: Art in Motion 3 s.h.
This course begins with a broad historic overview of dance as an art form. The origins and evolutions of movement within the major genres of dance ?dance in world cultures, ballet, jazz, tap, social, modern and post-modern will be addressed. Opportunities to view, discuss and participate in various elements and styles of dance will lead to an aesthetic appreciation of dance as a cultural art form. Students will also study the roles of the dancer, choreographer and audience in performance, dance in education, and careers in dance. This course may not be offered annually.

Organization of the University

Board of Trustees

Rowan University operates under the laws of the State of New Jersey. The Board of Trustees of Rowan University is vested by law with the general supervision of the University within general policies and guidelines pursuant to N.J.S.A. 18A:64 et. seq. Some of the responsibilities of the Trustees are to appoint the University president, to approve the educational curriculum and student services program, and to determine policies for the organization, administration, and development of the University.

Helene M. Reed, Chair	Williamstown, NJ
James J. Gruccio, Vice Chair	Vineland, NJ
Barbara Armand, Secretary	Cherry Hill, NJ
Dennis M. DiFlorio	Voorhees, NJ
Lawrence M. DiVietro Jr.	Wenonah, NJ
Jean Edelman B'81	Great Falls, VA
Juanita Johnson-Clark	Lawnside, NJ
James B. Kehoe	Berlin, NJ
Martin F. McKernan Jr.	Cherry Hill, NJ
Nick L. Petroni	Glassboro, NJ
Robert C. Poznek	Williamstown, NJ
Linda Rohrer	Haddon Township, NJ
Troy E. Singleton	Palmyra, NJ
Virginia Smith	Upper Makefield, PA
Allison Wedell, *Student Trustee*	Lumberton, NJ
Ali Houshmand, ex-officio	Glassboro, NJ

Administration of the University

Ali A. Houshmand	Interim President
James A. Newell	Interim Provost
Thomas J. Gallia	Vice President for University Relations and President's Chief of Staff
James Gaymon	Vice President for Civic and Governmental Relations
Michael Harris	Vice President of Facilities and Operations
Richard Jones	Vice President for Student Life and Dean of Students
Joseph F. Scully, Jr.	Vice President of Finance/CFO
Robert A. Zazzali	Vice President for Human Relations
Mira Lalovic-Hand	Associate Vice President for Institutional Effectiveness Research & Planning
Mary Katherine Long	Associate Vice President for University Advancement
Ronald J. Tallarida	Assistant VP for Development/Acting Executive Director of the Rowan University Foundation
Jeff Hand	Associate Provost for Strategic Enrollment Management
Roberta Harvey	Interim Associate Provost for Academic Affairs
Anthony Mordosky	Associate Provost for Information Resources
Shreekanth Mandayam	Associate Provost for Research
John Pastin	Interim Dean, College of Fine and Performing Arts
Stephen Chin	Interim Dean, College of Engineering
Parviz H. Ansari	Dean, College of Liberal Arts and Sciences
Lorin Arnold	Dean, College of Communication
Niranjan Pati	Dean, Rohrer College of Business
Carol Sharp	Dean, College of Education
Horacio Sosa	Dean, College of Graduate & Continuing Education
Paul Katz, M.D.	Founding Dean, Cooper Medical School of Rowan University
Tyrone W. McCombs	Dean, Rowan University at Camden
Bruce A. Whitham	Dean, Library Services

Executive Administration

An, Shan (2001) — Librarian
M.L.S., Drexel University; M.A., Paris VIII Universite

Ansari, Parviz H. (2009) — Dean of College of Liberal Arts and Sciences
B.S., Pahlavi (Shiraz) University; M.S., Ph.D., Tufts University

Arnold, Lorin (1998) — Dean of College of Communication
B.A., M.A., Ph.D., Purdue University

Au, Valerie (1998) — Director of Development Information Systems
B.A., University of Hong Kong; M.A.M.C., University of Florida

Avery, Carol (2009) — Managing Administrative Assistant to the Vice President for Student Affairs

Baglio, John (1978) — Director of Student Accounts
B.S., Rider University

Basantis, Melanie (1998) — Director of Outreach for the College of Engineering
B.S., B.S., Penn State University; M.B.A., Widener University

Betts, Albert (1994) — Director of Admissions
B.A., M.A., Indiana University of Pennsylvania

Block, Lori A. (1992) — Academic Advisor for College of Education Student Services Center
B.S., University of Scranton; M.P.A., Kutztown University; PHR

Blow, Dennis (1975) — Director of Cashiering and Card Office
B.A., M.B.A., Glassboro State College

Brasteter, Christine (2009) — Senior Director for Procurement
B.S., Michigan State University; J.D., Widener University

Brett, Charles J. (2003) — Academic Advisor for College of Education Student Services Center
B.A. , M.A. Glassboro State College (Rowan)

Bruner, Ronald (1999) — Lab Coordinator for Physics and Astronomy
B.A., Rutgers College; M.A., Temple University

Brush, Denise (2005) — Librarian
B.S., Massachusetts Institute of Technology; M.S., Seattle University; M.S., Drexel University

Cardona, Jose (1995) — Associate VP of University Relations
B.A., M.A., Ed. D., Rowan University

Chin, Steven H. (1997) — Dean College of Engineering
B.S., Rutgers University; M.S., The John Hopkins University; Ph.D., Rutgers University

Ciocco, Michael D. (2003) — Director of Online Services in the College of Professional and Continuing Education
B.S., M.S., Rowan University

Connor, Joanne M. — Assistant Dean of Student Services
BA, St. Josephs, PA MA, Rowan University Ph.D. Rowan University

Cucinotta, Marty (1986) — Managing Administrative Assistant to the Provost

Deehan, Christine (1999) — Director of University Events
B.S., M.A., Rowan University

Douglas, Travis W. (2009) — Director for Residential Learning
B.A., Sonoma State University; M.A., University of Georgia

Eigenbrot, Edwin (1993) — Assistant Provost and Director of Student Affairs for Cooper Medical School at Rowan
B.S., M.Ed., Springfield College

Farney, Steven C. (2004) — Assistant Dean of College of Education
B.A., M.B.A., Rowan University

Farrell, Deanne (2009) — Director of Corporate and Foundation Relations
B.A., Rutgers University

Fisher, Ben (1970) Librarian
B.A., University of Texas; M.A., American University; M.A., Glassboro State College; Ph.D., Rutgers University

Fisher, Joanne (1987) Associate Director of Financial Aid
B.A., Rutgers University

Foglein, Jonathan (1996) Instrument Coordinator and Safety Officer for Chemistry and Biochemistry
B.S., University of New Brunswick; M.S., Queens University

Frierson, Muriel (1990) The Registrar
B.A., Chestnut Hill College; M.S., Drexel University

Gallia, Donna (2004) Director of Schaub Instructional Materials Center
B.A., M.A., Rowan University (Glassboro)

Gallia, Thomas J. (1970) Vice President of University Relations/President's Chief of Staff
B.A., M.A., M.A., Glassboro State College; Ed.D., Rutgers University

Gaymon, James (1997) Vice President of Civic and Governmental Relations
B.A., Rowan University; M.A., Rutgers University-Newark

Gilmore, Dan Lewis (1976) Associate Director of Athletics
B.S., Plymouth State University, M.S. Eastern Illinois University

Giunta, Karen (1986) Managing Administrative Assistant to the Provost

Gollihur, Rebecca Jo (2007) Assistant Dean - CGCE
B.A., M.A., University of Chicago

Guiteau, Gardy J. Assistant Director of Mentoring and Academic Enrichment
B.A., Brandels University; M.E.D., University of Massachusetts-Amherst

Harris, Michael (2009) Associate Vice-President for Administration and Finance - Chief of Operations
B.S., M.S., Illinois State University

Henderson, James (1989) Director of Enterprise Information Services
B.A., Furman University

Hogan, Frank (1991) General Manager of WGLS
A.A.S., Cleveland Institute; Certified Professional Broadcast Engineer, S.B.E.

Holmes, Judith (1988) Librarian
B.A., Marymount College; M.A., Glassboro State College (Rowan)

Houshmand, Ali (2006) Interim President
B.A., M.A., University of Essex, United Kingdom; M.S., Ph.D., University of Michigan

Jackson, Patricia (2000) Laboratory Technician for Chemistry and Biochemistry

Jones, Richard (2008) Vice President for Student Life and Dean of Students
B.A., University of North Florida; M.S., Mississippi State University

Kantner, Michael (2010) Assistant Vice President for Public Safety and Emergency Management
MS, Farleigh Dickinson University; BA, Rutgers University

Klein, Bruce (1992) Director of Network and System Services
B.S., Glassboro State College (Rowan)

Kloskey, Thomas (1977) Lab Director of College of Communication
B.A., M.A., Temple University

Konefsky, Jane (2009) Director of Major Gifts
A.S., LaSalle College; B.S. Towson State University; M.A.S., Johns Hopkins University

Kuerzi, Ken (1994) Director for Employee and Labor Relations
B.S., J.D., Florida State University

Kuhlen, John (1987) Director for Facilities Business Services
B.A., M.B.A., Glassboro State College (Rowan)

Lalovic-Hand, Mira (2008) Associate Provost of Institutional Effectiveness, Research and Planning
B.S. Belgrade University, Belgrade, Serbia; M.S., PhD. University of Cincinnati

Law, Frances (1986) Managing Administrative Assistant, Vice President for University Advancement
B.A., Rowan University

Layton, Reed (2006) Senior Director of Public Safety/Director of University Police
A.A., Gloucester County Community College

Lipartito, Robert (2001) Librarian
B.M., Glassboro State College; M.M., Manhattan School of Music; M.L.S., Queens College (CUNY)

Long, Mary Katherine (2009) Associate Vice President for Development
B.S., Villa Maria College

Lovegrove, James (1982) Director of Accounts Payable/Cash Management
B.S., Glassboro State College (Rowan)

Mandayam, Shreekanth A. Associate Provost for Research
B.E., Bangalore University, India; M.S., Ph.D., Iowa State University

Margolis, Jeffrey (2002) Advisor for Elementary Education
B.S., Temple University; M.A., Rowan University

Marshall, Lori (1992) Director of University Publications
B.S., Evangel College; M.A., Rowan University

McCafferty, Jacqueline (2003) Director for ESL and Basic Skills
B.A., Ithaca College; M.S.Ed., Temple University; CELTA Teaching Certificate, Cambridge University

McCall, Sally (1977) Director for Budget
B.S., Drexel University

McCargo, Donavan (2006) Director for Student Services and EOF, Rowan at Camden
B.S. Rowan University, M.Ed., Iowa State University; Ed.D., Rowan University

McCombs, Tyrone (2001) Assistant Provost and Dean of Rowan at Camden
B.A., M.A., Rutgers University; Ph.D. University of Pennsylvania

McPherson-Barnes, Penny (2007) Assistant Dean of Students/ EOF/MAP Director
B.A., M.A., Rowan University

Meredith, Phyllis (1987) Librarian
B.A., Fayetteville State University; M.L.S., Atlanta University

Miller, Demond S. (1997) Director for Liberal Arts and Sciences Institute
B.A., Northeast Louisiana University; M.S., Ph.D., Mississippi State University

Milligan, Carolyn (2005) Director of Payroll
B.S., Rugers University

Mordosky, Anthony (2000) Associate Provost for Information Resources
B.S., Kutztown State University; B.S., Millersville State College; M.B.A., Temple University

Morris, Marjorie (1975) Librarian
B.A., University of Pennsylvania; M.S., Drexel University

Morrow, Eileen (1992) Director Campus Services
B.A., Wilkes College; M.A., Bucknell University; CSP

Mullens, Cynthia (1950) Librarian
B.A., Belmont University; M.S., Drexel University

Mullens, John (1987) Library Systems Manager
B.A., Belmont College; M. Div., Midwestern Baptist Theological Seminary

Mulligan, Joseph (2004) Assistant Dean of Students/ Director for Student Standards and Commuter Services
B.A., M.A., West Chester University

Mummert, Esther (1989) Academic Advising Coordinator for College of Communication
B.S., East Stroudsburg University; M.A., Shippensburg University

Newell, James (1998) Interim Provost
B.S., Carnegie-Mellon University; M.S., Penn State University; Ph.D., Clemson University

Norton, Richard (1997) Laboratory Technician for Chemistry and Biochemistry
B.S., Rowan University; M.S., University of Maryland

Pati, Niranjan (2008) Dean for William G. Rohrer College of Business
B.Tech., Ranchi University, India; M.Tech., Indian Institute of Technology, India; M.S., Ph.D., Northwestern University

Perry, Jill (2001) Associate Dean for College of Education
B.S., M.Ed., University of Florida; Ph.D., University of Central Florida

Peterson, Julie (1977) Director of Student Enrichment and Family Connections
B.A., M.A., Trenton State College (College of New Jersey)

Pillay, Gautam (2008) College of Engineering
B.S., New Mexico State University; Ph.D., Texas A&M University

Pinckney, Melvin(1986) Academic Advisor, College of Education Student Services Center
B.A. Glassboro State College (Rowan); M.S., N.D., A & T State University

Pinder, Anne (2003) Manager, University Support Systems
B.S., Rowan University; M.A., Stevens Institute of Technology

Pinocci, Tina (1992) Assistant Vice President for Campus Recreation, Student Center and Conference Services
B.S., M.Ed., Frostburg State College

Potter, Gregory (1969) Library Services Associate Dean
B.A., University of Pennsylvania; M.S.L.S., Villanova University; M.A., Glassboro State College (Rowan); Ed.D., Rutgers University; Certified Public Manager, State of New Jersey

Powell, Kelley M. (2005) Academic Advisor for College of Education Student Services Center
B.A., University of Maryland; M.A., University of Delaware

Reeve, Julia (1988) Managing Administrative Assistant for the President

Regan-Butts, Elizabeth D. (2007) Director of Marketing and Recruitment in CGCE
B.S., Rowan University; M.B.A., Temple University

Ricchezza, Lorraine (2006) Director Early Childhood Programs
B.S., LaSalle University; M.Ed., Widener University

Robinson, Faye E. (2000) Librarian
B.A., M.A., Rowan University

Rosenberger, Romine (1999) Librarian
B.S., Longwood College; M.S., Virginia Commonwealth University; M.A., Rowan University

Rowan, Janice (1976) Interim Associate Dean, College of Communication
B.A., Rutgers University; M.A., University of Michigan

Rozanski, Kathy (1990) Director, Alumni Relations
B.A., Glassboro State College (Rowan)

Rubenstein, David (2009) Director, Counseling and Psychological Services
B.A., Drake University; M.S., Loyola University of Chicago; Ph.D., Illinois School of Professional Psychology in Chicago

Schmelz, Nicholas (1974) Academic Advisor, College of Education Student Services Center
B.A., Bloomfield College; M.A., Seton Hall University

Schoen, Margaret (2003) Director, Office of Sponsored Programs
B.S., King's College; M.S., College of Misericordia

Scott, Eileen (1977) Senior Director, Human Resources
B.S., Rowan University

Scully, Joseph F., Jr. (2000) Associate Vice President and Chief Financial Officer
B.S., M.B.A., LaSalle University; CPA

Sharp, Carol (1987) Dean of the College of Education
B.A., Glassboro State College; M.A., William Paterson College; Ph.D., Penn State University

Siefring, Karen (1983) Assistant to the Dean, Rohrer College of Business
B.A., Douglass College; M.A., Glassboro State College (Rowan)

Snyder, Richard (1979) Director, Accounting Services
B.S., Glassboro State College (Rowan); M.B.A., Rowan University

Solomen, Joy (1986) Director of Athletics
B.A., M.A., Glassboro State College (Rowan)

Sosa, Horacio (2006) Dean, College of Graduate and Continuing Education
B.S., UNLP, Argentina; M.S., Stanford University; Ph.D., Stanford University,

Spencer, Jerome (1997) Lab Coordinator for Computer Science
B.S., University of North Carolina at Chapel Hill; M.B.A., Cornell University

Steele, Juanita D. (1986) Managing Administrative Assistant, Administration and Finance
A.A., Philadelphia School of Office Training

Stevenson, Sheila (1985) Director, Sports Information
B.A., Rochester Institute of Technology

Stoll, Patricia Alexy (1984) MIS/Certification Specialist, College of Education
B.A., M.A., Glassboro State College (Rowan); Ed.D., Widener University

Strattis, Ella (1993) Librarian
B.A., Niagara College; M.L.S., Drexel University

Sullivan-Williams, Lizziel (1976) Director of Career Management Center
B.A., Glassboro State College (Rowan); M.A., Antioch University

Suplick, Benedict (2010) Assistant Chief of Operations
B.S., University of Notre Dame; M.B.A., University of St. Thomas; M.L.A., Villanova University

Sweeten, Linda C. (1992) Assistant Dean, College of Communication
B.A., Trenton State College; M.Ed., University of Delaware

Tallarida, Ronald J. (2009) Assist. VP for Development/Acting Exec. Dir. of RU Foundation
B.A., Temple University

Tavarez, Luis (1998) Director, Financial Aid
B.A., Glassboro State College (Rowan); M.A., Thomas Edison State College

Taylor, Tyrone (1978) Director of Campus Security and Student Programs
A.S., Pierce College; B.S., Glassboro State College; M.A., Rowan University

Thompson, Edward (2004) Director, Facilities Landscape
A.A., Keystone College; B.S.A.G., West Virginia University; M.L.A., University of Virginia

Tiemann, Marie (2006) Executive Director, Organizational Development
B.S., Rutgers University; M.Ed., Ph.D., Temple University

Tinnin, Drew (2010) Associate Director, Orientation and Student Leadership Programs

Toporski, Neil (2003) Instructional Technology Director
B.S., University of Wisconsin-Madison; M.S., Clarion University; Ed.D., Lehigh University

Torre, Timothy Director of International Center

Van Brunt, Margaret (1995) Assistant Dean for Rohrer College of Business
B.A., Rutgers University; CPA

Vanderwerken, Suzanne Interim Director, Student Health Services
B.S., Brigham Young University; M.D., Jefferson Medical College of Thomas Jefferson University

Veacock, Peggy (1983) Executive Assistant, University Advancement/Administrator, Rowan University Foundation
B.A., Rowan University

Velez-Yelin, Johanna (1990) Director of Equity and Diversity
B.A., InterAmerican Univ., San Juan, Puerto Rico; M.A., Glassboro State College (Rowan); Ed.D., Widener University

Wagner, Frank J. (1997) Laboratory Director, Biological Sciences
B.S., Kean College; M.S., Thomas Jefferson Medical College

Whitehead, Kimberly Director of Academic Services, Rowan at Camden
B.S., Norfolk State University; Ph.D., North Carolina State University

Whitham, Bruce A. (2006) Dean of Library Services
B.A., University of Western Ontario; M.E.S., York University; M.S.L.S., University of Western Ontario

Wilson, Tamika (2009) Managing Administrative Assistant, General Counsel
B.A., University of Pennsylvania

Wilson, Virginia (2008) Director, Joint Rowan/UMDNJ Nursing Program, College of Graduate and Continuing Education
Diploma in Nursing, Methodist Hospital; B.S.N., University of Hawaii; M.S.N., Widener University

Woodruff, John (2009) Director of Academic Success Center
B.A., St. Francis College; M.S., St. Joseph's University

Yovnello, Nicholas (1970) Library Services Assistant Director
B.A., M.A., Glassboro State College (Rowan)

Zazzali, Robert (1973) Vice President for Human Relations
B.A., M.A., Glassboro State College (Rowan); M.A., Rutgers University

diNovi, Kristen (2009) Director, Center for Academic Advising and Exploration (CAAdE)
B.A., Montclair State University; M.Ed, Ph.D., Temple University

General Information

Campus Buildings

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 and the University Research Office.

Bole Hall
Robert D. Bole Hall is the administrative center of the University. It contains the offices of the President, Provost and University finances. 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 houses the College of Business, as well as 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 First National Bank (Camden)
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.

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.

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. The apartments are carpeted, furnished and air-conditioned. All apartment buildings are co-ed and managed as a private, garden apartment complex. Limited parking is available for residents.

Education Hall
Education 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.

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.

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 the Human Resources Office, the Student Health Center, Facilities Management and the offices of the vice president for Administration and Finance.

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.

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.

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.

The North Halls: Chestnut, Magnolia and Willow Halls
These buildings house 750 students. Small groups of students share a fully carpeted suite with their own entrance, living room and bath. In addition, the complex includes a laundry room.

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.

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 laboratories, classrooms, a lecture hall for 110 students, faculty offices, a large exhibit gallery, the graphics communication technology center and a darkroom

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, Music Department, and the Law and Justice Studies Department also are located in the building.

Winans Hall
Seymour Winans Hall is named for a former faculty member and was the former home to the University bookstore

General Information

Administrative Offices Telephone Numbers

Academic Affairs	256-4011
Academic Success Center	256-4259
Admissions	256-4200
Bursar	256-4150
Camden Campus	756-5400
Career Management Center	256-4456
Community Standards & Commuter Services	256-4242
Conference and Event Services	256-5446
Counseling and Psychological Service Center	256-4222
Dean, Business	256-4025
Dean, Communication	256-4290
Dean, Education	256-4750
Dean, Engineering	256-5301
Dean, Fine and Performing Arts	256-4551
Dean, Graduate & Continuing Education	256-4129
Dean, Liberal Arts and Sciences	256-4850
Development Office	256-5410
Disability Resources	256-4234
EOF/MAP	256-4080
Financial Aid	256-4250
Information Resources	256-4401
Library	256-4800
Main Switchboard	256-4000
Multicultural Affairs	256-4448
President	256-4100
Provost	256-4108
Public Safety	256-4922
Recreation Center	256-4900
Registrar	256-4350
Residential Learning & University Housing	256-4266
Service Learning and Volunteerism	256-4595
Specialized Services	256-4233
Student Activities	256-4696
Student Center	256-4601
Student Health Center	256-4333
VP Administration and Finance	256-4140
VP for Student Life/Dean of Students	256-4283
VP University Advancement	256-4095
VP University Relations	256-4104

Directions to Campus

Directions to the Glassboro Campus

Rowan University is located in the southern New Jersey town of Glassboro, 18 miles southeast of Philadelphia. The campus is easily reached from the New Jersey Turnpike, the Atlantic City Expressway or any of the Delaware River Bridges. The Welcome Gate is located at **257 Mullica Hill Road, Glassboro, NJ 08028**. For a detailed campus map go to http://www.rowan.edu/campus_map

From the North

(Northern New Jersey, New York, etc.) Take the NJ Turnpike South to Exit 4 (73 North). In approximately 1 mile, take I-295 South. Follow I-295 to Route 42 South (Atlantic City). Exit Route 42 South onto Route 55 South. Follow Rte. 55 South to exit 50A (Glassboro-Mullica Hill). Take Route 322 East (2 miles) to the campus. After you cross the railroad tracks, make the second right into the Welcome Gate, 257 Mullica Hill Road. The guard will direct you to parking during normal business hours. If the guard is not present, call 856-256-4922 for assistance.

From Philadelphia

Take the Walt Whitman or Benjamin Franklin Bridge to I-676 South toward Atlantic City. Shortly after I676 becomes Route 42 South, exit right onto Route 55 South. Take Rte. 55 South to exit 50A (Glassboro-Mullica Hill). Take Route 322 East (2 miles) to the campus. After you cross the railroad tracks, make the second right into the Welcome Gate, 257 Mullica

Hill Road. The guard will direct you to parking during normal business hours. If the guard is not present, call 856-256-4922 for assistance.

From the West

Take I95 to the Commodore Barry Bridge. Follow Route 322 East (15 miles) to the campus. After you cross the railroad tracks, make the second right into the Welcome Gate, 257 Mullica Hill Road. The guard will direct you to parking during normal business hours. If the guard is not present, call 856-256-4922 for assistance.

From Central New Jersey

Take Route 70 West to I-295 South. Follow I-295 to Route 42 South (Atlantic City). Exit Route 42 South onto Route 55 South. Follow Route 55 South to exit 50A (Glassboro-Mullica Hill). Take Route 322 East (2 miles) to the campus. After you cross the railroad tracks, make the second right into the Welcome Gate, 257 Mullica Hill Road. The guard will direct you to parking during normal business hours. If the guard is not present, call 856-256-4922 for assistance.

From the East

Take the Garden State Parkway to the Atlantic City Expressway. Take the Expressway West to Exit 38 (Williamstown). Turn left after exiting and follow Route 322 West (8 miles) to the campus. After you pass the large Rowan sign on your left, make the first left into the Welcome Gate, 257 Mullica Hill Road. The guard will direct you to parking during normal business hours. If the guard is not present, call 856-256-4922 for assistance.

From the South (Maryland, Delaware, etc.)

Take I-95 North to the Delaware Memorial Bridge. Take the New Jersey Turnpike North to Exit 2 and take Route 322 East. At the first traffic light (3 miles) turn right and then bear left (.4 miles) to stay on Rt. 322. Continue on Rt. 322 (7 miles) to the campus. After you cross the railroad tracks, make the second right into the Welcome Gate, 257 Mullica Hill Road. The guard will direct you to parking during normal business hours. If the guard is not present, call 856-256-4922 for assistance.

Directions to the Camden Campus

Rowan University at Camden is located in the University District of the City of Camden on the corner of Broadway and Cooper Streets. It can easily be reached from Route 295, the Atlantic City Expressway Route 42, I-676 or any of the Delaware River bridges.

From South Jersey

Follow Route 42 toward Walt Whitman Bridge. Take I-676 North to last exit before the Ben Franklin Bridge (exit 5B, Linden Street). At the light, turn left, at next light turn left and cross overpass. At next light (Cooper Street), turn right. Campus is at corner of Broadway and Cooper Street.

From Philadelphia

Take the Ben Franklin Bridge. Take exit for Broadway. Campus is located on the left on the corner of Broadway and Cooper Street.

From the North and South

Take the New Jersey Turnpike (North or South) to exit 4. Take 73 North to 38 West to 30 West. Route 30 becomes Admiral Wilson Blvd. As you approach Camden, remain in right lane proceeding to Ben Franklin Bridge. At the last light before the bridge, turn left and drive over the overpass. At next light (Cooper Street) turn right. Campus is at the corner of Broadway and Cooper Street.

From the West (Routes 70 & 38)

Proceed West toward Philadelphia to 30 West. Route 30 becomes Admiral Wilson Blvd. As you approach Camden remain in right lane proceeding to Ben Franklin Bridge. At the last light before the bridge, turn left and cross the overpass. At next light (Cooper Street) turn right. The campus is on the corner of Broadway and Cooper Street.

The Emeriti

Adams, Ethel M. (1968-1984) — Professor
Psychology
B.A., Eastern Michigan University; M.A., University of Michigan; Ed.D., University of Pennsylvania

Addison, Carolyn (1967-1991) — Professor
Health and Physical Education
B.S., James Madison University; M.A. New York University; Ed.D., Temple University

Alvino, Esther (1966-1987) — Assistant Professor
Elementary Education
B.A., M.A., Glassboro State College

Ambacher, Jr., Richard J. (1967-2000) — Professor
Communication Studies
B.A., Glassboro State College; M.F.A., Yale University

Amme, Linda (1968-1990) — Assistant Professor
Special Education Services and Instuction
B.A., M.A., Glassboro State College

Andersen, Donald (1970-1998) — Assistant Professor
Special Education Services and Instruction
B.A., M.Ed., Rutgers University

Avril, Edwin (1959-1982) — Professor
Music
B.A., San Francisco State College; M.A., Ed.D., Teachers College, Columbia University

Bartelt, Pearl W. (1972-1999) — Professor
Sociology and Dean
B.S., M.A., Ph.D., Ohio State University

Behm, Edward 1971-2002 — Assistant Professor
B.A., M.A., Bowling Green State University

Bender, Aaron (1964-1991) — Professor
History
B.A., Brooklyn College; M.A., Ph.D., New York University

Benevento, Jacqueline D. (1993-2010) — Assistant Professor
Department of Teacher Education
B.A., Montclair State; M.A., Middlebury College; Ed.D., Temple University

Beverly, Leah (1958-1984) — Professor
Health and Physical Education
B.S., Southwestern Louisiana College; M.A., N.Y.U.; Ed.D., University of So. Mississippi

Bianchi, John (1967-1990) — Coordinator of Research
Education
B.S., Villanova Univ.; M.Ed., Rutgers Univ.; Ed.D., Temple University

Bisazza, Gaetano R. (1966-2000) — Assistant Professor
Biological Sciences
B.S., LaSalle College; M.S. Villanova University

Blanken, Maurice (1957-1982) — Associate Professor
Economics and Political Science
B.A., Drew University; M.A., Columbia University

Blough, Robert (1963-1995) — Professor
Elementary Education
B.S., Juniata College; M.Ed., Temple University; Ed.D., University of Pennsylvania

Bolay, Brenda (1968-1997) — Associate Professor
Health and Exercise Science
B.A., University of Michigan; M.Ed., State University of New York, Buffalo; Ph.D., University of Maryland

Borgen, Evelyn (1965-1991) — Professor
Elementary and Early Childhood Education
B.S., Monmouth College; M.A., Glassboro State College; Ed.D., Fairleigh Dickinson Univ.

Borowec, Alexander (1956-1988) — Professor
Physical Sciences
B.S., Trenton State College; M.S., University of Pennsylvania; Ed.D., Temple University

Brent, George (1971-2003) — Professor
Elementary/Early Childhood Education
B.A., Ed.M., Boston University; Ed.D., University of Massachusetts

Breslin, Frederick (1960-1991) — Professor
Psychology
B.A., Queens College; M.A., Ph.D., New York University

Brinker, Beula (1960-1984) — Assistant Professor
Elementary Education
B.S., Glassboro State College; M.A., New York University

Britton, Pearl E. (1968-1977) — Professor
Health and Physical Education
B.S., Cortland State College; M.Ed., Ed.D., University of Buffalo

Brooks, Ellain (1965-1983) — Assistant Professor
Math and Computer Science
B.S., North Carolina State; M.A., Columbia University

Brown, Estelle (1962-1992) — Professor
Reading and Speech Correction
B.S., M.A., Glassboro State College; Ed.D., Temple University

Butcher, Ronald (1991-2009) — Executive Director
Education Institute
B.S., Western Michigan University; M.A., Eastern Michigan University; Ph.D., University of Michigan

Buzash, Gabriel (1964-1981) — Professor
Elementary Education
B.S., Slipper Rock State College; M.S., Westminster College; Ed.D. Penn State University

Byrer, Josep (1968-1995) — Assistant Professor
Technology
B.S., M.S., Indiana State University

Calliari, Carl (1968-2004) — Professor
Education
B.A., M.A., Glassboro State College; Ed.D., Temple University

Cammarota, Marie (1988-2008) — Associate Professor
Special Education Services/Instruction
B.A., M.A., Glassboro State College; Ed.D., Nova Southeastern University

Capasso, Ronald (1996-2002) — Associate Professor
B.A., M.A., Montclair State College; Ed.D., Columbia University

Cell, Howard R. (1967-2000) — Professor
Philosophy and Religion
B.S., University of Wisconsin; M.A., San Jose University; Ph.D., Temple University

Chamberlain, Mark M. (1969-2000) — President Emeritis
B.S., Franklin and Marshall College; Ph.D., University of Illinois

Ciavarelli, Maria Lisa (1973-2008) — Associate Professor
Foreign Languages and Literatures
B.A., M.A., Ph.D., University of Pennsylvania

Cimprich, Jack R. (1973-1998) — Associate Professor
Computer Science
B.A., Boston College; M.S., University of Pennsylvania

Cinaglia, Marianne B. (1994-2007) — Assistant Professor
Secondary Education
B.S., Drexel University; M.A., Ph.D., University of Delaware

Clapp, Robert A. (1969-2000) — Assistant Professor
Theatre and Dance
B.A., Pennsylvania State University; M.A., Syracuse University

Clark, Carol (1977-2010) — Librarian
Library
B.A., Regis College; M.S.L.S., Syracuse University; M.Ed., University of Lowell

Cohen, Stanley (1961-1984) — Professor
Educational Administration
B.S., Rutgers University; M.Ed., Ed.D., Temple University

Collins, John (1963-1994) — Professor
Communications
B.S., West Chester State College; M.A., Penn State University; Ed.D., Temple University

Collins, John J. (1969-1999) — Professor
Educational Leadership
B.A., M.A., Glassboro State College; J.D., Rutgers University

Combs, Ethel (1967-1995) — Associate Professor
Reading and Speech Correction
B.A., Douglass College; M.A., Glassboro State College; Ph.D., Temple University

Conrad, George (1958-1979) — Professor
Art
B.S., New York University; M.A., Ed.D., Columbia University

Corison, Cynthia 1984-2009 — Associate Professor
Communication Studies
B.A., Lewis and Clark College; M.A., Ph.D., University of Oregon

Covi, Adelyne (1964-1984) — Assistant Professor
Elementary Education
B.S., Washington University; M.A., Glassboro State College

Craver, Rhys (1963-1994) — Associate Professor
Chemistry and Physics
B.S., Millersville State College; M.S., University of Delaware; Ph.D., Walden University

Creamer, Marvin C. (1948-1977) — Professor
Geography and Anthropology
B.S., L.H.D., Glassboro State College; M.S., University of Pennsylvania; M.S., University of Wisconsin

Darrah, Gladys L. (1967-1979) — Assistant Professor
Health and Physical Education
B.S., M.S., University of Wisconsin

Davis, Donald (1969-2002) — Assistant Professor
B.S., Allen University; M.Ed., Temple University; Ed.D., Rutgers University

Dear, Edward C. (1969-2000) — Associate Professor
Health and Exercise Science
B.S., Temple University; M.A., East Stroudsburg State College; D.A., Middle Tennessee State University

Delaney, Lawrence (1964-1988) — Professor
Physical Sciences
B.S., Trenton State College; M.S., Ed.D., University of Pennsylvania

Detrick, Fred (1964-1987) — Associate Professor
Foundations of Education
B.A., M.S., Rutgers University

Dinsmore, Lee (1971-2002) — Professor
Chemistry and Physics
B.S., M.A., Glassboro State College

Donaghay, Robert (1963-1992) — Assistant Professor and Coordinator
Academic Advising
B.S., University of Minnesota; Ph.D., University of Texas

Donahue, Charles T. (1960-2000) — Professor
English
B.A., Texas A & M University; M.A., University of Texas; Ph.D., Temple University

Doskow, Minna (1986-2002) — Professor
English and Dean
B.S., M.S., City College of N.Y.; M.A., University of Connecticut; Ph.D., University of Maryland

Douglas, Herbert (1980-2002) — Professor
B.S., Duquesne; M.S., Glassboro State College; Ph.D., University of Toledo

Duff, Elizabeth R. (1959-1984) — Professor
Psychology
B.S., Kent State Univ.; M.A., New York Univ.; Ed.D., University of Maryland

Dugan, Ruth (1964-1981) — Professor
Psychology
B.A., Washington Square College; M.A., Ph.D., New York University

Elliott, Gene V. (1963-1998) — Professor
Psychology
B.S., M.A., Michigan State University; Ph.D., University of Maryland

Emerson, Robert (1966-1992) — Assistant Professor and Assistant Director
Professional Lab Exper.
B.R.E., United Wesleyan College; M.A., Glassboro State College

Engebretson, Herschel (1969-1988) — Assistant Professor
Communications
B.A., Taylor University; M.A., University of Pennsylvania

Enslin, William L. (1974-2000) — Associate Professor
Management and MIS
B.E., University of Pennsylvania; Ed.D., Rutgers University

Falzetta, John (1969-1988) — Professor
Secondary Education
B.A., LaSalle College; M.A., Niagara University; Ed.D., Temple University

Fanslau, Martha C. (1971-1980) — Librarian and Instructor
Library
B.A., University of Pennsylvania; M.A., Glassboro State College

Foster, Bruce (1970-2005) — Professor
Reading
B.A., Trenton State College; M.S.Ed., Bucknell Univ.; Ed.D., Florida State University

Fox, John (1964-1990) — Assistant Professor
Health and Physical Education
B.A.P.E., M.S.P.E., West Virginia University

Frankl, Razelle (1983-2000) — Professor
Management and MIS
B.A., Temple University; M.B.A., Drexel University; M.A., Ph.D., Bryn Mawr College

Friebis, George (1969-1993) — Director
Educational Media
B.S., M.Ed., Temple University; M.A., Glassboro State College; Ed.D., Nova University

Frisone, John (1973-2002) — Associate Professor
Psychology
B.A., Queens College; Ph.D., City University of New York

Fulginiti, Anthony (1976-2009) — Professor
Public Relations and Advertising
B.A., Laurel Hill College; M.A., Villanova University; M.A., Glassboro State College; APR Fellow PRSA

Gallinelli, John (1969-2009) — Professor
Art
B.Ed., Keene State College; Ph.D., University of Maryland

Gardiner, Dickinson (1967-1991) — Professor
Secondary Educartion and Educational Foundations
B.A., Western Maryland College; M.Ed., Ed.D., Temple University

Garrabrant, William (1973-2003) — Head of Circulation
Interlibrary Loan and Science Librarian
B.A., Hamilton College; M.S.Ed.,M.S.L.S., Syracuse University

Garrahan, John (1965-1982) — Associate Professor
Special Education
B.A., City College of New York; M.S., Ed.D., University of Pennsylvania

Gates, Rodney E. (1968-2000) — Assistant Professor
Art
B.S., Univ. of Maryland; M.A., Glassboro State College

Gaynor, William (1965-1987) — Assistant Professor and Librarian
Library
B.A., Georgetown University; M.A., Fairfield University; M.S., Villanova University

Gephardt, Donald L. (1990-2009) — Professor
Music
B.M.E., Drake University; B.S., M.S., The Juilliard School; Ed.D., Washington University

Gershenowitz, Harry (1965-1998) — Professor
Biological Sciences
B.S., St. John's University; B.A., M.S., Long Island University; M.A., Ed.D., Columbia University

Gillespie, John (1972-1992) — Associate Professor
Communications
B.S., M.A., Glassboro State College

Glassberg, Rose (1964-1991) — Professor
Secondary Education and Educational Foundations
B.S., West Chester State College; M.A., Middlebury College; Ph.D., Temple University

Goldberg, Leon (1968-1988) — Associate Professor
Physical Science
B.S., City College of New York; M.S., New York University

Goodfellow, Frank (1965-1999) — Associate Professor
Secondary Education
B.A., College of Wooster; M.S.L.S., Drexel Institute of Technology

Grace, James H. (1969-2000) — Professor
Philosophy and Religion
B.A., M.Th., Drew University; M.A., Ph.D., Temple University

Grazian, Frank (1968-1991) — Associate Professor
Communications
B.A., Rutgers University; M.S., Columbia University

Green, Charles H. (1962-1993) — Professor
Life Sciences
B.S., Penn State University; M.S., University of Delaware; Ph.D., Purdue University

Grupenhoff, Richard (1981-2009) Professor
Radio, Television, and Film
B.A., Xavier University; M.A., Purdue University; Ph.D., Ohio State University

Guerard, Michael P. (1971-1995) Associate Professor
Technology
B.S., M.Ed., Ph.D., Texas A & M University

Gundaker, Isabelle (1983-2003) Instructor
Composition and Rhetoric
B.A., Chestnut Hill College; M.A., Rutgers

Gurst, Lawrence (1966-1993) Assistant Professor
Elementary Education
MA.A., M.Ed., Temple University

Haba, James (1972-2003) Associate Professor
English
B.A., Reed College; Ph.D., Cornell University

Haynes, Robert (1960-1991) Professor
Art
B.F.A., Colorado State College; M.A., Ed.D., Columbia University

Henderycksen, M. Huguette (1969-1991) Associate Professor
Foreign Languages and Literatures
Licence, Aix en Provence University; B.S., Shippensburg State College; M.Ed., Temple University; M.A., University of Pennsylvania; Ph.D., Rutgers University

Hewsen, Robert H. (1967-1999) Professor
History
B.A., University of Maryland; M.S., Catholic University; Ph.D., Georgetown University

Hilts, Richard (1962-1981) Professor
Music
B.M., Eastman School of Music; M.M., University of Oklahoma

Hitchner, Benjamin G. (1964-1998) Assistant Professor
Economics
B.S., Temple University; M.S., University of Pennsylvania

Humbert, John J. (1969-1995) Professor
Technology
B.S., University of Maryland; M.Ed., Pennsylvania State University; Ed.D. Texas A&M University

Husain, Syed (1960-1994) Professor
Biological Sciences
I.Sc., City Science College, Hyderabad; B.Sc., College of Agriculture, Osmania University,Hyderabad, India; M.S., Oklahoma State University; Ph.D., Cornell University

Jaeger, Peter (1966-1981) Associate Professor
Communications
B.A., Mexico City College; M.Ed., University of Houston

James, Herman (1982-2007) President Emeritis
B.S., Tuskegee Institute; M.A., St. John's University; Ph.D., University of Pittsburgh

Jeffrey, Linda (1973-2002) Professor
B.A., University of Nebraska; M.A., Teacher's College Columbia University; M.A., University of Chicago; Ph.D., Rutgers University

Jensen, Ivar I. (1959-1981) Professor
Foundations of Education
B.Ed., Univ. of Connecticut; M.A., Middlebury College; Ed.D., Columbia University

Johnson, Richard J. (1971-2000) Associate Professor
Political Science
B.A., M.A., Cert. of Russian Institute; Ph.D., Columbia University

Johnson, Theodore B. (1990-1999) — Associate Professor
Educational Leadership
B.S., M.A., Temple University; Ed.D., Rutgers University

Johnson, Christine (1989-2002) — Professor
B.A., M.A., University of Wisconsin; Ed.D., Rutgers University

Jones, John (1968-1990) — Assistant Professor
Foreign Languages and Literatures
B.A., M.A., University of Alabama; Diplome, Institut de Touraine, Tours, France

Kapel, David (1988-2002) — Professor
Secondary Education and Foundations
B.S., M.Ed., Ed.D., Temple University

Kardas, William (1968-2000) — Head Reference Librarian
Library
B.S., M.L.S., Villanova University

Keller, Horace (1960-1986) — Professor
Psychology
B.S., West Chester University; M.Ed., Ed.D., Temple University

Kelly, Michael F. (1961-1998) — Professor
Theatre and Dance
B.A., Elmhurst College; M.A., Ph.D., State University of Iowa

Kershner, E. Theodore (1968-1998) — Assistant Professor
Health and Exercise Science
B.S., Ursinus College, M.Ed., Temple University

Kirner, Clara (1971-1994) — Librarian
Library
B.A., Rutgers University; M.A., Drexel University

Klanderman, John (1986-2005) — Professor
Special Education
B.A., Calvin College; M.A., Ph.D., Michigan State University

Kushner, William (1970-1999) — Professor
Communication Studies
B.A., Montclair State College; M.A., Temple University; Ph.D., Indiana University

Leder, George (1972-2000) — Assistant Professor
B.S., Brooklyn College; Ph.D., Rutgers University

Lee, Elaine (1967-1994) — Associate Professor
Elementary/Early Childhood Education
B.S., M.A., Trenton State College; Ed.D., Temple University

Leshay, Steven V. (1978-1999) — Associate Professor
Marketing
B.A., Lenoir Rhyne College; M.A., Glassboro State College; Ph.D., Temple University

Libro, Antoinette (1968-2002) — Dean and Professor
Communication
B.A., Glassboro State College; Ph.D., New York University

Lint, Jerry N. (1964-1998) — Assistant Professor
Geography and Anthropology
B.S., Clarion State College; M.Ed., Pennsylvania State University

Lisa, Anthony (1978-2000) — Athletics Assistant Director
Athletics Department
B.A., M.S., Glassboro State College

Loigman, Barry M. (1970-1999) — Associate Professor
Psychology
B.A., M.A.,Temple University; Ph.D., Rutgers University

Longacre, David (1961-1989) — Assistant Registrar
Education
B.A., Gettysburg College; M.S., University of Pennsylvania

Lynch, Robert D. (1973-1999) — Professor
Management and MIS
B.S., M.S., Ph.D., Carnegie-Mellon University; SPHR

Martin, Doris (1976-1987) — Assistant Professor
Home Economics
B.S., Penn State University; M.S., Cornell University; Ed.D., Temple University

Martin, Marilyn (1995-2004) — Dean
Library Services
B.A., M.L.S., University of Washington; M.A., University of Arkansas; Ph.D., Texas Woman's University

Martínez-Yanes, Francisco (1966-2008) — Professor
Foreign Languages and Literatures
M.A., University of Rome, Italy; Diplôme, Alliance Française, Paris, France; Ph.D., University of Pennsylvania

Masat, Francis E. (1972-1998) — Professor
Mathematics
B.A., Blackburn College; M.S., Kansas State University; Ph.D., University of Nebraska

McConnell, Helen (1965-1995) — Professor
Home Economics
B.S., State University College, Oneconta, NY; M.A., Columbia University; Ph.D., Michigan State University

McCrann, Virginia E. (1968-1985) — Assistant Professor
Home Economics
B.A., M.Ed., Rutgers University

McHenry, Sandra L. 1993-2000 — Associate Professor
R.N., Helene Fuld School of Nursing; B.A., Rowan College of NJ; M.S., University of Delaware; D.N.Sc., Widener University

McKenzie, James J. (1954-1980) — Professor
English
B.A., Canisius College; M.A., Ph.D., Harvard University

McLean, Desmond (1966-2002) — Associate Professor
Art
B.A., Newark State College; M.A., Hunter College

McMeniman, Linda 1986-2000 — Associate Professor
B.A., New York University; M.A., Ph.D., University of Berkeley

Meagher, Richard (1969 -2008) — Professor
Biological Sciences
B.S., M.S., Fairleigh Dickinson University; Ph.D., St. Bonaventure University

Mercier, J. Denis (1967-2002) — Professor
Communication
B.A., Marian College; M.A., Niagara University; Ph.D., University of Pennsylvania

Meyers, Dorothy (1967-1985) — Assistant Professor and Librarian
Library
B.A., State University of Iowa; M.L.S., Rutgers University

Mical, Agnes (1968-1996) — Assistant Professor
Health and Exercise Science
B.S., M.S., West Chester University

Michaelson, James (1967-1991) — Assistant Professor
Secondary Education and Education Foundations
B.S., M.A., Temple University

Micklus, Samuel C. (1968-1991) — Professor
Technology
B.S., Philadelphia College of Art; M.A., Trenton State College; Ed.D., New York University

Miller, Clarence (1956-1992) — Professor
Music
B.M.E., Mount Union College; M.M., Marshal University

Miller, Allen 1976-2000 — Chief Engineer, WGLS, College of Communication
College of Communication
B.S., M.S., SUNY-Oswego

Mitchell, Richard (1964-1991) — Professor
English
B.A., University of the South; M.A., Ph.D., Syracuse University

Mitchell, Robert D. (1965-1997) — Associate Professor
Mathematics
B.S., M.A., University of Texas

Monahan, Thomas (1984-2009) — Professor
Educational Leadership
B.A., LeMoyne College; Ed.M., Ed.D., Rutgers University

Monroe, Gerald (1968-1986) — Associate Professor
Art
B.S., M.A., Ed.D., New York University

Moore, Elizabeth (1972-2002) — Professor
Biological Sciences
B.Sc., Rollins College; M.S., Ph.D., Cornell University

Moore, Oscar (1971-2003) — Assistant Professor
Health and Exercise Science
B.S., M.S., Southern Illinois University

Morford, Ida B (1956-1981) — Professor
Psychology
B.S., Geneseo State College; M.A., Ph.D., Ohio State University

Morris, William C. (1968-1999) — Professor
Theatre and Dance
B.A., DePaul University; M.A., Northwestern University; Ph.D., University of Illinois

Mosto, Patricia (1993-2009) — Professor
Biological Sciences
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

Moyer, Mel (1967-2000) — Associate Professor
Psychology
B.A., Glassboro State College; M.Ed., Temple University; Ed.D., Rutgers University

Murashima, Kumiko (1971-2007) — Associate Professor
Art
B.F.A., Women's College of Fine Arts, Japan; M.F.A., Indiana University

Myers, John (1973-2011) — Professor
Department of Sociology
B.S., Drexel University; M.A., Ph.D., Fordham University

Neff, George (1962-2000) — Professor
Art
B.S., Kutztown University; M.A., Columbia University; Ed.D., Pennsylvania State University

Nichols, Lola (1960-1986) — Assistant Professor
Elementary Education
B.S., Trenton State College; M.A., Columbia University; M.A., Glassboro State College

Norton, Donald (1961-1983) — Professor
Music
B.S., Western Michigan University; M.A., University of Maryland; Ed.D., Columbia University

Ognibene, Gerald (1972-2008) — Professor
Special Education
B.A., Niagara University; M.S., Canisius College; Ph.D., Ohio State University

Orlando, Frank J. (1972-2008) — Associate Professor
Foundations of Education
B.S., M.S., SUNY-Buffalo; Ed.D., West Virginia University

Palladino, Mary Anne (1964-1994) — Professor
Communications
B.A., Immaculata College; M.A., Villanova University

Patrick, Barbera C. 1991-2010 — Associate Professor
Department of English
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

Perry, Wilhelmina E. (1968-1997) — Professor
Sociology
B.A., Tilotson College; M.A., Howard University; Ph.D., University of Texas

Pickett, Ethel (1968-1987) — Assistant Professor
Home Economics
B.S., University of Delaware; M.Ed., University of Maryland

Pike, Frank (1964-1987) — Assistant Professor
English
B.A., Suffolk University; M.A., Boston College; M.Ed., State College at Boston

Pittard, Norma (1968-1987) — Assistant Professor
Art
B.A., Adelphi University; M.A., Columbia University; Ph.D., University of Maryland

Porterfield, Richard (1961-1998) — Associate Professor
History
B.A., Johns Hopkins University; M.A., University of Pennsylvania; Ph.D., Temple University

Prieto, Andrew (1971-2008) — Professor
Biological Sciences
B.A., Rutgers University; M.S., New Mexico State University; Ph.D., University of Missouri

Pritchard, Robert 1971-2011
Department of Accounting and Finance
B.S., M.B.A., Drexel University, M.A., Ed.D., University of Pennsylvani

Pujals, Enrique J. (1969-2000) — Professor
Foreign Languages and Literatures
B.A., M.A., Indiana State University; Ph.D., Rutgers University

Putman, Mary Lee (1971-2008) — Associate Professor
Health and Exercise Science
B.S., SUNY College at Cortland; M.A., University of Maryland; Ph.D., Temple University

Putman, Mary Lee 1971-2011 — Associate Professor
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B.S., SUNY College at Cortland; M.A., University of Maryland; Ph.D., Temple University

Reeves, Edwin C. (1968-1996) — Assistant Professor
Reading
B.A., M.A., Glassboro State College

Reinfeld, George (1956-2002) — Professor
Communication
B.A., M.A., Montclair State College

Resnik, Benjamin (1965-1991) — Assistant Professor
Communications
B.A., M.A., Glassboro State College

Richardson, Herbert A. (1966-1998) Assistant Professor
History
B.M., M.M., Yale University; M.A., Ph.D., University of Pennsylvania.

Robinette, Joseph (1981-2005) Professor
Theatre and Dance
B.A., Carson-Newman College; M.A., Ph.D., Southern Illinois University

Robinson, Randall 1965-2000 Associate Professor
B.S., Ohio State University; M.S., University of Pennsylvania; Ed.D., Temple University

Rosenberg, Jerome J. (1973-2008) Associate Professor
Special Education
B.A., Oswego State Teachers College; M.A., Columbia University; Ed.D., Temple University; Ph.D., Heed University, West

Rowand, Edith T. (1966-2000) Assistant Professor
Health and Exercise Science
B.S., The King's College; M.S., West Chester State College

Sakiey, Elizabeth (1974-2000) Professor
Reading
B.S., Eastern Michigan University; M.Ed., Ed.D., Rutgers University

Salerno, Anthony (1976-1997) Assistant Professor
Law and Justice
B.A., University of Delaware; M.A., Rutgers University

Schreiber, Elliott (1967-1995) Associate Professor
Psychology
B.A., Upsala College; M.A., Bradley University; Ed.D., West Virginia University

Schultz, Charles 1972-2000 Professor
B.S., University of Michigan; M.S., Ohio State University; Ph.D., University of Michigan

Schwarz, Charles (1967-1999) Assistant Professor
Mathematics
B.A., St. John's University; M.S., Fordham University; M.S., Adelphi University; Ed.D., Rutgers University

Scott, Joanne (1989-2009) Associate Professor
Biological Sciences
B.S., M.S., Bucknell University; M.A., Lehigh University; Ph.D., University of Texas, Medical Branch at Galveston

Serfustini, Leonard 1971-1986 Professor
Department of Health and Physical Education
B.Ed., M.Ed., University of Buffalo; Ed.D., State University of New York

Shawver, Murl C. (1958-1974) Professor
Life Sciences
B.S., Central Missouri State College; M.Ed., University of Missouri; Ed.D., Columbia University

Shontz, Marilyn L. (1999-2009) Associate Professor
Special Education Services and Instruction
A.B., Heidelberg College (Ohio); M.S. in L.S., Case Western Reserve University; Ph.D., Florida State University

Shrader, Edith (1959-1968) Demonstration Teacher
Early Childhood Education
B.S., M.S., Glassboro State College

Simpson, Eugene (1975-2000) Professor
Music
B.M., Howard University; B.M., M.M., Yale University; Ed.D., Columbia University

Sizemore, Warner (1966-1987) Assistant Professor
Philiosophy and Religion
B.A., East Tennessee State; M.A., Bob Jones University; M.A., Temple University; B.D., Lincoln University Theological Seminary

Smith, Richard R. (1964-1999) Professor
Educational Leadership
B.A., M.A., Glassboro State College; Ed.D., Temple University

Smith, Steward (1968-1983) — Assistant Professor
Elementary Education
B.A., Rutgers University; M.Ed., Temple University

Sorrentino, Carmela 1965-2009 — Assistant Professor
Teacher Education (Early Childhood, Elementary Education, Subject Matter)
B.S., West Chester State College; M.Ed., Temple University

Spear, Miriam (1967-1983) — Assistant Professor
Secondary Education
B.A., M.S., Glassboro State College

Stanley, Daniel (1966-1991) — Professor
Health and Physical Education
B.Ed., University of Buffalo; M.Ed., State University of New York; Ed.D., Temple University

Stevens, Kathleen (1972-1998) — Associate Professor
Communication
B.A., Georgian Court College; M.A., Glassboro State College (Rowan)

Stone, Don C. (1968-2000) — Associate Professor
Computer Science
E. Eng. Phys., Cornell University; M.S.E., Ph.D., University of Pennsylvania

Sullivan, Jane E. (1972-1999) — Professor
Reading
B.S., Seton Hall University; M.S., Ed.D., State University of New York, Albany

Taber, Susan B. (1996-2010) — Professor
Department of Teacher Education
B.A., M.A., Stanford University; Ph.D., University of Delaware

Taney, Mary C. (1967-1991) — Professor
History
B.A., College of Saint Teresa; M.A., Ph.D., Catholic University; Litt.D., Universita Cattolica del Sacro Cuore, Milan, Italy

Tannenbaum, Margaret D. (1971-2000) — Professor
Secondary Education
B.A., Bryan College; M.Ed., Ed.D., Temple University

Tannenbaum, Theodore (1973-1998) — Professor
Sociology
B.A., M.A., Brooklyn College; Ph.D., Purdue University

Taylor, Albert (1964-1987) — Professor
Foundations of Education
B.S., Trenton State College; M.Ed., Ed.D., Rutgers University

Tener, Morton (1968-2008) — Professor
Secondary Education
B.S., Rider College; M.S., University of Pennsylvania; M.S., Ed.D., Temple University

Thyhsen, John (1969-2000) — Professor
Music
B.M., M.M., Eastman School of Music

Tishler, Joseph (1964-2000) — Professor
Art
Cresson Scholar, Pennsylvania Academy of Fine Arts; B.F.A., M.F.A., University of Pennsylvania; D.A., Carnegie-Mellon University

Tomei, Mario (1964-1995) — Professor
Educational Administration
B.A., Montclair State College; M.S., University of Pennsylvania; Ed.D., Temple University

Tracey, James H. (1994-2000) — Dean/Professor
College of Engineering
B.S.E.E., M.S., Ph.D., Iowa State University

Travis, William (1971-2007) Professor
Art
B.F.A., Philadelphia College of Art; M.F.A., Tyler School of Art

Tsuji, Thomas (1969-1995) Professor
Technology
B.S., M.S., Stoudt State College; Ph.D., Michigan State University

Vivarelli, Thomas (1967-2004) Assistant Professor
Special Education
B.A., Trenton State College; M.A., Glassboro State College

Vogal, Hal (1984-2005) Professor
Public Relations and Advertising
B.A., Temple University; M.A., William Paterson College; Ph.D., Antioch University; APR

Wackar, Richard (1956-1988) Professor
Health and Physical Education
B.S., M.A., Rutgers University

Wade, Thomas 1976-2009 Assistant Professor
Music
B.M., Oberlin College; M.M., University of Connecticut

Ward, Hugh J. (1959-1976) Associate Professor
Foundations of Education
B.S., M.A., Glassboro State College

Waring, Joseph C. (1966-1991) Associate Professor
Physical Sciences
B.A., State Univ. of New York at Binghamton; M.S., State Univ. of New York at Oneonta; Ph.D., University of South Carolina

Washington, Judy (1971-2009) Associate Professor
Teacher Education (Early Childhood, Elementary Education, Subject Matter)
B.A., Brooklyn College; M.Ed., Ed.D., Temple University

Wasserman, Burton (1960-2003) Professor
Art
B.A., Brooklyn College; M.A., Ed.D., Columbia University

Wear, Barbara (1973-1999) Assistant Professor
Elemenary and Early Childhood Education
B.A., Trenton State College; M.S.W., Rutgers University

Weiss, Leigh 1968-2011 Associate Professor
Computer Science
B.S., M.S., Buffalo State University

Welsh, Charles (1973-1992) Professor
Marketing
B.S., Villanova University; M.B.A., Ph.D., University of Pennsylvania

Whitcraft, John (1963-1987) Professor
Philosophy and Religion
B.A., Asbury College; M.A., Temple University; B.D., Asbury Seminary; S.T.M., Boston University

White, Edward H. (1973-2000) Professor
Educational Leadership
B.A., Keene State College; M.S., Indiana State University; Ph.D., University of Maryland

Williams, Leonard J. (1990-2009) Associate Professor
Psychology
B.A., University of Delaware; M.A., McMaster University, Hamilton, Ont.; Ph.D., University of South Carolina

Winand, Lois (1971-1991) Assistant Professor
Home Economics
B.S., M.S., Drexel University; Ed.D., Pennsylvania State University

Wolfe, Edward (1959-1994) Professor
English
B.A., M.A., Ph.D., University of Pennsylvania

Wood, A. Tage (1968-1987) Associate Professor
Speech, Theatre, and Dance
B.S., East Stroudsburg State College; M.Ed., University of South Dakota

Woods, Wellington (1967-1998) Associate Professor
Chemistry and Physics
B.S., Glassboro State College; M.Ed., Rutgers University; Ph.D., Walden University

Wriggins, Thomas (1967-1992) Assistant Professor and Director of Support Services
Education
B.A., Glassboro State College; M.Ed., Temple University

Yannella, Donald (1964-1991) Professor
English
B.S., M.A., Ph.D., Fordham University

Young, Flora (1968-1995) Professor
Sociology
B.A., M.A., Howard University; Ed.D., University of Pennsylvania

Young, Walter Byron (1972-1997) Professor
Art
B.A., M.A., Glassboro State College; Ed.D., Pennsylvania State University

Zahn, Richard (1960-1987) Professor
Foundations of Education
B.S., West Chester State College; M.Ed., Ed.D., Temple University

Zalusky, Donald (1966-1991) Associate Professor
Physical Sciences
B.S., M.A., University of Missouri; Ph.D., University of Delaware

Zimmerman, Donald (1961-1992) Professor
Elementary and Early Childhood Education
B.S., M.A., State University of New York, Buffalo; Ed.D., Temple University

Zink, Theodore (1966-1987) Professor
Law and Justice
B.S., M.S., University of Delaware; Ed.D., Temple University

Accreditations

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