Location:
247-acre campus, at the intersection of Valley Road and Normal Avenue, Montclair, New Jersey (Essex County), one mile south of intersection of Valley Road and Route 46. Main entrance on Normal Avenue.

Degrees Offered:
Doctor of Education, Doctor of Environmental Management, Doctor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science.

Facilities:
Twenty academic buildings, five administrative buildings, the Student Center, Sprague Library, Panzer Gymnasium with pool and fitness center, the Children’s Center, recreation fields, various service buildings including an 1100-space parking deck, the Red Hawk Diner, Yogi Berra Museum and Learning Center, Yogi Berra Stadium, Floyd Hall Ice Arena, and housing for over 3,100 students in eight residence life facilities, including 212 apartments in the Village at Little Falls. The new Alexander Kasser Theater opened in 2004, the Children’s Center opened in 2005, and the 270,000 square foot University Hall opened in March 2006. A new recreation center is under construction.

Web Address Montclair State University: www.montclair.edu

Web Address Graduate Admissions and Support Services: www.montclair.edu/graduate

E-Mail Addresses/Telephone Numbers:
Montclair State University Main Numbers ............................................................. (973) 655-4000
(800) 624-7780
Graduate Admissions and Support Services ...... graduate.school@montclair.edu (973) 655-5147
(800) 955-GRAD
Bursar ................................................................. bursar@montclair.edu (973) 655-4105
Financial Aid ......................................................... financialaid@montclair.edu (973) 655-4461
Registrar ............................................................. registrar@montclair.edu (973) 655-4376

For telephone numbers of Program Coordinators and Chairpersons/Directors, see the Graduate Admissions and Support Services web sit at www.montclair.edu/graduate.

Tuition and Fees*: (approximate per semester hour of credit)

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* These are the approximate rates for 2007-2008. Please refer to the Bursar web page: www.montclair.edu/bursar for more information. Rates will be changed by action of the Montclair State University Board of Trustee each academic year. Students are obligated to pay the new rates.

The Graduate Catalog of Montclair State University is published biennially and presents announcements of general information, general academic regulations, and the academic program extant at the date of publication. The University reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of the Provost and Vice President for Academic Affairs is responsible for the preparation of the content of this publication.
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   Elementary Education (M.A.T.) with Elementary School Teacher Certification
   Early Childhood Education (M.A.T.) with Preschool-Grade 3 Certification and
      Teacher of Students with Disabilities Certification
   Elementary Education (M.A.T.) with Elementary School Teacher Certification and
      Teacher of Students with Disabilities Certification
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DOCTOR OF EDUCATION

Education
  *Pedagogy/Philosophy for Children (EPPC)
  Mathematics Pedagogy (MAPG)

DOCTOR OF ENVIRONMENTAL MANAGEMENT

Environmental Management (ENVM)

DOCTOR OF SCIENCE

Audiology (AUDI)

MASTER OF ARTS

Applied Linguistics (APLN)
Child Advocacy (CHAD)
  *Public Child Welfare (CAPW)
Communication Sciences and Disorders
  *Speech-Language Pathology (CMLP)
Communication Studies
  *Organizational Communication (CSOC)
  *Public Relations (CSPR)
  *Speech Communication (CSSC)
Counseling
  *Addictions Counseling (CNAC)
  *Community Counseling (CNCC)
  *School Counseling (CNSC)
  *Student Affairs/Counseling in Higher Education (CNSA)
Educational Leadership (ELAD)
  *Educator/Trainer (Training Personnel) (ELET)
Educational Psychology (EPSY)
  *Child/Adolescent Clinical Psychology (EPCP)
  *Clinical Psychology For Spanish/English Bilinguals
English (ENGL)
Environmental Studies
  *Environmental Education (ESED)
  *Environmental Management (ESEM)
  *Environmental Science (ESES)
Exercise Science and Physical Education
  *Exercise Science (ESPE)
  *Sports Administration and Coaching (ESPS)
  *Teaching and Supervision of Physical Education (ESPT)

* Area of Concentration
** Please refer to the index for page numbers on specific programs.
Please refer to the Graduate Admissions and Support Services website (www.montclair.edu/graduate) for names of current faculty serving as Graduate Program Coordinators.
Family and Child Studies (FCST)
Fine Arts
   *Museum Management (FAMM)
   *Studio (FAST)
French
   *French Literature (FRLI)*
   *French Studies (FRFS)
Health Education (HLED)
Legal Studies (LSTD)
   *Dispute Resolution (LSDR)
   *Governance, Compliance, and Regulation (LSGC)
   *Intellectual Property (LSIP)
   *Legal Management (LSMA)
Music
   *Music Education (MUED)
   *Music Therapy (MUMT)
   *Performance (MUPF)
   *Theory Composition (MUTC)
Psychology (PSYC)
   *Industrial and Organizational Psychology (PSIO)
Reading (READ)
Social Sciences
   *History (SSHI)
Spanish (SPAN)
Teaching Middle Grades Mathematics (TMGM)
Theatre
   *Arts Management (THAM)
   *Production/Stage Management (THPS)
   *Theatre Studies (THTS)

MASTER OF ARTS IN TEACHING
Teaching major plus an Instructional Certificate

MASTER OF BUSINESS ADMINISTRATION
Business Administration (BSAD)
   *Accounting (BAAC)
   *Finance (BAFN)
   *International Business (BAIB)
   *Management (BAMG)
   *Management Information Systems (BAMI)
   *Marketing (BAMK)

* Area of Concentration
** Please refer to the index for page numbers on specific programs.
Please refer to the Office of Graduate Admissions and Support Services website (www.montclair.edu/graduate) for names of current faculty serving as Graduate Program Coordinators.
MSTER OF EDUCATION
Early Childhood and Elementary Education (ECEE)
Early Childhood Special Education (ECSE)
Learning Disabilities (LRDI)
Special Education (SPCE)
Teacher Leadership (TLED)

MASTER OF FINE ARTS
Studio Art (STAR)

MASTER OF SCIENCE
Biology (BIOL)
  *Biology Science Education (BISE)
  *Ecology and Evolution (BIEE)
  *Physiology (BIPH)
Chemistry (CHEM)
  *Biochemistry (CHBI)
  *Chemical Business (CHCB)
Computer Science (CPSC)
  *Informatics (CPIN)
Geoscience (GEOS)
Mathematics
  *Mathematics Education (MAED)
  *Pure and Applied Mathematics (MAPM)
Molecular Biology (MOBI)
Nutrition and Food Science (NUFS)
Statistics (STAT)

BACHELOR OF SCIENCE/MASTER OF SCIENCE
Aquatic and Coastal Sciences (ACSC)
Biology (BIBM)
Chemistry (CHBM)

* Area of Concentration
** Please refer to the index for page numbers on specific programs.
Please refer to the Office of Graduate Admissions and Student Services website (www.montclair.edu/graduate) for names of current faculty serving as Graduate Program Coordinators.
MASTER OF SCIENCE IN CHEMISTRY, CHEMICAL BUSINESS CONCENTRATION/
MASTER OF BUSINESS ADMINISTRATION

(Combined graduate program culminating with the award of both the Master of Science in Chemistry, Concentration in Chemical Business and the Master of Business Administration.)

MS in Chemistry, Concentration in Chemical Business/MBA (CBBA)
MS in Chemistry, Concentration in Chemical Business/MBA, Concentration in Accounting (CBAC)
MS in Chemistry, Concentration in Chemical Business/MBA, Concentration in Finance (CBFI)
MS in Chemistry, Concentration in Chemical Business/MBA, Concentration in International Business (CBIB)
MS in Chemistry, Concentration in Chemical Business/MBA, Concentration in Management (CBMG)
MS in Chemistry, Concentration in Chemical Business/MBA, Concentration in Management Information Systems (CBMI)
MS in Chemistry, Concentration in Chemical Business/MBA, Concentration in Marketing (CBMK)

Additional Instructional, Educational Services and Administrative Endorsements are available in many of the above areas.

* Area of Concentration
** Please refer to the index for page numbers on specific programs.

Please refer to the Office of Graduate Admissions and Student Services website (www.montclair.edu/graduate) for names of current faculty serving as Graduate Program Coordinators.
### ACADEMIC CALENDAR*

#### FALL 2007-SPRING 2008

##### FALL SEMESTER 2007

- **Labor Day Holiday (No Classes)**: Monday, September 3
- **Opening Day (No Classes)**: Tuesday, September 4
- **Classes Begin**: Wednesday, September 5
- **Thanksgiving Holiday (No Classes)**: Thursday - Sunday, November 22-25
- **Wednesday Designated As A Friday (for Friday day classes only; Wednesday day and evening classes do not meet)**: Wednesday, December 12
- **Classes End**: Thursday, December 13
- **Examination Period**: Friday-Thursday, December 14-20
- **End of Semester**: Thursday, December 20

##### SPRING SEMESTER 2008

- **Martin Luther King Holiday (No Classes)**: Monday, January 21
- **Classes Begin**: Tuesday, January 22
- **Spring Recess (Includes Easter Holiday; No Classes)**: Monday-Sunday, March 17-23
- **Classes End**: Monday, May 5
- **Examination Period**: Wednesday-Tuesday, May 7-13
- **End of Semester**: Tuesday, May 13
- **Commencement**: Friday, May 23 (tentative)

*Montclair State University reserves the right to modify this calendar. Please refer to the Montclair State University web site [www.montclair.edu](http://www.montclair.edu) for the most recent published calendar information.*
## SUMMER SESSIONS 2008

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<td>Pre-Session (Three Weeks, No Friday Classes)</td>
<td>Monday, May 19-Thursday June 5 (11 sessions)</td>
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<tr>
<td>Pre-Session (Four Weeks, No Friday Classes)</td>
<td>Monday, May 19-Thursday June 12 (15 Sessions)</td>
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<tr>
<td>Twelve-Week Session (No Friday Classes)</td>
<td>Monday, May 19-Thursday, August 7 (extended hours Monday, 11 sessions)</td>
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<tr>
<td>Memorial Day Holiday (No Classes)</td>
<td>Monday, May 26</td>
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<tr>
<td>Saturday Classes</td>
<td>Saturday, June 7-August 9 (10 sessions)</td>
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<td>Eight-Week Session (No Friday Classes)</td>
<td>Monday, June 16-Thursday, August 7</td>
<td></td>
</tr>
<tr>
<td>First Four-Week Session (No Friday Classes)</td>
<td>Monday, June 16-Thursday, July 10</td>
<td></td>
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<tr>
<td>Six-Week Session (No Friday Classes)</td>
<td>Monday, June 30-Thursday, August 7</td>
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<td>Independence Day Holiday (No Classes)</td>
<td>Friday, July 4</td>
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<td>Second Four-Week Session (No Friday Classes)</td>
<td>Monday, July 14-Thursday, August 7</td>
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<tr>
<td>Post-Session (No Friday Classes)</td>
<td>Monday, August 11-Thursday, August 28 (12 sessions)</td>
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## FALL SEMESTER 2008

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<td>Labor Day Holiday (No Classes)</td>
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<tr>
<td>Opening Day (No Classes)</td>
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<tr>
<td>Classes Begin</td>
<td>Wednesday, September 3</td>
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<tr>
<td>Thanksgiving Holiday (No Classes)</td>
<td>Thursday-Sunday, November 27-30</td>
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<tr>
<td>Wednesday Designated as a Friday (for Friday day classes only; Wednesday day and evening classes do not meet)</td>
<td>Wednesday, December 10</td>
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<tr>
<td>Classes End</td>
<td>Thursday, December 11</td>
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<tr>
<td>Examination Period</td>
<td>Friday-Thursday, December 12-18</td>
</tr>
<tr>
<td>End of Semester</td>
<td>Thursday, December 18</td>
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</table>
# ACADEMIC CALENDAR*

## SPRING 2009 - SUMMER 2009

### SPRING SEMESTER 2009

**Martin Luther King Holiday (No Classes)**
- Monday, January 19

**Classes Begin**
- Tuesday, January 20

**Spring Recess (No Classes)**
- Monday-Sunday, March 16-22

**Easter Holiday (No Classes)**
- Friday-Sunday, April 10-12

**Tuesday Designated As A Friday**
- Tuesday, May 5
  
  (for Friday day classes only; Tuesday day and evening classes do not meet)

**Classes End**
- Tuesday, May 5

**Examination Period**
- Thursday-Wednesday, May 7-13

**End of Semester**
- Wednesday, May 13

**Commencement**
- Friday, May 22 (tentative)

### SUMMER SESSIONS 2009

**Pre-Session (Three Weeks, No Friday Classes)**
- Monday, May 18-Thursday, June 4
  - (11 sessions)

**Pre-Session (Four Weeks, No Friday Classes)**
- Monday, May 18-Thursday June 11
  - (15 Sessions)

**Twelve-Week Session (No Friday Classes)**
- Monday, May 18-Thursday, August 6
  - (extended hours Monday, 11 sessions)

**Memorial Day Holiday (No Classes)**
- Monday, May 25

**Saturday Classes**
- Saturday, June 6-August 15
  - (10 sessions)

**Eight-Week Session (No Friday Classes)**
- Monday, June 15-Thursday, August 6

**First Four-Week Session (No Friday Classes)**
- Monday, June 15-Thursday, July 9

**Six-Week Session (No Friday Classes)**
- Monday, June 29-Thursday, August 6

**Independence Day Holiday (No Classes)**
- Saturday, July 4

**Second Four-Week Session (No Friday Classes)**
- Monday, July 13-Thursday, August 6

**Post-Session (No Friday Classes)**
- Monday, August 10-
  - Thursday, August 27 (12 sessions)

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*Montclair State University reserves the right to modify this calendar. Please refer to the Montclair State University web site [www.montclair.edu](http://www.montclair.edu) for the most recent published calendar information.*
ABOUT MONTCLAIR STATE UNIVERSITY

Montclair State is New Jersey’s second largest university, offering the advantages of a large university—a broad undergraduate curriculum with a global focus, a wide variety of superior graduate programs, and a diverse faculty and student body—combined with a small college’s attention to students.

Montclair State’s mission reflects its expanded role in educating the students of New Jersey, conducting research, and providing service to the community, the region, the state and beyond. The key goals of the University are:

• to be a recognized center for excellence in teaching and learning;
• to be a source of new knowledge and to apply knowledge;
• to provide expanded opportunities to students within a richly diverse setting;
• to provide the facilities, equipment and funding to support the University’s expansion;
• to embrace the pervasive and transforming use of technology;
• to be a center for global study and understanding;
• to foster a vibrant sense of community in which each student will be challenged to attain her or his full potential; and
• to serve as an important resource for the local and regional community.

The University is in the midst of an ambitious expansion program that will enable it to accommodate at least 18,000 students by 2008, the year of its centennial. The program includes the recruitment of outstanding new faculty and approximately $250 million in capital construction. Following are just some of the major building projects that have been completed during the last three years:

• The Village at Little Falls, a state-of-the-art housing complex with apartments for 850 students, which opened in fall 2003. With five buildings named for famous New Jerseyans, MSU’s signature Spanish mission architecture, an outdoor swimming pool and a fitness center, it has been featured on MTV, on television’s “Inside Edition,” and in newspapers all over the country.
• A new women’s softball stadium, which opened in spring 2004.
• The Alexander Kasser Theater, a 500-seat, state-of-the-art performance venue for music, dance and theater events.
• A new New Jersey Transit train station and parking garage, opened in 2004, gives Montclair State students a one-seat ride into the heart of midtown Manhattan.
• The Children’s Center, an innovative setting for two of the University’s most highly respected and nationally recognized children’s programs, the Psychoeducational Center and the Child Care Center. By uniting typical preschoolers with special-needs students, this facility, which opened in September 2005, creates a unique experience for both children and educators.
• An $80-million, state-of-the-art academic building, University Hall, is the home of the College of Education and Human Services, as well as the University’s Information Technology Center. University Hall is also home to the nation’s first Center of Pedagogy, the MSU Network for Educational Renewal, the ADP Center for Teacher Preparation and Learning Technologies, the Literacy Enrichment Center and the Institute for the Advancement of Philosophy for Children. The building opened in January 2006.
• The University also opened in 2006 The George Segal Gallery, a 7,200 square foot exhibition and work space named after one of America’s most renowned artists. One of Segal’s most famous sculptural works—Street Crossing—is now part of the University collection and is permanently installed in the Alexander Kasser Plaza.
• Scheduled for completion in 2007 is a $28-million Student Recreation Center that will provide 65,000 square feet of new recreational facilities including a swimming pool, two basketball courts, two racquetball courts, fitness rooms, two multi-purpose exercise rooms and locker rooms.

• In mid-2008, the MSU will complete a major renovation and expansion of the University’s historic Chapin Hall to serve as the new home for Montclair State’s John J. Cali School of Music. The 53,000 square foot facility will include state-of-the-art teaching laboratories, rehearsal and practice halls and studios, and a music therapy suite. As a complement to the University’s acoustically superb Alexander Kasser Theater, the expansion project also includes construction of the 250-seat Jed Leshowitz Recital Hall.

With more than 250 majors, minors and concentrations, the nation’s only doctorate in pedagogy, the state’s only doctoral program in Audiology, and a unique interdisciplinary doctorate in environmental management, MSU provides a comprehensive array of academic programs while remaining accessible and affordable. Montclair State’s Global Education Center also offers more than 50 study-abroad destinations to MSU students and hosts increasing numbers of foreign students from around the world for both their undergraduate or graduate educations.

Through its five schools and colleges—the College of the Arts, the College of Humanities and Social Sciences, the College of Science and Mathematics, the College of Education and Human Services, and the School of Business—Montclair State University prepares its students to lead productive and rewarding lives, and to participate responsibly in civic society.

Montclair State’s strong commitment to public service is evidenced by its wide variety of noncredit programs offered to varied constituencies. For example, each year, more than 1,200 academically gifted youngsters take part in advanced instructional programs offered weekends and during the summer on campus, and close to 500 talented children receive instruction through the Preparatory Center for the Arts. The School of Conservation, a 240-acre facility in Stokes State Forest, is one of the largest university-operated environmental education centers in the world, providing two- to five-day programs for 10,000 elementary and secondary school students from around the state, as well as graduate education for students from throughout the world. The University’s Service Learning Program, in which students work with community groups throughout the area as part of their academic course work, has provided services to several communities in the area, and the New Jersey Network for Educational Renewal, a school-University partnership dedicated to the simultaneous renewal of the schools and teacher education, serves numerous school districts in northern New Jersey.

From its founding in 1908, the history of Montclair State University has been one of change, growth and distinction. Proud of its heritage and prepared to respond to the challenges and opportunities of the 21st century, Montclair State continues to be a major contributor to the cultural, economic and educational life of the region.

ACCREDITATIONS, APPROVALS, AND MEMBERSHIPS

Montclair State University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, telephone (215) 662-5606. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. Those programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.
Other academic accreditations include the following:

- AACSB International - The Association to Advance Collegiate Schools of Business—baccalaureate and graduate degree programs in business, School of Business
- American Speech-Language-Hearing Association – Communication Sciences and Disorders, major, concentration in Speech-Language Pathology, MA, Department of Communication Sciences and Disorders, College of Humanities and Social Sciences
- National Association of Schools of Art and Design – Fine Arts major, concentrations in Art History, Fine Arts Education, and Studio, MA; Studio Art major, MFA, Department of Art and Design, School of the Arts
- American Chemical Society: Chemistry major, MS; Chemistry major, Biochemistry concentration, MS
- Council for Exceptional Children: Early Childhood Special Education major, MEd; Learning Disabilities major, MEd.; Learning Disabilities Teacher-Consultant post master’s certification; Communication Sciences and Disorders major, Speech-Language Pathology concentration, MA

Program approvals include the following:

- American Bar Association: Post-baccalaureate Certificate Program in Paralegal Studies
- American Association for Paralegal Education
- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities
- American Chemical Society: Chemistry major, MS; Chemistry major, Biochemistry concentration, MS
- Council for Exceptional Children: Early Childhood Special Education major, MEd; Learning Disabilities major, MEd.; Learning Disabilities Teacher-Consultant post master’s certification; Communication Sciences and Disorders major, Speech-Language Pathology concentration, MA
- American Council on Education
- Association for Gerontology in Higher Education
- Association of American Colleges and Universities
- Council of Graduate Schools
- Middle Atlantic Association of Colleges of Business Administration
- National Association of Graduate Admissions Professionals
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Personnel Administrators
- National Network for Educational Renewal
- New Jersey Association of State Colleges and Universities
- New Jersey Association of Colleges for Teacher Education
- North American Association of Summer Sessions
- Northeastern Association of Graduate Schools

**ACADEMIC ORGANIZATION**

Montclair State University is organized into four colleges and one school: the College of the Arts, the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, and the School of Business.

The Provost’s Office and the Office of Graduate Admissions and Student Services works with the Graduate Council, the academic deans, colleges and schools, and
departments in the development, promotion and review of graduate programs; the recruitment, admission, matriculation and advisement of graduate students; and the administration of programs that enhance the quality of graduate education, including the appointment of Graduate Assistants.

The Graduate Council is the primary all-university body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made to the Provost. Consistent with policies established by the Board of Trustees, the Graduate Council:

(1) recommends general graduate admission requirements,
(2) recommends guidelines for the admission of students to graduate programs,
(3) recommends guidelines for the admission of faculty to graduate faculty status,
(4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
(5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Montclair State University is an equal opportunity/affirmative action institution. In compliance with relevant federal and state civil rights legislation, Montclair State does not discriminate on the basis of gender, race, color, religion, national origin, age, affectional or sexual orientation, membership in a civil union, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, or physical capability in the operation of its educational program and activities (admission, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and campus sponsored extracurricular activities). Inquiries relating to equal opportunity/affirmative action issues may be directed to the offices of Student Development and Campus Life or Equal Opportunity/ Affirmative Action.

Montclair State University recognizes its responsibility to foster an atmosphere of respect, understanding, and good will among all individuals and groups, with special sensitivity to those individuals who are most likely to be subjected to disrespect, abuse, and misunderstanding because of their race, ethnicity, religion, gender, sexual preference, age, or disabling condition. The goal is to create an unbiased community in which all individuals feel free to express themselves in ways that are appropriate in a multi-ethnic and multi-cultural society, and to pursue their work and study in an atmosphere that values individuality and diversity. Underlying this statement is a respect for differences of opinion and freedom of speech. We must be diligent, however, to assure that differences do not degenerate into name-calling or insulting of individuals or groups. Such behavior can be destructive of courtesy and civility and endangers the environment needed for engaging in productive dialogue. Montclair State condemns any behavior that devalues persons and endangers the learning and work environment. Such behavior includes, but is not limited to, threats or acts of physical violence, verbal abuse, harassment, and discrimination. Montclair State encourages the practice of this human relations statement in every aspect of campus life.
HUMAN RELATIONS STATEMENT ON CAMPUS
CLIMATE FOR CIVILITY AND HUMAN DIGNITY

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Montclair State encourages the practice of this human relations statement in every aspect of campus life.

SMOKING REGULATION

Montclair State University is subject to NJSA 26:3D-15 through 21 on smoking in public places (Health and Vital Statistics). In compliance with this law, MSU prohibits the smoking or carrying of lighted cigars, cigarettes, pipes, or any matter or substance that contains tobacco in all indoor spaces on the University campus.

Indoor smoking is permitted only in private, fully-enclosed student residence hall rooms. If the room is jointly occupied, smoking is permitted only by consensus of all individuals occupying the room.

Any member of the campus community may ask an individual to comply with the provisions of this regulation or may file a complaint with University Police, who may issue a summons. Any individual who fails to comply is subject to a fine as determined by the local court in which the summons is filed.
The College of the Arts (CART) offers more than fifty majors, minors and concentrations in art and design, broadcasting, communication studies, dance, music and theatre. Twice designated as a Center of Excellence, our college maintains a commitment to quality programs, providing professional training and education for students seeking careers as practitioners, educators, public servants and managers of the arts.

Students in the College study and create with some of the finest artist-teachers in the New York metropolitan area. Our faculty includes working composers, designers, fine artists, actors, musicians, directors, choreographers, conductors, broadcasters and communication specialists, including Fulbright, Guggenheim and Howard award winners. What’s more, because we are only minutes from Manhattan, internationally recognized guest artists know the College well and come year after year to direct master classes, perform in staged productions, conduct student ensembles and teach what it takes to succeed in the arts.

For both our campus and community, CART provides arts events and community services, offering cultural enrichment of all kinds. The division of Arts and Cultural Programming produces programs that include the presentation of national and international artists plus contemporary works that challenge the boundaries of convention. Events can be found in as many as six professionally equipped performance spaces on campus, including the new state-of-the-art Alexander Kasser Theater—a venue like no other in the region, offering exceptional acoustics and an over-sized proscenium stage in an intimate and comfortable setting.

School, Departments, programs, and concentrations within the School are:

**Art and Design**
- Fine Arts (M.A.)
  - Museum Management*
  - Studio*
- Studio Art (M.F.A.)

**Communication Studies**
- Communication Studies (M.A.)
  - Organizational Communication*
  - Public Relations*
  - Speech Communication*
John J. Cali School of Music
  Music (M.A.)
    Music Education*
    Music Therapy*
    Performance*
    Theory Composition*
  Certificate Program: Artist Diploma
  Certificate Program: Music Therapy
  Certificate Program: Performer’s Certificate

Theatre and Dance
  Theatre (M.A.)
    Arts Management*
    Production/Stage Management*
    Theatre Studies*

*Area of Concentration
The College of Education and Human Services includes seven departments, each of which offers the Master of Arts, Master of Science, or Master of Education degree in a variety of fields for professionals in private industry, government and community agencies, non-profit organizations, and public and non-public schools. In addition, the Center of Pedagogy houses the Doctor of Education (Ed.D.) degree in Pedagogy and oversees several projects designed to enhance our teacher preparation program, recruit students, foster partnerships with district schools, and provide professional development for faculty. The College offers a broad array of education and human service degrees and certificates that include Counseling, Educational Leadership, Teaching, Special Education, Learning Disabilities, Early Childhood and Elementary Education, Reading, Physical Education, Health Education, Nutrition and Food Science, and Philosophy for Children. Graduate students in these programs benefit from well-supervised field experiences and internships. All of the College of Education and Human Services programs are characterized by a commitment to critical thinking, social justice, and democratic practice. The College’s dedicated, student-oriented faculty values teaching as well as research and strives to create a supportive and rewarding experience for graduate students.

In January 2006, the College moved into its new academic building, University Hall, which boasts state-of-the-art instructional labs and classrooms, the ADP Center for Teacher Preparation and Learning Technologies, and community spaces that will enrich graduate student life at Montclair State University.

Centers, departments, programs, and concentrations within the College are:

*Center of Pedagogy*
Pedagogy (Ed.D.)

*Counseling, Human Development and Educational Leadership*
Counseling (M.A.)
  - Addictions Counseling*
  - Community Counseling*
  - School Counseling*
  - Student Affairs/Counseling in Higher Education*
Educational Leadership (M.A.) (Required for Principal Certification)
  - Educator Trainer (Training Personnel)*
Certification Programs for: School Administrator (Superintendent), Supervisor, School Business Administrator, School Counselor, Substance Awareness Coordinator eligibility, Licensed Professional Counselor, NJ eligibility
Curriculum and Teaching
   Master of Arts in Teaching (M.A.T)
   Learning Disabilities (M.Ed.)
   Special Education (M.Ed.)
   Teacher Leadership (M.Ed.)
   Post-baccalaureate Certification
   Post-MA certification program: Learning Disabilities Teacher-Consultant
   Post-BA certification program: Teacher of Students with Disabilities
   Certificate Program: Gifted and Talented Education

Early Childhood, Elementary and Literacy Education
   Master of Arts in Teaching (M.A.T.)
   Early Childhood and Elementary Education (M.Ed.)
   Early Childhood Special Education (M.Ed.)
   Reading (M.A.)
   Post BA Certification
      Teacher of Preschool through Grade 3
      Elementary School Teacher
   Certification Programs: Associate School Library Media Specialist,
      Reading Specialist

Educational Foundations
   Philosophy for Children Specialization within the Ed.D. in Pedagogy
   Certificate Program: Philosophy for Children

Exercise Science and Physical Education
   Physical Education (M.A.)
      Coaching and Sports Administration*
      Exercise Science*
      Teaching and Supervision of Physical Education*
   Certificate Program: Nutrition and Exercise Science

Family and Child Studies

Health and Nutrition Sciences
   Health Education (M.A.)
   Nutrition and Food Science (M.S.)
   Certificate Program: American Dietetic Association
   Certificate Program: Food Safety Instructor
   Certificate Program: Nutrition and Exercise Science
   Certificate Program: Health Education
   Certificate Program: Human Sexuality Education

*Area of Concentration
Graduate programs in the College of Humanities and Social Sciences are designed with the career-oriented student in mind. The College offers a number of programs that are applied in nature and which provide learning experiences that are applicable to the work environment. We also provide programs that advance students’ theoretical understanding, which serves to enhance the learning and career development of public school educators or prepare students for doctoral study in the liberal arts.

The fields of study open to graduate students in the College of Humanities and Social Sciences range from speech/language acquisition and language processing to child advocacy, dispute resolution, and law management; from child/adolescent to industrial psychology; from English, French, and Spanish literature, to anthropology, economics, and history. Each of these programs helps prepare students for a professional world that requires us to be broadly educated and simultaneously to attain a high level of expertise in a given field. Our low faculty-student ratio ensures that students receive the quality instruction and excellent mentoring that graduate students expect and deserve. A number of graduate assistantships and other on-campus employment opportunities are available to qualified students in several fields.

Centers, departments, programs, and concentrations within the College are:

Center for Child Advocacy
  Child Advocacy (M.A.)
  Public Child Welfare*
  Certificate Program: Child Advocacy

Anthropology

Classics and General Humanities

Communication Sciences and Disorders
  Audiology (Sc.D.)
  Communication Sciences and Disorders (M.A.)
  Speech-Language Pathology*

English
  English (M.A.)

History
  Social Sciences (M.A.)
  History*

Justice Studies
  Certificate Program: Paralegal Studies

Linguistics
  Applied Linguistics (M.A.)
  Certificate Program: Teaching English to Speakers of Other Languages
Modern Languages and Literatures
French (M.A.)
    French Literature*
    French Studies*

Philosophy and Religion

Political Science and Law
Legal Studies (M.A.)
    Dispute Resolution*
    Governance, Compliance, and Regulation*
    Intellectual Property*
    Legal Management*
    Certificate Program: Conflict Management in the Workplace

Psychology
Educational Psychology (M.A.)
    Child/Adolescent Clinical Psychology*
    Clinical Psychology for Spanish-English Bilinguals*
Psychology (M.A.)
    Industrial and Organizational Psychology*

Sociology

Spanish/Italian
Spanish (M.A.)
    Certificate Program: Translation and Interpretation in Spanish

*Area of Concentration
The College of Science and Mathematics is strongly committed to graduate programs that provide a balance between theoretical and applied approaches to the study of advanced topics. Through interaction with dedicated faculty, graduate students have a unique opportunity to learn how mathematics, science and computing are performed and utilized to solve problems. Faculty consult with industry and do research in areas such as animal behavior, applied mathematics, biochemistry, bioinformatics, botany, computer science, conducting polymers, entomology, environmental issues, immunology, microbiology, molecular biology, aquatic science, and statistics. Interactions with corporations such as the petroleum and pharmaceutical industries enrich classes and provide opportunities for the support of graduate students through research assistantships. Students are strongly encouraged to pursue the research thesis option as a logical approach to their pursuit of knowledge. Non-thesis alternatives are also available in most programs. Graduate assistantships and scholarships are available on a limited basis for qualified students.

Modern laboratory equipment for research and teaching include Fourier Transform Infrared Spectroscopy, Fourier Transform Nuclear Magnetic Resonance Spectroscopy, x-ray diffraction, greenhouse, automated sequencer, animal facilities, digital exploration seismography, ground penetrating radar, resistivity survey equipment, Gas Chromatography-Mass Spectroscopy, High Performance Liquid Chromatography, Scanning Electron Microscopy, Transmission Electron Microscopy, and Ultracentrifugation. Since scientific computing has unique requirements, the College is continually enhancing its fiber optic network (SCINet). The network includes student access to UNIX based Sun servers and workstations, PCs, Macs and the Internet. Also, students in the College have access to courses and research opportunities at the New Jersey School of Conservation in Stokes State Forest and the New Jersey Marine Science Consortium in Sandy Hook. The College of Science and Mathematics houses the newly created Passaic River Institute, a center for the study and remediation of the river and adjacent brownfields.

The College offers an Ed.D. in Mathematics Pedagogy and a D.Env.M. in Environmental Management as well as numerous M.S. and M.A. degree programs with concentration options to prepare students for careers in education, research, industry, government, and future study in Ph.D. or professional programs, a combined M.B.A./M.S. in Chemistry and a Doctorate in Environmental Management, as well as several subject areas which lead to the Master of Arts in Teaching (M.A.T.).

Departments, programs and concentrations within the College are:

**Biology and Molecular Biology**
- Biology (M.S.)
  - Biology Science Education*
- Ecology and Evolution
- Physiology
- Biology (Combined B.S/M.S.)
- Molecular Biology (M.S.)
- Certificate Program: Molecular Biology
Chemistry and Biochemistry
Chemistry (M.S.)
  Biochemistry*
Chemistry, Chemical Business Concentration/Business Administration
(Combined M.S./M.B.A.)
  Accounting*
  Business Economics*
  Finance*
  International Business*
  Management*
  Management Information Systems*
  Marketing*

Computer Science
Computer Science (M.S.)
  Informatics*
  Certificate Program: Cisco
  Certificate Program: Object Oriented Computing

Earth and Environmental Studies
Environmental Management (D.Env.M.)
Environmental Studies (M.A.)
  Environmental Education*
  Environmental Management*
  Environmental Science*
Geoscience (M.S.)
  Certificate Program: Geographic Information Science

Mathematical Sciences
Mathematics Pedagogy (Ed.D.)
Mathematics (M.S.)
  Mathematics Education*
  Pure and Applied Mathematics*
Statistics (M.S.)
Teaching Middle Grades Mathematics (M.A.)
  Certificate Program: Teaching Middle Grades Mathematics

*Area of Concentration
The School of Business offers a range of graduate programs that prepare students to be decision-makers, leaders, and entrepreneurs, ready for broad-spectrum managerial responsibilities or for success as higher-level professional specialists. As a School of Business of a regional state university that provides quality education to a diverse student body, our goal is to graduate students who are immediately effective in cutting-edge business organizations. The School is accredited by AACSB International-The Association to Advance Collegiate Schools of Business.

The Master of Business Administration (MBA) program enables students to build on their backgrounds to advance in their chosen careers.

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues; establish logical goals; evaluate alternatives; form reasoned judgments; and effectively implement chosen options. The program’s structure emphasizes the development of analytical capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The MBA program stresses the theoretical foundations of management-oriented disciplines; practical applications of research findings; and current managerial practices. This blend of theory and practice builds a strong foundation for immediate application as well as post-graduate professional growth.

Departments, programs, and concentrations within the School are:

Accounting, Law and Taxation
  Business Administration (MBA)
  Accounting*

Economics and Finance
  Business Administration (MBA)
  Business Economics*
  Finance*

International Business
  Business Administration (MBA)
  International Business*
  Post-Master’s Certificate: International Business

Management and Information Systems
  Business Administration (MBA)
  Management*
  Management Information Systems*
  Post-Master’s Certificate: Management

Marketing
  Business Administration (MBA)
  Marketing*
Montclair State University’s 247-acre campus includes 13 academic buildings, including the newest and largest at 275,000 square feet, a state-of-the-art facility that houses the College of Education and Human Services, a technology hub and a conference center.

The Harry A. Sprague Library contains more than 40,000 volumes and materials, and subscribes to more than 2,600 periodicals. A wireless facility, the library also contains a faculty and graduate student study room on its lower floor.

There are four performance venues (the 500-seat Alexander Kasser Theater, the 1,000-seat Memorial Auditorium, the L. Howard Fox Studio Theater and the Life Hall Dance Studio).

Montclair State has four art spaces—The George Segal Gallery, the University Gallery, Gallery One and a Sculpture Garden, where at least one international show is presented each season.

There are a variety of dining options on campus—from several cafeterias and the Rathskeller to the 24-hour Red Hawk Diner, complete with Internet access at every booth.

Accessible parking is available in the 1,100-space Red Hawk Deck or in the 1,300-space deck at the New Jersey Transit Train station, which is conveniently located across from the residential village and provides express service to and from midtown Manhattan.

The University has eight residential facilities that provide a variety of lifestyles, including an apartment community that houses its own recreation center, in-ground outdoor swimming pool and police substation.

The newest of Montclair State’s sports facilities is a softball stadium that can accommodate 260 fans. Other facilities include Yogi Berra Stadium, home of the NCAA Champion Red Hawk baseball team and the minor league New Jersey Jackals; football’s Sprague Field; Soccer Park at Pittser Field; tennis courts; an ice arena; an Olympic-size indoor swimming pool; gymnasium; and a fitness center. Construction is underway to build a student recreation center.

The Children’s Center serving approximately 500 children annually, is a national model for inclusive early childhood education where children with disabilities learn, play and grow alongside their same-age peers.

Students have access to numerous computer labs on campus, including a 24-hour facility with wireless access.

THE ADP CENTER FOR TEACHER PREPARATION AND LEARNING TECHNOLOGIES

The ADP Center for Teacher Preparation and Learning Technologies functions as a hub for research in pedagogy, curriculum planning, professional development and education technology within the Center of Pedagogy in the College of Education and Human Services.

The ADP Center mission is to improve the quality of education for teacher education students, practicing teachers, counselors, administrators, and others in professional careers in pre-K through secondary schools and post secondary education by providing access to more than 30,000 curriculum and teaching resources located in its Curriculum Resource Collection (CRC). These resources include professional books, textbooks, curriculum guides, assessment tests, instructional activities, education-focused journals/
periodicals, an instructional video library with private viewing room, and several of the most commonly used educational software titles available today. In addition to media resources, the ADP Center also provides student and faculty access to several teaching tools including a 27” laminator, bookbinding machine, Scantron scorer, Ellison letter/number/shape cutter, photocopies, scanning and color printing capability, VHS/DVD conversion and duplicating machines as well as the ability to borrow digital cameras, LCD projectors and other audio/visual equipment.

In its role as a hub for educational technology, the ADP Center maintains three state-of-the-art “Classrooms of the Future” equipped with digital video conferencing equipment, multiple visual displays, wireless computing opportunities and real-time student response mechanisms. Faculty may use these classrooms to conduct distance learning based courses, to experiment with emerging instructional technology, and to offer students access to multimedia resources not available in typical university teaching spaces.

In addition to the Classrooms of the Future, the ADP Center maintains a Macintosh and Windows based instructional technology lab that includes digital video and audio authoring capabilities, desktop publishing, and Internet research tools. This lab is open to students and faculty more than 12 hours per day.

Finally, in order to offer convenient access for P-12 educators, and the opportunity to participate in high-quality workshops and seminars offered by CEHS faculty and staff, the ADP Center maintains a professional development lab capable of broadcasting interactive video content through the Internet to remote sites.

The ADP Center is open Monday through Thursday between 9:00 a.m. and 10:00 p.m., and 9:00 a.m. to 2:00 p.m. on Friday during the fall and spring semesters. Hours are limited during the winter and Summer Sessions. To learn more, call 973-655-5220 or visit the CRC website www.montclair.edu/crc.

CHILDREN’S CENTER
The Children’s Center offers inclusive early childhood services for children from birth through 5 years.

It is an exciting, inviting, safe and nurturing environment where children and teachers investigate and explore an emergent curriculum through a wide variety of materials and activities. The Center also provides the environment and opportunities for University students to observe and develop the pedagogy of teaching and learning.

The Center is open to University students, employees and the community. Located on Clove Road next to the New Jersey Transit Train Station, it is open from 7:30 a.m. to 6:15 p.m. For further information, contact childrenscnt@mail.montclair.edu, or 973-655-7177.

COMMUNICATION DISORDERS CENTER
The Communication Disorders Center is the clinical education and training facility for the master’s degree program in speech-language pathology offered by the Department of Communication Sciences and Disorders. Student-clinicians, under the supervision of department faculty and professional staff, apply the diagnostic and treatment methods they have learned in their courses to assist children and adults of all ages who have disorders of communication. The Center is in operation all year, including 12 weeks during the summer. Services are provided to children and adults from the communities
surrounding the campus and to students and staff of the university. The services available include the evaluation and treatment of disorders of articulation, voice, language, and fluency (stuttering) and for the communication problems related to hearing impairment, stroke, cleft palate, cerebral palsy, or cognitive deficits. Assistance with accent reduction is also available. For further information contact the clinic coordinator, Heidi Fuld, telephone, (973) 655-6917; fax, (973) 655-7072.

GLOBAL EDUCATION CENTER
Comprised of Programs for Faculty and Scholars, Study Abroad Programs, International Summer Institutes, International Programs and Conferences, and the Office of International Services, the Global Education Center at Montclair State University oversees all international endeavors at the institution, and takes a leadership role in providing direction and facilitating the internationalization process across campus. It manages linkages with institutions around the world, hosts international faculty and scholars, sponsors a Distinguished International Scholars program, and coordinates the Forum on International Issues series and the “Tea and Talk” lectures series. Through partnerships with international institutions, it assists in developing collaborative undergraduate and graduate programs. The Center provides opportunities for students to travel and study in every continent through semester-long study abroad programs and summer institutes. Students who study abroad are eligible to apply for scholarships through the Center. International scholars visiting MSU are housed in The Scholars International Guest Apartments which are administered by the Global Education Center. The Center is located at 22 Normal Avenue, features a print and video library of international study programs and is open between 8:30 a.m. and 4:30 p.m.

International Services (IS) is responsible for the general development and welfare of all international students, scholars, and faculty. The IS provides Immigration regulatory advisement, intercultural programming and supportive counseling. IS also provides programs whose purpose is to promote international tolerance and understanding. The International Living Community (ILC), where international and American students reside together in the Village Residence Halls, is administered by IS. International Student and Scholar Orientations are held on a regular basis. International Services provides liaison services with the U.S. State Department, U.S. Department of Homeland Security, and U.S. Embassies and Consulates abroad. All new international students, scholars, and faculty should contact this office, located at The Global Education Center, 22 Normal Ave., (973) 655-6862, prior to arrival on campus. For more information, visit us on the web at www.montclair.edu/international. As required by United States federal regulations for participation in the F1 student visa program, Montclair State University has been authorized under federal law to enroll non-immigrant alien students.

GRADUATE ADMISSIONS AND SUPPORT SERVICES
The Office of Graduate Admissions and Support Services has responsibility for all education at the post-baccalaureate level. Working with the faculty, the Office of Graduate Admissions and Support Services is committed to providing access to programs and services for qualified students of all racial, cultural, and ethnic backgrounds, and to meet the needs of the State of New Jersey and the region.
In concert with the Graduate Council, the Office of Graduate Admissions and Support Services:
- establishes and maintains appropriate admission and academic standards;
- provides enhanced levels of professional competence;
- fosters the intellectual, professional and personal growth of graduate students.

There are 40 different graduate degree programs leading to a range of degrees including the Doctor of Education, Doctor of Environmental Management, Doctor of Science, Master of Fine Arts, Master of Business Administration, Master of Arts, Master of Science, Master of Arts in Teaching and Master of Education.

INFORMATION TECHNOLOGY
The Office of Information Technology (OIT) provides the hardware, communications infrastructure and training and computing support for all students, faculty and staff. More detailed information concerning technology services available to the University community may be obtained by visiting http://oit.montclair.edu. All of the operating units that comprise the OIT are located on the fifth and sixth floors of University Hall. The Information Commons public computing facility and Technology Training and Integration are located on the fifth floor while the core infrastructure and support organizations including Systems and Security, Networking and Telecommunications and Management Information Systems are located on the sixth floor.

Technology Solutions Center
The Technology Solutions Center (TSC) located in University Hall, fifth floor provides technology support for the entire University community. The TSC is organized to provide one-stop technology support services to all MSU students, faculty and staff. Among those support services most frequently utilized by MSU students are the following:

Computer Labs
MSU currently has four (4) public computing labs that all MSU students can access with a current MSU ID. These four labs contain a total of 145 state of the art computers, replete with a variety of software applications that are available to students. MSU also provides approximately 95 internet-only stations in the Library and Student Center for student use.

The Policy for Responsible Computing is in effect for all users of the computing labs. The text of this policy is located under Appendix B: Responsible Computing, in this handbook. Students are also required to adhere to all pertinent license agreements.

The following is a list of the public computing labs and available resources. The hours of operation are posted outside of each lab, at the Technology Solutions Center, and http://oit.montclair.edu/cale/labschedule.html.

- Moorehead Hall–Room 006 (5 PC’s, 11 MAC’s)
- Sprague Library–Room 219 (25 PC’s)
- Sprague Library–Basement, Multi-Media Resource Center (40 PC laptops)
- Student Center–Basement (56 PC’s, 6 MAC’s)

Help Desk
The Help Desk provides technical assistance to all faculty, staff, administration, and students. The OIT Help Desk is open from 8 a.m. – 12 midnight, Monday through Sunday during the fall and spring semesters. Alternate schedules exist during the winter and summer sessions.

The Help Desk provides assistance to students with computer viruses. The University actively requires that all student computers be network ready. Through our active
scanning and monitoring of students’ computers, any computer that attaches to the network that is found to be infected by a virus will be disconnected from the network. Students are strongly encouraged, before bringing their computers to campus, to follow these simple steps:

- Check your MSU e-mail account regularly—the OIT frequently sends out descriptive e-mails to student apprising the student of the potential technology issues and resolutions.
- Run Microsoft Windows “Critical Updates” regularly—these updates are provided to help resolve known issues, and to protect the computer from known security vulnerabilities. To learn more about windows updates, visit http://v4.windowsupdate.microsoft.com/en/default.asp and click on About Windows Update.
- Refrain from downloading offending software applications—running applications such as Kazaa puts the computer in danger of not only obtaining a virus, but also experiencing operating system problems.
- Install an antivirus software application and verify that the virus protection is updated regularly—MSU provides all students with an antivirus software application called Sophos that can be downloaded for free at: https://oit.montclair.edu/oit/softwarearchive.html.

If a student experiences a computer virus problem and needs assistance to correct it, please contact the HELP Desk in person or via telephone at x7971 to schedule an appointment. Appointments are available from 8 a.m.–10 p.m. Monday through Sunday. For security reasons, the student must remain in the Technology Solutions Center while the computer is being diagnosed and inoculated.

Due to vendor warranty policies, the Help Desk is unable to provide hardware support to non-MSU equipment. Please contact your hardware vendor for further information and assistance on hardware support.

Due to campus site license agreements, OIT is unable to provide students with the Microsoft Office Suite Application. The OIT does provide a number of software applications for the use of students, faculty, staff, and administration. Please visit https://oit.montclair.edu/oit/softwarearchive.html for further information.

Media Services
Equipment from the loan pool must be reserved 2-3 business days in advance by contacting the Help Desk in person, or via telephone at x7971. Only faculty, staff or an on-campus GA is allowed to reserve a data projector, camcorder, video projector, PA system, karaoke unit, or a mobile presentation system (MPS). On loan equipment can be picked up during normal business hours in University Hall.

A student who needs to reserve a data projector, camcorder, video projector, PA system, karaoke unit, or a mobile presentation system, must do so 2 to 3 business days in advance. He/she must present a letter typed on Montclair State University stationery from a faculty/staff member stating the student’s name, ID number, and the reservation date of the equipment.

Camcorders—Faculty and Graduate Assistants may borrow VHS camcorders to video tape their classes. The VHS camcorders are simple to operate and the TSC will provide training by appointment. Faculty may also arrange for students to reserve and borrow camcorders under their name via e-mail or by letter on University stationery. TSC can also recommend the purchase of digital camcorders.
Laptops and Data Projectors—A limited number of portable computers and data projectors are available for classroom presentations. Equipment may be borrowed overnight and returned the next day, or on a Friday and return on Monday morning. Students may borrow this equipment for classroom presentations with a memo from a professor on university stationery or via e-mail. Equipment can be reserved at the Technology Solution Center in University Hall, 5th floor, (x7971). This equipment can be picked up during normal business hours, 8 a.m.–5 p.m.

Email Accounts
All Montclair State University students are provided with, and are expected to utilize, an MSU email account. The MSU email system is an official communications channel to the University community. Students may visit any public computing lab, or visit http://webmail.montclair.edu, for further information about using an MSU email account.

Various instructional support services are also provided through the Technology Solutions Center. Foremost among them is the Faculty and Staff Development Program, which provides support and training to MSU faculty and staff desiring to integrate technology into instructional programs and departmental activities. The Development Program includes:

• Technology-related activities, materials and training for MSU faculty and staff.
• One-on-one support, project advisement, semi-structured workshops and support of campus events.
• Assistance to faculty with the integration of technology into instructional programs.
• Several training rooms and educational technology-learning laboratories for use by faculty and staff with technical support from the Office of Information and Technology’s Instructional Designers and Technologists.
• Instruction in the use of the Blackboard learning management and content management system.

The TSC also provides maintenance and support for educational equipment such as projection devices, mobile presentation systems and The Distance Learning Room (located in CO 310), which provides for real time interactive 2-way radio, audio and video transmission and can be used as a satellite downlink site. Instruction on how to use educational equipment or The Distance Learning Room is available through the TSC.

Management Information Systems
Management Information Systems (MIS) maintains and manages the campus systems including the Student Information System. These systems house information pertaining to all students, including grading and financial records. MIS also provides support and service to the groups on campus that use, maintain and generate reports from these systems. MIS can be contacted through the Help Desk or through the main office at (973) 655-4040.

Systems, Security, Networking and Telecommunications
Systems, Security, Networking and Telecommunications (SSNT) provides infrastructure services to the campus including the campus network, Internet access from both on and off campus telephone services and systems including campus-wide e-mail. Networking maintains the campus fiber optic system, the internal building wiring, and the wired and wireless networking equipment and software.

RESnet, part of Systems, Security, Networking and Telecommunications, provides networking connections to students within the residence halls. These connections provide access to the Internet. RESnet can be contacted through the Internet at http://
resnet.montclair.edu or through the Help Desk at (973) 655-7971.

Telecommunications, also part of Systems, Security, Networking and Telecommunications, provides all telephones to the campus, including the student residence halls. All residents have access to the telephone system, using individual authorization codes that allow individualized billing for each student. Telecommunications can be contacted through the Help Desk at (973) 655-7971 or at (973) 655-4107.

INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN
The Institute for the Advancement of Philosophy for Children (IAPC) publishes curriculum materials for engaging young people (pre-school through high school) in philosophical inquiry and provides teacher preparation in the pedagogy of the classroom community of inquiry. The IAPC conducts philosophical and empirical research about children’s philosophical thinking and the educational uses of philosophy—including critical and creative thinking, social democracy and ethical judgment. Each year the IAPC conducts numerous workshops, conferences and colloquia on the theory and practice of Philosophy for Children, at Montclair State University and abroad. The IAPC publishes Thinking: The Journal of Philosophy for Children and supports the University’s masters and doctoral degree programs in Philosophy for Children. Since 1974 the IAPC and its affiliate centers in other states and over 40 countries have been largely responsible for the mutual encounter of children and philosophy. Visit the IAPC website at www.montclair.edu/iapc.

LIBRARY
The Harry A. Sprague Library provides print, media, and electronic resources and offers many services to students, faculty, staff, and the public.

The collections of the Library contain more than 400,000 volumes and materials in diverse formats such as microforms, video and audio cassettes, CDs and software. The Library subscribes to periodicals in print, microform, and online. The Library is a depository for US and NJ government documents that are available in print, microform, CD ROM, and online formats. The Library’s website provides access to the Sprague Library Catalog, and to other information about the Library’s resources and services. Through the Library’s website, many online index and abstract databases may be accessed that provide access to thousands of full-text periodical articles.

Librarians are available for assistance at the Reference Desk. Upon request by the faculty, orientation sessions and classes on research methodology and resources in a specific discipline are given by librarians. Students may request individual consultations regarding research papers or presentations.

Materials not held in the Library are obtained through interlibrary loan from other libraries. MSU students may borrow from the libraries of state colleges and universities in New Jersey and the New Jersey Institute of Technology by presenting their current validated MSU ID card. MSU graduate students may also borrow from other academic libraries in New Jersey through the VALE Reciprocal Borrowing program, http://www.valenj.org.

Information Technology maintains a computer lab on the Upper Level of the Library that is used for word processing, electronic mail, accessing the Internet, and other computing needs. Laptops may be borrowed for use within the Library.
A validated ID is needed to borrow materials from and use some of the services of the Library.

A faculty and graduate student study room is available for quiet study on the Lower Level of the Library.

Hours are posted in the Library, on the Library’s website, or call (973) 655-4298 for changes in opening hours for summer sessions, intersessions, holidays, and for inclement weather closings.

For more information, please call one of the following numbers:

General Library Information.................................................................(973) 655-4291
Library Hours ..........................................................................................4298
Dean of Library Services ..........................................................................4301
Circulation and Reserve ...........................................................................4288
Computer Lab ..........................................................................................7701
Government Documents .........................................................................7145
Interlibrary Services ..................................................................................7143
Multimedia Resources ..............................................................................5119
Periodicals ...............................................................................................5270
Reference and Information ......................................................................4291
Sprague Library Website: ............................................................http://library.montclair.edu/

LITERACY ENRICHMENT CENTER
The Literacy Enrichment Center provides study skill support, tutoring and literacy development for students enrolled in Basic Skills classes. In addition, the Literacy Enrichment Center provides specialized literacy services for the community through a literacy program for children ages 6-18. The Literacy Enrichment Center also provides clinical and educational experiences for both undergraduates and graduate students in both on and off campus locations. Literacy@mail.montclair.edu.

MARINE SCIENCES CONSORTIUM
The facilities of the New Jersey Marine Sciences Consortium, including the field station and laboratories at Sandy Hook, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

PASSAIC RIVER INSTITUTE
Established in 2004, the mission of the Passaic River Institute (PRI) is to further environmental research and education and to seek solutions for environmental problems within the Passaic River basin. The River and its tributaries have been heavily impacted by urbanization and industrial development. The margins of the River, especially in the lower reaches, continue to be surrounded by heavy industry and dense human habitation.

The long-term PRI research goals include the study of contaminant biological uptake, toxicity, pollutant fate, transport and distribution, and ecosystem degradation and restoration. The PRI’s mission harmonizes with several current major federal initiatives, such as the Lower Passaic River Restoration Project, Water Resources Development Act (WRDA) programs, the NY/NJ Harbor Estuary Program, and the Natural Resources Damage Assessment and Restoration program.
The Institute collaborates with the public and private sectors including federal and state agencies, corporations and environmental advocacy groups concerned with the current and future status of the Passaic River.

TELEVISION CENTER
The DuMont Television Center functions as a support facility to the University and community. It serves as a laboratory for departments within MSU which instructs about television. The center assists with television services, including maintenance, repair, duplication of video tapes, advisement, consultation, video satellite viewing, distance learning, and video teleconferences. For the convenience of the community, a limited number of international standards conversion (VHS only) and video/CD/DVD duplication/creation is available. It also supports projects in television production for the University administration, instructional programs, students and co-curricular activities. Whenever possible, assistance is provided to the outside community. The DuMont Television Center is located at the south end of Life Hall, Room 117, telephone (973) 655-4341.
To be admitted to graduate study at Montclair State University, an applicant must have a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must submit all required credentials and be offered admission by the Office of Graduate Admissions and Support Services.

Applicants are evaluated on several criteria (e.g., grades, test scores, recommendations, essays and/or standardized portfolios, auditions, interviews) to enable the University to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

Applications/Enrolling in Graduate Classes: For many programs, Montclair accepts applications on a rolling basis. However, a number of programs have specific deadlines for the receipt of the application as well as all necessary credentials. Applicants should consult the current graduate application packet or the Graduate Admissions and Support Services web site for specific information about this and other important information and directions regarding the application process.

Obtaining Graduate Admissions Information: Please contact the Office of Graduate Admissions and Support Services, College Hall 203, (973) 655-5147 or (800) 955-GRAD, or visit our website at: http://www.montclair.edu/graduate or e-mail: Graduate.School@Montclair.edu. The Office of Graduate Admissions and Support Services is open from 8:30 a.m.- 5:30 p.m., Monday through Thursday and until 4:30 p.m. on Friday during the academic year when classes are in session (please visit the website for summer hours.) These hours are subject to change. Please contact the Office of Graduate Admissions and Support Services for up-to-date information.

When enrolling as a matriculated graduate student, it is critical that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate graduate program coordinator check the Graduate Admissions and Support Services web site.

APPLICATION REQUIREMENTS

Transcripts: One copy of an official transcript must be submitted from each college and university attended. Exception: Montclair State University transcripts will be obtained by the Office of Graduate Admissions and Support Services directly from the Office of the Registrar, upon signed authorization of the student on the graduate application. (See below for special requirements for international applicants.)

Standardized Test Scores: The Graduate Record Examination (GRE) is required of all students applying for admission to a degree program, except: applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT);
applicants to the Department of Counseling, Human Development and Educational Leadership, the M.A. in Reading and to the M.A. in Fine Arts or the M.Ed. who are required to take the GRE or the Miller Analogies Test. Some departments also require a GRE subject test in the applicant’s proposed field of study. GRE scores are not required of applicants to the M.F.A. in Studio Art, but a portfolio is required. Students should check the current graduate application packet for specific information.

Students should arrange to have official notification of their test scores sent directly to the Office of Graduate Admissions and Support Services. Information regarding the GRE is available from (609) 771-7670, (800) GRE-CALL, or www.gre.org. Information regarding the GMAT is available from (609) 771-7330, (800) GMAT-NOW, or www.gmat.org. Information may also be obtained from the Office of Career Services at Montclair State, (973) 655-5194. For general information about the Miller Analogies Test, contact The Psychological Corp., San Antonio, Texas 78204, (800) 622-3231.

Recommendations: Recommendations from at least two persons who are qualified to evaluate the applicant’s promise of academic achievement are required for admission to all degree programs, except the doctoral programs, which requires three recommendations.

Statement of Objectives: All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

International Applicants or Applicants Who Have Studied Outside the U.S.: As proficiency in spoken and written English is prerequisite to graduate study at Montclair State, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have degrees from institutions where English is not the language of instruction. TOEFL is administered world-wide by the Educational Testing Service (E.T.S.) of Princeton, New Jersey. Scores from this test should be sent to the Office of Graduate Admissions and Support Services directly from E.T.S.. Please contact ETS or your local ETS representative for more information about the TOEFL. Additional information may also be found at the following web address: www.toefl.org. The ETS code for sending TOEFL score reports to Montclair State University is 2520.

The Office of Graduate Admissions and Support Services does not evaluate international academic credentials. All international applicants must request a course-by-course evaluation from World Education Services (WES), P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, USA, (212) 966-6311; www.wes.org. A copy of the report must be sent by WES to the Office of Graduate Admissions and Support Services at Montclair State University.

It is necessary for all non-citizens who have not earned a degree in the United States to take an English language proficiency test, which is separate from the TOEFL. Such students will be permitted to register only after results from this English test have been received. Students who earned undergraduate (or graduate) degrees in a country where English is not the official language are required to take the MSU ESL placement test and score at a level of IV or higher. Students who do not place at this level will be required to take ESL courses up to and including ESOL 154. Students will be issued an ESL checklist that specifies courses to be followed; graduate advisors will include this information on the student’s work program. All ESL courses should be completed as quickly as possible and no later than the beginning of the third semester of graduate study.
**Teaching Certificate:** A copy of an applicant’s teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or an additional instructional endorsement. Some graduate degree programs require applicants to submit copies of any teaching certificates. Please refer to the current graduate application or the Graduate Admissions and Support Services web site for specific information.

**ADMISSION AND ENROLLMENT**

**Acceptance Procedure:** Only complete application files are reviewed for admission, i.e. all required credentials are on file. Applicants who meet the standards for admission will be advised by letter from the Office of Graduate Admissions and Support Services to meet with the appropriate program coordinator to complete the admission review process. Once the application is reviewed by the appropriate graduate program coordinator, final notice of the admission status is sent by letter from the Office of Graduate Admissions and Support Services.

**Matriculation:** Students who are fully accepted into a degree program will be formally matriculated and advised of their program of study by the graduate program coordinator. The student will receive official notification of matriculation from the Office of Graduate Admissions and Support Services.

**Deferred Matriculation:** Applicants with inadequate undergraduate preparation may be admitted to study on a deferred matriculation basis with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the ability to do graduate-level coursework may be required in addition to the regular program requirements.

**Conditional Matriculation:** Applicants with marginal qualifications may be admitted to study on a conditional matriculation basis with the understanding that eligibility for full matriculation will be established in a manner prescribed by the department in which the student intends to matriculate. Coursework and other study undertaken to demonstrate the ability to do graduate-level coursework may be required in addition to the regular program requirements.

**Non-Degree Students:** Individuals who have a baccalaureate degree and want to enroll in particular courses without admission to a degree, certificate, or certification program may apply for admission as non-degree students. However, some degree programs (i.e., the Ed.D., the D.Env.M., the M.B.A., the M.F.A., and the M.A. in Communication Sciences and Disorders, and others) do not allow non-degree students to enroll in program courses. Please visit the Graduate Admissions and Support Services website for specific program information.

There are two classifications of non-degree: professional or general. The general non-degree classification is used for students who are not sure which graduate program to pursue but are interested in taking one or two classes. General non-degree students are eligible to take up to six credits of coursework. Students may only transfer a maximum
of six credits of general non-degree coursework to a graduate degree program (12 credits for the MFA).

The professional non-degree classification is used for those students who are not interested in earning a graduate degree and belong to one of the following categories:

- seeking career advancement or professional development;
- satisfying accreditation/licensure requirements;
- applying for certification through the State of New Jersey; or
- taking undergraduate courses to prepare for a graduate degree program.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program. A maximum of six graduate credits may be applied toward a degree program (12 credits for the MFA).

Admission of Veterans: Veterans/dependents seeking admission to a graduate program can apply online at www.gov.va/education or contact the veterans representative at 973-655-4462. Our office is located in College Hall, Room 208. To qualify for VA benefits, students must maintain satisfactory academic progress. Please note the Veterans Administration education benefits are not payable for courses previously completed. If a veteran/dependent adds, drops, or withdraws from a course, he or she should immediately forward a copy of the appropriate forms to the Office of Financial Aid.

Undergraduate Seniors in Graduate Courses: Montclair State University undergraduate seniors within 16 semester hours of completing baccalaureate degree requirements, who possess at least a 2.70 grade point average and have taken all required prerequisites, may apply to take up to 6 hours of 500 level coursework for either undergraduate or graduate credit, if prior permission is granted through the Office of Graduate Admissions and Support Services. A form to request permission is available on the Graduate Admissions and Support Services website.

Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

Visiting Students: Graduate students matriculated at another college should consult the Schedule of Courses booklet via the internet from the MSU home page, www.montclair.edu, by selecting Courses and Catalogs for the application form and details on how to register for courses. The application for visiting student status is submitted to the Office of Graduate Admissions and Support Services for each term of registration requested by the student.
ACADEMIC POLICIES AND REGULATIONS

Policies and regulations governing graduate students at Montclair State University are found in a number of online publications such as the Course Schedule Booklet and the Student Handbook, as well as the Montclair State website (www.montclair.edu). Some of the most relevant academic policies are listed here.

Audit Policy: To “audit” a course at Montclair State University is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances, or any class activity other than listening. A course may be audited under the following conditions:

1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.
2. A course may be audited on a space-available basis only and requires approval and signature of the department chairperson.
3. Montclair State’s attendance policy applies to audited courses.
4. Audited courses are considered as part of the student’s regular course load.
5. Audited courses do not carry academic credit.
6. Any student electing the audit option must complete an “Audit Application” and return it to the Office of the Registrar prior to the end of the third week of classes for regularly scheduled courses or its equivalent for short term and summer courses. An “audit” may not be changed to “credit”, nor a “credit” to “audit” after the first three weeks of the semester.
7. The student’s record will show a grade of “AU” for the course if the instructor certifies that the regulations, including required attendance, have been met.
8. A student who has audited a course may take the course at a later date for credit.

Course Load: Nine semester hours constitute a full-time course load. Graduate assistants are required to carry a minimum of nine semester hours for full-time status, and to maintain their assistantship.

Course Numbering and Scheduling: Courses numbered 500 to 699 are open only to graduate students. (Refer to index for page number for section on Undergraduate Seniors in Graduate Courses.) Courses are scheduled weekdays in the late afternoon and evening during the fall and spring semesters and on Saturday mornings and afternoons for most programs. Summer Sessions graduate courses are scheduled in both the day and evening.

Courses numbered from 700 to 899 are doctoral-level courses and are open only to matriculated doctoral students.
Grades and Standards: Effective fall semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C</td>
<td>2.0</td>
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<td>C-</td>
<td>1.7</td>
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Effective fall semester 1989, grades of “D+” and “D” or “D-” were eliminated as a possibility for graduate students in graduate courses.

The mark “F” signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the final withdrawal deadline. The mark “WD” is given to those who submit in writing their intention of withdrawing from a course before the withdrawal deadline.

The grade “IN” is intended to indicate that the student has not completed the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar. The “IN” if not replaced with a final grade by the established deadline, will become an “F”. Exceptions can be granted only upon petition to the appropriate College/School Dean.

A change of grade request from other than an “IN” grade must be processed by faculty and approved by the appropriate College/School Dean no later than the end of the next full semester following the semester in which the grade was earned. For students completing degree and certification programs, all required course work must be completed by the appropriate conferment/graduation date. The instructor must submit the final grade to the Office of the Registrar no later than 30 days thereafter in order for the diploma/certificate to be awarded. No changes will be made to the academic record beyond 30 days of the conferment/graduation date. The only exception to this policy is for Incomplete grades in electives beyond the number of credits required for the degree or program which may be changed according to the time frames for Incompletes as outlined above.

The grade “IP” is intended to indicate that a student is continuing to work toward completion of a course and is registering for subsequent courses to maintain continuous matriculation/enrollment.

For purposes of determining the grade point average (GPA) for graduation, academic probation and all other situations which require a specific GPA, Montclair State University maintains GPA’s to three decimal places. No additional rounding will occur.

In order to qualify for the doctoral and master’s degrees, a student must have a 3.000 grade point average within their program of study.

Graduate students who receive a grade of “F” are not permitted to repeat the course. The Office of Graduate Admissions and Support Services will have the discretion to make exceptions to this policy in special cases and extenuating circumstances. This policy became effective on September 1, 1997, and applies to all graduate students regardless of their date of entry to MSU.

If a course in which the student previously earned a grade of “C-” or higher at MSU is repeated at MSU (other than on an official Audit basis -- see section on Audit Policy) the second grade will be posted as “NC” (No Credit). It is the student’s responsibility to
ensure that his/her registration does not include ineligible courses.

Any degree student whose grades fall below 3.000 grade point average within the courses that make up their program of study and any student not in a degree program whose GPA falls below 2.500, will be placed on academic probation. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of graduate studies. A student may appeal such action in writing to the Office of the Director of the Office of Graduate Admissions and Support Services.

A degree student who receives three “C” grades (e.g. C, C+, or C-) in his/her academic program will be dismissed from the program. Dismissal actions will be made on a case-by-case basis by the Director of the Office of Graduate Admissions and Support Services in consultation with the student’s graduate program coordinator.

Students can obtain their grades for any semester through WESS, Web Enrollment Services for Students.

**Grade Grievance Procedure:** It is the responsibility of any student wishing to pursue an academic grade grievance involving a faculty member to first discuss the matter privately with the professor involved. In the event that the student is unable to contact the professor within a two week period, an appointment should be arranged through the departmental secretary for the first time available. The initiation of the student grade grievance must take place within three weeks from the beginning of the next regular (Fall or Spring) semester. For more information, and to see the entire Grade Grievance Procedure, please see the *Undergraduate and Graduate Student Handbook*, available at www.montclair.edu.

**Prerequisite Courses:** It is the student’s responsibility to satisfactorily complete a prerequisite course before scheduling a dependent course.

**Registration Procedure:** Registration is processed through WESS, the Web Enrollment Services for Students. Registration procedures, regulations, and deadlines can be found in each semester’s online Schedule of Courses, obtainable via the Internet from the MSU home page, www.montclair.edu, by selecting Academics, then Schedule of Courses Booklet, Semester (Term) Information.

**Restrictions for Graduate Credit:** No credit is granted toward a Masters degree for 400 level courses, except where they are required as prerequisites.

Courses taken ten or more years prior to the date of the student’s matriculation will not be accepted for credit toward the master’s degree, except upon recommendation to the Office of Graduate Admissions and Support Services by the major department and approval of the College/School Dean.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

**Time Limit:** Requirements for all master’s degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is an approved
extension. Doctoral students are required to complete all degree requirements within ten years. All requirements for post-baccalaureate/post-master’s degree certification programs must be completed within five years of the date of matriculation. Students enrolled in graduate certificate programs must complete all requirements within three years. Written applications for extension will be reviewed and evaluated by the Office of Graduate Admissions and Support Services the basis of the student’s progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the College/School involved will be consulted in reaching a decision.

**Transfer Credit:** No more than six semester hours of credit may be allowed for courses completed at Montclair State prior to matriculation for the master’s degree, except in special circumstances as approved by the Office of Graduate Admissions and Support Services.

A student may transfer up to six semester hours of graduate credit (12 credits for the MFA) previously earned at an accredited college or university toward a degree program at Montclair State University. Students in the MBA program are limited to transfer credit from AACSB accredited institutions only. The student must obtain approval from the department graduate program coordinator at the time of admission and from the Office of Graduate Admissions and Support Services. These credits must not have been previously applied to any degree, must not be not more than ten (10) years old, and must be applied to the student’s program of study at the time of admission.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate program coordinator and the Office of Graduate Admissions and Support Services. A form for this purpose is available on the Graduate Admissions and Support Services web site and should be completed well before the transfer credit is needed. Students are limited to a total of six semester hours of transfer credit after matriculation in a Master’s degree program.

Doctoral students may request transfer credit from coursework completed prior to their matriculation either from Montclair State University or another accredited university. These courses must have been taken for graduate credit, cannot be more than seven (7) years old, and cannot have been used toward another degree.

Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution. Grades earned at other institutions are not included in the MSU cumulative grade point average.
Program of Study: A minimum of thirty-two semester hours of graduate credit is required for all master’s degree programs. A minimum of sixty credits is required for all doctoral programs. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

Students are required to complete the curriculum prescribed in the University catalog in effect, or as reflected in the academic program of study, when they matriculate. Graduate students are required to maintain a grade point average of 3.000 within the courses that make up their program of study. A graduate student cannot present more than two grades of “C” (e.g. C, C+, or C-) toward their degree at final audit. Inquiries pertaining to an individual’s program of studies should be referred to the appropriate program coordinator. It is the student’s responsibility to meet all graduation requirements.

Degree, certification, and certificate candidates are required to file an Application for Final Audit with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

All degree students must pass a culminating experience in their field. These include: comprehensive examinations (written and oral), theses, written projects, treatises, capstone courses, culminating activities, fieldwork, field projects, and internships. Some programs may require more than one comprehensive experience (e.g. comprehensive examination and written project). It is the student’s responsibility to be familiar with the culminating experience requirement(s) of their program of study. Student failure to complete the culminating experience requirement will result in dismissal from the program and the degree will not be awarded.

Thesis and Dissertation: Those interested in or required to write a thesis or dissertation must obtain a copy of the Guidelines from the Graduate Admissions and Support Services web site or their major department, and consult the program coordinator before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing, and typing the thesis or dissertation, defending, and applying for graduation. The Approval for Writing a Master’s Thesis or Doctoral Dissertation must be signed by all parties concerned and the appropriate section turned in at the initial registration with an outline of the thesis or dissertation attached. There will be no registration for thesis or dissertation without written permission.

Comprehensive Examination: The comprehensive examination is open only to fully matriculated students in good standing and is usually administered once in the fall semester and once in the spring semester by the individual program departments. Students should check with their departmental program coordinator to determine the date and time of the examination.

It is the student’s responsibility to file the Application to Take Graduate Comprehensive Examination form with the appropriate department at the beginning of the semester the examination is to take place. The form is available on the Graduate Admissions and Support Services website or in departmental offices.
Students who fail the departmental comprehensive examination are allowed to retake it twice but must reapply each time as described above. Students who fail the comprehensive three times will be dismissed from the program.

**Application for Final Audit:** It is the student's responsibility to complete the curriculum prescribed in the University catalog in effect, or as subsequently modified, when he/she matriculates.

Students who will be completing their curriculum requirements for degrees, teacher certification, or Post-BA certificates must file an Application for Final Audit in the Office of the Registrar. In order to be evaluated for completion of requirements, students must adhere to the following deadlines:

- June 1 for the following January graduation
- October 1 for the following May graduation
- March 1 for the following August graduation

Prior to the final opportunity to change registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of graduation. Students should confirm receipt of their Application for Final Audit by the Office of the Registrar by consulting the list posted outside the office during the month immediately following the filing deadline.

**Commencement and Diploma:** Commencement exercises are held in the spring of each year. In addition to the May degree candidates, students who have earned degrees in the preceding January or August will be invited to participate in the spring commencement exercises. In order to participate in Commencement, a student must have completed all degree requirements before the degree conferral date.

Diplomas will be mailed by the Office of the Registrar to those students who are academically clear and have no outstanding financial obligations to the University.

**Certification (Teacher):** Master's degree candidates and Post-BA certification candidates who have passed the required PRAXIS II test(s) and who have been evaluated through the Office of the Registrar for New Jersey instructional certificates must complete an Application for Certification and pay the required fees by the following deadlines:

- November 15 for January graduation
- April 15 for May graduation
- August 1 for August graduation

Application forms will be mailed to candidates approximately six weeks prior to the deadline. Completed applications must be notarized and returned with payment to the Office of the Registrar. Certificates will be sent to students from the New Jersey Department of Education in Trenton.

**New Jersey Teacher Testing Requirement:** The New Jersey State Board of Education and the University require that applicants for most instructional certificates pass the appropriate Praxis II test. Printed information about the test requirement is available by calling the New Jersey Department of Education at (609) 292-2070 or visiting the NJDOE website.

**Other Certification:** Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply directly to the appropriate association.
TUITION AND FEES

These are the tuition and fee rates for 2007-2008. Please refer to the Bursar website: www.montclair.edu/bursar for more information. Rates are subject to change by action of the Montclair State University Board of Trustee each academic year. Students are obligated to pay the new rates.

Tuition: (per semester hour of credit)
- Graduate Students: New Jersey Resident ...................................................... $477.20
- Graduate Students: Non-Resident of New Jersey ......................................... $736.61
- MBA Students: New Jersey Residents .......................................................... $557.44
- MBA Students: Non-Resident of New Jersey ............................................... $766.66
- MFA Students: New Jersey Residents .......................................................... $522.99
- MFA Students: Non-Resident of New Jersey ............................................... $776.85
- Doctoral Students: New Jersey Resident ...................................................... $467.45
- Doctoral Students: Non-Resident of New Jersey ......................................... $660.55

EXPLANATION OF MANDATORY UNIVERSITY FEES

Student Services Fees: $6.75 per credit (add $35.30 Transportation and Transcript fee per semester)
- Transcript Fee: Supports student requests for normal processing of transcripts; same day transcripts are still available for a $12 cost. The transcript form is located on the Registrar’s’s web page at: www.montclair.edu/Registrar.
- University Health Fee: Supports the education programs and services provided by University health and counseling related areas and also includes Emergency Medical Services and Wellness Education (This fee does not purchase health insurance.)
- Transportation Fee: Supports the campus shuttle bus service

Facilities Fees: $49.10 per credit (add $6.00 Campus Card fee per semester)
- Recreation Fee: Supports the construction, operation, staffing and programming of that facility.
- General Service Fee: Supports University programming and a range of other student services.
- Student Union Building Fee: Supports the programs, operations and maintenance of the Student Center.
- Campus Card Fee: Supports the University wide technology infrastructure used to issue the University ID card and manage the related facility and financial card access services.
- Facilities Fee: Funds the construction and maintenance of various facilities.

Computer Technology Fee: ($8.50 per semester hour of credit) Supports the computing infrastructure throughout the University including maintaining and updating the labs, student computer accounts (e-mail, Blackboard, Red Hawk Card), and internet/networking connections.

Other Fees:
- Late Registration Fee for all students who register after the regular registration period (non-refundable fee) ................................. $  50.00
- Late Payment Fee - If payment is not received by the due date as listed on the bill, or on-line at WESS, a late fee will be charged. ......................... $125.00
- Older Adult Program Fee ...................................................................... $ 40.00
International Student Fee ............................................................... $ 50.00
Internship Fee (covers general liability insurance) ................................ $ 15.00
Visiting Student Fee ........................................................................ $ 25.00
Matriculation Fee ................................................................................ $ 50.00
Insurance Premium (full time students) ............................................ $152.00 or $ 71.00
Special Course Fees (Variable) .......................................................... $10.00 - $450.00
Graduate students registering for applied music courses and private lessons pay regular tuition and fees, plus $450 per applied music course.

New Graduate Student Enrollment Fee ............................................... $ 50.00

Parking fee (Decals purchased are valid from September 1 through August 31.)
Automobile or truck or motorcycle ..................................................... $ 100.00

Application for Certification (non-refundable fee):
Per each New Jersey Administrative, Educational Services or Instructional Certificate (depending upon the specific certificate) ................. $75.00 or $170.00

Transcripts
The cost of transcripts is part of your Student Services Fee. Transcripts may be requested in person, by mail, or by fax and are usually processed within three business days of receipt in the Registrar’s office. Same day processing service is available for a charge of $12.00 for the first copy and $8.00 for each additional copy. View www.montclair.edu Quick Links - Registrar for additional information.

Residency Requirements for In-State Tuition
Persons residing in New Jersey for a period of 12 months before first enrolling at Montclair State University are presumed to be domiciled in this state for tuition purposes. Domicile means: The place where a person has his/her true, fixed permanent home and principal living establishment, and to which, whenever he/she is absent, he/she has the intention of returning.

Residence established solely for the purpose of attending a NJ College or University does not constitute domicile for tuition purposes.

Dependent students are presumed to be domiciled in the state in which their parent(s) or legal guardian(s) is domiciled.

A student must present evidence (4 documents) of his/her domicile to the institution to qualify for resident tuition rates. Such evidence must include:
• A copy of his/her New Jersey resident income tax return
• A copy of the parent’s(s’) or legal guardian’s(s’) New Jersey income tax return
• Evidence of ownership or a long term lease on a permanent residence for a period of one year.
• NJ drivers license; motor vehicle registration; or voter registration card
• A sworn, notarized statement from the student and/or his/her parent(s) or legal guardian declaring domicile in New Jersey for a period of one year.
• Any proof of employment in the state for a period of one year.

This documentation must be submitted to the Bursars Office, and a decision will be made as to the students’ residence status; additional documentation may be required upon request of the Bursar’s Office. If you have any further questions, you can e-mail: bursar@mail.montclair.edu.

Payment Information
Billing statements are mailed mid July for the fall term and mid November for the spring term. It is the responsibility of students to check their WESS accounts for billing
information. Student account statements are available on-line at wfs.montclair.edu. If you do not receive a statement you are still accountable to pay by the due date which can be viewed on your WESS account with the link Account Summary. If you change your schedule in any way a new invoice will not be mailed to your billing address. It is the student’s responsibility to access their WESS account for the amount due by viewing the Account Summary. You can also visit the Bursars Office located in College Hall Room 218. A late payment fee will be assessed if full payment is not received by the due date as indicated on the invoice or on-line.

Beginning with the Fall of 2007 semester if you do not pay-in-full or have an approved deferment (Financial Aid, Payment Plan with TMS or Waivers) by the payment deadline as viewed on WESS, you will be subject to deregistration. “Deregistration” is the process of removing you from all of your selected courses and making your seat(s) available to other students. Once you are de-registered you need to start the process from the beginning and there is no guarantee that the classes you want may still be available. There will also be an additional fee accessed to all students that have been dropped and subsequently are re-enrolled.

You may remit a check or money order as payment in person or mail. All checks must be made payable to Montclair State University and drawn from a United States financial institution. A charge will be assessed to the student’s account for all returned checks. When making a payment for past semesters to register for a future semester all payments must be certified check, money order, credit card (Using TMS) or cash. If paying with a personal check Montclair State University waits approximately two weeks before removing any type of transcript or registration holds.

Montclair State University can now offer DIRECT DEPOSIT for all types of refund checks that are generated by activity on your student account. Your money can be deposited directly into your checking or savings account. This form can be accessed from your WESS account which is generally available 7 am to 11 pm M-F, and Saturday - Sunday Noon to 6pm. If you choose not to participate in Direct Deposit your refund balances will be mailed to your billing address. It is essential that your correct billing address is on file with the Office of the University Registrar.

If you are entitled to receive financial aid your bill will reflect an estimated credit toward the total amount due. Payment for all charges not paid by your aid must be made by the due date to avoid incurring a late charge or deregistration. The due date is posted on WESS. Students that withdraw and have received financial aid must contact that office at 973-655-4461 or financialaid@montclair.edu. Some of your aid may need to be returned. Any balance that results from a reduction in aid is the responsibility of the student.

**TMS Installment Payment Plan:** Beginning June for the fall semester and November for the spring semester, MSU offers 5 month payment plans through Tuition Management Systems (TMS). Students can enroll to pay educational costs for the academic year in monthly installments. This plan is interest free and available for a modest enrollment fee. If a student chooses to enroll in a payment plan, it is the student’s responsibility to check their MSU student account on-line at WESS (wfs.montclair.edu) to keep the plan up to date. If the student’s TMS account is under budgeted, a hold and Late Payment Fee will be placed on your account, which may prevent registration and release of the student’s transcript. Enrollment is available until September for the fall plan and January for the spring semester. A student may enroll on-line at https://link.afford.com/montclair or by phone at 1-800-722-4867.
MSU Credit Card Policy: MSU does not directly accept credit cards for payment of student accounts. We have arranged with Tuition Management Systems (TMS) to take credit cards to permit students to make payments. TMS charges a convenience fee for processing credit card payments and VISA is not accepted. Payment may be made by credit card on-line at https://link.afford.com/montclair or 1-800-722-4867. If paying with a credit card, please enter your Campus Wide ID (CWID). Computer terminals are available for student use in the Student Accounts Office located in College Hall, Room 218.

Refund and Withdrawal
Withdrawal and refund dates are printed on-line in the Schedule of Courses book. The fall and spring information can be found at www.montclair.edu/pages/Registrar/schedulebook/. Summer information can be found on www.montclair.edu/summer. Summer withdrawal dates are different. Please refer to the Summer web page. Upon withdrawal, tuition and fees will be refunded according to the schedule listed below and on a course by course basis.

- Tuition and fee charges are refunded in full if classes are discontinued by University authorities.
- **100% refund** if official student withdrawal is during the first week of classes for full term courses and prior to the third class meeting for all short term or mini courses.
- **50% refund** if official student withdrawal is after first week but during first third of course.
- **No Refund** if official student withdrawal is after first third of course.

In computing refunds, the percentage of refund is based on the date on which the Office of the Registrar receives written notice of withdrawal from the student (or the date of the U.S. postmark for those received through the U.S. Mail) and not on the circumstances which necessitate withdrawal.

No withdrawals are accepted after the midpoint of the course.

Students who are admitted and register for courses at Montclair State University are financially responsible for all charges and fees associated with those courses. Therefore, students are encouraged to complete all courses for which they are registered. If it becomes necessary for a student to withdraw from one or more of those courses, a student may be eligible for an adjustment of tuition and fees. **Students that withdraw and have received financial aid must contact the Financial Aid office. Some of the student’s aid may need to be returned. Any balance that results from a reduction in aid is the responsibility of the student.**

Students who are experiencing medical or emergency situations must petition the Bursar’s Office in order to appeal for an adjustment after the expired deadline dates. Proper documentation must also be included with the students signed appeal (letter). It can be faxed to 973-655-4421 or dropped off/mailed to:

Montclair State University  
Office of the Bursar  
College Hall Room 214  
Montclair, NJ 07043

Students can also drop off their signed appeals after business hours in the overnight drop-box in College Hall Room 218.
FINANCIAL AID

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these sources provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other financial aid are subject to change.

Any questions regarding graduate assistantships, or doctoral assistantships should be directed to the Office of Graduate Admissions and Student Services at 973-655-5147 or e-mail gradstudentservices@montclair.edu.

**Graduate Assistant Information:** The Office of Graduate Admissions and Student Services offers up to 200 assistantships for graduate students who are interested in an opportunity to gain professional experience through research, instructional activities and field work experiences with faculty at Montclair State University. Graduate assistantships are a form of financial support for degree seeking graduate students. Each assistant receives a tuition and university fee remission, as well as a stipend, while completing the assistantship responsibilities for twenty hours per week. Fees that are specific to courses or individual students are not included in the remission (e.g. supplies for courses in Art, Music, etc.). Assistantships are not available to students seeking any type of certificate or certification only, who are teaching or completing their in-service supervised training as an M.A.T. student (student teaching), students maintaining a non-degree status or students with a conditional matriculation. Assistantships are awarded for one full academic year, beginning September 1 and ending June 30. The duties and responsibilities vary with each appointment and are closely tied to the program of study. Graduate assistants are considered full-time students if registered for at least 9 semester hours.

Graduate Assistants must:

- Be fully matriculated into a master’s degree program at Montclair State
- Be a full-time student, maintaining a minimum of nine (9) semester hours, and a maximum of twelve (12) semester hours
- Maintain at least a 3.00 GPA during each semester of the assistantship.

Students are considered for a graduate assistantship during the admission review process. To ensure full consideration, students should complete an admission application as early as possible.

Any student who has been fully accepted into a graduate program leading to a graduate degree is eligible to compete for a graduate assistantship. Please note that simply completing the application and being admitted to the University does not in any way guarantee that an Assistantship award will be received. Graduate programs and departments will contact those students directly and make their recommendations for appointment to the Office of Graduate Admissions and Student Services. **An offer of a graduate assistantship position is only official when it is sent to the student from the Office of Graduate Admissions and Student Services.**

**Doctoral and Research Assistantships:** The Office of Graduate Admissions and Student Services offers assistantships at the doctoral level for students who are interested in an opportunity to gain professional or research experience while participating in the academic life of Montclair State University. All assistantships are diverse in nature and encompass a wide variety of responsibilities and duties while allowing students to achieve their academic goals.
Assistantships are awarded for one full academic year, beginning September and ending June 30. The duties and responsibilities vary with each appointment. Only students fully accepted (matriculated) into a doctoral degree program at Montclair State University are eligible for an assistantship. Applications will be considered during the admission review, for applications received by the deadline. Assistantship recipients typically will be notified at the time of admission into the doctoral program.

Assistants are considered full-time students, fulfilling twenty hours per week. Tuition and fee remissions cover tuition and University-wide fees for the specific semester during which the student is in the assistantship position. The remission covers only those courses that lead to the doctoral degree. Fees that are specific to courses are not included in the remission (e.g. supplies for courses in Art, Music, etc.). Each year there are many more qualified students than assistantship positions available at the doctoral level.

**Appointments:** To be awarded an assistantship the following are required:

- A current assistantship application, filed with the Office of Graduate Admissions and Student Services,
- An acceptance into a doctoral program at Montclair State University,
- A recommendation for appointment, signed by the appointing supervisor; and an offer-of-appointment letter from the Office of Graduate Admissions and Student Services.

**The following programs are administered by the Office of Student Financial Aid. All inquiries should be directed to (973) 655-4461.**

**PROGRAM DESCRIPTIONS:**

**Federal Subsidized Stafford Loan:** Applicants must demonstrate financial need. The maximum amount of a subsidized loan is limited to $8,500 annually for fully matriculated Masters’ and doctoral candidates and $5,500 for deferred Masters’ candidates and Teacher Certification candidates. Conditionally matriculated Masters’ students are not eligible for any federal loans. There is no interest charged while attending Montclair State, but it is charged at the time of repayment. The interest rate is variable, but is capped at 8.25%. In addition, students eligible for the interest subsidy from the federal government may also receive an unsubsidized Stafford Loan to equal $12,000 for Masters’ candidates and $7,000 for deferred matriculated Masters’ and Teacher Certification candidates. Repayment is deferred during at least half-time enrollment. The student is permitted one six-month grace period once half-time enrollment is discontinued or terminated.

**Federal Unsubsidized Stafford Loans:** These loans are available to students who do not meet the eligibility criteria for the federal interest subsidy. Masters’ candidates are eligible for combined subsidized and unsubsidized loan of $20,500 annually. Masters’ candidates who are not fully matriculated and/or Teacher Certification candidates are eligible for a maximum combined subsidized and unsubsidized Stafford of $12,500 annually. Conditionally matriculated Master’s students are not eligible for any federal unsubsidized Stafford Loans. Interest accrues while the student is in attendance. The interest rate is variable, capped at 8.25%. Repayment of principal is the same as the subsidized Stafford loans.

**Private Educational Loans:** NJCLASS or Sallie Mae Signature Loans are private credit loan programs. Other lenders also have educational loans available to graduate students. Students may borrow up to the COST OF ATTENDANCE in these loan programs. Credit
<table>
<thead>
<tr>
<th>Who may borrow?</th>
<th>How much can I borrow and under which program?</th>
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<tbody>
<tr>
<td>• Matriculated D.Env.M., Ed.D., Sc.D., MA, MAT, MBA, MEd, MFA, and MS students.</td>
<td><strong>Federal Stafford Loan</strong>: subsidized (max $8,500) and unsubsidized combined, up to $20,500 but not more than the cost of attendance. Loan limits are lower for part-time students. <strong>Private Educational Loan</strong>: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required.</td>
</tr>
<tr>
<td>• Deferred-matriculation master’s and doctoral students can borrow for one academic year.</td>
<td><strong>Federal Stafford Loan</strong>: subsidized (max $5,500) and unsubsidized combined up to $12,500 but not more than the cost of attendance. Loan limits are lower for part-time students. <strong>Private Educational Loan</strong>: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required.</td>
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<tr>
<td>• Teacher Certification</td>
<td><strong>Federal Stafford Loans</strong>: subsidized (max $5,500) and unsubsidized combined, up to $10,500 but not more than the cost of attendance up to 24 semester credit hours. Loan limits are lower for part-time students. <strong>Private Educational Loan</strong>: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required.</td>
</tr>
<tr>
<td>• Graduate students in all other certificate programs (Administrative and Educational Services Certificates)</td>
<td><strong>Private Educational Loan</strong>: may borrow up to the cost of attendance minus other financial assistance; co-signer may be required.</td>
</tr>
<tr>
<td>• Paralegal Certificate</td>
<td><strong>Federal Stafford Loans</strong>: annual allowable maximum according to grade level (subsidized and unsubsidized combined); cannot borrow more than the aggregate maximum for undergraduate study. <strong>Federal PLUS Loan</strong>: parents of dependent students may borrow up to the cost of attendance minus other loans. <strong>Private Educational Loan</strong>: may borrow the cost of attendance minus other financial assistance; co-signer may be required.</td>
</tr>
<tr>
<td>• Second BA and BS students (undergraduate loan limits apply)</td>
<td>Not eligible for any financial aid including student and parent loans.</td>
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history is considered for eligibility. A co-signer may be required. Interest accrues while student is in attendance. Students may select an active repayment or deferred principal repayment option. Those who defer repayment must maintain at least half-time status. Private Educational Loans are an alternative to unsubsidized Stafford loans. Students who are not in academic programs eligible for Federal Stafford Loan funding may be eligible to receive a Private Educational loan.

**Federal Work-Study:** Graduate students may qualify for part-time jobs at the University at an hourly rate under the Federal Work-Study program. The eligibility will be based on the current Federal guideline.

**Graduate PLUS Loans:** Fully matriculated graduate students may apply for a Graduate Plus Loan. This is a new federal loan program. Interest rates and repayment options are regulated by the federal government.

**Educational Opportunity Fund Grants (EOF):** Residents of New Jersey who received undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants. Those interested should contact the EOF Office at (973) 655-4384.

**Eligibility:** Students must meet all established eligibility criteria for financial aid funds. Financial aid recipients must maintain at least half-time (5 credits per semester) status. In addition, applicants must be accepted into an eligible institutional program for Title IV Loans on a program specific basis. The following chart provides information About this regulation. Note: Regulations regarding student eligibility are subject to change without notice.

**Satisfactory Academic Progress:** All graduate students who receive financial aid administered by the Financial Aid Office must maintain “satisfactory academic progress” as defined by the University.

**The FAFSA (Free Application for Federal Student Aid)** form is used to determine eligibility for all Student Loans and the Federal Work-Study Program. The FAFSA worksheet is available from the Financial Aid Office. To complete the form on line, go to: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). In order to receive award notification for Fall semester billing the FAFSA must be filed by March 1 of the prior academic year.

**International Students (Non-Resident Tuition Waiver):** A remission of non-residential tuition may be made to active students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following spring semester and by May 1 for the following fall semester. For further information and/or applications please contact International Services at (973) 655-6862.

**Part-Time Employment:** The Center for Career Services and Community-based Learning, located in the Morehead Hall, third floor, room 337, (973) 655-5194, lists thousands of part-time, summer, and temporary positions each year. Students may check current listings between 8:30 a.m. and 4:30 p.m., Monday through Friday and Monday and Thursday evenings until 7:00 p.m. during the semester. In addition, they can confer with a career counselor, attend workshops on job hunting, and access the computerized job listing services at [www.montclair.edu/careerservices](http://www.montclair.edu/careerservices).
Veterans Benefits: The Office of Student Financial Aid provides information and advice to students regarding federal and state Veterans Administration (VA) benefit programs. Eligible veterans, dependents, National Guard, and reservists, may apply to receive educational assistance while enrolled at Montclair State University. To qualify for VA benefits, students must maintain satisfactory academic progress. Please note that VA education benefits are not payable for courses previously completed. If a veteran adds, drops, or withdraws from a course he or she should immediately forward a copy of the appropriate form to the Student Financial Aid Office. For further information contact the Student Financial Aid Office, CO-208, College Hall; telephone (973) 655-4462.

Scholarships:
(For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.)

Graduate Studies

HAROLD C. BOHN FELLOWSHIP
Amount: Varies
Criteria: MSU senior who shows promise in any academic discipline and presents a bona fide plan for graduate study.
Contact: Dean of Students

WILLIAM P. DIOGUARDI FELLOWSHIP
Amount: Varies
Criteria: Graduating MSU senior with a minimum 2.80 cumulative GPA, has been accepted into a post-baccalaureate degree program at Montclair State University.
Contact: Director of Athletics

SAUL AND ADELAIDE GOLDFARB GRADUATE SCHOLARSHIPS
Amount: The scholarships include awards ranging from $1,500 to $7,000 per year, which must be used for tuition remission.
Criteria: The Saul and Adelaide Goldfarb Graduate Scholarships are available to qualified new students at Montclair State University who have not previously earned a master’s degree. To be eligible, students must have accumulated 8 credits or less and be fully matriculated into a graduate degree program either on a full- or part-time basis.
Contact: Office of Graduate Admissions and Student Services (Application deadline: April 1 each year.)

ALBERT WANG THESIS SCHOLARSHIP
Amount: Up to $2,000
Criteria: Fully matriculated full- or part-time doctoral students at Montclair State University who are enrolled in courses for dissertation advisement for the semester of the award. Must maintain a minimum of 3.0 GPA.
Contact: Office of Graduate Admissions and Student Services
Biology and Molecular Biology

AL STEIN AWARD

Amount: Varies
Criteria: Graduate students pursuing a degree in a program offered in the Biology and Molecular Biology Department. Minimum 3.00 cumulative GPA.
Contact: Chair, Biology and Molecular Biology

College of Education and Human Services

ANNE KIRBY MEMORIAL SCHOLARSHIP

Amount: Varies
Criteria: Matriculated M.Ed. or M.A.T. students preparing for a career in teaching. Must have completed 9 credits of graduate work in good academic standing.
Contact: Dean, College of Education and Human Services

RITA J. BURKE McLEISH MEMORIAL SCHOLARSHIP

Amount: Varies
Criteria: Undergraduate or graduate degree student at Montclair State University who is pursuing studies leading towards working with children who have developmental delays. Financial support is to be used for tuition.
Contact: Dean, College of Education and Human Services

MIANO GRADUATE SPECIAL EDUCATION SCHOLARSHIP

Amount: $1,000
Criteria: Graduate student enrolled in a program leading to work with children who have Pervasive Developmental Disorders. Must have completed 18 semester hours of graduate course work with a 3.5 GPA at MSU.
Contact: Director, Psychoeducational Center

NICHOLAS AND SUSAN MICHELLI MEMORIAL AWARD

Amount: $500
Criteria: A tuition scholarship awarded to a student who demonstrates a commitment to a career in urban education.
Contact: Dean, College of Education and Human Services

ALLAN AND MARGUERITE D. MOREHEAD SCHOLARSHIP AWARD

Amount: Varies
Criteria: Award presented to a full-time student from the inner city or one who is committed to teaching in an inner city school after graduation. Preference is given to Paterson residents.
Contact: Dean, College of Education and Human Services
College of Humanities and Social Sciences

DR. HARRY BALFE II SENIOR AWARD
Amount: Varies
Criteria: Graduating senior or recent graduate from the College of Humanities and Social Sciences who has been accepted to law school and has a minimum cumulative GPA of 3.2.
Contact: Chair, Political Science and Law

College of Science and Mathematics

MARGARET AND HERMAN SOKOL GRADUATE FELLOWSHIP IN SCIENCE
Amount: $10,000
Criteria: Senior chemistry major pursuing a doctorate in chemistry or a closely allied field at an approved graduate school. Must show academic excellence and potential for success in doctoral studies and research.
Contact: Dean, College of Science and Mathematics

MARGARET AND HERMAN SOKOL SUMMER GRADUATE RESEARCH FELLOWSHIP
Amount: $5,000
Criteria: Science graduate students who have completed one year of graduate study, are working on a research thesis, and will return to MSU for the subsequent fall semester.
Contact: Dean, College of Science and Mathematics

Communication Sciences and Disorders

HAROLD M. SCHOLL SCHOLARSHIP
Amount: Varies
Criteria: Matriculated graduate student in the Department of Communication Sciences and Disorders who has completed 15 credits and has a minimum GPA of 3.5 in the major. Must show potential for making an outstanding contribution in the field of language and learning.
Contact: Chair, Communication Sciences and Disorders

MARYANN PEINS SCHOLARSHIP
Amount: Varies
Criteria: Matriculated graduate students enrolled in the Department of Communication Sciences and Disorders with a concentration in Speech-Language Pathology. Must have completed 15 credits in the Department with a GPA of 3.50 in the major. Must provide evidence of participating in professional activities or community service relating to communication disorders. Must show potential for success in doctoral studies and research in communication disorders.
Contact: Chair, Communication Sciences and Disorders
Communication Studies

ELLEN KAUFFMAN TRAVEL GRANT FUND

Amount: Varies
Criteria: Undergraduate and graduate student majoring in a program offered by the Department of Broadcasting, Communication Studies, or Theatre and Dance; minimum GPA of 3.0 in major courses.
Contact: Chair, Communication Studies, Theatre and Dance, or Broadcasting.

English

MARY BONDON SCHOLARSHIP

Amount: $1,500
Criteria: Qualified English Department graduate student pursuing a teaching career in English Literature.
Contact: Chair, English

LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP

Amount: Varies
Criteria: MSU graduate, pursuing a graduate degree in American Literature or Creative Writing at the University. Selection based on value of thesis proposal and financial need.
Contact: Chair, English

French, German, and Russian

FRENCH DEPARTMENT SCHOLARSHIP FOR GRADUATE STUDY

Amount: $1,000
Criteria: Student who shows financial need and demonstrates merit.
Contact: Chair, Modern Languages and Literatures

Mathematical Sciences

AUDREY VINCENTZ LEEF SCHOLARSHIP

Amount: Varies.
Criteria: Fully matriculated full-time or part-time, undergraduate or graduate students in good academic standing who are enrolled in at least one mathematics course. Candidates must provide evidence of financial need and must have completed the Free Application for Federal Student Aid (FAFSA) form with results on file at MSU.
Contact: Chair, Mathematical Sciences

MAX A. SOBEL FELLOWSHIP

Amount: Amount and frequency varies.
Criteria: Graduate student in mathematics education; nominated by mathematics education faculty.
Contact: Chair, Mathematical Sciences
WESTERDAHL SCHOLARSHIP
Amount: Tuition Waivers (maximum of 4 courses) Book/Equipment/Travel Awards (maximum of 4 courses)
Criteria: Awards are for graduate education in mathematics and/or mathematics education.
Contact: Chair, Mathematical Sciences

Music
DAVID OTT FELLOWSHIP
Amount: A total of $4,000 awarded at the rate of $1,000 per semester.
Criteria: Incoming fully matriculated graduate student enrolled in the Music Therapy Program. Recipient must remain a matriculated student in good standing.
Contact: Coordinator, Music Therapy Program

College of the Arts
JOHN AND ROSE CALI SCHOLARSHIP FOR THE ARTS
Amount: Varies
Criteria: Prospective or currently enrolled full-time or part-time undergraduate or graduate students enrolled in the College of the Arts. Must have a minimum GPA of 2.5.
Contact: Dean, College of the Arts

DONALD AND JUDITH MILLER SCHOLARSHIP FOR FINE ARTS
Amount: Varies
Criteria: Prospective or currently enrolled full-time undergraduate and graduate African American and Latino students enrolled in the Art and Design Department of the College of the Arts. Must have a minimum GPA of 2.5 at the time of application.
Contact: Dean, College of the Arts

ARTHUR NEWMAN MEMORIAL FUND
Amount: Varies
Criteria: Undergraduate or graduate students enrolled in programs offered through Montclair State University’s College of the Arts.
Contact: Dean, College of the Arts

F. PAUL SHIELDS FUND
Amount: Varies
Criteria: Full-time student in the Master’s of Fine Arts program at MSU. Based on academic achievement, student must maintain a minimum GPA of 3.2 and provide evidence of demonstrated leadership and participation in extra curricular activities.
Contact: Chair, Art and Design
School of Business
SOVEREL BOOK AWARD
Amount: $200-$400
Criteria: Undergraduate or graduate student in one of the programs within the School of Business who is an employee of a banking organization in the community.
Contact: Dean, School of Business

Special Education
MIANO GRADUATE SPECIAL EDUCATION SCHOLARSHIP
Amount: $1,000
Criteria: Graduate student enrolled in a program leading to work with children who have Pervasive Developmental Disorders. Must have completed 18 semester hours of graduate course work with a 3.5 GPA at MSU.
Contact: Director, Psychoeducational Center

Theatre and Dance
ELLEN KAUFFMAN TRAVEL GRANT FUND
Amount: Varies
Criteria: Undergraduate and graduate student majoring in a program offered by the Department of Broadcasting, Communication Studies, or Theatre and Dance; minimum GPA of 3.0 in major courses.
Contact: Chair, Broadcasting, Communication Studies or Theatre and Dance

DENNIS K. McDONALD SCHOLARSHIP AND AWARD IN THEATRE
Amount: $100
Criteria: Theatre graduate and undergraduate student with a minimum of 3.0 GPA in theatre courses. Must exhibit performance quality, professional potential, evidence of continued development.
Contact: Chair, Theatre and Dance
Alumni Association: Inspired by gratitude and dedication to the Montclair State community, members of the earliest graduating classes created the Alumni Association. Today, alumni of a Montclair State University number over 80,000. This proud group has the power to influence legislation, recruit deserving students and attract critical resources that open doors for other alumni. MSU has always been at the forefront, serving our state and the world by educating hard working, accomplished professionals.

The Montclair State University Alumni Association (MSUAA) works to keep all alumni connected—to friends and classmates, University resources and other alumni who share geographic and professional interests.

The MSUAA provides opportunities, discounts, services, and timely information to alumni. The Alumni Job Bank, College Central—which alumni gifts support—allows alumni to post resumes and search job listings from thousands of employers. The MSUAA also provides support to current students through scholarships, awards and grants.

Throughout the year, alumni are invited to return to campus for social gatherings, reunions, career networking events, lectures and performances. In addition, alumni are invited to meet and speak with President Susan A. Cole at regional alumni gatherings throughout the country.

The Montclair State Alumni Magazine, the on-line Alumni Directory and Connections, the e-newsletter for alumni, bring alumni insider news about the University, the faculty and campus activities.

Alumni Association membership is open to all alumni of Montclair State University. Membership privileges include: access to Sprague Library and on-line access to the Ebsco database, discounts for theater and campus events, access to computer labs and discounts on MSU clothing and gifts at the Bookstore.

The Alumni Relations office is located on the third floor of the College Hall, CO-301. Telephone: (973) 655-4141.

Auxiliary Services: The Office of Finance Administration, located at 855 Valley Road in Clifton, represents the University for services contracted from outside sources such as the University Book Store. The Office of Finance Administration also administers “Red Hawk Dollars”, the University’s debit card, campus photocopying, and the convenience copier operation. For more information, please call (973) 655-7431.

Bookstore: The University Bookstore is located on the lower level of the Student Center. Normal hours of operation are Monday through Thursday, 8:30 a.m. - 8:00 p.m., Fridays, 8:30 a.m. - 4:00 p.m., and Saturdays, 10:00 a.m. - 2:00 p.m. The hours shown are for the fall and spring semesters. Extended hours are available at the beginning of each semester. Telephone: (973) 655-5460.

The bookstore carries required textbooks and supplies as well as a wide variety of other merchandise. In many cases, textbooks are available for purchase several weeks prior to the beginning of the semester. It is recommended that students bring their course schedules to the bookstore to aid in the selection of books, which should be purchased early. During the fall and spring semesters, undamaged books may be returned within 15 calendar days of the first day of class provided that students produce sales receipts. “Red Hawk Dollars”, the University debit card, may be used in the bookstore. The bookstore can also be reached on their website: www.montclair.bkstr.com.
Campus Ministry: The Montclair State University campus is served by a number of professional campus ministers, ordained chaplains and advisers representing major religious denominations who support their efforts here. Together they form the Campus Ministry Council (CMC) in liaison with the Dean of Students, as an ex-officio member of the CMC.

Student-led religious organizations, chartered by the SGA, Inc., serve the campus as well. While groups do meet on campus for religious celebrations, MSU does not have a House of Worship. However, there are many local places of worship which are listed in the Student Handbook.

*Campus Crusade for Christ* exists to be a “community of individuals seeking to live for something bigger than ourselves.” We are not just another club or activity, but we are a community. Every month at Cru we have a variety of different activities that help us accomplish this goal. Our mission is to make Jesus Christ known on campus at MSU and around the State. Cru’s website is http://www.montclaircru.com.

*Chi Alpha Christian Fellowship* is a diverse, Spirit-empowered group of students on campus who strive to grow in their relationship with God in Christ Jesus, serve the campus community, and call others into relationship with Him. Chi Alpha has a weekly large group meeting, LIFE groups (small groups), prayer meetings, stateside and overseas mission trips, weekend retreats, conferences, and service projects. The campus minister can be reached at (973) 655-4258, Student Center Annex, Room 124A or visit www.montclairchialpha.org.

*Hillel* is a Class III Organization of the SGA and growing every day. In addition to being a member of the National Hillel Organization, we are also associated with the JCC Metrowest, located in West Orange, NJ and Congregation Beth Ahm in Verona, NJ. We are a non-discriminatory group and we welcome everyone to our organization. We strive to promote a united Jewish population on our campus and increase our organization’s visibility and membership. Visit us at http://www.montclair.edu/orgs/hillel.

*The InterVarsity Christian Fellowship* is a ministry that serves students and faculty at colleges and universities across the United States and around the world. InterVarsity chapters are groups of students that enjoy fun and friendship together and help each other grow in their love for God and their knowledge of Jesus Christ. We place a high value on study of the Bible, worship, prayer, missions, racial reconciliation and social justice. Our regular activities include Small Group Bible Studies, prayer meetings, Large Group fellowship meetings, social events and weekend retreats. Visit us at http://www.montclair.edu/orgs/icf/.

*Light Lunches-Fellowship and Prayer for Faculty and Staff* is a weekly gathering for Christian faculty and staff at MSU. We endeavor to provide spiritual encouragement and prayer support for one another. We meet during our lunch hour every Wednesday from 1-2 p.m. in Student Center room 416. The first half hour is for eating and fellowship and the second half hour is for prayer.

*Muslim Students Association’s* fundamental purpose is to encourage and enable its members, with basic knowledge and competence in Islam, to contribute individually and collectively toward meeting human needs in conformity with Islamic doctrines and beliefs. Under the ceiling of the University, the SGA policies, we shall introduce the Muslim cultural heritage of the Islamic world to the student body of Montclair State University, and also act as a bridge between the community at Montclair State University and the communities of the Islamic World. Visit us at www.montclairmsa.com.

*The Newman Catholic Campus Ministry* comes together for spiritual, educational,
and social growth. The Newman Catholic Center, focus for many activities, is located at 894 Valley Road. It has a prayer chapel open weekdays. Mass is celebrated on campus Sundays, Holy Days, and during the week. The campus minister can be reached at (973) 746-2323 or (973) 655 7240, or faxed at (973) 783-3313.

**Center for Academic Development and Assessment:** CADA provides academic support needed to assist students in a variety of subject areas. Emphasis is placed on mathematics, the natural sciences, business, the humanities and social sciences. CADA tutoring staff is comprised of graduate and undergraduate students, as well as professionals, who are trained to provide individual and small group tutoring sessions. Services are offered on a walk-in basis and are free of charge. CADA is located in Morehead Hall, Room 140 and is open Monday through Thursday from 9:00 a.m. to 8:00 p.m., and on Fridays from 9:00 a.m. to 1:00 p.m. The schedules for tutoring and academic development workshops are posted each semester on the CADA web page: [www.montclair.edu/pages/cada/](http://www.montclair.edu/pages/cada/)

CADA also conducts placement testing for new students and transfer students who do not hold an associate’s degree. Math readiness testing is offered in collaboration with the Mathematical Sciences department. In addition, CADA offers proctoring services for non Montclair State University students enrolled in long distant courses at other universities and also serves as an Educational Testing Services (ETS) testing center while proctoring the TOEFL and GRE.

**The Center for Career Services and Community-based Learning:** The Center for Career Services and Community-based Learning provides a comprehensive approach to career exploration, personal development, and service to the community. The Center assists students with all phases of the career decision-making process, from choosing a major, finding part-time work while attending school, planning long-term career goals to obtaining full-time work after graduation. A distinguishing feature of the Center for Career Services and Community-based Learning is the strength and integrity of its two academic programs, Co-op and Service-Learning. Through these programs, CCSCBL offers students applied learning opportunities that foster personal, civic, and professional growth through institutional work- and service-based courses designed to prepare students for professional and civic engagement. Students go off-campus to experience applied learning through projects arranged and monitored by faculty and staff in community settings, businesses, governmental agencies, and not-for-profit organizations. The Center, located in Morehead Hall, Room 337, is open Monday through Friday, 8:30 a.m. to 4:30 p.m. During the semester the office remains open on Monday and Thursday evening until 7:00 p.m. Phone: (973) 655-5194. Website: [www.montclair.edu/careerservices](http://www.montclair.edu/careerservices).

**Co-op and Department-Sponsored Work-based Courses:** Various courses within Montclair State University’s curriculum are designed to help students explore career options and develop the professional skills and competencies needed for career success. Some of these courses are offered and facilitated by the Co-op Program. In addition to work-based courses offered by Co-op, MSU’s curriculum includes numerous work-based courses that are facilitated by individual academic departments. Essentially, a work-based course is a structured, semester-long, personal and professional development experience with an approved organization/agency for which the student earns academic credit. All designated work-based courses at MSU have been approved by the Experien-
tial Education Committee of the University Senate, in coordination with the University Undergraduate Curriculum Committee. Instructors of work-based courses receive ongoing guidance from the Experiential Education Committee of the University Senate.

**S-L Courses:** The Experiential Education Committee of the Faculty Senate proposed the following definition of service-learning which was approved by MSU’s University Senate in May, 1998: Service-learning is a course-based, credit bearing educational experience in which students participate in an organized community-based service activity. This activity meets identified community needs, and provides a student with sufficient time to reflect on the service activity in such a way as to gain a greater understanding of course content and an enhanced sense of civic responsibility.

Service-learning courses are evaluated based on the definition above and approved by the Experiential Education Committee of the University Senate. Every effort is made to structure the service-learning experience so as to maximize student growth and development. Faculty and community supervisors provide guidance and written feedback to students throughout their service-learning semester. The Experiential Education Committee and the CCSCBL provide guidance and logistical support for faculty, students, and community partners.

**Cultural Opportunities:** A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Theatre and Dance presents several plays each semester, and, in the spring, a major student dance concert. The Department of Art and Design and the division of galleries together operate exhibit spaces that are generally change monthly. Distinguished artists visit the campus to talk about their work at the Art and Design department’s Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts and recitals. The Office of Arts and Cultural Programming bring to the campus distinguished performers such as Emelyn Williams, Alwin Nikolais and Shapiro and Smith.

**Dining Services:** Two dining halls and various retail locations are available throughout campus for your dining convenience. Vending machines and catering services are also offered. Please visit our web page http://www.montclair.edu/pages/diningservices/ for the latest dining service concepts, locations, and hours of operation.

Graduate students may participate in the traditional or block meal plans. A variety of plans are offered to fit your schedule. Meal plan and rate information are posted on our web site. The Meal Plan Office is located in the Student Center Cafeteria C Room 202.

**Directory Information:** There is certain directory information which the University may release without the student’s permission: name, address, electronic mail (e-mail) address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. However, a student may prevent the release of such information by writing (hard copy letter with signature and date) to the Dean of Students prior to the end of the 2nd week of classes.
Further Graduate Study: Students interested in attending a university for study toward a master’s or a doctoral degree may find information in The Center for Career Services and Community-based Learning located in Morehead Hall, third floor. Graduate Program Coordinators should be contacted for information related to their specific disciplines.

Graduate Student Services: The staff of the Office of Graduate Admissions and Support Services works to develop and implement programs and services that support the academic mission of the University’s graduate programs. Each of our programs aims to address the goal of providing a supportive, positive graduate experience where the student has the chance to develop intellectually, professionally and personally and successfully persist and complete his/her program.

Programs and services offered include:

- Tracking of student academic progress
- Orientation programs
- Graduate Student Workshops
- Graduate Student Organization
- The Graduate Exchange newsletter
- Graduate Assistantships and Scholarships
- Alpha Epsilon Lambda Honor Society

To find out more about these programs and services, please visit www.montclair.edu/graduate and select “For Current Students.” You may also submit questions by sending an e-mail message to gradstudentservices@montclair.edu.

During the Fall and Spring semesters (mid-August through May) when classes are in session, the office is open Monday through Thursday, 8:30 a.m. - 5:30 p.m. and Friday, 8:30 a.m.-4:30 p.m. During the Summer Sessions (June-August), the Office of Graduate Admissions and Student Services is open Monday, Tuesday, Wednesday and Thursday, 8:00 a.m.-5:15 p.m. Staff members are available to answer student questions during that time, but students seeking advising or having more complex issues are encouraged to make an appointment with a staff member. Students may reach the Office of Graduate Admissions and Student Services by calling (973) 655-5147.

I.D.: Students, faculty and staff are required to have a University-issued Photo Identification Card. This card must be shown to borrow books or copies of tapes from the Library; to use a book on Library reserve; to use Panzer Athletic or the Recreation Centers; and to participate in various activities sponsored by the Student Government Association and Montclair State University, as well as, use of meal plan, flex dollar, and Red Hawk Dollar programs.

Please report lost ID cards immediately to the I.D. Card Office, Meal Plan Office, or any cashier at our food retail locations. There is a fee for replacement I.D. cards. Please visit the ID Card Office web page for details and hours of operation: http://www.montclair.edu/pages/studentcenter/idcardoffice.html.

Older Adult Tuition Waiver Program (OLA): New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver basis. Students are only responsible for student fees plus a $45 administrative fee per semester enrolled. Students with an undergraduate degree must apply directly through the Office of Graduate Admissions and Student Services and meet all of the admission requirements to be considered for the OLA program. Students with an undergraduate degree may take
undergraduate or graduate courses, but must pay graduate fees regardless of the course level. Students without an undergraduate degree must apply directly through the Office of Undergraduate Admissions. There is a section on the application for students to indicate that they would like to be considered for the OLA program. For more information, please contact the Center for Academic Advising and Adult Learning at adult.learning@montclair.edu or (973) 655-7114.

Residence Halls Facilities: The Office of Residence Education and Services provides housing for graduate students in apartment-style accommodations. Montclair State University does not discriminate with regard to age in making housing assignments. Family housing is not available on campus.

The Office of Residence Education and Services (Bohn Hall, Room 437) is open on weekdays from 8:30 a.m. to 4:30 p.m., and open on holidays when classes are in session. The office is closed on weekends. For further information, please call (973) 655-5188.

Student Center/Annex: The Student Center and Annex are a main gathering place for social, educational, and recreational activities. This large complex has a cafeteria, Rathskeller, Sushi Bar and Student Center Dining Room. Students and guests may enjoy the services of the bookstore, convenience store, flea market and computer lab. Also centrally located in the Student Center is an information desk, study lounge, commuter lounge, classrooms, ballrooms, and several meeting rooms. In addition, the facility houses the Office of the Vice President for Student Development and Campus Life, and Offices of the Dean of Students, Center for Student Involvement, the Women’s Center, and the Student Government Association, as well as the Food Service Liaison office, and the ID Card office.

To schedule rooms or space in the Student Center, you must contact the Scheduling office. If you have any questions or special requests with regard to facilities or operation, please call the respective department.

Student Center Main Office ................................................................. (973) 655-7548
Scheduling ................................................................................................. 4411
Building Manager ..................................................................................... 7546
Information Desk ....................................................................................... 5329
Computer lab ............................................................................................. 6969
Dining Services ......................................................................................... 7707

Transportation and Parking Services: All students eligible to bring a vehicle to campus must have their vehicle(s) registered with Parking Services in order to park in surface lots, and the parking permits must be appropriately displayed at all times when vehicles are parked in surface lots. On-line registration is available at the website listed below. Students may also park in the Red Hawk Deck or in metered spaces based upon hourly rates. It is the responsibility of students to be familiar with the Parking Regulations, which can be found at http://www.montclair.edu/pages/ofo/Parking/index.shtml.

Students who fail to obey the parking regulations may receive either a municipal or University citation, and cars may be immobilized or towed for non-payment of tickets. In addition, failure to pay citations may lead to a hold being placed on a student’s account and restrict their ability to register for classes, and receive transcripts or a diploma.

A shuttle bus system is available to transport people to and from parking lots and the NJ Transit train station on Clove Road to the campus core. Questions regarding parking
services should be directed to the Parking Services office in the Red Hawk Deck on Heating Plant Way, or by calling (973) 655-7581.

**Transcripts:** To obtain an official Montclair State University transcript, students must complete and sign a transcript request form, available through the Office of the Registrar or on the Montclair State University website at [www.montclair.edu/transcript](http://www.montclair.edu/transcript). A fee of $6.00 per copy (MSU undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State University. Same day processing service is available at a charge of $12.00 for the first copy and $8.00 for each additional copy on that day. Transcripts will not be released for students who have a financial obligation (i.e., library, parking, loan, etc.) to Montclair State University.

At the conclusion of each semester, please allow ten working days for grade processing. Transcript requests which include grades from the immediately proceeding semester will be processed after the grading cycle is complete.

Students may also access their grades through Wess, the Web Enrollment Services for Students.

**University Police:** Montclair State University Police is responsible for ensuring the on-campus safety of students. Students are asked to cooperate with these officers and to bring any concerns to the attention of the dispatcher at (973) 655-5222. This is a full-fledged police department that is always open. This department provides protection, investigations, information and advice.

University Police will respond to all criminal activity, investigate all motor vehicle accidents, other incidents, and enforce all applicable laws and University regulations. Students are encouraged to report any incidents of a suspicious nature.

Some of the services offered to students by the University Police are: programming on rape awareness, substance abuse, crime prevention and violence awareness. All community members are strongly urged to familiarize themselves with the Campus Wide Emergency Plan in the event of man-made and natural disasters. Information for students and concerned families can be located at [www.montclair.edu/emergency](http://www.montclair.edu/emergency).

In case of fire or a life threatening emergency, dial extension 5222 on the campus line. Emergency call boxes are located on light posts throughout the parking areas as well as buildings around campus. These phones provide a direct line to the police dispatcher; you are encouraged to familiarize yourself with these locations.

**Emergency Medical Services**

Emergency Medical Services (EMS) are available with emergency transport to local hospitals. Call University Police at extension 5222 for immediate assistance. MSU EMS also provides education in CPR, first aid, and safety. The Office of Emergency Medical Services is located in the Student Center, Room 105. Telephone (non emergency): (973) 655-7836.

**University Health and Counseling Services**

University Health and Counseling Services is composed of Counseling and Psychological Services, Health Center, Service for Students with Disabilities, Wellness Education.

The departments of University Health and Counseling Services provide ambulatory patient care, individual and group counseling, sexual assault response services, health maintenance and wellness promotion, assistance with alcohol and drug issues, and services for students with disabilities designed to meet student needs and ADA requirements. A mandatory University Health Fee entitles registered students to utilize services.
All patient/client records for services provided in the Health Center, Counseling and Psychological Services, and Services for Students with Disabilities are strictly confidential and are not a part of other University records. No information is recorded on any permanent college record, so it cannot appear on a transcript or any other official document. No information about a student’s visit to these services will be released to anyone without specific written permission from the student, except in the event of an extreme emergency where a clear danger to self and/or other exists.

Go to www.montclair.edu/wellness for detailed information on all departments including health insurance, immunizations and current programs.

Counseling and Psychological Services (CAPS)
CAPS is located in the Gilbreth House (behind Freeman Hall, south end of campus. Telephone, (973) 655-5211. Fax, (973) 655-4470. Hours: Monday through Thursday from 9:00 a.m. to 5:00 p.m., and on Friday from 8:30 a.m. to 4:30 p.m. Some evening hours are available by appointment (fall and spring semester). During the summer the office is open Monday through Thursday from 9:00 a.m. to 5:00 p.m., closed Friday.

Psychologists, a part-time psychiatrist, and graduate student trainees are available on staff. Call in advance for an appointment. Urgency of need is always taken into consideration when scheduling appointments.

Alcohol and Drug Program
Alcohol and drug treatment and prevention services are available to all registered MSU students at CAPS. These services are designed to address the misuse of alcohol, tobacco, and other drugs. Confidential assessments are available for students interested in examining the impact alcohol and other drugs have on their lives. Subsequent counseling and aftercare services are available as well as referral for more intensive treatment, if needed. Alcohol and drug prevention education and programming are designed to assist students in developing healthy life-styles, preventing the onset of substance related problems, and ameliorating existing ones.

Health Center
The Health Center provides direct medical care by nurse practitioners, registered nurses and physicians including diagnosis and treatment of illness and injuries, women’s health, HIV/STI/pregnancy screening, immunizations and health education. Students are seen by appointment only, unless it is an emergency.

The Health Center is located in Blanton Hall (first floor) and is open Monday, Tuesday and Thursday from 9:00 a.m. to 8:00 p.m. and on Wednesday and Friday, 8:30 a.m. to 4:30 p.m. during the fall and spring semesters. During the summer, the Health Center is open Monday through Thursday from 8:00 a.m. to 5:15 p.m. and closed on Friday. Telephone: (973) 655-4361. Fax: (973) 655-4159.

Sexual Assault Response Team (SART)
MSU SART is an initiative of the Health Center and University Police that provides a victim-centered, comprehensive response to incidents of sexual assault. Team members include University Police, Forensic Nurse Examiners from the Health Center and community Rape Care Advocates. MSU SART offers all services on campus and is available twenty-four hours a day, seven days a week.

The Office of Services for Students with Disabilities
Services for Students with Disabilities (SSD) provides assistance to students with physical sensory, learning, psychological and chronic medical disabilities. SSD assists students with disabilities in receiving the accommodations and services necessary to equalize access. Montclair State University is committed to the full
inclusion of students with disabilities in all curricular and co-curricular activities mandated by Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. To this end, SSD serves as a liaison between the student with a disability and the rest of the University community.

These services are located in Morehead Hall, Suite 305 and are available Monday and Thursday from 8:30 a.m. to 7:00 p.m. and Tuesday, Wednesday, and Friday from 8:30 a.m. to 4:30 p.m. during the fall and spring semesters. During the summer, services are available Monday through Thursday from 8:00 a.m. to 5:15 p.m. and closed on Friday. Telephone: (973)-655-5431. Fax: (973) 655-5308.

**Wellness Education**

Wellness Education develops programs to address health issues that are pertinent to Montclair State University students. These include, but are not limited to, alcohol and drug use, tobacco awareness, nutrition, eating disorders, body image awareness, safer sex practices, sexual violence, peer education, stress management, and mental health issues.

Wellness Education is located in Bohn Hall on the street level. Services are available Monday through Friday from 8:30 a.m. to 4:30 p.m. with scheduled programming on selected evenings during the fall and spring semesters. During the summer, services are available Monday through Thursday from 8:00 a.m. to 5:15 p.m. and closed on Friday. Telephone: (973) 655-7397. Fax: (973) 655-6977.

**Drop-In Center (Peer Advocacy Program)**

A component of Wellness Education, the Peer Advocates are a student group at Montclair State University that provide outreach, programming, and a person to talk to about social issues.

The Cottage is located between the Student Center and Science Hall. Services are available Monday through Friday during the fall and spring semesters. Check current hours at www.montclair.edu/wellness. The Center is closed during the summer. Telephone: (973) 655-5271.

**Immunization Requirements**

1. **Measles-Mumps-Rubella Immunization Requirements**

   All new or continuing full- and part-time undergraduate and graduate students born after 1956 enrolled in a program of study leading to an academic degree at any 4-year public or independent institution of higher education in New Jersey are required to provide evidence of immunization as a prerequisite to enrollment as follows:

   **Measles:** Evidence of two doses of a live measles-containing vaccine, or any vaccine combination containing live measles vaccine that was administered after 1968 — first dose administered on or after the student’s first birthday and second dose administered no less than one month after the first dose, or documented laboratory evidence of measles immunity.

   **Mumps:** Two doses of live mumps virus vaccine, or any vaccine combination containing live mumps virus vaccine on or after the student’s first birthday, or documented laboratory evidence of mumps immunity.

   **Rubella:** One dose of live rubella virus vaccine, or any vaccine combination containing live rubella virus vaccine on or after the student’s first birthday, or documented laboratory evidence of rubella immunity.

   The only exemptions from these requirements are students born before 1957, students enrolled in a program for which students do not congregate on campus, whether for classes or to participate in institution-sponsored events (home study, distance learning), certain medical conditions in which immunizations pose a health
risk, and clearly proscribed and documented religious exclusions. During an epidemic, the University may require students without proof of immunity to stay away from the campus until the epidemic is over.

The University must enforce student compliance within 60 days of enrollment. Entering students may be registered on a provisional basis for the first term if the required immunization documentation is not available at the time of registration. Prior to registration for the second term, a student shall either present documentation of immunization or proof of immunity as outlined above or be re-immunized. A registration hold that will prevent future registration activity will be placed on the records of all students who are not in compliance.

2. Meningitis Immunization Requirement

The State of New Jersey requires that all full and part-time incoming college freshmen, transfer and graduate students be provided with information about meningitis and the availability and benefits of the meningitis vaccine. Each student must submit documentation of their decision whether or not to receive the vaccination. Each university must record this information.

All new students enrolled in a program of study leading to an academic degree at a public or private institution of higher education who live in campus housing, must receive a meningococcal vaccination as a condition of residence and as a condition of attendance at that institution. Students who fail to submit this information will not be assigned a space in campus housing and will not be permitted to move into any campus residential facilities.

3. Submission of Proof of Immunity

Documentation of all required immunizations must be submitted to the Health Center. Forms for this purpose are available from the Admissions Office and the Health Center or can be downloaded at www.montclair.edu/wellness. Students can send or fax original documentation signed by a licensed health care provider, a copy of a signed and authorized school record, or the completed and signed MSU Immunization Information form to the Health Center. Telephone: (973) 655-4361. Fax: (973) 655-4159.

Montclair State University
Health Center, Blanton Hall
Montclair, NJ 07043
Go to www.montclair.edu/wellness for forms and more information about immunization requirements.

Health Insurance

New Jersey state law mandates that all full-time undergraduate and graduate students have accident/sickness insurance. MSU has arranged for a plan to be available for students who have no other coverage. In addition, this plan is also optionally available for part-time students and their dependents. The Bollinger Insurance Company provides this coverage to MSU students. The cost for this insurance is automatically billed to all full-time students with the tuition bill for full-time students and is currently $152.00 for the full year and $91.00 for spring and summer semesters. Part-time students may also enroll in the plan by contacting Bollinger Insurance directly at 1-800-526-1379. Go to www.bollingerinsurance.co/MSU for plan details.

The Bollinger plan is a basic accident/illness policy with minimal coverage. Students covered by this policy are encouraged to seek care at the Health Center prior to using outside services to reduce out-of-pocket expenses.

Students who currently have health insurance under another plan may have the
Bollinger Insurance plan and the premium deduction on the tuition bill waived by completing a waiver card and returning it to the Bursar’s office, College Hall, Room 218. Waiver cards can be obtained from the Bursar’s office or printed from the Bursar web page at: http://www.montclair.edu/pages/bursar/policies.htm#health insurance.

Claim forms for Bollinger Insurance coverage are available on the Bollinger Insurance website and at the MSU Health Center.

**Women’s Center:** The Women’s Center aids in the education of women and men with respect to their changing roles, rights and responsibilities in today’s world. Different programs, workshops and weekly discussion groups are offered each semester and are developed to address the current needs of the campus community. A reference library and a referral service are available to Montclair State University students. We encourage the personal growth and empowerment of women and men through personal coaching, mentoring service and advocacy. The Women’s Center serves as a safe space on campus for all women.

Interested students may have a chance to work as student staff and coordinate activities, contribute to the newsletters and learn to facilitate discussions and workshops in such areas as sexual harassment and sexual assault, domestic violence, leadership, assertiveness training, media literacy and self-esteem.

**Equity and Diversity Programs,** housed in the Center, serves students, cultural organizations and the Montclair State community by promoting an environment that fosters and values human understanding. It is a reflection of the University’s commitment to living in a global community. Our aim is to internationalize our curriculum, improve intercultural communication and collaboration as we enhance our student’s experiences via the exploration of the many cultures found on our campus. The program seeks to provide services and events that will instill university-wide appreciation and tolerance for diverse perspectives, equitable participation and inclusion for all of the campus community. You are encouraged to, as Mahatma Ghandi once said, “Be the change you wish to see in the world” and embrace global citizenship. Interested students are invited to join our Conversations On Race study circles, and participate in our interfaith “Building Bridges” dialogue series.

For further information, please contact the Women’s Center located in the Student Center, Room 421, telephone (973) 655-5114 or visit our website, www.Montclair.edu/womenscenter.

**Writing Center:** The Writing Center, located in Dickson Hall, Room 285, offers consultation and tutorial help to all students who are interested in developing as writers. There is no charge for this service. For more information, call (973) 655-7442.
DOCTORAL PROGRAMS

AUDIOLOGY (Sc.D.)

Telephone: (973) 655-4232

THE DOCTOR OF SCIENCE DEGREE IN AUDIOLOGY

The Doctoral degree program in Audiology (Sc.D.) requires students to complete academic coursework, clinical practica, and a research experience. The program will enable its graduates to conduct audiological assessments and provide intervention to individuals with hearing problems. The doctoral degree is the entry level degree for the practice of audiology. Students may enter the program at the post-Bachelor’s level or the post-Master’s level.

There are three tracks within the Sc. D. program, and each of the tracks has its own credit requirement. The post-baccalaureate clinical track requires 118 credits, the post-baccalaureate research track requires 132 credits and the post-Master’s track requires 48 credits.

ADMISSION REQUIREMENTS

Initial admission status requires that students meet the minimum admissions criteria. Prospective students must submit the following for consideration:
1. A completed and signed application for doctoral study.
2. A personal essay describing their view of the relevance of doctoral education to their personal and professional development.
3. A statement discussing areas of potential research interest. (Only for students applying for the research track.)
4. Transcripts of undergraduate and graduate work, (WES evaluation, if necessary).
5. GRE scores; TOEFL scores if necessary.
6. Three letters of recommendation, including at least two from professional colleagues or college/university faculty who can attest to the candidate’s potential for advanced study and research.
7. Application fee.

REQUIREMENTS FOR THE DOCTOR OF SCIENCE DEGREE IN AUDIOLOGY

Post-BA Clinical Track (118 semester hours)

Semester Hours
I. Pre-professional sequence (for students who require prerequisite courses, the courses will be noted at the time of initial advisement. These may include some, but may not necessarily be limited to the following:

CSND 408 Phonetic Study of Speech Sounds ............................................ 3
II. Required Academic Core (64 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSND 504</td>
<td>Speech-Language Pathology for Audiologists</td>
<td>3</td>
</tr>
<tr>
<td>CSND 544</td>
<td>Diagnostic Procedures in Audiology I</td>
<td>3</td>
</tr>
<tr>
<td>CSND 545</td>
<td>Diagnostic Procedures in Audiology II</td>
<td>3</td>
</tr>
<tr>
<td>CSND 546</td>
<td>Diagnostic Procedures in Audiology III</td>
<td>3</td>
</tr>
<tr>
<td>CSND 547</td>
<td>Clinical Laboratory for Diagnostic I</td>
<td>1</td>
</tr>
<tr>
<td>CSND 548</td>
<td>Clinical Laboratory for Diagnostic II</td>
<td>1</td>
</tr>
<tr>
<td>CSND 549</td>
<td>Clinical Laboratory for Diagnostic III</td>
<td>1</td>
</tr>
<tr>
<td>CSND 550</td>
<td>Basic Hearing Aid Technology and Fitting</td>
<td>3</td>
</tr>
<tr>
<td>CSND 551</td>
<td>Clinical Laboratory Basic Hearing Aid Technology and Fitting</td>
<td>1</td>
</tr>
<tr>
<td>CSND 576</td>
<td>Aural Rehabilitation Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>CSND 577</td>
<td>Scientific and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>CSND 601</td>
<td>Auditory Processing Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSND 704</td>
<td>Clinical Laboratory in Auditory Processing Disorders</td>
<td>1</td>
</tr>
<tr>
<td>CSND 602</td>
<td>Hearing and Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>CSND 620</td>
<td>Pediatric Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSND 696</td>
<td>Issues in Healthcare Systems</td>
<td>2</td>
</tr>
<tr>
<td>CSND 701</td>
<td>Auditory Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>CSND 702</td>
<td>Clinical Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>CSND 703</td>
<td>Biomedical Ethics</td>
<td>2</td>
</tr>
<tr>
<td>CSND 707</td>
<td>Basic Medical Audiology: Genetics and Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CSND 708</td>
<td>Psychoacoustics I</td>
<td>3</td>
</tr>
<tr>
<td>CSND 709</td>
<td>Laboratory for Psychoacoustics I</td>
<td>1</td>
</tr>
<tr>
<td>CSND 621</td>
<td>Implantable Devices for the Remediation of Hearing Loss</td>
<td>3</td>
</tr>
<tr>
<td>CSND 807</td>
<td>Advanced Medical Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSND 808</td>
<td>Psychoacoustics II</td>
<td>3</td>
</tr>
<tr>
<td>CSND 809</td>
<td>Speech Perception</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Clinical Practica (minimum of 29 semester hours)

May be repeated if recommended.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSND 530</td>
<td>Clinical Observation/Clinical Preparation</td>
<td>3</td>
</tr>
<tr>
<td>CSND 532</td>
<td>Clinical Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CSND 563</td>
<td>Clinical Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>CSND 663</td>
<td>Clinical Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>CSND 700</td>
<td>Clinical Externship/Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSND 762</td>
<td>Clinical Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>CSND 763</td>
<td>Clinical Practicum V</td>
<td>3</td>
</tr>
<tr>
<td>CSND 862</td>
<td>Fourth Year Externship I (minimum 6 semester hours)</td>
<td>3</td>
</tr>
<tr>
<td>CSND 864</td>
<td>On line Grand Round (minimum 2 semester hours)</td>
<td>1-6</td>
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</table>

IV. Research and Culminating Experience (17 semester hours)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CSND 750</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSND 850</td>
<td>Directed Research I</td>
<td>2</td>
</tr>
<tr>
<td>CSND 851</td>
<td>Directed Research II</td>
<td>3</td>
</tr>
<tr>
<td>CSND 852</td>
<td>Directed Research III</td>
<td>3</td>
</tr>
<tr>
<td>STAT 600</td>
<td>Statistical Methods for Research Workers I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 601</td>
<td>Statistical Methods for Research Workers II</td>
<td>3</td>
</tr>
</tbody>
</table>
V. Professional (non-clinical) Practica (4 semester hours)

All students must take CSND 834 and CSND 836 and choose between CSND 835 or CSND 837 toward this practicum requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSND 834</td>
<td>Seminar in University Teaching</td>
<td>1</td>
</tr>
<tr>
<td>CSND 837</td>
<td>Seminar in Clinical Preceptorship</td>
<td>1</td>
</tr>
<tr>
<td>CSND 835</td>
<td>Practicum in University Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(may be repeated up to two times)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>CSND 836 Practicum in Clinical Preceptorship</td>
<td>2</td>
</tr>
</tbody>
</table>

VI. Electives (4 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSND 523</td>
<td>Educational Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSND 580</td>
<td>Aural Rehabilitation for Adults</td>
<td>3</td>
</tr>
<tr>
<td>CSND 581</td>
<td>Pediatric Aural (Re)Habilitation</td>
<td>3</td>
</tr>
<tr>
<td>CSND 671</td>
<td>Special Topics in Audiology</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>(May be repeated up to three times for a maximum of 9 semester hours)</td>
<td></td>
</tr>
<tr>
<td>CSND 705</td>
<td>Community and Industrial Audiology</td>
<td>2</td>
</tr>
<tr>
<td>CSND 722</td>
<td>Advanced Auditory Potentials</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Department Requirements**

1. In addition to the clinical and academic coursework students are required to successfully complete the following prior to beginning the Fourth Year Externship:
   a. A series of practical examinations designed to evaluate clinical skills.
   b. A series of written examinations designed to evaluate the ability to integrate academic and clinical knowledge.
   c. A clinical research project.

2. Students in the post-baccalaureate clinical track must complete 25 hours of supervised clinical observation and a total of 1820 hours of supervised direct clinical experience. Up to 100 hours of clinical experience completed as an undergraduate may be accepted toward this requirement.

3. Admission to the program in Audiology is in the fall of each academic year. Completed applications should reach the Office of Graduate Admissions and Student Services by March 15th of each year for admission for the following fall semester; new students may not begin the program in the spring semester. The Graduate Record Examination (GRE) must be completed and the scores reported to the Office of Graduate Admissions and Student Services. Admissions will continue until the class is filled.

Research Track (132 semester hours)

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Pre-professional sequence (for students who require prerequisite courses, the courses will be noted at the time of initial advisement. These may include some, but may not necessarily be limited to the following:</td>
</tr>
<tr>
<td>CSND 408 Phonetic Study of Speech Sounds</td>
</tr>
<tr>
<td>II. Required Academic Core (65 semester hours)</td>
</tr>
<tr>
<td>CSND 504 Speech-Language Pathology for Audiologists</td>
</tr>
<tr>
<td>CSND 544 Diagnostic Procedures in Audiology I</td>
</tr>
</tbody>
</table>
CSND 545 Diagnostic Procedures in Audiology II ................................. 3
CSND 546 Diagnostic Procedures in Audiology III .............................. 3
CSND 547 Clinical Laboratory for Diagnostic I ................................. 1
CSND 548 Clinical Laboratory for Diagnostic II ................................. 1
CSND 549 Clinical Laboratory for Diagnostic III ......................... 1
CSND 550 Basic Hearing Aid Technology and Fitting ......................... 3
CSND 551 Clinical Laboratory Basic Hearing Aid Technology and Fitting ............................................................. 1
CSND 576 Aural Rehabilitation Across the Lifespan ............................ 3
CSND 577 Scientific and Professional Writing .................................... 3
CSND 601 Auditory Processing Disorders ........................................... 3
CSND 704 Clinical Laboratory in Auditory Processing Disorders ...... 1
CSND 602 Hearing and Speech Science ........................................... 3
CSND 620 Pediatric Audiology ............................................................ 3
CSND 696 Issues in Healthcare Systems ........................................ 2
CSND 701 Auditory Anatomy and Physiology ..................................... 3
CSND 702 Clinical Instrumentation .................................................. 3
CSND 703 Biomedical Ethics ............................................................. 2
CSND 707 Basic Medical Audiology: Genetics and Pathology ........... 3
CSND 708 Psychoacoustics I ................................................................. 3
CSND 709 Laboratory for Psychoacoustics I ....................................... 1
CSND 621 Implantable Devises for the Remediation of Hearing Loss 3
CSND 807 Advanced Medical Audiology .......................................... 3
CSND 808 Psychoacoustics II ............................................................. 3
CSND 819 Laboratory for Psychoacoustics II ...................................... 1
CSND 809 Speech Perception ............................................................. 3

III. Clinical Practica (minimum 29 semester hours)
    May be repeated if recommended.
    CSND 530 Clinical Observation/Clinical Preparation ....................... 3
    CSND 532 Clinical Practicum I ...................................................... 3
    CSND 563 Clinical Practicum II .................................................... 3
    CSND 663 Clinical Practicum III ................................................... 3
    CSND 700 Clinical Externship/Audiology ...................................... 3
    CSND 762 Clinical Practicum IV ................................................... 3
    CSND 763 Clinical Practicum V ................................................... 3
    CSND 862 Fourth Year Externship I (minimum 6 semester hours) .... 6
    CSND 864 On line Grand Round (minimum 2 semester hours) .... 1-6

IV. Research and Culminating Experience (30 semester hours)
    CSND 750 Research Methods ......................................................... 3
    STAT 600 Statistical Methods for Research Workers I .................. 3
    STAT 601 Statistical Methods for Research Workers II .................. 3
    STAT 547 Clinical Laboratory for Diagnostic I .......................... 1
    CSND 899 Directed Readings (may be repeated up to four times for a maximum of 12 semester hours) .................. 1-3
    CSND 900 Dissertation (may be repeated up to four times for a maximum of 12 semester hours) .................. 1-3
V. Professional (non-clinical) Practica (4 semester hours)
All students must take CSND 834 and CSND 837 and choose between CSND 835 or CSND 836 toward this practicum requirement.

CSND 834 Seminar in University Teaching ......................................... 3
CSND 837 Seminar in Clinical Preceptorship ...................................... 1
CSND 835 Practicum in University Teaching (may be repeated up to two times)

OR

CSND 836 Practicum in Clinical Preceptorship ................................... 2

VI. Electives (4 semester hours)

CSND 523 Educational Audiology ....................................................... 3
CSND 580 Aural Rehabilitation for Adults .......................................... 3
CSND 581 Pediatric Aural (Re)Habilitation ........................................ 3
CSND 671 Special Topics in Audiology ............................................. 1-3
(May be repeated up to three times for a maximum of 9 semester hours)
CSND 705 Community and Industrial Audiology .............................. 2
CSND 722 Advanced Auditory Potentials ........................................ 3

Additional Department Requirements
1. In addition to the clinical and academic coursework students are required to successfully complete the following prior to beginning the Fourth Year Externship:
   a. A series of practical examinations designed to evaluate clinical skills.
   b. A series of written examinations designed to evaluate the ability to integrate academic and clinical knowledge.
   c. A dissertation.
2. Students in the post-baccalaureate research track must complete 25 hours of supervised clinical observation and a total of 1820 hours of supervised direct clinical experience. Up to 100 hours of clinical experience completed on the undergraduate level may be accepted toward this requirement.
3. Admission to the post-baccalaureate research track program in the Audiology program is in the fall of each academic year. Completed applications should reach the Graduate School Office by February 15th of each year for admission for the following fall semester; new students may not begin the program in the spring semester. The Graduate Record Examination (GRE) must be completed and the scores reported to the Graduate School. Admissions will continue until the class is filled.

Post-Professional (Post-MA) Track

<table>
<thead>
<tr>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
</tbody>
</table>

I. Required Academic Core (minimum 12 semester hours)

CSND 545 Diagnostic Procedures in Audiology II .......................... 3
CSND 546 Diagnostic Procedures in Audiology III ....................... 3
CSND 548 Clinical Laboratory for Diagnostic II ......................... 1
CSND 549 Clinical Laboratory for Diagnostic III ....................... 1
CSND 807 Advanced Medical Audiology ...................................... 3
CSND 808 Psychoacoustics II ................................................ 3
CSND 621 Implantable Devices for the Remediation of Hearing Loss 3  
CSND 701 Auditory Anatomy and Physiology ................................. 3  
CSND 702 Clinical Instrumentation .............................................. 3

### II. Research and Culminating Experience (20 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSND 750</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSND 850</td>
<td>Directed Research I</td>
<td>1-3</td>
</tr>
<tr>
<td>CSND 851</td>
<td>Directed Research II</td>
<td>1-3</td>
</tr>
<tr>
<td>CSND 852</td>
<td>Directed Research III</td>
<td>1-3</td>
</tr>
<tr>
<td>STAT 600</td>
<td>Statistical Methods for Research Workers I</td>
<td>3</td>
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<tr>
<td>STAT 601</td>
<td>Statistical Methods for Research Workers II</td>
<td>3</td>
</tr>
<tr>
<td>CSND 577</td>
<td>Scientific and Professional Writing</td>
<td>3</td>
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### III. Practica (4 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td>CSND 834</td>
<td>Seminar in University Teaching</td>
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</tr>
<tr>
<td>CSND 837</td>
<td>Seminar in Clinical Preceptorship</td>
<td>1</td>
</tr>
<tr>
<td>CSND 835</td>
<td>Practicum in University Teaching (may be repeated up to two times)</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSND 836</td>
<td>Practicum in Clinical Preceptorship</td>
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### IV. Electives (minimum 12 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSND 523</td>
<td>Educational Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSND 580</td>
<td>Aural Rehabilitation for Adults</td>
<td>3</td>
</tr>
<tr>
<td>CSND 581</td>
<td>Pediatric Aural (Re)Habilitation</td>
<td>3</td>
</tr>
<tr>
<td>CSND 671</td>
<td>Special Topics in Audiology</td>
<td>1-3</td>
</tr>
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</table>

(May be repeated up to three times for a maximum of 9 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSND 705</td>
<td>Community and Industrial Audiology</td>
<td>2</td>
</tr>
<tr>
<td>CSND 722</td>
<td>Advanced Auditory Potentials</td>
<td>3</td>
</tr>
<tr>
<td>CSND 703</td>
<td>Biomedical Methods</td>
<td>2</td>
</tr>
<tr>
<td>CSND 696</td>
<td>Issues in Healthcare Systems</td>
<td>2</td>
</tr>
<tr>
<td>CSND 601</td>
<td>Auditory Processing Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSND 704</td>
<td>Clinical Laboratory in Auditory Processing Disorders</td>
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</tr>
<tr>
<td>CSND 809</td>
<td>Speech Perception</td>
<td>3</td>
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</tbody>
</table>

### Additional Department Requirements

1. In addition to the clinical and academic coursework students are required to successfully complete the following prior to beginning the Fourth Year Externship:
   a. A clinical research project.

2. Admission to the post-professional track in the Audiology program is in the fall of each academic year. Completed applications should reach the Office of Graduate Admissions and Student Services by March 15th of each year for admission for the following fall semester; new students may not matriculate into the program in the spring semester, but may be allowed to enroll in either spring or summer semester courses on a non-matriculated basis. The Graduate Record Examination (GRE) must be completed and the scores reported to the Office of Graduate Admissions and Student Services. Admissions will continue until the class is filled.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>CSND 504</td>
<td>SPEECH-LANGUAGE PATHOLOGY FOR AUDIOLOGISTS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complete overview of speech and language problems encountered by audiologists in clinical practice in order to make informed decisions regarding patient referral and follow-up.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.</em></td>
<td></td>
</tr>
<tr>
<td>CSND 523</td>
<td>EDUCATIONAL AUDIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course provides a basis for understanding how hearing and hearing losses have an impact on language, academic, and psychosocial development. Audiometric screening/testing, tympanometry and central auditory processing evaluation will be presented in the context of educational planning.</td>
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<tr>
<td>CSND 530</td>
<td>CLINICAL OBSERVATION/CLINICAL PREPARATION</td>
<td>3</td>
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<tr>
<td></td>
<td>Observation and preparation for clinical practice in audiology.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.</em></td>
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<tr>
<td>CSND 532</td>
<td>CLINICAL PRACTICUM I</td>
<td>3</td>
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<tr>
<td></td>
<td>Supervised clinical practicum.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.</em></td>
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<tr>
<td>CSND 544</td>
<td>DIAGNOSTIC PROCEDURES IN AUDIOLOGY I</td>
<td>3</td>
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<tr>
<td></td>
<td>Principles and procedures for the basic audiological evaluation including pure-tone air and bone conduction and speech audiometry, clinical masking and acoustic immittance.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.</em></td>
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<tr>
<td>CSND 545</td>
<td>DIAGNOSTIC PROCEDURES IN AUDIOLOGY II</td>
<td>3</td>
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<tr>
<td></td>
<td>Principles and procedures for advanced audiologic assessment focusing on the auditory brainstem response. The middle latency potentials, late potentials and electrocochleography are also covered.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor. Corequisite: CSND 548.</em></td>
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<tr>
<td>CSND 546</td>
<td>DIAGNOSTIC PROCEDURES IN AUDIOLOGY III</td>
<td>3</td>
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<tr>
<td></td>
<td>Principles and procedures for vestibular assessment focusing on electronystagmography and videonystagmography. Course also covers vestibular anatomy and rehabilitation techniques.</td>
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<tr>
<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor. Corequisite: CSND 549.</em></td>
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<tr>
<td>CSND 547</td>
<td>CLINICAL LABORATORY FOR DIAGNOSTIC I</td>
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<tr>
<td></td>
<td>Applied clinical laboratory for Diagnostic I.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor. Corequisite: CSND 544.</em></td>
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<tr>
<td>CSND 548</td>
<td>CLINICAL LABORATORY FOR DIAGNOSTIC II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Applied clinical laboratory for Diagnostic II.</td>
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<tr>
<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor. Corequisite: CSND 545.</em></td>
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</tbody>
</table>
CSND 549  CLINICAL LABORATORY FOR DIAGNOSTIC III  
Applied clinical laboratory for Diagnostic III.  
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.  
Corequisite: CSND 546.

CSND 550  BASIC HEARING AID TECHNOLOGY AND FITTING  
Basic understanding of the parts of a hearing aid and the role of those parts in the function of amplification systems. Topics include history and care of hearing aids as well as hearing aide selection procedures.  
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.  
Corequisite: CSND 551.

CSND 551  CLINICAL LABORATORY BASIC HEARING AID TECHNOLOGY AND FITTING  
Applied clinical laboratory for Basic Hearing Aid Technology and Fitting.  
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.  
Corequisite: CSND 550.

CSND 563  CLINICAL PRACTICUM II  
Supervised clinical practicum.  
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.

CSND 576  AURAL REHABILITATION ACROSS THE LIFESPAN  
Study of theory and techniques for developing speech reading and auditory training programs for individuals with hearing loss. Also considered will be basics of American Sign Language and social and vocational concerns.  
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CSND 577  SCIENTIFIC AND PROFESSIONAL WRITING  
Provides an in-depth analysis of the organization and composition of articles, analyses and reviews according to formats prescribed by the academic, legal and other professions. Approaches to the writing of technical, research and clinical reports which contribute to and document the evolution and expansion of the scientific and professional body of knowledge in the health sciences are highlighted.  
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.

CSND 580  AURAL REHABILITATION FOR ADULTS  
Advanced study of the effects of hearing loss on communication, assessment and intervention strategies, assistive devices and counseling for adults.

CSND 581  PEDIATRIC AURAL (RE)HABILITATION  
Advanced study of the effects of hearing loss on communication, educational development, assessment and intervention strategies, and counseling for children with hearing loss and their families.  
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.
CSND 601 AUDITORY PROCESSING DISORDERS 3
The study of central auditory processing deficits in school-age children, and their impact on receptive language, expressive language, reading, academic achievement and attending behaviors. Starting Spring 2007 will be: The study of auditory processing disorders in school-age children and adults. The course will include the impact of such disorders on receptive language, expressive language, reading, academic achievement, attending behaviors and organizational skills. 
Prerequisite: Departmental approval.

CSND 602 HEARING AND SPEECH SCIENCE 3
Advanced study of the foundations of acoustics and mechanisms for the production and perception of speech.
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.

CSND 620 PEDIATRIC AUDIOLOGY 3
Study of assessment and intervention techniques for infants and young children with hearing loss.
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.

CSND 621 IMPLANTABLE DEVICES FOR THE REMEDIATION OF HEARING LOSS 3
Clinical and theoretical information regarding cochlear implantation including a description of the development of implants, devices and coding strategies, mapping and rehabilitation. Starting Spring 2007 will be: Clinical and theoretical information regarding implantable devices for the remediation of hearing loss.
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.

CSND 663 CLINICAL PRACTICUM III 3
Supervised Clinical Practicum.
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.

CSND 671 SPECIAL TOPICS IN AUDIOLOGY 1-3
Contemporary topics in the field of audiology: national certification and state licensure requirements, changing healthcare practices and the provision of audiology services, presentation of faculty and student research, clinical case presentations, among others. Students may repeat this course up to four times as long as the topic of the seminar is not the same. Course may be taken three times for a maximum of 9.0 credits.
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.

CSND 696 ISSUES IN HEALTHCARE SYSTEMS 2
An analysis of selected professional and policy issues affecting the present and projected healthcare delivery system. Issues concerning healthcare personnel, patients, healthcare technology, organizational structures and facilities, finance mechanisms and the role of government are stressed in relation to how they influence healthcare services and delivery.
Prerequisite: Matriculation in Sc.D. in Audiology or permission of graduate advisor.

CSND 700 CLINICAL EXTERNSHIP/AUDIOLOGY 3
Intensive supervised off-campus clinical practicum.
Prerequisite: Matriculation in Sc.D. in Audiology.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSND 701</td>
<td>AUDITORY ANATOMY AND PHYSIOLOGY</td>
<td>3</td>
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<tr>
<td></td>
<td>Gross and fine anatomy and physiology of the mammalian peripheral and central auditory system.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology.</em></td>
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<td></td>
<td><em>Prerequisite or Corequisite: CSND 410 or permission of instructor.</em></td>
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<tr>
<td>CSND 702</td>
<td>CLINICAL INSTRUMENTATION</td>
<td>3</td>
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<tr>
<td></td>
<td>Principles and use of clinical instrumentation in speech-language pathology and audiology. Laboratory exercises of a clinical emphasis are provided to illustrate course content.</td>
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<td><em>Prerequisite: Matriculation in Sc.D. in Audiology.</em></td>
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<tr>
<td>CSND 703</td>
<td>BIOMEDICAL ETHICS</td>
<td>3</td>
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<td></td>
<td>A study of the application of human and professional values, judgment and choices to selected ethical dilemmas that arise in health care practice.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology.</em></td>
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<tr>
<td>CSND 704</td>
<td>CLINICAL LABORATORY IN</td>
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<tr>
<td></td>
<td>AUDITORY PROCESSING DISORDERS</td>
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<td></td>
<td>Principles and procedures for advanced auditory evaluation of central auditory processing disorders. Underlying mechanisms, assessment and treatment will be addressed.</td>
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<td><em>Prerequisite: Matriculation in Sc.D. in Audiology.</em></td>
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<tr>
<td>CSND 705</td>
<td>COMMUNITY AND INDUSTRIAL AUDIOLOGY</td>
<td>2</td>
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<td></td>
<td>Measurement of noise and its impact on hearing and communication. The impact of noise in industrial, school and military settings will be addressed.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology.</em></td>
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<tr>
<td>CSND 707</td>
<td>BASIC MEDICAL AUDIOLOGY: GENETICS AND PATHOLOGY</td>
<td>3</td>
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<td></td>
<td>The role of genetics and embryology on auditory function as they apply to the understanding of diseases and disorders of the ear. Attention will be paid to the Human Genome Project as it has provided a wealth of information that is critical to clinical practice. The essentials of infection control and common medical terminology as they relate to audiologic practice will also be addressed.</td>
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<td><em>Prerequisite: Matriculation in Sc.D. in Audiology.</em></td>
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<tr>
<td>CSND 708</td>
<td>PSYCHOACOUSTICS I</td>
<td>3</td>
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<td></td>
<td>Study of psychophysical methods and perception of the parameters of sound in humans and animals with normally functioning auditory mechanisms.</td>
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<td></td>
<td><em>Prerequisite: Matriculation in Sc.D. in Audiology.</em></td>
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<td></td>
<td><em>Corequisite: CSND 709.</em></td>
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<tr>
<td>CSND 709</td>
<td>LABORATORY FOR PSYCHOACOUSTICS I</td>
<td>1</td>
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<tr>
<td></td>
<td>This course serves as a corequisite for CSND 708 and will allow those students in CSND 708 to apply concepts and make basic psychoacoustic measurements.</td>
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<td></td>
<td><em>Prerequisite: CSND 708.</em></td>
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<tr>
<td>CSND 722</td>
<td>ADVANCED AUDITORY POTENTIALS</td>
<td>3</td>
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<tr>
<td></td>
<td>Overview of audiological applications of auditory event-related potentials, including the P1-N1-P2 complex, the mismatch negativity and P3.</td>
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<td><em>Prerequisite: Matriculation in Sc.D. in Audiology.</em></td>
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</table>
CSND 750 RESEARCH METHODS 3
Provides students with a working knowledge of the research process, including formulation of a research question, measurement and various statistical procedures of data analysis.
Prerequisite: Matriculation in Sc.D. in Audiology.

CSND 762 CLINICAL PRACTICUM IV 3
Supervised clinical practicum.
Prerequisite: Matriculation in Sc.D. in Audiology. Permission of department chair.

CSND 763 CLINICAL PRACTICUM V 3
Supervised clinical practicum.
Prerequisite: Matriculation in Sc.D. in Audiology. Permission of department chair.

CSND 807 ADVANCED MEDICAL AUDIOLOGY 3
Advanced study of the pathology of the auditory and vestibular system.
Prerequisite: Matriculation in Sc.D. in Audiology. CSND 707 or permission of instructor.

CSND 808 PSYCHOACOUSTICS II 3
Advanced study of the effects of hearing loss and aging on the perception of simple and complex sounds.
Prerequisite: Matriculation in Sc.D. in Audiology. CSND 708 or permission of instructor.

CSND 809 SPEECH PERCEPTION 3
The study of perception of language from a psychological base. Emphasis will be placed on the impact of hearing loss on the perception of speech and spoken language.
Prerequisite: Matriculation in Sc.D. in Audiology.

CSND 819 LABORATORY FOR PSYCHOACOUSTICS II 1
Instrumentation for the hearing science laboratory. This course has a classroom component and a laboratory component to give students an opportunity to design and use laboratory instrumentation to explore principles of auditory research.
Prerequisite: Matriculation in Sc.D. in Audiology.

CSND 834 SEMINAR IN UNIVERSITY TEACHING 1
This seminar will prepare students for CSND 835, Practicum in University Teaching.

CSND 835 PRACTICUM IN UNIVERSITY TEACHING 2
Supervised teaching experience in audiology. May be taken twice for a total of 4 semester hours.
Prerequisite: Matriculation in Sc.D. in Audiology. Permission of department chair.

CSND 836 PRACTICUM IN CLINICAL PRECEPTORSHIP 2
Supervised clinical supervision/clinical teaching experience in audiology.
Prerequisite: Matriculation in Sc.D. in Audiology. Permission of department chair.

CSND 837 SEMINAR IN CLINICAL PRECEPTORSHIP 1
This course will prepare students for CSND 836, Practicum in Clinical Preceptorship.

CSND 850 DIRECTED RESEARCH I 1-3
Development of the research question and review of the literature. Can be taken up to three times for 9.0 credits. Research project will be graded as IP (In Progress) until requirements are completed, at which time a grade will be given.
Prerequisite: Matriculation in Sc.D. in Audiology.
CSND 851 DIRECTED RESEARCH II
1-3
Development of the study design, development of IRB application, and data collection. Can be taken up to three times for 9.0 credits. Research project will be graded as IP (In Progress) until requirements are completed, at which time a grade will be given.
Prerequisite: Matriculation in Sc.D. in Audiology.

CSND 852 DIRECTED RESEARCH III
1-3
Data collection and development of the final document. Can be taken up to three times for 9.0 credits. Research project will be graded as IP (In Progress) until requirements are completed, at which time a grade will be given.
Prerequisite: Matriculation in Sc.D. in Audiology.

CSND 862 FOURTH YEAR EXTERNSHIP I
3
Intensive supervised off-campus clinical residency.
Prerequisites: Matriculation in Sc.D. in Audiology. Permission of department chair.
Corequisite: CSND 864.

CSND 863 FOURTH YEAR EXTERNSHIP II
6
Intensive supervised off-campus clinical residency.
Prerequisites: Matriculation in Sc.D. in Audiology. Permission of department chair.

CSND 864 ONLINE GRAND ROUNDS
1-6
Fourth-year externship students discuss clinical cases with peers and faculty.
Corequisite: CSND 862.

CSND 899 DIRECTED READINGS
1-3
A directed readings course is a tailored reading course negotiated between an instructor and a student to enable that student to explore in depth a particular topic or area of knowledge with the guidance of a faculty member. Directed readings courses shall not duplicate the content of regular courses. The may, of course, build on and extend exploration commenced in regular courses. May be repeated up to four times for a maximum of 12.0 credits.
Prerequisite: Matriculation in Sc.D. in Audiology. Permission of advisor.

CSND 900 DISSERTATION
1-3
While enrolled in CSND 900, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of Pass will be recorded. The course may be repeated up to four times for a maximum of 12.0 credits.
Prerequisite: Matriculation in Sc.D. in Audiology.

STAT 547 DESIGN AND ANALYSIS OF EXPERIMENTS
3
Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split-plot design; confounding; fractional replication; experimental and sampling errors.
Prerequisites: STAT 541 or STAT 548, and permission of graduate coordinator.

STAT 600 STATISTICAL METHODS FOR RESEARCH WORKERS I
3
Planning effective observational and experimental research, data collection and summarization, significance testing and p-values, t-test, chi-square, regression and correlation, use of statistical software, reading statistical results in the literature.
Prerequisite: Doctoral status.
Principles and practices of experimental design. Randomized comparative designs, randomized block designs, factorial designs, dealing with concomitant variables, repeated measurements. Predictive modeling and analysis of designed studies. Topics from multivariate analysis, time series analysis, categorical data analysis. Students analyze data from research projects.

Prerequisite: STAT 600 or equivalent.
EDUCATION (Ed.D.)

Telephone: (973) 655-4262

CENTER OF PEDAGOGY

Montclair State University’s Center of Pedagogy is the first center of its kind in the nation. The Center coordinates and oversees all aspects of teacher education. Its mission is to promote the continuous development of all educators, new and experienced, field and university-based, through the simultaneous renewal of the schools and the education of educators. Policy-making and governance in the Center rest on the collaboration of the tripartite: faculty and administrators from the schools, the College of Education and Human Services, and faculty from arts and science. Our overarching goal is to support the abilities of current and new generations of students and teachers to engage actively and productively in democratic communities.

DOCTOR OF EDUCATION DEGREE, CONCENTRATION IN PEDAGOGY

Montclair State University’s first doctoral program, the Ed.D. in Pedagogy, is designed for those who aspire to be models of teaching excellence, leaders among their colleagues and spokespersons for education. Although primarily designed for teachers who wish to remain in the classroom, it can meet the needs of educators with other career goals such as teaching in two-year colleges, working with state and federal departments of education, or serving as curriculum development specialists. This Ed.D. provides the highest level of expertise in teaching, leadership, and educational reform. The program also recognizes the indisputable role of teachers at all levels in renewing our educational system and the critical importance of P-16 education in the nation’s quest for improving our social and political democracy.


We expect to prepare educational leaders who will:

• understand the epistemology of the specific disciplines and the relationships among school subjects;
• be fully knowledgeable about the public purposes of schooling in a democratic society;
• be effective researchers, capable of conducting significant, original, theoretically based research in order to explore solutions to difficult problems and pressing needs confronting American education;
• be masters of pedagogy, both general and subject-specific, that is discipline-appropriate and nurturing;
• demonstrate advanced competence in the disciplines that are the bases for their teaching specialization;
• be masters of change theory, enabling students to become effective stewards of best practice in their school settings and the agents for change;
• understand both policy issues and the politics of policy in order to transcend local concerns and become effective spokespersons for systemic change;
• understand the concept of access to knowledge, including its moral implications;
• build sophisticated curriculum plans that lead to critical thinking and high levels of learning; and
• be able to plan effective educational experiences designed to promote good citizenship and democratic practice.

Vision: The Ed.D. is characterized by a strong theoretical base and a comprehensive perspective on the nature of schools, education in a democracy, and effective teaching and learning for social change. Four major themes give coherence to the program, and support both the purposes of schools and the professional needs of educators. These themes closely correspond to the research agenda of the twenty-three university-school partnerships that form the National Network for Educational Renewal. They represent MSU’s vision of educators’ responsibilities:
• to provide access to knowledge for all students;
• to acculturate students into our multicultural political and social democracy;
• to create and sustain appropriate and nurturing pedagogy;
• to commit themselves to educational leadership based on stewardship of best practice.

The program, which offers a specialization in Philosophy for Children, enables educators to pursue a comprehensive, interdisciplinary, advanced degree as part-time or full-time, students. It is designed for those who have a strong background in philosophy. The program will add depth and breadth to both their subject matter and pedagogical knowledge. In addition, this specialization builds on and extends the understandings developed in the core courses, thereby carrying forward the major themes of the Ed.D. It includes the role of philosophy in reasoning, concept formation, and sound judgment. Philosophy-based children’s literature is used to develop critical thinking, and develops skills in research methods in philosophy for children.

ADMISSION REQUIREMENTS

Initial admission status requires that students meet the minimum admissions criteria. Prospective students must submit the following for consideration:
1. A completed and signed application for doctoral study.
2. A personal essay describing their view of the relevance of doctoral education to their personal and professional development.
3. A statement discussing areas of potential research interest.
4. Transcripts of undergraduate and graduate work (WESS evaluation, if necessary)
5. GRE scores; TOEFL scores if necessary.
6. Three letters of recommendation, including at least two from professional colleagues or college/university faculty who can attest to the candidate’s potential for advanced study and research.
7. Application fee.
8. A Master’s Degree in Philosophy, Philosophy for Children or its equivalent.
Application: Applicants to the Ed.D. in Pedagogy are encouraged to submit a self-managed application. “Self-managed” refers to the process by which the applicant gathers all required documentation and submits it in one packet to the University for review. Montclair State University requires applicants to collect and submit transcripts and letters of reference with the application in the envelope provided in the application package. International students should refer to the additional information included in the application packet. The application deadline is February 15th for U.S. residents. Please note: International application deadline is November 15th to allow time to obtain a student visa. We encourage you to begin gathering the required admission documents (official transcripts, letters of recommendation, GRE scores, etc.) as soon as possible.

These materials will be reviewed by an admissions committee composed of at least three faculty, representing both the core and specialization areas, who will recommend candidates to initial admission status.

Either before or immediately following admission, students must complete any required examinations to assess competence and/or other prerequisite knowledge identified for the program. Examination results may require that students take courses beyond the standard requirements for the degree. In addition, faculty may recommend supplementary coursework for students selecting a particular specialization without sufficient undergraduate or master’s preparation. A formal program of study will be developed by each student and his/her advisor. The program of study must be approved by the Office of Graduate Admissions and Student Services in order for the student to matriculate.

Basic Degree Requirements: Students must complete a minimum of 60 credits beyond the master’s degree, including five core courses (15 credits), seven courses in an area of specialization (21 credits), four courses of research (11 credits), and a minimum of 12 credits of dissertation. All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program. Every student must fulfill a residency requirement, which typically will require the student to be registered for courses as a full-time student for two consecutive semesters or for two consecutive summer sessions for part-time students.

Candidacy for the Degree: The qualifying assessment for candidacy for the Ed.D. in Pedagogy degree will be the development, presentation, and evaluation of a working portfolio that is organized around a set of pedagogical goals selected in consultation with a doctoral advisor. It is designed to be tangible and authentic evidence of the wide range of knowledge, dispositions, and skills that doctoral degree candidates should possess. The portfolio is characterized by a systematic, reflective collection of selected artifacts that constitutes evidence of learning, growth, and mastery in the essential dimensions of the doctoral program. All candidates will be required to present their portfolio for assessment in a forum designed for this purpose.

Students whose portfolios meet established criteria will then have their records reviewed by a faculty committee who will recommend advancement to candidacy. Successful candidates will then be able to complete their remaining coursework and the dissertation.

Dissertation: Once candidacy is established, students will be permitted to enroll in the dissertation seminar and form a dissertation committee. The dissertation must be original, theoretically-based, applied research that has the potential to contribute knowledge about
the processes of teaching, learning and schools. It should demonstrate mastery of a body of existing literature and theory and its application to an educational problem. The research must include a focus on one or more of the core dimensions of the program or the candidates area of specialization. The dissertation requirement is intended to provide candidates with the opportunity to explore an important applied issue in a scholarly fashion and investigate the ways of teaching and learning may benefit from that exploration.

**General Information:** A limited number of graduate assistantships and graduate scholarships are available. Applications for these are included in the application packet. For general information and application:

- Call: (973) 655-5147
- (800) 331-9207
- Fax: (973) 655-7869

For further information on the academic program:

- Call: (973) 655-4262
- Fax: (973) 655-7776

Visit the website: www.montclair.edu/Graduate

Completed applications will be reviewed beginning February 1st. International applicants must apply by November 15th. Candidates meeting basic admissions criteria may be called for an in-person interview. Candidates are encouraged to begin gathering the required admission documents as soon as possible. Candidates accepted for admission are required to pay a deposit prior to registering. Students are expected to begin their coursework during the summer.

**REQUIREMENTS FOR THE DOCTOR OF EDUCATION DEGREE WITH A CONCENTRATION IN PEDAGOGY, SPECIALIZATION IN PHILOSOPHY FOR CHILDREN**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>I. Core Courses in Education (12 semester hours)</strong></td>
<td></td>
</tr>
<tr>
<td>EDCO 801 Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCO 802 Access to Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>EDCO 803 Pedagogy: The Art and Science of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDCO 804 Organizational Change, Policy, and Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

| **II. Required Courses in Research (11 semester hours)** | |
| EDCO 820 Qualitative Research Methods for Educational Research | 2 |
| (first half) | |
| EDCO 820 Qualitative Research Methods for Educational Research | 2 |
| (second half) | |
| EDCO 821 Quantitative Research Methods for Educational Research (first half) | 2 |
| EDCO 821 Quantitative Research Methods for Educational Research (second half) | 2 |
| EDFD 825 Research in Philosophy for Children | |

75
III. Required Courses in Philosophy for Children (15 semester hours)

EDFD 811 Philosophy, Philosophy for Children and the 
     Educational Experience ...................................................... 3
EDFD 812 Contemporary Social and Political Philosophy and 
     Philosophy for Children ...................................................... 3
EDFD 814 Recent American Philosophy and Philosophy for 
     Children .............................................................................. 3
EDFD 815 Philosophy of Mind, Cognitive Science, and 
     Philosophy for Children ...................................................... 3
EDFD 816 Ethical Inquiry Through Narrative ......................... 3

IV. Elective Courses in Philosophy for Children (6 semester hours)
Choose two of the following:

EDFD 740 The Role of Logic in Philosophy for Children .................. 3
EDFD 742 Hermeneutics of Childhood ........................................... 3
EDFD 743 Philosophy of Language and Philosophy for Children ...... 3
EDFD 744 Philosophy of Body ...................................................... 3
EDFD 745 Philosophy for Children and Ancient Greek Philosophy ... 3
EDFD 750 Selected Topics in Philosophy for Children ..................... 3
EDFD 770 Doctoral Independent Study .......................................... 1-3
EDFD 813 Education for Global Citizenship .............................. 3

V. Elective Course in Education (3 semester hours) ...................... 3

EDCO 711 Classroom Community of Inquiry ................................... 3
EDCO 712 Implications of Race and Ethnicity in United States Schools. 3

VI. Qualifying Portfolio

VII. Required Dissertation Courses

EDFD 830 Dissertation Proposal Seminar  
  OR
EDCO 830 Dissertation Proposal Seminar ................................... 1-3

Dissertation Advisement—12 semester hours required

EDCO 900 Dissertation Advisement  
  OR
EDFD 900 Dissertation Advisement ........................................... 3 each semester

Once a student has registered for 12 semester hours of credit for Dissertation 
Advisement, he/she is required to register for 1 semester hour of Dissertation 
Extension each semester until he/she completes the program.

EDCO 901 Dissertation Extension ............................................. 1

Minimum semester hours: 60
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>EDCO 711</td>
<td>THE CLASSROOM COMMUNITY OF INQUIRY</td>
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<tr>
<td></td>
<td>This course provides students with an opportunity to move</td>
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<td>into the theory and practice of community of inquiry, in</td>
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<td></td>
<td>the context of classroom and other environments (e.g.</td>
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<td>school communities, child care centers, prisons).</td>
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<td></td>
<td>Participants will construct a general theory of communal</td>
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<td>dialogue, with particular emphasis on its application to</td>
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<td>the structure of classroom discourse.</td>
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<td><strong>Prerequisite:</strong> Matriculation in Ed.D. in Pedagogy.</td>
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<tr>
<td>EDCO 712</td>
<td>IMPLICATIONS OF RACE AND ETHNICITY IN UNITED STATES SCHOOLS</td>
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<tr>
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<td>This course is designed to explore the dynamics of race</td>
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<td>and ethnicity as well as the ways in which they potentially</td>
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<td>impact democracy. The course will analyze the historic</td>
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<td>legacies of race and ethnicity within the United States</td>
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<td></td>
<td>and the ways in which they manifest and impact different</td>
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<td>sociopolitical systems globally. Further, a goal of this</td>
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<td>course to heighten participants’ awareness of such issues</td>
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<td></td>
<td>and examine the relationships between race/ethnicity and</td>
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<td></td>
<td>education, schooling, democratic practice and literacy</td>
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<td>development.</td>
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<td><strong>Prerequisite:</strong> Matriculation in Ed.D. in Pedagogy.</td>
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<tr>
<td>EDCO 801</td>
<td>DEMOCRACY AND EDUCATION</td>
<td>3</td>
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<td>This course will examine the concept of democracy and a</td>
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<td>range of interrelated issues inherent in the public</td>
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<td>purposes of schooling in social and political democracies.</td>
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<td>Students will inquire into the meaning of citizenship in a</td>
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<td>democracy, and the role of the schools in fostering its</td>
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<td>development and expression. This inquiry will be</td>
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<td>conducted comparatively. Varying domestic and</td>
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<td>international socio-cultural and political contexts will</td>
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<td>be examined. Students will examine various curricular and</td>
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<td>pedagogical designs and governance structures which can</td>
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<td>be associated with models of democratic schooling. The</td>
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<td>moral obligations of pedagogy and stewardship which fall</td>
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<td>to teachers in the conduct of educating for democratic</td>
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<td>citizenship will also be examined.</td>
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<td><strong>Prerequisite:</strong> Matriculation in Ed.D. in Pedagogy.</td>
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<td>EDCO 802</td>
<td>ACCESS TO KNOWLEDGE</td>
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<td>This course addresses the concept of access to knowledge</td>
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<td>through an examination of multiple literacies and a range</td>
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<td>of epistemological and ethical perspectives. Knowledge</td>
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<td>construction by the learner, in literacy and subject area</td>
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<td>disciplines will be examined. Students will develop an</td>
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<td>understanding of the epistemological dimensions undergird-</td>
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<td>ing the various school subjects. Foundational epistemologi-</td>
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<td>cal theories and current thinking in the psychological,</td>
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<td>social, and cultural underpinnings of literacy will be</td>
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<td>related to fundamental disciplinary groups such as arts,</td>
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<td>humanities, social and natural sciences and mathematics.</td>
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<td>Students will be encouraged to critically analyze and</td>
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<td>evaluate standard school texts and curriculum units.</td>
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<td><strong>Prerequisite:</strong> Matriculation in Ed.D. in Pedagogy.</td>
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</table>
EDCO 803 PEDAGOGY: THE ART AND SCIENCE OF TEACHING AND LEARNING 3
This course examines the art and science of teaching and learning in an evolving social and political democracy. It aims at developing an understanding that teaching and learning occur in socio-cultural contexts. Themes to be explored include competing views of knowledge and their implications for curriculum construction; current theories of learning and assessment; strategies to ascertain students’ prior knowledge and experience; and pedagogical practices that build upon students’ cultural capital. The course will examine diverse pedagogical strategies and their relationships to the structure and epistemology of the disciplines. Special attention will be given to the moral dimensions of the teaching-learning process.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 804 ORGANIZATIONAL CHANGE, POLICY AND LEADERSHIP 3
In this course, doctoral students will learn to analyze complex organizational patterns, situations and policies that define and affect diverse educational settings in the U.S. and in other places. Students will examine various models of leadership, theories and research on change models, and the processes of educational policy formation. Students will develop an understanding of their own role as change agents. There will be a field component for this course in which students will conduct research on the development, implementation and/or evaluation of a plan for change in an educational setting.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 820 QUALITATIVE METHODS FOR EDUCATIONAL RESEARCH 4
This course examines the theoretical and conceptual foundations of qualitative approaches to social science research and engages students in designing and conducting qualitative research in education. Students will develop a doctoral-level qualitative research proposal that provides a conceptual framework, specifies procedures for sample selection, data collection, and data analysis, and addresses issues of ethics, reliability, and validity. They will then conduct a small-scale research project, involving the design of qualitative data collection instruments, collection of qualitative data, analysis of the data, and writing a report of findings. Students will examine social, cultural, political, and ethical dimensions of qualitative research. They will be introduced to computer packages used for qualitative data analysis. They will also critically examine published qualitative research articles. Full year course.
Prerequisite: Matriculation in Ed.D. in Pedagogy and a course in research methods or equivalent.
This course provides students with an advanced critical understanding of the epistemological and methodological foundations of quantitative approaches to empirical research in education. It will also develop students’ skills as critical consumers and effective producers of knowledge in various methods of educational research. The course will examine experimental design, methods and techniques, sampling procedures, methodologies, instrumentation, design, and data analysis utilized in quantitative research, and will examine the statistical techniques and procedures most commonly used in quantitative educational research. Designs studied will include one-way ANOVA, factorial and randomized complete block. Other topics will include analysis of covariance, simple linear regression and multiple regression. Students will be introduced to the use of SPSS or other computer packages utilized in quantitative research for treatment of data and the development of a research report. Students will gain experience in preparation for an acceptable doctoral dissertation which relies on the analysis of quantitative data. Full year course.

Prerequisite: Matriculation in Ed.D. in Pedagogy and a course in research methods or equivalent.

EDCO 830 DISSERTATION PROPOSAL SEMINAR 1-3
Students will work with their dissertation advisors to develop and refine their dissertation proposals. The seminar is a supplement to the formal dissertation proposal approval process which is outlined in the handbook. Successful completion of this course does not imply approval of the dissertation proposal. Cross listed with Educational Foundations, EDFD 830 and Mathematical Sciences, MATH 830. This course will be offered as pass/fail only.

Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.

EDCO 900 DISSERTATION ADVISEMENT 3-12
While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass will be recorded.

Prerequisite: Matriculation in Ed.D. in Pedagogy, advancement to candidacy.

EDCO 901 DISSERTATION EXTENSION 1
EDCO 901 is designed to allow students to maintain their matriculation while working on their dissertation similar to that of the master's thesis extension. Once students have acquired 12 credits of EDCO/EDFD/MATH 900 Dissertation Advisement, they are permitted to enroll in one credit of EDCO/EDFD/MATH Dissertation Extension. Students must register every semester until and including the semester of their defense. There is a ten-year limit from the time of initial matriculation. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of pass or fail will be recorded. Cross listed with Mathematical Sciences, MATH 901.

Prerequisite: 12 credits of Dissertation Advisement.
### EDUCATIONAL FOUNDATIONS

#### Course Descriptions

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>EDFD 740</td>
<td>THE ROLE OF LOGIC IN PHILOSOPHY FOR CHILDREN</td>
<td>3</td>
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<td>The philosophy of logic is dealt with in this course in a special relationship to Philosophy for Children. Consideration is given to alternative logics such as the logic of dialogue, the logic of relations, and informal logic such as analogical reasoning, as well as induction and deduction. <em>Prerequisite: Matriculation in Ed.D. in Pedagogy.</em></td>
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<tr>
<td>EDFD 742</td>
<td>HERMENEUTICS OF CHILDHOOD</td>
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<td>This course focuses on the role of dialogue, interpretation, and judgment in the study of childhood. Childhood is considered from the standpoints of history, philosophy, law, mythology, psychoanalysis, ethnography, cognitive science, art, literature and film. Special attention is given to the indigenous development of childhood philosophies. <em>Prerequisite: Matriculation in Ed.D. in Pedagogy.</em></td>
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<tr>
<td>EDFD 743</td>
<td>PHILOSOPHY OF LANGUAGE AND PHILOSOPHY FOR CHILDREN</td>
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<td>Language is the medium for the overwhelming majority of instruction in schools; it is also the vehicle for reasoning and the basis of interpersonal skills. Language is central to the Philosophy for Children curriculum through the use of narrative and dialogue and the basis for classroom practice. This course will look at the philosophical problems of language in relation in such essential educational concerns as meaning and meaning-making, language acquisition and the development of self, the role of language in social identity, the relationship between language and effective teaching and learning, language as an expression of culture and understanding language as a tool of reasoning and communication. <em>Prerequisites: Matriculation in Ed.D. in Pedagogy.</em></td>
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<tr>
<td>EDFD 744</td>
<td>PHILOSOPHY OF BODY</td>
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<td>This course focuses on the richly varied aspects of the concept of the human body as these have been expressed and codified through history. It provides a site for the linkage of philosophical, psychological, anthropological, historical, political, religious, and social perspectives on corporeity and the phenomenon of embodiment. Its larger goal is to explore ways in which philosophy of the body offers opportunities for moral and ethical inquiry in classroom communities of inquiry. <em>Prerequisite: Matriculation in Ed.D. in Pedagogy.</em></td>
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<tr>
<td>EDFD 745</td>
<td>PHILOSOPHY FOR CHILDREN AND ANCIENT GREEK PHILOSOPHY</td>
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<td>This course focuses on the role of some core concepts established and developed by ancient Greek philosophers, the most important of which for Philosophy for Children are philosophy, childhood, dialogue, citizenship, and the education of virtue. <em>Prerequisite: Matriculation in Ed.D. in Pedagogy.</em></td>
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</table>
EDFD 750  SELECTED TOPICS IN PHILOSOPHY FOR CHILDREN  3
This course will focus on selected theoretical and practical issues in Philosophy for Children, including but not limited to research topics, pedagogical theory and strategy, curriculum assessment and development, the relationship of Philosophy for Children to various philosophical traditions, and related topics in critical thinking, moral education, and philosophy of education. May be repeated for a maximum of 6 semester hours.  
**Prerequisite: Matriculation in Ed.D. in Pedagogy.**

EDFD 755  FEMINISM AND PHILOSOPHY FOR CHILDREN  3
This course aims to help children be collaborative, considerate and reasonable, both in assessing claims and in interacting with others. This course will look at the relationships between feminist theory and philosophy for children as educational reform aimed at helping teachers support student dialogue and reasoning as a means of overcoming sexism.

EDFD 770  DOCTORAL INDEPENDENT STUDY  1-3
Student investigates selected topic(s) under the guidance of a doctoral faculty member. May be repeated for a maximum of 6 semester hours.  
**Prerequisite: Matriculation in Ed.D. in Pedagogy.**

EDFD 811  PHILOSOPHY, PHILOSOPHY FOR CHILDREN, AND THE EDUCATIONAL EXPERIENCE  3
This course is an exploration of the philosophical and pedagogical assumptions that found educational theory and practice, and Philosophy for Children. The practice of philosophy as exemplified by Philosophy for Children represents, not just an academic discipline which is new to the education of children, but an approach to that discipline with significant implications for curriculum and pedagogy in general. Students will reflect as a community of inquiry on the philosophical assumptions of various models of education, and explore the implications of Philosophy for Children’s curriculum and methodology for educational renewal.  
**Prerequisite: Matriculation in Ed.D. in Pedagogy.**

EDFD 812  CONTEMPORARY SOCIAL AND POLITICAL PHILOSOPHY AND PHILOSOPHY FOR CHILDREN  3
This course provides the participants (instructor and students) the opportunity to use contemporary social and political theory as a means of discerning the social and political dimensions of ordinary experience, and of making political analyses of the materials and methods of Philosophy for Children. This course also provides the opportunity to experiment with the community of inquiry as a forum for political inquiry and action. We will select a number of social and political issues to confront, work toward constructing personal and collective responses, and experiment in putting our convictions into action.  
**Prerequisite: Matriculation in Ed.D. in Pedagogy.**

EDFD 813  EDUCATION FOR GLOBAL CITIZENSHIP  3
This course is a collaborative, dialogical inquiry into the relationship between education and the ideal of participatory global citizenship. It explores the concept of citizenship, what we mean by a “good” citizen, the relationship between local and global citizenship, and issues of indoctrination, group allegiance, forms of community, and the ethics of pluralism; all in the context of educational form, content and methodology.  
**Prerequisite: Matriculation in Ed.D. in Pedagogy.**
EDFD 814  RECENT AMERICAN PHILOSOPHY AND PHILOSOPHY FOR CHILDREN  3
This course examines the major concepts of North American philosophy, including philosophy of education, from the late nineteenth century to the present, and their influence on the development of Philosophy for Children. These concepts include experience, judgment, inquiry, community, dialogue and democracy. Students will engage in critical study of selected works of Peirce, W. James, Royce, Santayana, Dewey, Mead, Buchler, C.I. Lewis and Beardsley, in addition to works by contemporary American philosophers.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 815  PHILOSOPHY FOR CHILDREN AND PHILOSOPHY OF MIND  3
This course explores a range of advanced topics in which the philosophy of mind and the philosophy of psychology intersect with Philosophy for Children. It deals with psychological concepts and theories of mind and mental formation that have a significant influence on Philosophy for Children. It investigates mind as both a natural and social formation. It examines everyday thinking about human psychology and its relation to children’s developing knowledge of mind. It relates philosophical theories of self and self-knowledge to materials and methods in Philosophy for Children. And it examines theories of creative thinking for potential insight into productive thinking in the Community of Inquiry.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 816  ETHICAL INQUIRY THROUGH NARRATIVE  3
This course provides students with an opportunity to engage in communal ethical inquiry through the medium of novels and short stories. Emphasis is placed on the narrative contextualization of ethical problems in literature, and in the latter’s relation to ethics as philosophical discourse.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 825  RESEARCH LITERATURE IN PHILOSOPHY FOR CHILDREN  3
An extensive inquiry into the appropriate uses of quantitative, qualitative and theoretical research in Philosophy for Children, and the identification of as yet unexplored areas for future study. The course is designed to provide necessary resources to students who are preparing their dissertations. It includes an exhaustive review and critique of the research literature in Philosophy for Children and closely related fields.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDFD 830  DISSERTATION PROPOSAL SEMINAR  1-3
Students will work with their dissertation advisors to develop and refine their dissertation proposals. The seminar is a supplement to the formal dissertation proposal approval process which is outlined in the handbook. Successful completion of this course does not imply approval of the dissertation proposal. Cross listed with Center of Pedagogy, EDCO 830 and Mathematical Sciences, MATH 830. This course will be offered as pass/fail only.
Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.
EDFD 900 DISSENTATION ADVISEMENT 3-12

While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass will be recorded.

Prerequisite: Matriculation in Ed.D. in Pedagogy, advancement to candidacy.
MATHEMATICS PEDAGOGY (Ed.D.)

Telephone: (973) 655-5132

The Ed.D. in Mathematics Pedagogy is administered by the Department of Mathematical Sciences in the College of Science and Mathematics. Other graduate degree programs administered by the department include an M.S. in Mathematics, an M.S. in Statistics, and an M.A. in Teaching Middle Grades Mathematics. The department has a long history of strong programs in mathematics education with academic programs that blend courses that advance the content, application and pedagogical knowledge of degree candidates.

DOCTOR OF EDUCATION IN MATHEMATICS PEDAGOGY

The Ed.D. in Mathematics Pedagogy is designed for individuals who have a strong background in mathematics or mathematics education with advanced work in the mathematical sciences. The program adds depth and breadth to the candidates’ subject matter and pedagogical knowledge. The curriculum reflects state and national recommendations, as well as issues and research related to how people learn, assessment, the role of teacher knowledge, leadership, visualization and the appropriate use of technology. The curriculum also addresses ways of integrating mathematical topics across the mathematics curriculum and with other subject matter areas, encourages alternative approaches to the teaching and learning of mathematics, and discusses the historical development of mathematics education and education in general.

The program is designed for educators with career goals that include teaching at a two-year college or as a mathematics educator at a four-year college, working with state and federal departments of education or foundations, curriculum specialists for school districts or commercial curriculum projects, as well as educators who wish to remain in the classroom. The Ed.D. in Mathematics Pedagogy provides candidates with opportunities to obtain the highest level of expertise in the teaching of mathematics, educational leadership and curriculum development and modification. It recognizes the influence that teacher leaders have in renewing and strengthening our nation’s educational system and the critical importance of strong education programs in our nation’s quest for improving our social and political democracy while maintaining its technological superiority.

Goals: The mission of the program is the development of educational leaders with a deep understanding of the important issues related to the teaching and learning of mathematics, the role schools have in our society, and the use of research to determine how best to implement new theories and practices in mathematics education. Specifically, we expect to prepare individuals who:

• understand the epistemology of mathematics and other disciplines and the relationship of mathematics to other school subjects;
• demonstrate advanced knowledge in mathematics;
• are effective researchers, capable of conducting significant, original, theoretically based research in order to explore solutions to difficult problems and pressing needs in mathematics education;
• are knowledgeable about pedagogical issues appropriate for mathematics;
• understand the importance of providing all students access to quality education;
• are stewards of best practice and thus capable of becoming change agents in their educational setting; and
• are able to construct curriculum plans that support the development of critical thinking, promote democratic practice and good citizenship, and lead to high levels of learning.

Vision: The Ed.D. in Mathematics Pedagogy is based on the belief that all students are capable of learning mathematics. This belief is based on research and experience that is supported by a deep understanding of how people learn and the various levels of mathematical comprehension that most students experience. The vision is further shaped by a comprehensive understanding of how social, political and economic factors influence a school’s environment and the importance that effective teaching has in promoting the goals of a democratic society. Thus the program prepares leaders in mathematics education who are prepared:
• to provide access to knowledge for all students;
• to advance the mathematical understanding of all students;
• to create and sustain appropriate and nurturing mathematical pedagogy;
• to provide educational leadership based on the stewardship of best practices.

ADMISSION REQUIREMENTS

Initial admission status requires that students meet the minimum admissions criteria. Prospective students must submit the following for consideration:
1. A completed and signed application for doctoral study.
2. A personal essay describing their view of the relevance of doctoral education to their personal and professional development.
3. A statement discussing areas of potential research interest.
4. Transcripts of undergraduate and graduate work, (WESS evaluation, if necessary).
5. GRE scores; TOEFL scores if necessary.
6. Three letters of recommendation, including at least two from professional colleagues or college/university faculty who can attest to the candidate’s potential for advanced study and research.
7. Application fee.

In addition, the program also requires the following:
8. A Master’s Degree in Mathematics Education, Mathematics or its equivalent
9. A personal interview with a committee representing both the mathematics faculty and the faculty from the College of Education and Human Services.

Application: Applicants to this program are encouraged to submit a self-managed application. “Self-managed” refers to the process by which the applicant gathers all required documentation and submits it in one packet to the University for review. Montclair State University requires applicants to collect and submit transcripts and letters of reference with the application in the envelope provided in the application package. International students should refer to the additional information included in the application packet. The application deadline is February 15th for U.S. residents. Please note: The
international application deadline is November 15th to allow time to obtain a student visa. We encourage you to begin gathering the required admission documents (official transcripts, letters of recommendation, GRE scores, etc.) as soon as possible.

Application materials will be reviewed by an admissions committee who will make a recommendation on a candidate’s initial admission status.

Either before or immediately following admission, students must complete any required examinations to assess competence and/or other prerequisite knowledge identified for the program. Examination results may require that students take courses beyond the standard requirements for the degree. In addition, faculty may recommend supplementary coursework for students without sufficient undergraduate or master’s preparation. Each student and his/her advisor will develop a formal program of study that must be approved by the Office of Graduate Admissions and Student Services in order for the student to matriculate.

Basic Degree Requirements: Students must complete a minimum of 60 credits beyond the master’s degree, including four core education courses (12 credits), five courses in mathematics education (15 credits), four courses of research (12-14 credits), three elective courses (9 credits), and a minimum of 12 credits of dissertation advisement. All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program. Every student must fulfill a residency requirement, which typically will require the student to be registered for courses as a full-time student for two consecutive semesters or for two consecutive summer sessions for part-time students.

Candidacy for the Degree: The qualifying assessment for candidacy for the Ed.D. in Mathematics Pedagogy degree will be the development, presentation, and evaluation of a working portfolio that is organized around a set of pedagogical goals selected in consultation with a doctoral advisor. It is designed to be tangible and authentic evidence of the wide range of knowledge, dispositions, and skills that doctoral degree candidates should possess. The portfolio is characterized by a systematic, reflective collection of selected artifacts that constitutes evidence of learning, growth, and mastery in the essential dimensions of the doctoral program. All candidates will be required to present their portfolio for assessment in a forum designed for this purpose. Students whose portfolios meet established criteria have their records reviewed by a faculty committee who will make a recommendation on their advancement to candidacy. Successful candidates will then be able to complete their remaining coursework and start to work on their dissertation proposal.

Dissertation: Once candidacy is established, students will be permitted to enroll in the dissertation seminar, form a dissertation committee, prepare and defend a dissertation proposal. Upon the successful defense of a dissertation proposal, the students may begin work on their dissertation. The dissertation must be original, theoretically-based, applied research that has the potential to contribute knowledge about the processes of teaching, learning and schools. It should demonstrate mastery of a body of existing literature and theory and its application to an educational problem. The research must include a focus on one or more of the core dimensions of the program or the candidate’s area of specialization. The dissertation requirement is intended to provide candidates with the opportunity to explore an important applied issue in a scholarly fashion and investigate the ways teaching and learning may benefit from that exploration.
**General Information:** A limited number of graduate assistantships and graduate scholarships are available. Applications for these are included in the application packet. For general information and application:

- **Call:** (973) 655-5147
- **(800) 955-4723**
- **Fax:** (973) 655-7869

For further information on the academic program:

- **Call:** (973) 655-5132
- **Fax:** (973) 655-7686

Visit the website: [www.montclair.edu/Graduate](http://www.montclair.edu/Graduate)

Completed applications will be reviewed beginning February 1st. International applicants must apply by November 15th. Candidates meeting basic admissions criteria may be called for an in-person interview. Candidates are encouraged to begin gathering the required admission documents as soon as possible. Candidates accepted for admission are required to pay a deposit prior to registering. Students are strongly encouraged to begin their coursework during the summer.

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### REQUIREMENTS FOR THE DOCTOR OF EDUCATION DEGREE IN MATHEMATICS PEDAGOGY

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>I. Required Mathematics Education Courses</th>
<th>II. Required EDCO Courses (12 semester hours)</th>
<th>III. Elective Courses (9 semester hours) Select from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses (15 semester hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 811 Mathematics Education Leadership</td>
<td>EDCO 801 Democracy and Education</td>
<td>EDCO 711 Classroom Community of Inquiry</td>
</tr>
<tr>
<td></td>
<td>MATH 812 Mathematical Modeling for Middle Level and High School Grades</td>
<td>EDCO 802 Access to Knowledge</td>
<td>EDCO 712 Implications of Race and Ethnicity in United States Schools,</td>
</tr>
<tr>
<td></td>
<td>MATH 813 Geometry for Middle Level and High School Grades</td>
<td>EDCO 803 Pedagogy: The Art and Science of Teaching and Learning</td>
<td>MATH 740 Accessing and Processing Information Through Technology</td>
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<tr>
<td></td>
<td>MATH 814 Algebra and Analysis for Middle Level and High School Grades</td>
<td>EDCO 804 Organizational Change, Policy, and Leadership</td>
<td>MATH 741 Historical and Multicultural Foundations of Mathematical Thought</td>
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<tr>
<td></td>
<td>MATH 815 Critical Thinking and Cognitive Development in Mathematics</td>
<td></td>
<td>MATH 742 Connecting Mathematics and Science</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>MATH 745 The Use of Teacher Knowledge in Mathematics Teaching</td>
</tr>
</tbody>
</table>
IV. Required Courses in Research (12-14 semester hours)

EDCO 820 Qualitative Research Methods for Educational Research ... 2
(first half)
EDCO 820 Qualitative Research Methods for Educational Research ... 2
(second half)
EDCO 821 Quantitative Research Methods for
Educational Research (first half) ................................. 2
EDCO 821 Quantitative Research Methods for
Educational Research (second half) ......................... 2
MATH 825 Research in Mathematics Education
OR
EDFD 825 Research in Philosophy for Children .................. 3

MATH 830 Dissertation Proposal Seminar
OR
EDFD 830 Dissertation Proposal Seminar
OR
EDCO 830 Dissertation Proposal Seminar .......................... 1-3

V. Qualifying Portfolio

VI. Required Dissertation Course

Dissertation Advisement—a minimum of 12 semester hours is required
MATH 900 Dissertation Advisement
OR
EDCO 900 Dissertation Advisement
OR
EDFD 900 Dissertation Advisement ............................... 3 each semester

Once a student has registered for 12 semester hours of credit for Dissertation Advisement, he/she is required to register for 1 semester hour of Dissertation Extension each semester until he/she completes the program.

MATH/EDCO 901 Dissertation Extension ............................ 1
Minimum semester hours: 60-62
MATH 740 TECHNOLOGICAL TOOLS FOR EDUCATION IN MATHEMATICS
This course will explore the research literature on technology tools for education in mathematics and science in order to create a richer and more egalitarian learning environment. Classroom practices and state and national science and mathematics standards will be examined in light of research knowledge on technology in education. The scholarly literature on other issues related to technological literacy, such as equity, will be discussed and explored.
Prerequisites: Matriculation in the Ed.D. in Mathematics Pedagogy or permission of the graduate program coordinator and MATH 512 or MATH 513.

MATH 741 HISTORICAL AND MULTICULTURAL FOUNDATIONS OF MATHEMATICAL THOUGHT
This course will trace the historical evolution of major themes and concepts in mathematics and the role and influence of various cultures in the development of these ideas. Multicultural perspectives will survey the impact of non-European cultures, including those of Asia, Africa, the Americas, and the Middle East, on the development of mathematical thought. The course will also trace major curriculum reform movements in the teaching and learning of mathematics throughout the United States during the nineteenth and twentieth centuries and their impact on contemporary school programs.
Prerequisite: Matriculation in the Ed.D. in Mathematics Pedagogy.

MATH 742 MATHEMATICAL MODELING IN THE SCIENCES
The exploration of mathematical models in the sciences and issues related to the teaching and learning of such models. Includes the collection and analysis of data using modern technology. Discussion of curricula that emphasize modeling and current research related to interdisciplinary approaches to teaching mathematics and science.
Prerequisites: Matriculation in Ed.D. in Mathematics Pedagogy. Permission of graduate coordinator.

MATH 745 THE USE OF TEACHER KNOWLEDGE IN MATHEMATICS TEACHING
General and mathematics-specific domains of teacher knowledge are defined, critiqued, compared and contrasted. In addition, they are applied in analyzing and determining the domains’ roles in lesson planning, responding to students’ questions, addressing students’ misconceptions, and assessing student understanding. The research history on teacher knowledge is examined and critiqued with an eye towards understanding the introduction and use of the domains of knowledge being employed by current educators and researchers. The role of these knowledge domains in implementing the NCTM Standards also is examined. Articles on teacher knowledge are discussed and analyzed. These ideas are employed in analyzing classroom or interview videotapes, audiotapes, and transcripts to determine the potential use of teacher knowledge as it is instantiated in more practical situations.
Prerequisite: Matriculation in the Ed.D. in Mathematics Pedagogy.
MATH 811  MATHEMATICS EDUCATION LEADERSHIP  3
Students will gain experience working for systemic change in educational programs and thus become capable of assuming a leadership role for such change. This course is designed to provide a long-term experience with nurturing pedagogy, leadership development, and stewardship of best practices. Candidates will work closely with faculty to develop goals and expectations for specific change in their work settings, where appropriate, then evaluate progress towards these goals. Candidates will conduct fieldwork in this area, including experimental design, implementation, and evaluation of results. The course includes reading, seminars, and portfolio development, as well as presentations from visiting faculty and other leaders in mathematics education.
Prerequisite: Matriculation in the Ed.D. in Mathematics Pedagogy.

MATH 812  MATHEMATICAL MODELING FOR MIDDLE LEVEL AND HIGH SCHOOL GRADES  3
This course will examine mathematical modeling as a process of identifying a problem, determining a mathematical core, working within that core, and reexamining the problem to ascertain what mathematics reveals about the original problem. Specific models related to various areas of mathematics will be explored, developed, and applied in the solution of contemporary problems, and the models will serve as unifying structures in the secondary curriculum.
Prerequisite: Matriculation in the Ed.D. in Mathematics Pedagogy.

MATH 813  GEOMETRY FOR MIDDLE LEVEL AND HIGH SCHOOL GRADES  3
This course discusses specific topics from geometry, their impact on the changing geometry curriculum in the schools, their application through technology, and their connection to other areas within and outside mathematics. Examples include dimension, scaling, measurement, and fractal dimension, with their use as unifying themes that can be studied from several different points of view, that make use of current visualization technology, and that can be applied across disciplines. Additional topics may be selected from finite and projective geometries, spherical and other non-Euclidean geometries. The roles these topics play in enhancing mathematical thinking and visualization skills, both in these classroom teachers and, ultimately, in the students whom these teachers teach, are emphasized. Classroom materials, activities, and techniques are discussed and developed and concepts explained and explored through various modes, such as hands-on manipulatives, interactive computer software, and graphing calculators.
Prerequisite: A background in undergraduate geometry comparable to MATH 350 and matriculation in the Ed.D. in Mathematics Pedagogy.
Topics from algebra and analysis will be used to explore and unify a variety of topics in the changing school curriculum. For example, the topic of linear transformations can be used to motivate the connection between geometric transformations and the related algebra. Topics will be selected to provide students with the tools to approach algebra numerically with middle school students as well as more abstractly with advanced senior high school students. Other topics, such as the Fundamental Theorem of Algebra, complex numbers, sequences, and series will be used to bridge the gap between algebra and topics in analysis. Then topics from analysis will be used to build a firm foundation on the structure of various number systems such as real and complex numbers. Part of the course will be axiomatic and theoretical development in the classical sense. Applications of these theoretical results to the school mathematics curriculum and to other academic fields, such as physics, will be explored.

Prerequisites: MATH 425 and MATH 431 and matriculation in the Ed.D. in Mathematics Pedagogy.

This course focuses on cognitive development and the application of critical thinking and problem solving strategies to the teaching and learning of mathematics. Mathematical models as unifying structures will be examined together with investigations into methods of acquiring mathematical knowledge and the nature of mathematical proof. Contemporary learning theories in mathematics will be surveyed and applied in specific classroom situations.

Prerequisite: Matriculation in the Ed.D. in Mathematics Pedagogy.

This course will examine the nature of research in mathematics education, its designs and methodologies, and its impact on school curricula. Research studies in cognitive development, curriculum and instruction, the teaching-learning process, language and communication in mathematics classrooms, and critical contemporary issues in mathematics education will be examined, analyzed, and discussed from the perspective of the classroom teacher.

Prerequisites: Matriculation in Ed.D. in Mathematics Pedagogy or Ed.D. in Education, Concentration in Pedagogy (Philosophy for Children); advancement to candidacy.

Students will work with their dissertation advisors to develop and refine their dissertation proposals. The seminar is a supplement to the formal dissertation proposal approval process that is outlined in the handbook. Successful completion of this course does not imply approval of the dissertation proposal. Cross listed with Educational Foundations EDFD 830 and Center of Pedagogy, EDCO 830. This course will be offered as pass/fail only.

Prerequisites: Matriculation in the Ed.D. in Mathematics Pedagogy or Ed.D. in Education, Concentration in Pedagogy (Philosophy for Children); admission to candidacy.
MATH 900  DISSERTATION ADVISEMENT  3-12
While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass will be recorded.
Prerequisites: Matriculation in the Ed.D. in Mathematics Pedagogy or Ed.D. in Education, Concentration in Pedagogy (Philosophy for Children); advancement to candidacy.

MATH 901  DISSERTATION EXTENSION  1
Designed to allow students to maintain their matriculation while working on their dissertation similar to that of the master's thesis extension. Once students have acquired 12 credits of EDCO/EDFD/MATH 900 Dissertation Advisement, they are permitted to enroll in 1 credit of EDCO/EDFD/MATH Dissertation Extension. Students must register every semester until and including the semester of their defense. There is a ten year limit from the time of initial matriculation. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of pass or fail will be recorded. Cross listed with Center of Pedagogy, EDCO 901.  
Prerequisite: 12 credits of Dissertation Advisement.

EDUCATION
Course Descriptions

EDCO 711  THE CLASSROOM COMMUNITY OF INQUIRY  3
This course provides students with an opportunity to move into the theory and practice of community of inquiry, in the context of classroom and other environments (e.g. school communities, child care centers, prisons). Participants will construct a general theory of communal dialogue, with particular emphasis on its application to the structure of classroom discourse.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 712  IMPLICATIONS OF RACE AND ETHNICITY IN UNITED STATES SCHOOLS  3
This course is designed to explore the dynamics of race and ethnicity as well as the ways in which they potentially impact democracy. The course will analyze the historic legacies of race and ethnicity within the United States and the ways in which they manifest and impact different sociopolitical systems globally. Further, a goal of this course to heighten participants’ awareness of such issues and examine the relationships between race/ethnicity and education, schooling, democratic practice and literacy development.
Prerequisite: Matriculation in Ed.D. in Pedagogy.
EDCO 801  DEMOCRACY AND EDUCATION  3
This course will examine the concept of democracy and a range of interrelated issues inherent in the public purposes of schooling in social and political democracies. Students will inquire into the meaning of citizenship in a democracy, and the role of the schools in fostering its development and expression. This inquiry will be conducted comparatively. Varying domestic and international socio-cultural and political contexts will be examined. Students will examine various curricular and pedagogical designs and governance structures that can be associated with models of democratic schooling. The moral obligations of pedagogy and stewardship that fall to teachers in the conduct of educating for democratic citizenship will also be examined.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 802  ACCESS TO KNOWLEDGE  3
This course addresses the concept of access to knowledge through an examination of multiple literacies and a range of epistemological and ethical perspectives. Knowledge construction by the learner, in literacy and subject area disciplines will be examined. Students will develop an understanding of the epistemological dimensions undergirding the various school subjects. Foundational epistemological theories and current thinking in the psychological, social, and cultural underpinnings of literacy will be related to fundamental disciplinary groups such as arts, humanities, social and natural sciences and mathematics. Students will be encouraged to critically analyze and evaluate standard school texts and curriculum units.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 803  PEDAGOGY: THE ART AND SCIENCE OF TEACHING AND LEARNING  3
This course examines the art and science of teaching and learning in an evolving social and political democracy. It aims at developing an understanding that teaching and learning occur in socio-cultural contexts. Themes to be explored include competing views of knowledge and their implications for curriculum construction; current theories of learning and assessment; strategies to ascertain students’ prior knowledge and experience; and pedagogical practices that build upon students’ cultural capital. The course will examine diverse pedagogical strategies and their relationships to the structure and epistemology of the disciplines. Special attention will be given to the moral dimensions of the teaching-learning process.
Prerequisite: Matriculation in Ed.D. in Pedagogy.

EDCO 804  ORGANIZATIONAL CHANGE, POLICY AND LEADERSHIP  3
In this course, doctoral students will learn to analyze complex organizational patterns, situations and policies that define and affect diverse educational settings in the U.S. and in other places. Students will examine various models of leadership, theories and research on change models, and the processes of educational policy formation. Students will develop an understanding of their own role as change agents. There will be a field component for this course in which students will conduct research on the development, implementation and/or evaluation of a plan for change in an educational setting.
Prerequisite: Matriculation in Ed.D. in Pedagogy.
EDCO 820  QUALITATIVE METHODS FOR EDUCATIONAL RESEARCH  4
This course examines the theoretical and conceptual foundations of qualitative approaches to social science research and engages students in designing and conducting qualitative research in education. Students will develop a doctoral-level qualitative research proposal that provides a conceptual framework, specifies procedures for sample selection, data collection, and data analysis, and addresses issues of ethics, reliability, and validity. They will then conduct a small-scale research project, involving the design of qualitative data collection instruments, collection of qualitative data, analysis of the data, and writing a report of findings. Students will examine social, cultural, political, and ethical dimensions of qualitative research. They will be introduced to computer packages used for qualitative data analysis. They will also critically examine published qualitative research articles. Full year course.
Prerequisite: Matriculation in Ed.D. in Pedagogy and a course in research methods or equivalent.

EDCO 821  QUANTITATIVE METHODS FOR EDUCATIONAL RESEARCH  4
This course provides students with an advanced critical understanding of the epistemological and methodological foundations of quantitative approaches to empirical research in education. It will also develop students’ skills as critical consumers and effective producers of knowledge in various methods of educational research. The course will examine experimental design, methods and techniques, sampling procedures, methodologies, instrumentation, design, and data analysis utilized in quantitative research, and will examine the statistical techniques and procedures most commonly used in quantitative educational research. Designs studied will include one-way ANOVA, factorial and randomized complete block. Other topics will include analysis of covariance, simple linear regression and multiple regression. Students will be introduced to the use of SPSS or other computer packages utilized in quantitative research for treatment of data and the development of a research report. Students will gain experience in preparation for an acceptable doctoral dissertation that relies on the analysis of quantitative data. Full year course.
Prerequisite: Matriculation in Ed.D. in Pedagogy and a course in research methods or equivalent.

EDCO 830  DISSERTATION PROPOSAL SEMINAR  1-3
Students will work with their dissertation advisors to develop and refine their dissertation proposals. The seminar is a supplement to the formal dissertation proposal approval process that is outlined in the handbook. Successful completion of this course does not imply approval of the dissertation proposal. Cross listed with Educational Foundations, EDFD 830 and Mathematical Sciences, MATH 830. This course will be offered as pass/fail only.
Prerequisite: Matriculation in Ed.D. in Pedagogy; admission to candidacy.

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EDCO 900  DISSERTATION ADVISEMENT  3-12
While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass will be recorded.

Prerequisite: Matriculation in Ed.D. in Pedagogy, advancement to candidacy.

EDCO 901  DISSERTATION EXTENSION  1
EDCO 901 is designed to allow students to maintain their matriculation while working on their dissertation similar to that of the master's thesis extension. Once students have acquired 12 credits of EDCO/EDFD/MATH 900 Dissertation Advisement, they are permitted to enroll in one credit of EDCO/EDFD/MATH Dissertation Extension. Students must register every semester until and including the semester of their defense. There is a ten-year limit from the time of initial matriculation. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of pass or fail will be recorded. Cross listed with Mathematical Sciences, MATH 901.

Prerequisite: 12 credits of Dissertation Advisement.
DOCTOR OF ENVIRONMENTAL MANAGEMENT DEGREE

The Environmental Management doctoral program seeks to foster an emerging interdisciplinary approach to the study of the environment and humankind’s impact on natural resources. Broadly defined, the interdisciplinary program fosters understanding of the structure and function of environmental systems and their management. More specifically, the program focuses on the causes, impacts, and responses to environmental change in major urban areas. The doctoral program meets the urgent need for highly qualified, trained personnel in the private and public sectors to solve the world’s growing environmental problems. Because a deep understanding of environmental issues and solutions to environmental problems requires the knowledge and analytic approaches of several disciplines, the program’s faculty includes a wide range of natural, social and management scientists.

The doctoral program is centered on three separate yet interlocking research themes. Graduate students trained through the doctoral program focus on the intersections of these themes. The themes to be studied are:

• Water-Land Systems - Interactions between hydrological systems, including aquatic, estuarine, and coastal environments, and landscape structure and pattern.

The waterland systems approach considers the interactions of fluvial, estuarine, marine, groundwater, and wetland systems with patterns of human settlement and industry. The highly urbanized northeastern region of New Jersey, while compact geographically, is part of a complex coastal environment in which such interactions can readily be observed. Since the region has a long history of coastal industrial activity, land- and water-use impacts over time can be readily studied. MSU is situated in the heart of the region; consequently students can conveniently conduct doctoral research projects and training exercises there.

• Sustainability, Vulnerability, and Equity - conceptualization and operationalization of these emerging areas of study within the context of urban environmental management.

The concepts of sustainability, vulnerability, and equity have become critical for understanding urban environmental management. A primary objective of the doctoral program research mission is to more formally integrate these theoretical advancements into urban environmental change and management theory and practice. The themes of sustainability, vulnerability and equity constitute an interdisciplinary approach to urban environmental management that is based on the study of organizations and institutions. Research approaches within this component of the program are as follows: 1. Analysis of natural systems for the construction of indicators and establishing models for monitoring urban systems (e.g., water supply, material-use, waste systems) and associated environmental improvement or degradation; 2. Research into existing conditions and opportunities for enhancing the conditions of sustainability and equity, and vulnerability reduction in organizations and institutions, i.e., business, education, government-
tal, and non-governmental organizations (NGOs); and 3. Research into the dynamics of public policy and environmental sustainability, vulnerability, and equity.

- Modeling and Visualization - State-of-the-art computer-assisted techniques and methods to study the process of environmental change.

Modeling and visualization have become critical tools for environmental managers in advancing their understanding of how the major elements of the complex physical and human environment interact, particularly with respect to the urban environment. More sophisticated data gathering and processing devices, and updated software packages are the cutting-edge research tools for the environmental analysis and modeling community. This component of the doctoral program facilitates the integration of these new techniques and methods into the analysis of urban environmental issues. Within the program, there are several main research modeling and visualization themes. They include for example: 1. Linking environmental models to remote sensing and GIS for application to landscape dynamics; 2. Marine sediment and associated contaminant transport and chemodynamic modeling; and 3. Integration of modeling with other technologies like optical sensors and data acquisition electronics.

Goals of the doctor of Environmental Management Program: The overall mission is to emphasize research that is grounded in an interdisciplinary, systems-based approach to address environmental management issues. The specific objectives of the program are:

- To prepare environmental management professionals who will use research in a data based decision-making process that is firmly rooted in current scientific knowledge and methodology.
- To prepare environmental professionals who will recognize and analyze the relationships among the scientific, technological, societal and economic issues that shape environmental research and decision-making.
- To provide professionals already working in the environmental industry with an opportunity to pursue a rigorous, research-based, advanced degree as part-time, and evening students.

For more information about the academic program, e-mail mcnicholasp@mail.montclair.edu or call (973) 655-5423 or call (973) 655-4072 or fax (973) 655-6810.

For general graduate school information and graduate application: e-mail Graduate.School@montclair.edu or call (973) 655-5147; or fax (973) 655-9207. Visit the website: www.montclair.edu/graduate

ADMISSION REQUIREMENTS

Admission Requirements. Applicants must meet the university’s graduate admissions criteria and submit the following for consideration:

1. A completed and signed application for doctoral study.
2. A personal essay describing your view of the relevance of doctoral study to your scholarly development, and your areas of potential research interest. Please also indicate any program faculty with whom you might work and with whom you have already communicated.
3. Official transcripts of undergraduate and any graduate work.
4. GRE scores; TOEFL scores if necessary.
5. Three letters of recommendation from college/university faculty or professional colleagues who can attest to your potential for advanced study and research.

6. Application fee.

Financial Aid: Several kinds of financial aid are available to graduate students who meet all admission requirements (see Financial Aid section in the front of the Graduate Catalog). A limited number of graduate assistantships including full tuition waivers, are available on a competitive basis for full-time D.Env.M. students. Applications for assistantships are included in the application packet.

Deadlines: The deadline for receipt of all application materials, including assistantship, is February 15th for admission in the following fall semester. Deadline for spring semester is October 15th.

REQUIREMENTS FOR THE DOCTOR OF ENVIRONMENTAL MANAGEMENT DEGREE

Basic Degree Requirements: Students with a bachelor’s degree will be required to take a minimum of 72 semester hours for the doctorate: 15 semester hours of required core courses, 21-27 semester hours of elective courses and 30-36 semester hours of research project and dissertation, which includes six semester hours of Research Project in Environmental Studies where a student develops research skills by working with one of several ongoing resident research groups. Following successful completion of the research seminar, a student must then complete a minimum of 24 semester hours of dissertation research. Previous graduate work may be applied towards the doctoral program when appropriate. Other requirements will include a doctoral qualifying examination and dissertation defense.

Residency: Doctoral program policies approved by the MSU Graduate Council require a year of full-time residency, defined as registration for 9 credits per semester. An alternative experience, outlined by the graduate program coordinator and approved by the program coordinator and the College Dean, may fulfill the residency requirement. The program provides a specially designed residency experience for the student who is both working and engaged in graduate study. As an alternative experience, students will be placed in an intensive one-year research seminar linked to one of several ongoing research communities comprised of faculty and students working on related research. These research communities, linked by common interests; that include common space and equipment, structured meetings and seminars, and by electronic methods, create a support system of peers and mentors that is commonly lacking in part-time, non-residential graduate programs. The immersion in a team research project for a year with regular peer and mentor support and feedback satisfies the intent of residency.

Retention: It is essential that all students make continuing and regular progress toward their degree. Students are expected to maintain an overall 3.2 (out of 4.0) grade point average in all courses. Students take a qualifying exam appropriate to their course of study no sooner than completion of 75% of required course work toward the doctoral degree. This exam will be developed and graded by the student’s dissertation committee. Students
also have to pass an oral examination and defense of their research plans prior to starting research and gaining admission to candidacy for the degree.

Full-time students are required to complete all core courses (12 semester hours and 6 hours of research seminar) and 3 elective courses (minimum 9 semester hours) within the first 3 years following matriculation. Following completion of regular coursework, 12 semester hours of dissertation research must have completed within 2 years. Once research has started students must register each fall and spring semester for 3 credits of dissertation research until the dissertation is successful defended. Research credits also can be generated during the summer.

Degree Candidacy: In order to advance to candidacy, the student must pass the retention requirements, and prepare and defend a dissertation research proposal. The dissertation committee may accept the research proposal, accept the proposal with modification, reject the proposal pending significant changes and a second oral defense, or reject the proposal completely. A student whose defense is rejected will be granted one additional opportunity to defend. Following acceptance of a research proposal, the student is expected to register for a minimum of 3 semester hours of dissertation research with her/his principal research advisor for consecutive semesters until the dissertation has been defended.

Dissertation: Each doctoral dissertation in the Environmental Management program will address an environmental problem in an integrative, interdisciplinary, original and unique manner. The dissertation must include the discovery of new knowledge relevant to the environmental problem, integration of new and prior knowledge and finally application of this knowledge to the solution of the problem. The dissertation must communicate the discovery, integration and application effectively in a form that can be readily disseminated to the environmental management community.

It is expected that a student will select a principal research advisor, dissertation committee and develop a research proposal prior to completion of coursework. The dissertation committee will generally be multidisciplinary, reflecting the nature of the interdisciplinary research. The committee must include at least 3 members of the Montclair State University Doctoral Faculty and must include a 4th member from outside the university. Committee members from outside the University must be approved according to existing Graduate School policy.

Final Defense: A public defense of the dissertation must be completed in accordance with current Graduate School policy, following which the dissertation committee can approve the dissertation, approve with modification, or reject. It is expected that all dissertations will be published in one or more national/international peer reviewed journals.
REQUIREMENTS FOR THE DOCTOR OF ENVIRONMENTAL MANAGEMENT DEGREE

I. Required Core Courses (15 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENVR 721</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 770</td>
<td>Earth Systems Science</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 590</td>
<td>Environmental Law and Policy</td>
<td>3</td>
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<tr>
<td>BIOL 570</td>
<td>Ecology</td>
<td>3</td>
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Select one of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 760</td>
<td>Organizational Environmental Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 505</td>
<td>Management Process and Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Research Requirement (30-36 semester hours)

(Minimum 24 semester hours of dissertation; maximum 30 semester hours of dissertation allowed to degree)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>ENVR 895</td>
<td>Research Project in Environmental Management I</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 896</td>
<td>Research Project in Environmental Management II</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 900</td>
<td>Dissertation Advisement</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Electives (21-27 semester hours of courses selected with committee approval)

Management and Social Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNFS 510</td>
<td>Environmental Impact of Recreation on Natural Areas</td>
<td>2</td>
</tr>
<tr>
<td>ECON 501</td>
<td>Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 503</td>
<td>Economic Problems of the Third World</td>
<td>3</td>
</tr>
<tr>
<td>ECON 508</td>
<td>Economics of Public Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 544</td>
<td>Government and Business</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 508</td>
<td>Environmental Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 509</td>
<td>Environmental Change and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 551</td>
<td>Natural Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 610</td>
<td>Seminar in Environmental Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 704</td>
<td>Special Topics</td>
<td>1-4</td>
</tr>
<tr>
<td>EUGS 603</td>
<td>Reading Seminar in Geography and Urban Studies</td>
<td>2</td>
</tr>
<tr>
<td>GEOS 509</td>
<td>Water Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>INBS 501</td>
<td>International Business: Concepts and Issues</td>
<td>3</td>
</tr>
<tr>
<td>INBS 511</td>
<td>Issues in International Management</td>
<td>3</td>
</tr>
<tr>
<td>INBS 520</td>
<td>Managing the Global Workforce</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 510</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 581</td>
<td>Sociological Perspectives on Health and Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>

Physical Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 532</td>
<td>Advanced Entomology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 550</td>
<td>Topics In Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 553</td>
<td>Microbial Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 571</td>
<td>Physiological Plant Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 572</td>
<td>Wetland Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 573</td>
<td>Shoreline Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 574</td>
<td>Behavioral Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 580</td>
<td>Evolutionary Mechanisms</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 595</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
</tbody>
</table>
CHEM 534 Chromatographic Methods: Theory and Practice .............. 3
ENVR 704 Special Topics ................................................................. 1-4
GEOS 501 Air Resource Management ............................................ 3
GEOS 513 Waste Management ....................................................... 3
GEOS 525 Environmental Geoscience ............................................ 3
GEOS 530 Paleoecology ................................................................. 3
GEOS 552 Applied Groundwater Modeling ..................................... 4
GEOS 560 Advanced Marine Geology ............................................ 3
GEOS 571 Geophysics ................................................................. 3
GEOS 575 Geochemistry ............................................................. 3
HLTH 502 Determinants of Environmental Health .......................... 3
HLTH 565 Foundations of Epidemiology ......................................... 3
PHMS 565 Tidal Marsh Ecology ................................................... 4
PHMS 581 Coastal Geomorphology ................................................. 4

Methods Courses (Must take at least 1 course.)
ENVR 655 Advanced Environmental Remote Sensing and
  Image Processing ................................................................. 3
ENVR 704 Special Topics ................................................................. 1-4
ENVR 775 Modeling in Environmental Science .............................. 3
EUGS 680 Spatial Analysis ............................................................ 3
EUGS 770 Advanced Geographic Information Systems .................. 3
STAT 541 Applied Statistics .......................................................... 3

IV. Additional requirements (6 semester hours)
(6 credits may be used for courses or research, depending on student need.)
Minimum semester hours: 72

EARTH AND ENVIRONMENTAL STUDIES

Course Descriptions

ENVR 508 ENVIRONMENTAL PROBLEM SOLVING 3
The purpose of this course is to train students to define environmental problems, develop
their skills in solving these problems, as well as commitment to work toward their
solution. Each lesson consists of student preparation of reading selected articles, classroom
orientation, field trips, and the student-instructor follow-up. Field trip topics include
pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural
recreation, sign ordinances, transportation and similar topics.

ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION 3
Prepare students as professional environmentalists: communication and journalism
strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and
resource person.

ENVR 551 NATURAL RESOURCE MANAGEMENT 3
Provide background in natural resource management; wildlife, fisheries, forests, water
and related components. Includes field trips.
ENVR 590  ENVIRONMENTAL LAW AND POLICY  3
The goal of this course is to provide students with the theoretical foundations and practical applications of Environmental Law. The course will utilize a model and method approach, which will present theory and procedure in a case problem context. The course will acquaint students with various traditional legal theories and compare and contrast them with law as it has evolved to meet the changes in society. Cross listed with Political Science, LSLW 590.

ENVR 610  SEMINAR IN ENVIRONMENTAL MANAGEMENT  3
This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.

ENVR 655  ADVANCED ENVIRONMENTAL REMOTE SENSING AND IMAGE PROCESSING  3
This course provides a forum to explore cutting edge advances in remote sensing of the environment afforded by new satellite and aircraft based imaging platforms and to provide facility with image processing (IP) and geographic information systems (GIS) software. Topics covered include multispectral, hyperspectral and multangular reflectance data, very high resolution panchromatic imagery, active radar and lidar systems, microwave imagery, advanced spatial and statistical raster analysis, and interfaces to GIS. 
Prerequisite: Matriculation in a graduate program or departmental approval.

ENVR 704  SPECIAL TOPICS  1-4
Special Topics is a detailed and literature intensive exploration of one particular focus in contemporary environmental management. The topic for the course will fall under one of several general areas. Topics will cover specific research areas in water-land systems, sustainability, vulnerability and equity, modeling analysis and visualization. This course is designed to fulfill elective requirements of the Doctoral Degree in Environmental Management. This course may be repeated twice for a maximum of 8.0 credits. 
Prerequisite: Departmental approval.

ENVR 721  RESEARCH METHODS  3
Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

ENVR 760  ORGANIZATIONAL ENVIRONMENTAL MANAGEMENT  3
This course examines the impact of profit, non-profit and public organizations on the natural environment. It analyzes the pressures, the types, and the procedures for implementing an environmental management system (EMS); and case studies from various organizations. It also studies the internal and external strategies of organizations relative to environmental sustainability goals.
Prerequisite: Matriculation in a graduate program or departmental approval.
ENVR 770  EARTH SYSTEMS SCIENCE  3
This course investigates geosystems. In studying processes within the atmosphere, hydrosphere, biosphere, and lithosphere, the course provides a holistic understanding of earth’s historical, present and future systems. Current techniques and tools for data collection and analysis, such as field methods, GIS, Remote Sensing, are included in the course.
Prerequisite: Matriculation in a graduate program or departmental approval.

ENVR 775  MODELING IN ENVIRONMENTAL SCIENCE  3
This course introduces fundamental concepts of interphase and interphase transfer and transport related to our living environment. It focuses more on natural interphase transfer, including pathways and fate, and is mainly designed to understand the mechanisms and processes. (3 hour lecture.)
Prerequisite: One-year college level courses in mathematics, physics, geology, biology or chemistry; or departmental approval.

ENVR 895  RESEARCH PROJECT IN ENVIRONMENTAL MANAGEMENT I  3
The course is structured to provide doctoral students with the opportunity to develop or update the research skills needed to design and complete a dissertation. Students can either develop an independent topic for their research project in consultation with faculty advisors or they can choose to work on one of the University’s on-going environmental studies research projects.
Prerequisite: Departmental approval.

ENVR 896  RESEARCH PROJECT IN ENVIRONMENTAL MANAGEMENT II  3
The course is structured to provide doctoral students with the opportunity to develop or update the research skills needed to design and complete a dissertation. Students can either develop an independent topic for their research project in consultation with faculty advisors or they can choose to work on one of the University’s on-going environmental studies research projects.
Prerequisite: ENVR 895

ENVR 900  DISSERTATION ADVISEMENT  3
While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee to write their dissertation. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass or fail will be recorded. May be repeated without limit.
Prerequisite: Advancement to candidacy.

EUGS 603  READING SEMINAR IN GEOGRAPHY AND URBAN STUDIES  2
Required of all master’s degree candidates concentrating in Geography and Urban Studies. This semester entails directed independent study in preparation for a 3-hour written comprehensive examination.
EUGS 680 SPATIAL ANALYSIS 3
This course will introduce students to techniques for the analysis of spatial data. The course will heavily utilize GIS and Remote Sensing data with particular attention to applications and manipulation techniques. Topics include characterizing spatial data, data sampling, visualization, data modeling, point pattern analysis, and spatial data interaction.
Prerequisite: A GIS course, EUGS 470 or higher level.

EUGS 770 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS 3
This course will allow students with demonstrated knowledge and skills in the geographic information sciences (GIS and/or Spatial Analysis and/or Remote Sensing) to expand on the range of techniques at their disposal for analyzing and visualizing geographic and other spatial data sets. Students are expected to develop and effect a small but well-defined research project which will result in a paper and an oral presentation. The course will make much use of industry standard GIS and Remote Sensing software packages in data application, manipulation and visualization. The course will cover programming in 3GLs, 4 GLs and macro languages for processing and analyzing extensive spatial data sets as well as the construction of customized graphical user interfaces for specific applications.
Prerequisites: One of the following or equivalent: EUGS 470, EUGS 680, ENVR 455, ENVR 655, GEOS 455 or departmental approval

GEOS 501 AIR RESOURCE MANAGEMENT 3
Spatial distribution of energy in the atmosphere treated in terms of natural factors and man’s induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.
Prerequisite: For majors in the College of Science and Mathematics.

GEOS 509 WATER RESOURCE MANAGEMENT 3
The spatial patterns of the water resource both as surface water and ground-water. Processes affecting availability and techniques of estimation are stressed.
Prerequisite: For majors in the College of Science and Mathematics.

GEOS 513 WASTE MANAGEMENT 3
This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.
Prerequisite: For majors in the College of Science and Mathematics.

GEOS 525 ENVIRONMENTAL GEOSCIENCE 3
In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)
Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor’s permission.

GEOS 530 PALEOECOLOGY 3
Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)
Prerequisite: Course in invertebrate paleobiology.
GEOS 552  APPLIED GROUNDWATER MODELING  4
Introduction to groundwater flow and contaminant transport modeling, using a variety of current software packages. Saturated and unsaturated media will be considered. Emphasis is on application of models to the solution of common problems encountered in hydrology industry and research. (3 hours lecture; 2 hours lab.)
Prerequisites: Undergraduate hydrogeology course and college-level calculus or departmental approval.

GEOS 560  ADVANCED MARINE GEOLOGY  3
Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips. (2 hours lecture; 2 hours lab.)
Prerequisites: Courses in physical geology and one 400 level course in marine geology or oceanography.

GEOS 571  GEOPHYSICS  3
Theory and application of conventional geophysical methods: seismology, magnetism, electricity and gravity. Laboratory includes the collection and interpretation of geophysical data. Field trips. (3 hours lecture.)
Prerequisites: Courses in physical geology and College Physics II and Calculus A.

GEOS 575  GEOCHEMISTRY  3
Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)
Prerequisites: General chemistry, petrology.

PHMS 565  TIDAL MARSH ECOLOGY  4
Salt marsh development and pysisography: community structure, energetics, and interrelationships. The role of slat marshes in estuarine and marine systems. The impact of man on the marsh. Offered at N.J. Marine Sciences consortium.
Prerequisite: Departmental approval.

PHMS 581  COASTAL GEOMORPHOLOGY  4
Coastlines and their evolution; processes and materials of the coastal zone; shore zone hydrodynamics and sedimentation: beach and barrier systems with special emphasis on the New Jersey shoreline. Offered at New Jersey Marine Sciences Consortium.
Prerequisite: Departmental approval.

BIOLOGY AND MOLECULAR BIOLOGY
Course Descriptions

BIOL 532  ADVANCED ENTOMOLOGY  3
Examination of insects as model systems for biological inquiry. Topics include an integrative treatment of insect molecular biology, genetics, physiology, behavior, evolution and ecology.
Prerequisite: Matriculation in M.S. Biology program or permission of instructor.
BIOL 550 TOPICS IN MICROBIOLOGY 3
Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.
Prerequisite: Microbiology.

BIOL 553 MICROBIAL ECOLOGY 4
Exploration of the essential role of microorganisms in the ecosystem. Lecture, field trips and laboratory will demonstrate the ubiquitous and highly adaptive evolution of microorganisms, their interrelationships and their profound influence on the biosphere.
Prerequisites: Microbiology.

BIOL 570 ECOLOGY 3
Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra- and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.
Prerequisites: Botany and zoology.

BIOL 571 PHYSIOLOGICAL PLANT ECOLOGY 4
The effects of soil, light, and water on plant growth, as well as, toxic effects of metals and salinity are measured using growth chamber and greenhouse facilities.
Prerequisite: Botany and one course in field biology. Special fee.

BIOL 572 WETLAND ECOLOGY 4
Important biotic, chemical and physical parameters of New Jersey’s estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studies by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.
Prerequisites: Botany, and zoology, and field biology. Special fee.

BIOL 573 SHORELINE ECOLOGY 4
Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of marine benthos. Also offered at the New Jersey Marine Sciences Consortium.
Prerequisites: Botany, and zoology, and field biology.

BIOL 574 BEHAVIORAL ECOLOGY 3
This seminar course explains the ecological consequences of animal behavior, viewed within the context of how behavior evolves and how populations adapt to their environments.
Prerequisites: Field biology and zoology.

BIOL 580 EVOLUTIONARY MECHANISMS 3
This course will provide students the opportunity to read primary resource material and interpret the findings of the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.
Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.
BIOL 595 CONSERVATION BIOLOGY: 3
THE PRESERVATION OF BIOLOGICAL DIVERSITY
This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with CNFS 595.

Prerequisite: Botany, and zoology, and field biology.

CHEMISTRY AND BIOCHEMISTRY

Course Descriptions

CHEM 534 CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE 3
A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing.

Prerequisites: CHEM 310 (Analytical Chemistry) and 311 (Instrumental Analysis) or equivalents.

ECONOMICS AND FINANCE

Course Descriptions

ECON 501 ECONOMIC ANALYSIS 3
The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3
A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

Prerequisite: ECON 501.

ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3
Computer-based applications of capital theory to the decision-making process of government. Analysis of alternative approaches to public sector project evaluation. Spreadsheet applications of project analysis in physical and human resource management areas covering water resources, public health, and education.

Prerequisite: ECON 501.

ECON 544 GOVERNMENT AND BUSINESS 3
The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.

Prerequisites: ECON 501.
HEALTH AND NUTRITION SCIENCES
Course Descriptions

HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH 3
Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems.

HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3
Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

LEGAL STUDIES
Course Descriptions

LSLW 590 ENVIRONMENTAL LAW AND POLICY 3
The goal of this course is to provide students with the theoretical foundations and practical applications of Environmental Law. The course will utilize a model and method approach, which will present theory and procedure in a case problem context. The course will acquaint students with various traditional legal theories and compare and contrast them with law as it has evolved to meet new changes in society.

MANAGEMENT AND INFORMATION SYSTEMS
Course Descriptions

MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR 3
Review of classical and modern approaches to the managerial process as it relates to the manager’s functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

Prerequisite: M.B.A. or D.Env.M. degree students, M.A. Fine Arts majors with concentration in Museum Management or M.A. Theatre majors with concentration in Arts Management only.

MGMT 510 HUMAN RESOURCE MANAGEMENT 3
This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers, and reward systems. A case study approach is used.

Prerequisite: MGMT 505.
INTERNATIONAL BUSINESS
Course Descriptions

INBS 501 INTERNATIONAL BUSINESS: CONCEPTS AND ISSUES  3
Provide a conceptual and analytical framework of the nature, the process and organizational aspects of the international business. Business students will be acquainted with the dynamics of global business environment, international competition in the domestic and foreign markets and strategic issues relating to international business. The course will provide basics in international economics, foreign exchange, monetary systems and financial markets, the role of multinationals, international marketing and logistics, taxation and accounting systems, cultural challenge, management styles and practices across the nations.
Prerequisite: ECON 501; M.B.A. degree students only.

INBS 511 ISSUES IN INTERNATIONAL MANAGEMENT  3
An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Management, MGMT 511.
Prerequisites: MGMT 505.

INBS 520 MANAGING THE GLOBAL WORKFORCE  3
The objective of the course is to increase knowledge about managing a global workforce. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding cross-cultural issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Management, MGMT 520.
Prerequisite: MGMT 505.

MATHEMATICAL SCIENCES (STATISTICS)
Course Descriptions

STAT 541 APPLIED STATISTICS  3
Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, Latin square, and 2 factor designs.
Prerequisite: STAT 440 Fundamentals of Modern Statistics or 443 Introduction to Mathematical Statistics and permission of graduate coordinator.
CNFS 510 ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS

Students will examine the impact of recreation on natural areas in four of New Jersey’s major ecosystems: upland forest, pine lands, salt marsh and barrier beach. Investigation of recreation records and plans will allow for comparison and contrast of heavily used sites with those which have been relatively undisturbed. Students develop “recreation impact statements”. CNFS 511 must be taken concurrently.

Prerequisite: Special fee.
Corequisite: CNFS 511.

CNFS 511 FIELD INVESTIGATION OF ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS

The field experiences in this one-credit course are designed to support and supplement the theoretical foundations communicated in the course, “Environmental Impact of Recreation on Natural Areas” (CNFS 510), and to provide practical exercises in measuring impact on recreational areas. CNFS 510 must be taken concurrently.

Corequisite: CNFS 510.

SOCIOLOGY

Course Descriptions

SOCI 581 SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE

This course will introduce the student to the interesting and complex relationships that exist between society, health, and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment, and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one’s body, the perception of disease, and the construction of medical knowledge.
AQUATIC AND COASTAL SCIENCES

Telephone: (973) 655-4112

Aquatic and Coastal Sciences represent the wide variety of ecosystems that are linked through water. The study of Aquatic and Coastal Sciences encompasses freshwater lakes and streams, estuaries, and coastal marine habitats. These habitats are critical for numerous plants and animals, but they can be compromised by human activities. Students who pursue this major are interested in understanding the relationships among plants, animals and humans and how to protect and restore these valuable ecosystems.

This major is an interdisciplinary program of study emphasizing the four core sciences of biology, geology, chemistry, and physics. This is a combined BS/MS program where students will be engaged in both class work and research, culminating in the development and completion of the Master's Thesis. Students completing this program will be well prepared to enter the work force in research, environmental consulting, education and regulatory agencies (e.g., EPA), as well as in non-profit organizations. Additionally, students will be prepared to undertake further graduate work.

REQUIREMENTS FOR THE AQUATIC AND COASTAL SCIENCES COMBINED B.S./M.S. PROGRAM

Semester Hours

I. Undergraduate Required Core Courses (29 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 113</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 213</td>
<td>Introduction to Ecology</td>
<td>4</td>
</tr>
<tr>
<td>GEOS 112</td>
<td>Physical Geology</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHMS 210</td>
<td>Introduction to Marine Science</td>
<td>4</td>
</tr>
<tr>
<td>GEOS 252</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 454</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>AQUA 351</td>
<td>Aquatic Biological Processes</td>
<td>4</td>
</tr>
<tr>
<td>AQUA 490</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>AQUA 495*</td>
<td>Research in Aquatic and Coastal Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

(*or BIOL 418, 484-485, EUGS 426, GEOS 495)

II. Collateral Requirements (32 semester hours)

Chemistry Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 120</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 230</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 232</td>
<td>Experimental Organic Chemistry I</td>
<td>2</td>
</tr>
</tbody>
</table>

Mathematics Courses:

Either:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>Applied Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 116</td>
<td>Calculus A</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>MATH 122</td>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>
MATH 221 Calculus II ................................................................. 4

Statistics Courses:
STAT 401 Applied Statistics for the Sciences .......................... 3

Physics Courses:
PHYS 191 University Physics I .............................................. 4
PHYS 192 University Physics II ............................................. 4
OR
PHYS 193 College Physics I ................................................... 4
PHYS 194 College Physics II ................................................. 4

III. Undergraduate Electives (7-8 semester hours)
Two approved courses from the following:
BIOL 230 Cell and Molecular Biology ........................................ 4
BIOL 256 Applied Environmental Microbiology .................... 4
BIOL 380 Genetics .................................................................. 4
BIOL 418 Independent Study in Biology .................................. 4
BIOL 460 Biological Oceanography ....................................... 3
BIOL 461 Aquatic Ecology ................................................... 3
BIOL 467 Biology of Fishes ................................................... 4
BIMS 220 Introduction to Marine Biology ............................... 4
BIMS 422 Biology of Marine Plankton .................................... 2
BIMS 431 Marine Invertebrate Zoology .................................. 4
BIMS 433 Seashore Ornithology ............................................. 2
BIMS 438 Seashore Entomology ............................................. 2
BIMS 450 Marine Botany .................................................... 4
BIMS 455 Marsh and Dune Vegetation .................................... 2
BIMS 490 Field Methods in the Marine Sciences .................... 4
CHEM 231 Organic Chemistry II ............................................ 3
CHEM 233 Experimental Organic Chemistry II ..................... 2
CHEM 310 Analytical Chemistry .......................................... 5
CHEM 325 Atmospheric Chemistry ...................................... 3
CHEM 411 Water Analysis and Purification ............................ 3
ENVR 452 Geohydrology ..................................................... 4
ENVR 456 Hydroclimatology ................................................ 4
EUGS 352 Fluvial Geography ............................................... 3
EUGS/GEOS 470 Geographic Information System ............... 4
GEOS 254 Geomorphology and Climatology of North America 4
GEOS 360 Oceanography .................................................... 4
GEOS 403 Man's Impact on the Coastal Zone ....................... 3
GEOS 431 Invertebrate Paleobiology .................................... 4
GEOS 434 Stratigraphy ....................................................... 4
GEOS 443 Mineralogy ......................................................... 4
GEOS 444 Petrology ............................................................. 4
GEOS 450 Principles of Soil Science ...................................... 3
GEOS 472 Structural Geology ............................................. 3
GEOS 480 Field Studies in Geoscience ................................. 4
GEOS 492 Laboratory Research in Geoscience ...................... 1-4
GEOS 495 Independent Study in Geoscience ......................... 1-4
PHMS 481 Coastal Marine Geology ......................................................... 4
PHMS 490 Field Methods in Marine Science ........................................... 4
PHMS 498 Independent Study in the Marine Sciences .............................. 4

IV. Graduate Required Courses (13 semester hours)
AQUA 551 Advanced Aquatic Biological Processes ............................... 3
GEOS 575 Geochemistry ........................................................................... 3
BIOL 570 Ecology .................................................................................... 3
ENVR 551 Natural Resource Management ............................................... 3
AQUA 515 Graduate Research Seminar .................................................. 1

V. Graduate Electives (7-8 semester hours)
Two approved courses from the following:
BIMS 592 Bacteriological Techniques in Marine Sampling .................... 2
BIOL 521 Field Studies of Flowering Plants ........................................... 4
BIOL 553 Microbial Ecology ................................................................. 4
BIOL 572 Wetland Ecology ..................................................................... 4
BIOL 573 Shoreline Ecology ................................................................... 4
PHMS 565 Tidal Marsh Ecology .............................................................. 4
GEOS 509 Water Resource Management ............................................... 3
GEOS 525 Environmental Geoscience .................................................... 3
GEOS 560 Advanced Marine Geology ..................................................... 3
PHMS 581 Coastal Geomorphology ......................................................... 4

VI. Research (10 semester hours)
AQUA 599 Graduate Research .............................................................. 4
AQUA 698 Master’s Thesis ..................................................................... 6

Minimum semester hours: 142-147

AQUATIC AND COASTAL SCIENCES

Course Descriptions Semester Hours

AQUA 515 GRADUATE RESEARCH SEMINAR 1
This seminar is a required course for the graduate curriculum in the BS/MS Coastal and Aquatic Sciences program. Students participate in active discussion regarding current research topics in the field and are required to present their current research activities or planned research for their Master’s Thesis.
Prerequisites: AQUA 351 and AQUA 490 and GEOS 252 and GEOS 454.

AQUA 551 ADVANCED AQUATIC BIOLOGICAL PROCESSES 3
Advanced Aquatic Biological Processes is a graduate course which builds upon the fundamental biological systems associated with marine and fresh water communities and serves as the culminating core aquatic biological course for the BS/MS program in Aquatic and Coastal Sciences.
Prerequisites: AQUA 351 and GEOS 252 and GEOS 454 or approval of the Program Director.
AQUA 599 GRADUATE RESEARCH IN AQUATIC AND COSTAL SCIENCES

A research experience in which students will conduct independent research approved by their graduate advisor leading to the collection of data for the completion of their Master’s Thesis. Students will be exposed to current aquatic and coastal techniques by working with scientific investigators in industry or within the department. Students will work on projects involving research techniques, data collection and the analysis and interpretation of the data.

Prerequisites: Program Director/Thesis advisor approval.

AQUA 698 MASTER'S THESIS

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take AQUA 699 if they don't complete AQUA 698 within the semester.

Prerequisite: Program Director/Thesis advisor approval.

AQUA 699 MASTER'S THESIS EXTENSION

Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.

Prerequisite: Program Director/Thesis advisor approval.
ART AND DESIGN

Telephone: (973) 655-7295

The Department of Art and Design provides graduate study in an intensively visual arts focused environment. Two distinctive professional degrees are offered: The Master of Fine Arts in Studio Art (MFA) and the Master of Arts in Fine Arts (MA). Further the MA offers specialized concentrations in Studio and Museum Management. All programs encourage a focus on interdisciplinary visual arts and issues beyond the academic settings of the classroom and studio.

MASTER OF FINE ARTS DEGREE IN STUDIO ART (MFA)

The Master of Fine Arts in Studio Art addresses the needs of students who are preparing themselves for careers as artists in the contemporary art world. The Department has designed a flexible program that allows students to work in any MFA studio in any given semester providing that it relates to the student's ongoing project. This gives the student greater access to a diversified faculty. Our program includes interdisciplinary courses that allow the students and the faculty to introduce concepts that are not rooted in a specific discipline. The focus in all studio courses is working with a particular faculty member/artist.

A Master of Fine Arts degree in Studio Art is awarded to those students who successfully complete the 60 credit program requiring a minimum of two years of full-time study in residence at the University. The program defines a student as having full-time status if he/she is enrolled for 15 semester hours per semester. All course schedules must be approved by the MFA graduate program coordinator. While University policy permits students six years to complete the degree, MFA students are strongly encouraged to complete the degree during the two year time period that they are assigned studio space on campus. An extension of course work beyond two years will be considered in exceptional circumstances but studio space will not be provided beyond a two year maximum.

ADMISSION REQUIREMENTS

Applicants to the MFA program are expected to possess a Bachelor of Fine Arts degree (BFA) or an undergraduate degree with a minimum of 40 semester hours of studio course work, or an MA in Studio Art. Prerequisites include a minimum of 15 semester hours in art history. Official transcripts of all graduate and undergraduate work and two letters of recommendation are also required. The applicant's ability as an artist and competence in the history of art are the primary considerations in making the admissions decision. The application file, a portfolio of recent work, and a statement of intent will be reviewed by the MFA committee.
REQUIREMENTS FOR THE
MASTER OF FINE ARTS DEGREE
IN STUDIO ART (MFA)

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>ARCR 501</td>
<td>MFA Seminar in Theory and Criticism I</td>
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<td>ARCR 601</td>
<td>MFA Seminar in Theory and Criticism II</td>
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<td></td>
<td>ARST 501</td>
<td>MFA Seminar in Studio Art I</td>
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<td></td>
<td>ARST 601</td>
<td>MFA Seminar in Studio Art II</td>
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<td></td>
<td>ARST 502</td>
<td>Independent Study: Independent Studio Work I</td>
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<td></td>
<td>ARST 506</td>
<td>Special Topics in Studio Art I</td>
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<td></td>
<td>ARST 507</td>
<td>Special Topics in Studio Art II</td>
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<td></td>
<td>ARST 508</td>
<td>Independent Study: MFA Research Project I</td>
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<tr>
<td></td>
<td>ARST 509</td>
<td>Independent Study: MFA Research Project II</td>
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<tr>
<td></td>
<td>ARST 604</td>
<td>Independent Study: Project Criticism I</td>
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<tr>
<td></td>
<td>ARST 608</td>
<td>Independent Study: MFA Final Project I</td>
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<td></td>
<td>ARST 609</td>
<td>Independent Study: MFA Final Project II</td>
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<td></td>
<td>ARST 650</td>
<td>Independent Study: MFA Exhibition, Paper and Final Review</td>
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<tr>
<td></td>
<td>ARST 503</td>
<td>Independent Study: Independent Studio Work II</td>
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<tr>
<td></td>
<td>ARST 605</td>
<td>Independent Study: Project Criticism II</td>
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<td></td>
<td>ARST 606</td>
<td>Special Topics in Studio Art III</td>
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<td>ARST 607</td>
<td>Special Topics in Studio Art IV</td>
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<td>ARST ___</td>
<td>Additional 3 semester hours in Independent Study: MFA Research Project I</td>
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<td>ARST ___</td>
<td>Additional 3 semester hours in Independent Study: MFA Final Project II</td>
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<td>ARST ___</td>
<td>Additional 3 semester hours in Independent Study: MFA Research Project I</td>
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<tr>
<td></td>
<td>ARST ___</td>
<td>Additional 3 semester hours in Independent Study: MFA Final Project II</td>
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</table>

II. Studio Electives (select 6 semester hours from the following):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ARST 503</td>
<td>Independent Study: Independent Studio Work II</td>
</tr>
<tr>
<td>ARST 605</td>
<td>Independent Study: Project Criticism II</td>
</tr>
<tr>
<td>ARST 606</td>
<td>Special Topics in Studio Art III</td>
</tr>
<tr>
<td>ARST 607</td>
<td>Special Topics in Studio Art IV</td>
</tr>
</tbody>
</table>

III. General Electives (Any graduate course, 500 level or above)

Minimum semester hours: 60
MASTER OF ARTS DEGREE IN FINE ARTS (MA)  
CONCENTRATIONS IN STUDIO AND MUSEUM MANAGEMENT

The Master of Arts in Fine Arts allows for a concentration in Studio or Museum Management. Areas of specialization in Studio are: painting, sculpture, photography, cinematography, drawing, ceramics, fiber arts, printmaking, and jewelry. Areas of specialization in Museum Management are: fine arts, history, archaeology, anthropology/ethnology, natural history, and science.

ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Applicants to the Department of Art and Design are required to take the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).

Eligibility for matriculation for a Concentration in Studio requires either an undergraduate degree in fine arts or the equivalent as determined by the department. Advice concerning all requirements, including writing samples, admission interviews, portfolio reviews, and suggested portfolio contents may be obtained from the department’s graduate program coordinator.

Candidates for Admission to the Museum Management Concentration must have an undergraduate degree in Studio Art, Art History, Archaeology, Anthropology, History, Science, Business, Legal Studies, or a related degree. A writing sample and a statement of intent are required for admission as evidence of the applicant's ability and objectives. Advice concerning requirements may be obtained from the Department of Art and Design's Museum Management Coordinator.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS (MA)

CONCENTRATION IN STUDIO

<table>
<thead>
<tr>
<th>Semester Hours</th>
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</thead>
</table>

I. Required Courses (12 Semester Hours):

ARST 600 Seminar in Art I: Contemporary Art and Aesthetics ............... 3
ARST 610 Seminar in Art II: Graduate Project ........................................ 3
Art History (400-600 level) (to be selected with the approval of the graduate program coordinator) ................................................................. 6

II. Specialization (15 semester hours):

Studio courses 500-600 level with at least 12 semester hours in one studio area (to be selected with the approval of the graduate program coordinator) ....... 15

III. Free Electives ................................................................. 6

IV. Final Oral Examination and Graduate Project and Paper Review:

Information concerning this requirement may be obtained from the graduate program coordinator.

Minimum semester hours: 33
CONCENTRATION IN MUSEUM MANAGEMENT

Prerequisite: Any two undergraduate Art History courses.

<table>
<thead>
<tr>
<th>Required Core Courses (12 semester hours)</th>
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<tbody>
<tr>
<td>ARHM 583 The Business of Art .................. 3</td>
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<tr>
<td>MGMT 505 Management Process and Organizational Behavior ........ 3</td>
</tr>
<tr>
<td>ACCT 501 Financial Accounting .................. 3</td>
</tr>
<tr>
<td>THTR 585 Grantsmanship and Fundraising ........ 3</td>
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<table>
<thead>
<tr>
<th>Required Departmental Courses (12 semester hours)</th>
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</thead>
<tbody>
<tr>
<td>ARHS 503 Graduate Resources and Methods of Research in the Arts ...... 3</td>
</tr>
<tr>
<td>ARHM 501 Museum Management .................................. 3</td>
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<tr>
<td>ARHM 520 Exhibition Planning and Management ............ 3</td>
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<tr>
<td>ARHM 698 Master's Thesis in Museum Management ........... 3</td>
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</tbody>
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<tr>
<th>II. A. Electives (Select 2)</th>
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</thead>
<tbody>
<tr>
<td>Two graduate level courses in one area of specialization to be selected in consultation with Museum Management Coordinator and the graduate program coordinator of respective department.</td>
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<table>
<thead>
<tr>
<th>Courses in Art History (ARHS level 500 and above)</th>
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<tbody>
<tr>
<td>Courses in Anthropology (ANTH level 500 and above)</td>
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<tr>
<td>Courses in Archaeology (any course in the Archaeology Minor level 400 and above)</td>
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<tr>
<td>Courses in History (HIST 500 level and above)</td>
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<tr>
<td>Courses in Chemistry (CHEM level 500 and above)</td>
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<tr>
<td>Courses in Biology (BIOL level 500 and above)</td>
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<tr>
<td>Courses in Geology (GEOS level 500 and above)</td>
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<tr>
<td>Courses in Earth and Environmental Studies (ENVR, CNFS level 500 and above)</td>
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<tr>
<th>B. Business, Legal Studies and Communication (Select 2)</th>
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<tbody>
<tr>
<td>MKTG 501 Marketing Management .................................. 3</td>
</tr>
<tr>
<td>INBS 501 International Business Concepts and Issues .......... 3</td>
</tr>
<tr>
<td>INBS 530 Export Management ...................................... 3</td>
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<td>MGMT 510 Human Resources Management .......................... 3</td>
</tr>
<tr>
<td>MGMT 513 Leadership and Behavior .................................. 3</td>
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<tr>
<td>MGMT 525 Entrepreneurship and Small business Management</td>
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<tr>
<td>LSLW 599 Special Topics in Legal Studies (especially recommended when addressing legal issues for arts and museums)</td>
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<tr>
<td>LSLW 558 Cross-Cultural Conflict Resolution ..................... 3</td>
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<tr>
<td>LSLW 537 Entertainment law ........................................ 3</td>
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<td>LSLW 551 Negotiation Theory and Practice .......................... 3</td>
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<td>SPCM 520 Introduction to Public Relations ........................ 3</td>
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<td>SPCM 555 Survey: Organizational Communication</td>
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Minimum semester hours: 33
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>ARCR 501</td>
<td>MFA SEMINAR IN THEORY AND CRITICISM I</td>
<td>3</td>
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<td>An appropriate amount of written critical work and relevant required readings will be assigned, accompanied by regular discussions and critiques of student work in progress. Visits to area museums and galleries are required and such material evidenced in the level of conversation and student work. The seminar will be instructed by a visiting art critic. Offered fall semester.</td>
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<td><strong>Prerequisite:</strong> MFA majors only. Special fee.</td>
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<tr>
<td>ARCR 601</td>
<td>MFA SEMINAR IN THEORY AND CRITICISM II</td>
<td>3</td>
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<tr>
<td></td>
<td>Continuation of ARCR 501. Taken serially. Offered Fall semester.</td>
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<td><strong>Prerequisites:</strong> ARCR 501, a total of 30 semester hours in MFA degree program (ARCR, ARST, ARHS: 500 level), departmental approval, MFA majors only. Special fee.</td>
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<tr>
<td>ARST 501</td>
<td>MFA SEMINAR IN STUDIO ART I</td>
<td>3</td>
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<td>Weekly seminars given by visiting artists, fine arts faculty and the visiting critic. Discussions on major issues in contemporary art and critiques of the students' ongoing projects. MFA seminars are coordinated by the visiting critic and the MFA Director. Offered Spring semester only.</td>
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<td><strong>Prerequisites:</strong> 15 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.</td>
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<tr>
<td>ARST 502</td>
<td>INDEPENDENT STUDY: INDEPENDENT STUDIO WORK I</td>
<td>3</td>
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<td>Taken in the first year of the program, the student works independently under the guidance of a visiting or full-time faculty member selected by the student (different from the faculty member engaged in the MFA Research Project). The faculty member should be selected based on his/her particular interest in the student's Research Project. May be repeated three times for a maximum of twelve semester hours.</td>
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<td></td>
<td><strong>Prerequisites:</strong> Departmental approval; MFA majors only. Special fee.</td>
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<tr>
<td>ARST 503</td>
<td>INDEPENDENT STUDY: INDEPENDENT STUDIO WORK II</td>
<td>3</td>
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<tr>
<td></td>
<td>Continuation of ARST 502. Taken serially. May be repeated three times for a maximum of twelve semester hours.</td>
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<td><strong>Prerequisites:</strong> ARST 502; departmental approval; MFA majors only. Special fee.</td>
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<tr>
<td>ARST 506</td>
<td>SPECIAL TOPICS IN STUDIO ART I</td>
<td>3</td>
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<td>Each course is a seminar/workshop experience which addresses a specific topic in the visual arts. Topics may be interdisciplinary in nature or speak to a particular studio discipline and may include an investigation of new media and processes. The topic for each course will be announced at registration time. May be repeated three times for a maximum of twelve semester hours as long as the topic is different.</td>
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<td></td>
<td><strong>Prerequisites:</strong> Departmental approval; MFA majors only. Special fee.</td>
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</table>
ARST 507 SPECIAL TOPICS IN STUDIO ART II  
3
Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated. May be repeated three times for a maximum of twelve semester hours as long as the topic is different.
Prerequisites: ARST 506; departmental approval; MFA majors only. Special fee.

ARST 508 INDEPENDENT STUDY: MFA RESEARCH PROJECT I:  3 OR 6
PAINTING
The student will be guided toward the development of a consistent body of work. Exploration of a variety of approaches and techniques will be encouraged in order that the student can most fully realize his/her personal artistic aims.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 509 INDEPENDENT STUDY: MFA RESEARCH PROJECT II:  3
PAINTING
Continuation of ARST 508. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 512 INDEPENDENT STUDY: MFA RESEARCH PROJECT I:  3 OR 6
DRAWING
This course allows the student to begin focusing on drawing as a fine art. It will explore the major applications of a variety of graphic media while stressing the drawing as a mode or art form unto itself.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 513 INDEPENDENT STUDY: MFA RESEARCH PROJECT II:  3
DRAWING
Continuation of ARST 512. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 514 INDEPENDENT STUDY: MFA RESEARCH PROJECT I:  3 OR 6
PRINTMAKING
The student begins to research and develop a creative project under the guidance of a faculty mentor selected by the student. The student may work with traditional and nontraditional printmaking processes resulting in multiples or unique images such as monoprints.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 515 INDEPENDENT STUDY: MFA RESEARCH PROJECT II:  3
PRINTMAKING
Continuation of ARST 514. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 516 INDEPENDENT STUDY: MFA RESEARCH PROJECT I:  3 OR 6
PAPERMAKING
Individualized creative studies for the MFA candidate whose progress is reviewed weekly by a faculty mentor. Areas of inquiry include, but are not limited to: coloration, casting, sheet formation, etc.
Prerequisites: Departmental approval; MFA majors only. Special fee.
ARST 517  INDEPENDENT STUDY: MFA RESEARCH PROJECT II:  3
PAPERMAKING
Continuation of ARST 516. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 518  INDEPENDENT STUDY: MFA RESEARCH PROJECT I:  3 OR 6
PHOTOGRAPHY
Individualized creative studies in photography under the guidance of a faculty mentor. Areas of inquiry include black and white, color, non-silver and multi-media applications in photography.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 519  INDEPENDENT STUDY: MFA RESEARCH PROJECT II:  3
PHOTOGRAPHY
Continuation of ARST 518. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 520  INDEPENDENT STUDY: MFA RESEARCH PROJECT I:  3 OR 6
FILMMAKING
This course is intended to assist the advance student in developing unique and individualized approaches in motion picture making. Emphasis will be placed on exploration and experimentation in the production of short works.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 521  INDEPENDENT STUDY: MFA RESEARCH PROJECT II:  3
FILMMAKING
Continuation of ARST 520. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 522  INDEPENDENT STUDY: MFA RESEARCH PROJECT I:  3 OR 6
VIDEO
Students produce video projects in 3/4 inch format, utilizing state-of-the-art facilities at the DuMont Television Center, including full three-camera studio set up, special effects, telecine, sound mixes and editing.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 523  INDEPENDENT STUDY: MFA RESEARCH PROJECT II:  3
VIDEO
Continuation of ARST 522. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 524  INDEPENDENT STUDY: MFA RESEARCH PROJECT I:  3 OR 6
SCULPTURE
The course is intended to allow the MFA candidate to explore a select variety of issues and media in the arena of sculpture. The specific concerns considered will be derived from close consultation between the student and his faculty mentor.
Prerequisites: Departmental approval; MFA majors only. Special fee.
ARST 525 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: SCULPTURE 3
Continuation of ARST 524. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 526 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: CERAMICS 3 OR 6
Research and development of a creative project under the guidance of a faculty mentor.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 527 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: CERAMICS 3
Continuation of ARST 526. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 530 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: JEWELRY/METALSMITHING 3 OR 6
Research and development of a creative project under the guidance of a faculty mentor.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 531 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: JEWELRY/METALSMITHING 3
Continuation of ARST 530. Taken serially.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 532 INDEPENDENT STUDY: MFA RESEARCH PROJECT I: MULTI-MEDIA 3 OR 6
The student begins to research and develop a multi-media creative project under the guidance of a faculty mentor selected by the student. The project may include the investigation of a combination of traditional visual arts media, interdisciplinary media or new media.
Prerequisites: Departmental approval; MFA majors only. Special fee.

ARST 533 INDEPENDENT STUDY: MFA RESEARCH PROJECT II: MULTI-MEDIA 3
Continuation of ARST 532. Taken serially.
Prerequisites: ARST 532; departmental approval; MFA majors only. Special fee.

ARST 601 MFA SEMINAR IN STUDIO ART II 3
Continuation of ARST 501. Taken serially. Offered spring only.
Prerequisites: ARST 501; 45 semester hours in MFA degree program; departmental approval, MFA majors only. Special fee.

ARST 604 INDEPENDENT STUDY: PROJECT CRITICISM I 3
Individualized guidance and critique of the student's final project by a second full-time faculty member on the student's project committee (not to be taken with the student's project advisor).
Prerequisites: 30 semester hours in MFA degree program (ARCR, ARST, ARHS: 500 level), taken with MFA Final Project I or II; departmental approval; MFA majors only. Special fee.
ARST 605  INDEPENDENT STUDY: PROJECT CRITICISM II  3
Continuation of ARST 604. Taken serially.
Prerequisites: ARST 604; departmental approval; MFA majors only. Special fee.

ARST 606  SPECIAL TOPICS IN STUDIO ART III  3
Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated. May be repeated twice for a maximum of nine semester hours as long as the topic is different.
Prerequisites: ARST 507; departmental approval; MFA majors only. Special fee.

ARST 607  SPECIAL TOPICS IN STUDIO ART IV  3
Taken serially. Each course addresses a new topic in the visual arts. Topics should not be repeated. May be repeated twice for a maximum of nine semester hours as long as the topic is different.
Prerequisites: ARST 606; departmental approval; MFA majors only. Special fee.

ARST 608  INDEPENDENT STUDY: MFA FINAL PROJECT I: PAINTING  3
Intended as an opportunity for the MFA candidate to produce a body of original and cohesive work under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 609.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 609  INDEPENDENT STUDY: MFA FINAL PROJECT II: PAINTING  3 OR 6
The MFA candidate continues to develop a body of work under the guidance of his/her project advisor. The sequence of Final Project I and II will culminate in the MFA Thesis Exhibition which will demonstrate the candidate's abilities and level of artistic achievement.
Prerequisites: ARST 608; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 612  INDEPENDENT STUDY: FINAL PROJECT I: DRAWING  3
The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 613.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 613  INDEPENDENT STUDY: MFA FINAL PROJECT II: DRAWING  3 OR 6
The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition. This course will bring to fruition the students research and exploration of the various approaches to drawing. They will reach certain conclusions evidenced in their work about the possibilities of the art form and their personal use of graphic modes of expression.
Prerequisites: ARST 612; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.
ARST 614 INDEPENDENT STUDY: MFA FINAL PROJECT I: PRINTMAKING
The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 615.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 615 INDEPENDENT STUDY: MFA FINAL PROJECT II: PRINTMAKING
The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition.
Prerequisites: ARST 614; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 616 INDEPENDENT STUDY: MFA FINAL PROJECT I: PAPERMAKING
The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 617.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 617 INDEPENDENT STUDY: MFA FINAL PROJECT II: PAPERMAKING
The student continues to develop a body of work under the guidance of his/her project advisor, concluding with the MFA Exhibition.
Prerequisites: ARST 616; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 618 INDEPENDENT STUDY: MFA FINAL PROJECT I: PHOTOGRAPHY
Individualized creative study for the MFA candidate under the guidance of a project advisor selected by the student. Areas of inquiry include black and white, color, non-silver and multimedia applications in photography. Must be taken as a two semester sequence with ARST 615.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 619 INDEPENDENT STUDY: MFA FINAL PROJECT II: PHOTOGRAPHY
The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.
Prerequisites: ARST 618; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 620 INDEPENDENT STUDY: MFA FINAL PROJECT I: FILMMAKING
This course is intended to assist the advanced MFA candidate develop a unique and individualized approach to his/her final project. Must be taken as a two semester sequence with ARST 621.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.
ARST 621 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6 FILMMAKING
The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.
Prerequisites: ARST 620; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 622 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3 VIDEO
Individualized creative study for the MFA candidate under the guidance of a project advisor. Students produce video projects utilizing state-of-the-art facilities at the DuMont Television Center. Must be taken as a two semester sequence with ARST 623.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 623 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6 VIDEO
The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.
Prerequisites: ARST 622; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 624 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3 SCULPTURE
The student develops a creative project under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 625.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 625 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6 SCULPTURE
The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.
Prerequisites: ARST 624; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 626 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3 CERAMICS
Development of a creative project based on each student's personal artistic interest/imagery under the guidance of a project advisor selected by the student. Must be taken as a two semester sequence with ARST 627.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 627 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6 CERAMICS
The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.
Prerequisites: ARST 626; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.
ARST 630 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
JEWELRY/METALSMITHING
The student develops a creative project under the guidance of a project advisor, selected by the student. Must be taken as a two semester sequence with ARST 631.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 631 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
JEWELRY/METALSMITHING
The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.
Prerequisites: ARST 630; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 632 INDEPENDENT STUDY: MFA FINAL PROJECT I: 3
MULTI-MEDIA
The student develops a multi-media creative project under the guidance of a project advisor selected by the student. The project may include the investigation of the combination of traditional visual media, interdisciplinary media or new media. Must be taken as a two semester sequence with ARST 633.
Prerequisites: 30 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.

ARST 633 INDEPENDENT STUDY: MFA FINAL PROJECT II: 3 OR 6
MULTI-MEDIA
The student continues to develop a creative project under the guidance of his/her project advisor, culminating in a Thesis Exhibition.
Prerequisites: ARST 632; departmental approval; MFA majors only. Special fee.
Corequisites: ARST 604 or 605, ARST 650.

ARST 650 INDEPENDENT STUDY: MFA EXHIBITION, PAPER AND FINAL REVIEW 3
Independent study with the project advisor. In the final semester of the program the student is required to exhibit his/her final project and present a paper which describes his/her aesthetic position. The exhibition and paper will be reviewed by the student's project committee.
Prerequisites: 45 semester hours in MFA degree program; departmental approval; MFA majors only. Special fee.
Corequisite: MFA Final Project II

ARST 651 INDEPENDENT STUDY: MFA PROJECT EXTENSION 2
Continuation of ARST 650. Must be taken if an incomplete grade is received in ARST 650. Independent study with the project advisor. The fee for 2 semester hours will be charged to the student but no credit will be given and no grade will appear on the transcript. May be repeated two times to complete ARST 650 (M.F.A. Exhibition, Paper and Final Review) but no credit given.
Prerequisites: Departmental approval; MFA majors only. Special fee.
### MA in Fine Arts

#### Art History Course Descriptions

(Concentration in Art History not available)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARHS 503</td>
<td>GRADUATE RESOURCES AND METHODS OF RESEARCH IN THE ARTS</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to the approaches, methods and goals of art-historical research, including descriptive, bibliographic, stylistic, and iconographic analysis.</td>
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<tr>
<td>ARHS 581</td>
<td>SELECTED WRITINGS BY ARTISTS ON ART</td>
<td>3</td>
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<td>A selection of writings by artists on art are presented, including theoretical writings, excerpts from diaries and letters, manifestoes, interviews, etc. The class is designed as a seminar focusing on analysis, interpretation, and discussion of these primary sources.</td>
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<tr>
<td>ARHS 590</td>
<td>MODERN PHILOSOPHIES OF ART I</td>
<td>3</td>
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<td></td>
<td>Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.</td>
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<tr>
<td>ARHS 591</td>
<td>MODERN PHILOSOPHIES OF ART II</td>
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<td>The writings of 19th and 20th century artists and their interpreters; such works as the &quot;Futurist's Manifesto&quot; and Kandinsky's &quot;The Spiritual in Art&quot;.</td>
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<tr>
<td>ARHS 592</td>
<td>SELECTED PROBLEMS ART HISTORY I</td>
<td>3</td>
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<td></td>
<td>Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester. May be repeated seven times for a maximum of 24 semester hours.</td>
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<tr>
<td>ARHS 593</td>
<td>SELECTED PROBLEMS ART HISTORY II</td>
<td>3</td>
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</tbody>
</table>
|             | Continuation of ARHS 592. Taken serially. May be repeated three times for a maximum of twelve semester hours.  

**Prerequisite:** ARHS 592.

| ARHS 594    | NORTHERN RENAISSANCE ART                          | 3     |
|             | 15th and 16th century paintings in northern Europe - especially Italy, Flanders and Holland; the development of Realism and style in relation to social change and the general ideas of the period, including contemporary music. Jan Van Eyck, Van der Weyden, Bosch, Peter Breughel and Matthias Gruenewald. |
| ARHS 680    | FIELD TRIP IN ART HISTORY                         | 2 - 6 |
|             | Travel courses to art sources in the United States and foreign countries not to exceed six graduate credits. First-hand contact with the historic art forms of the places visited and study of their monuments and works in their museums and galleries. Subject(s) to be defined by the professor. May be repeated for a maximum of twelve credits.  

**Prerequisite:** Special fee.
ARHS 698  MASTER'S THESIS  3
Independent research project done under faculty advisement. Students must follow the
MSU Thesis Guidelines, which may be obtained from the Graduate School. Students
should take ARHS 699 if they don't complete ARHS 698 within the semester.
Prerequisite: Departmental approval.

ARHS 699  MASTER'S THESIS EXTENSION  1
Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In
Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: ARHS 698.

MA in Fine Arts
Concentration in Studio
Course Descriptions

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>ARCE 500</td>
<td>GRADUATE CERAMICS: POTTERY AND SCULPTURE I</td>
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<td></td>
<td>ARCE 510</td>
<td>GRADUATE CERAMICS: POTTERY AND SCULPTURE II</td>
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<td>ARCE 600</td>
<td>GRADUATE CERAMICS: POTTERY AND SCULPTURE III</td>
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<td>ARCE 610</td>
<td>GRADUATE CERAMICS: POTTERY AND SCULPTURE IV</td>
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<tr>
<td></td>
<td>ARDW 501</td>
<td>GRADUATE LIFE DRAWING I</td>
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<tr>
<td></td>
<td>ARDW 511</td>
<td>GRADUATE LIFE DRAWING II</td>
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<tr>
<td></td>
<td>ARDW 601</td>
<td>GRADUATE LIFE DRAWING III</td>
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</tbody>
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ARCE 500  GRADUATE CERAMICS: POTTERY AND SCULPTURE I
The emphasis of this course is on the development of a body of work that reflects a
personal aesthetic and shows and imaginative, sophisticated application of ceramic studio
technology.
Prerequisites: Portfolio review, departmental approval. Special fee.

ARCE 510  GRADUATE CERAMICS: POTTERY AND SCULPTURE II
Continuation of ARCE 500. Taken serially.
Prerequisites: Departmental approval. Special fee.

ARCE 600  GRADUATE CERAMICS: POTTERY AND SCULPTURE III
Continuation of ARCE 510. Taken serially.
Prerequisites: Departmental approval. Special fee.

ARCE 610  GRADUATE CERAMICS: POTTERY AND SCULPTURE IV
Continuation of ARCE 600. Taken serially. May be repeated for a maximum of nine
semester hours.
Prerequisites: Departmental approval. Special fee.

ARDW 501  GRADUATE LIFE DRAWING I
Advanced problems in drawing based upon a study of the human figure.
Prerequisite: Special fee.

ARDW 511  GRADUATE LIFE DRAWING II
Continuation of ARDW 501. Taken serially.
Prerequisite: ARDW 501. Special fee.

ARDW 601  GRADUATE LIFE DRAWING III
Continuation of ARDW 511. Taken serially.
Prerequisite: ARDW 511. Special fee.
ARDW 611 GRADUATE LIFE DRAWING IV 3
Continuation of ARDW 601. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARDW 601. Special fee.

ARFM 500 GRADUATE CINEMATOGRAPHY I 3
Techniques, materials and theories of motion picture production for visually experienced students.
Prerequisite: Special fee.

ARFM 510 GRADUATE CINEMATOGRAPHY II 3
Continuation of ARFM 500. Taken serially.
Prerequisite: ARFM 500. Special fee.

ARFM 600 GRADUATE CINEMATOGRAPHY III 3
Continuation of ARFM 510. Taken serially.
Prerequisite: ARFM 510. Special fee.

ARFM 610 GRADUATE CINEMATOGRAPHY IV 3
Continuation of ARFM 600. Taken serially. May be repeated for a maximum of nine credits.
Prerequisite: ARFM 600. Special fee.

ARGD 500 GRADUATE GRAPHIC DESIGN I 3
Techniques and principles of design of printed matter and displays, elements of layout, illustration, typography, printing process, and preparation of copy for the printer.
Prerequisite: Departmental approval. Special fee.

ARGD 510 GRADUATE GRAPHIC DESIGN II 3
Continuation of ARGD 500. Taken serially.
Prerequisite: ARGD 500 or instructor's permission. Special fee.

ARGS 553 INDEPENDENT STUDY, GRADUATE I 1-8
Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work are developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for a maximum of nine semester hours.
Prerequisite: Departmental approval.

ARGS 560 GRADUATE VISUAL ARTS WORKSHOP 1 - 12
Selected studio topics which represent current concerns within the contemporary world of the visual arts. May be repeated for a maximum of 24 semester hours as long as the topic is different.
Prerequisite: Departmental approval. Special fee.

ARGS 653 INDEPENDENT STUDY, GRADUATE II 1 - 8
Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged. May be repeated for a maximum of nine semester hours.
Prerequisite: Departmental approval.
ARGS 680  FIELD TRIP IN STUDIO  2 - 6
Travel courses to art sources in the United States and foreign countries not to exceed six
graduate credits. First hand contact with the historic art forms of the places visited and
with artists and craftsmen. Each student selects an area of study in which the places visited
have rich art sources. As preparation for the course, the student outlines a chosen study
problem, reads background material, and lists sources they expect to utilize. Subject(s) to
be defined by the professor. May be repeated for a maximum of twelve credits.
Prerequisite: Departmental approval.

ARMJ 500  GRADUATE METALWORK AND JEWELRY I  3
Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal
and casting.
Prerequisite: Special fee.

ARMJ 510  GRADUATE METALWORK AND JEWELRY II  3
Continuation of ARMJ 500. Taken serially.
Prerequisite: ARMJ 500. Special fee.

ARMJ 600  GRADUATE METALWORK AND JEWELRY III  3
Continuation of ARMJ 510. Taken serially.
Prerequisite: ARMJ 510. Special fee.

ARMJ 610  GRADUATE METALWORK AND JEWELRY IV  3
Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal
and casting. Continuation of ARMJ 600. Taken serially. May be repeated for a maximum
of nine credits.
Prerequisite: ARMJ 600. Special fee.

ARPA 500  GRADUATE PAINTING I  3
Studio in painting to further the creative expression and technical knowledge of the
student in various painting media. Personal and professional development through studio
work, trips and the study of the contemporary artists.
Prerequisite: Special fee.

ARPA 510  GRADUATE PAINTING II  3
Continuation of ARPA 500. Taken serially.
Prerequisite: ARPA 500. Special fee.

ARPA 600  GRADUATE PAINTING III  3
Continuation of ARPA 510. Taken serially.
Prerequisite: ARPA 510. Special fee.

ARPA 610  GRADUATE PAINTING IV  3
Continuation of ARPA 600. Taken serially. May be repeated for a maximum of nine
credits.
Prerequisite: ARPA 600. Special fee.

ARPG 520  GRADUATE INTRODUCTION TO PAPERMAKING  3
An introduction to Western methods of hand papermaking as an art form including
historic principles and current applications.
Prerequisite: Special fee.
ARPG 530  GRADUATE INTERMEDIATE PAPERMAKING I  3
Pigment and pulp preparation and vacuum table sheet forming.
Prerequisite: ARPG 520. Special fee.

ARPG 620  GRADUATE ADVANCED PAPERMAKING  3
Independent historical research combined with contemporary studio work. May be
repeated for a maximum of nine credits.
Prerequisite: ARPG 530. Special fee.

ARPH 500  GRADUATE PHOTOGRAPHY BEGINNING I:  3
A CONTEMPORARY ART FORM
Provides for the in-depth study and practice of photography as a visual language.
Encourages exploration beyond the camera through studio work, discussions, criticism,
films, trips and demonstrations.
Prerequisites: Departmental approval. Special fee.

ARPH 510  GRADUATE PHOTOGRAPHY BEGINNING II:  3
A CONTEMPORARY ART FORM
The essential of the photographic process including developing, enlarging, portfolio
creation, exhibition, trips, videos, discussion, lecture, critiques, and demonstrations. A
continuation of ARPH 500.
Prerequisite: ARPH 500. Special fee.

ARPH 600  GRADUATE INTERMEDIATE PHOTOGRAPHY:  3
A CONTEMPORARY ART FORM
Workshop, discussion, lectures, criticism, demonstrations: photography for self expres-
sion and greater visual awareness. Creative controls, craftsmanship, perception, presen-
tation and the fine points will be investigated.
Prerequisite: ARPH 510. Special fee.

ARPH 610  GRADUATE ADVANCED PHOTOGRAPHY:  4
A CONTEMPORARY ART FORM
Workshop, discussion, lecture, demonstrations, criticism: photography as an intensive
learning experience. Light sensitive materials, controls, photographic approach, selec-
tion, zinc system and view camera will be investigated. May be repeated for a maximum
of nine credits.
Prerequisite: ARPH 600. Special fee.

ARPH 660  GRADUATE SPECIAL PROCESSES  4
IN PHOTOGRAPHY
Investigation of nontraditional light sensitive materials for use in the photographic image
making process. Extending traditional boundaries of photography through new tools that
permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and
others will be investigated.
Prerequisite: ARPH 610.

ARPM 500  GRADUATE PRINTMAKING I  3
Advanced work in various print processes; emphasis on the development of images and
concepts as they relate to the printmaking media.
Prerequisite: Departmental approval. Special fee.
ARPM 510 GRADUATE PRINTMAKING II 3
Continuation of ARPM 500. Taken serially. 
Prerequisite: ARPM 500. Special fee.

ARPM 600 GRADUATE PRINTMAKING III 3
Continuation of ARPM 510. Taken serially. 
Prerequisite: ARPM 510. Special fee.

ARPM 610 GRADUATE PRINTMAKING IV 3
Continuation of ARPM 600. Taken serially. May be repeated for a maximum of nine credits. 
Prerequisite: ARPM 600. Special fee.

ARSC 500 GRADUATE SCULPTURE I 3
The student explores independently one or two materials and techniques, and begins to find direction as a sculptor. 
Prerequisite: Special fee.

ARSC 510 GRADUATE SCULPTURE II 3
Continuation of ARSC 500. Taken serially. 
Prerequisite: ARSC 500. Special fee.

ARSC 600 GRADUATE SCULPTURE III 3
Continuation of ARSC 510. Taken serially. 
Prerequisite: ARSC 510. Special fee.

ARSC 610 GRADUATE SCULPTURE IV 3
Continuation of ARSC 600. Taken serially. May be repeated for a maximum of nine credits. 
Prerequisite: ARSC 600. Special fee.

ARST 600 SEMINAR IN ART I: CONTEMPORARY ART AND AESTHETICS 3
This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics. 
Prerequisite: M.A. majors only.

ARST 610 SEMINAR IN ART II: GRADUATE PROJECT 3
A continuation of ARST 600. Should be taken in the student’s last semester along with the completion of the Graduate Project. 
Prerequisite: ARST 600, M.A. majors only.

MA in Fine Arts

Fine Arts Education Course Descriptions
(Concentration in Fine Arts Education Not Available)

ARED 501 CONTEMPORARY VIEWPOINTS IN ART EDUCATION 3
A study of literature which influences art educators and the communities of learners they serve. Readings will be in papers and books selected from art, philosophy, sociology, psychology and education that deal primarily with various issues within the discipline such as diversity, critical inquiry, democratic behavior, technology, assessment, integrated learning, creativity and special needs populations. 
Prerequisite: Special fee.
ARED 502 ADVANCED CURRICULUM CONSTRUCTION
IN ART EDUCATION
Overview of contemporary concerns in curriculum construction for visual arts teaching and learning. Philosophical nature and construction of a comprehensive and democratic visual arts curriculum for elementary and secondary schools. 
Prerequisite: Special fee.

ARED 550 INDEPENDENT STUDY IN ART EDUCATION
Building upon their knowledge of applied classroom art education issues and concerns, students select an area of art teaching and learning and, with advisement, study the literature in the field, conduct in-depth observations of related programs and activities in schools, museums, and other centers of culture, conduct directed inquiry and write reports on findings in preparation for the Master's Thesis or the Seminar in Art II paper. Emphasis is placed upon systematically compiling and analyzing data from intra-, inter-, cross-, and mixed cultural art education norms and interdisciplinary arts practices. Regular conferences with instructor for guidance and evaluation. May be repeated once for a maximum of six semester hours. 
Prerequisites: ARED 501 and ELRS 503, or ARHS 503. Departmental approval.

ARED 698 MASTER'S THESIS
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ARED 699 if they don't complete ARED 698 within the semester. 
Prerequisite: Departmental approval.

ARED 699 MASTER'S THESIS EXTENSION
Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given. 
Prerequisite: ARED 698.

ARTH 580 GRADUATE INTRODUCTION TO ART THERAPY
Introduction to the historical and theoretical bases of art therapy as a profession. Exploration of the literature of art therapy and of current trends in the field. 
Prerequisite: Special fee.

MA in Fine Arts
Concentration in Museum Management
Course Descriptions

ARHM 501 MUSEUM MANAGEMENT
This course investigates museums of different disciplines, object- or collections-based organizations, private collections, and commercial galleries, auction and government organizations, their different missions and organizational structure. Students are acquainted with visitor analysis, budgeting, financing, marketing and public relations. Students are also familiarized with ethical and legal issues concerning the field. Students participating in this course are required to serve as interns in a museum or arts organization, if possible in their area of specialization.
the course investigates different types of exhibitions and discusses their usage and effectiveness in different disciplines, museums and other institutions which present animate or inanimate collections to the public. Students are familiarized with exhibition planning, preparation, management and maintenance. The course involves an internship component at the Montclair State Art Galleries which includes completion of praxis related assignments.

ARHM 583 THE BUSINESS OF ART
3
The course is designed to provide an overview of the economic, organizational and social factors that influence contemporary art organizations. The students will examine structures, practices and issues concerning the visual and performing arts in both the nonprofit, government and commercial sectors. Structures to be studies include theatres, dance companies, art galleries and museums, arts councils, presenting organization, orchestras and other music groups. The student will analyze the impacts of unions and professional organizations on these structures. With an introduction to various practices including audience development, fund-raising, grantsmanship, lobbying, advocacy, planning and organizational development, this course prepares the student for more extensive and advanced work in the Arts Management concentration. Cross listed with Theatre and Dance, THTR 583.

ARHM 698 MASTER'S THESIS IN MUSEUM MANAGEMENT
3
Independent research project done under faculty advisement. Students must follow MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ARHM 699 if they don't complete ARHM 698 within the semester.
Prerequisite: Departmental Approval.

ARHM 699 MASTER'S THESIS EXTENSION
1
Continuation of Master's Thesis project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: ARHM 698.
The graduate programs in the Biology and Molecular Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

**MASTER OF SCIENCE DEGREE IN BIOLOGY**

Research facilities of the Biology and Molecular Biology Department are maintained in Science Hall and include specialized equipment for molecular biology, electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, New Jersey School of Conservation, and other departments in the College of Science and Mathematics are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, developmental biology, parasitology, microbiology, immunology, cell physiology, molecular biology, plant physiology, entomology and evolutionary mechanisms. The Biology and Molecular Biology Department has a state-of-the-art molecular biology laboratory for teaching both introductory and advanced courses in molecular biology and biotechnology.

The Biology and Molecular Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 7 semester hours for thesis students and 5 semester hours for non-thesis students. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing 32 semester hours in coursework.

**ADMISSION REQUIREMENTS**

Prior to matriculation for the Master of Science degree in biology, the student should have completed a subject matter core of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for MS candidates is prepared in consultation with the biology graduate program coordinator. Changes in the program can be made only with the written approval of the graduate program coordinator. It is the responsibility of the student to keep the graduate program coordinator informed of progress in the program.
REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY

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<th>Semester Hours</th>
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</table>

I. Required Courses (9-10 semester hours):

A. Organismic
   - BIOL 520 Plant Physiology ......................................................... 4
   - or
   - BIOL 540 Mammalian Physiology .................................................. 3

B. Molecular
   - BIOL 547 Molecular Biology I ....................................................... 3

C. Ecology
   - BIOL 570 Ecology ........................................................................ 3

II. Biology Areas of Emphasis (14-19 semester hours)

A. Biology Courses at Montclair State University
B. Biology Courses at NJ Marine Sciences Consortium ............ (Optional 0-4)
C. Non-departmental Approved Electives ................................. (Optional 0-6)
   (With approval of graduate program coordinator and Graduate Studies)

III. Research, Laboratory, or Field Requirement

A. Thesis Option (5 or 7 semester hours)
   - BIOL 597 Research in Biological Literature ................................. 1
   - BIOL 698 Master’s Thesis .......................................................... 4 or 6

   **Preliminary Examination:** Students selecting this option will be required to take a Preliminary Examination. Preliminary Examination must be taken prior to submission of thesis proposal.

B. 1. Non-Thesis Research Option (5 semester hours)
   - BIOL 597 Research in Biological Literature ......................... 1
   - BIOL 599 Introduction to Biological Research ......................... 4
     (Open only to non-thesis students.)

B. 2. Non-Thesis Laboratory or Field Option (4-5 semester hours)
   - BIOL 597 Research in Biological Literature ......................... 1
   - Approved Biology Laboratory or Field Course ...................... 3-4
     (With approval of graduate program coordinator and Graduate Studies)

   The student will establish a 3 faculty member committee who will propose a semester long literature research paper. At the end of the semester, the student will submit the paper and orally defend it to the committee.

Minimum semester hours: 32
MASTER OF SCIENCE DEGREE IN BIOLOGY, BIOLOGY SCIENCE EDUCATION CONCENTRATION

The MS in Biology with a concentration in Biology Science Education is intended for certified Biology teachers interested in enhancing and updating their content expertise, exploring and conducting research on biology learning, and expanding their insights into pedagogy. Students will complete 32 semester hours of coursework in biology, biology education, and curriculum and teaching and/or educational foundations. Students must take a minimum of 20 credits in biology and 6 credits in College of Education and Human Services courses and can take a maximum of 6 credits outside the department including BIOL courses taken as a non-matriculated student, courses taken in other MSU departments, and courses transferred from other institutions. Students must receive a B or better in these courses and the credits can not have counted toward another degree.

This is a non-thesis program that can include graduate research under faculty supervision. Introduction to Biological Research (BIOL 599) as well as Research in Biological Literature (BIOL 597) within this concentration will focus on science education as it applies to Biology. Original research (BIOL 599) should not exceed 4 credits.

ADMISSION REQUIREMENTS

In addition to the admission requirements listed for the MS in Biology, candidates for admission to the Biology Science Education Concentration must have teaching certification in Biology.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY, BIOLOGY SCIENCE EDUCATION CONCENTRATION

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses (9-10 semester hours):</td>
<td></td>
</tr>
<tr>
<td>A. Organismic</td>
<td></td>
</tr>
<tr>
<td>BIOL 520 Plant Physiology ................................................................. 4</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOL 540 Mammalian Physiology .......................................................... 3</td>
<td></td>
</tr>
<tr>
<td>B. Molecular</td>
<td></td>
</tr>
<tr>
<td>BIOL 547 Molecular Biology I ............................................................. 3</td>
<td></td>
</tr>
<tr>
<td>C. Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 570 Ecology ............................................................................... 3</td>
<td></td>
</tr>
<tr>
<td>II. Required Biology Science Education Concentration (12 semester hours)</td>
<td></td>
</tr>
<tr>
<td>A. BIOL 510 Biology Pedagogy for Secondary Teachers ......................... 3</td>
<td></td>
</tr>
<tr>
<td>B. BIOL 601 Advanced Biology Science Education Pedagogy .................... 3</td>
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</tr>
<tr>
<td>C. CURR 530 Principles of Curriculum Development ............................. 3</td>
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</tr>
<tr>
<td>D. EDFD 550 Critical Thinking and Learning</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CURR 551 Problem Solving and Critical Inquiry in Curriculum Development ........................................................................... 3</td>
<td></td>
</tr>
</tbody>
</table>
III. Electives in Biology (9-10 semester hours)

It is recommended that the student select appropriate electives from the following courses reflecting the student’s professional interest. Only nine credits at the 400 level may be used in the Master’s program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 512</td>
<td>Topics in Modern Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 520</td>
<td>Plant Physiology</td>
<td>4</td>
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<tr>
<td>BIOL 521</td>
<td>Field Studies of Flowering Plants</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 523</td>
<td>Mycology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 531</td>
<td>Medical Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 532</td>
<td>Advanced Entomology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 540</td>
<td>Mammalian Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 544</td>
<td>Comparative Animal Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 546</td>
<td>Topics in Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 548</td>
<td>Molecular Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 549</td>
<td>Topics in Developmental Biology</td>
<td>3</td>
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<tr>
<td>BIOL 550</td>
<td>Topics in Microbiology</td>
<td>3</td>
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<tr>
<td>BIOL 551</td>
<td>Intermediary Metabolism I</td>
<td>3</td>
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<tr>
<td>BIOL 552</td>
<td>Biology of Lipids</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 553</td>
<td>Microbial Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 554</td>
<td>Microbial Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 571</td>
<td>Physiological Plant Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 572</td>
<td>Wetland Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 573</td>
<td>Shoreline Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 599</td>
<td>Introduction to Biological Research</td>
<td>4</td>
</tr>
</tbody>
</table>

With the approval of the graduate program coordinator and the Graduate School, other 500-level courses in Biology or in other departments may be acceptable.

IV. BIOL 597 Research in Biological Literature .............................................. 1

V. Comprehensive Examination

Minimum semester hours: 32

MASTER OF SCIENCE DEGREE IN BIOLOGY, PHYSIOLOGY CONCENTRATION

The Master of Science in Biology, Physiology Concentration will address the needs of Biology educators, other Biology professionals and those wishing to re-tool their job skills. This program will help to meet the challenges of improving science literacy and implementing new science curriculum standards, and to meet the needs of the regional environmental job market. Hands-on experience will be emphasized and real world problems will be presented to the students. The students will also get a firm grounding in physiology. The program will draw upon the resources of the Biology department and CSAM. Students enrolled in the Concentration in Physiology are required to complete 12 credits in required courses. These credits will include lecture and laboratory courses in mammalian, plant, and animal physiology and related fields in the department of biology and molecular biology and are felt to be essential for the basic understanding of physiology. Beyond the required courses, students are required to complete an additional 13-17 credits that can be chosen from a subset of the courses offered in the department of biology and molecular biology. Students may also select approved courses from other departments and programs.
ADMISSION REQUIREMENTS

Candidates for admission must meet the minimum requirements for the Biology department of Montclair State University as specified in the Graduate catalog.

REQUIREMENTS FOR THE
MASTER OF SCIENCE DEGREE IN BIOLOGY,
PHYSIOLOGY CONCENTRATION

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
</tr>
<tr>
<td>Required Courses (9-10 semester hours):</td>
<td></td>
</tr>
<tr>
<td>BIOL 520 Plant Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 540 Mammalian Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 544 Comparative Animal Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 592 Graduate Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>II. Electives (13-15 semester hours; no more than 6 semester hours at the 400 level)</td>
<td></td>
</tr>
<tr>
<td>BIOL 429 Herpetology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 430 Ornithology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 533 Advanced Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 542 Advanced Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 543 Advances in Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 546 Topics in Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 547 Molecular Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 549 Topics in Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 551 Intermediary Metabolism I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 552 Biology of Lipids</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 554 Microbial Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 570 Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 571 Physiological Plant Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 576 Biology of Extreme Habitats</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 579 Physiological Ecology of Animals</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 586 Selected Advanced Topics in Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>CHEM 470 Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 401 Applied Statistics for the Sciences</td>
<td>3</td>
</tr>
<tr>
<td>STAT 440 Fundamentals of Modern Statistics I</td>
<td>3</td>
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<tr>
<td>STAT 541 Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 546 Non-parametric Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 547 Design and Analysis of Experiments</td>
<td>3</td>
</tr>
<tr>
<td>STAT 548 Applied Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>III. Comprehensive Exam/Thesis (5 or 7 semester hours)</td>
<td></td>
</tr>
<tr>
<td>A. Thesis option (7 semester hours)</td>
<td></td>
</tr>
<tr>
<td>BIOL 597 Research in Biological Literature</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 698 Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
B. Non-thesis option (5 semester hours)

   BIOL 597 Research in Biological Literature ............................................. 1  
   BIOL 599 Introduction to Biological Research ......................................... 4  
   Comprehensive exam

Minimum semester hours: 32

MASTER OF SCIENCE DEGREE IN BIOLOGY, 
ECOLOGY AND EVOLUTION CONCENTRATION

The Master of Science in Biology, Ecology and Evolution Concentration will address the needs of Biology educators, other Biology professionals and those wishing to re-tool their job skills. This program will help to meet the challenges of improving science literacy and implementing new science curriculum standards, and to meet the needs of the regional environmental job market. Hands-on experience will be emphasized and real world problems will be presented to the students. The students will also get a firm grounding in ecology and evolutionary theory. The program will draw upon the resources of the Biology department and CSAM.

Students enrolled in the Concentration in Ecology and Evolution are required to complete 13-15 credits in required courses. These credits will include lecture and laboratory courses in ecology, evolution and related fields in the Department of Biology and Molecular Biology and that are felt to be essential for the basic understanding of ecology and evolution. Beyond the required courses, students are required to complete an additional 10-16 credits that can be chosen from a subset of the courses offered in the Department of Biology and Molecular Biology. Students may also select approved courses from other departments and programs (Earth and Environmental Studies, Aquatic and Coastal Science) that have strong emphases in environmental and ecological science.

In addition to the above requirements, students are also required to successfully complete a thesis in ecology and evolution or pass a comprehensive exam identical in format to the exam required of other biology graduate students, but focusing on some aspect of ecology and evolution.

ADMISSION REQUIREMENTS

Candidates for admission must meet the minimum requirements for the Biology department of Montclair State University as specified in the Graduate catalog.

REQUIREMENTS FOR THE 
MASTER OF SCIENCE DEGREE IN BIOLOGY, 
ECOLOGY AND EVOLUTION CONCENTRATION

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
</tr>
<tr>
<td>Required Courses (13-15 semester hours):</td>
<td></td>
</tr>
<tr>
<td>BIOL 570 Ecology .................................................................</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 580 Evolutionary Mechanism .............................................</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 592 Graduate Colloquium ..................................................</td>
<td>1</td>
</tr>
</tbody>
</table>
Physiological Ecology (select one of the following)
BIOL 571 Physiological Plant Ecology ................................................. 4
BIOL 579 Physiological Ecology of Animals ........................................... 3

Ecosystem Ecology (select one of the following)
BIOL 572 Wetland Ecology ............................................................... 4
BIOL 573 Shoreline Ecology ............................................................... 4
AQUA 551 Advanced Aquatic Biological Processes ......................... 3

II. Electives (10-14 semester hours; no more than 6 semester hours from the 400 level)
BIOL 426 New Jersey Flora .............................................................. 4
BIOL 430 Ornithology ............................................................... 4
BIOL 436 Phylogenetic Zoology ......................................................... 3
BIOL 460 Biological Oceanography .................................................. 4
BIOL 521 Field Studies of Flowering Plants ..................................... 4
BIOL 532 Advanced Entomology ...................................................... 3
BIOL 553 Microbial Ecology ............................................................ 4
BIOL 547 Molecular Biology I ......................................................... 3
BIOL 548 Molecular Biology II ......................................................... 4
BIMS 564 Benthic Ecology ............................................................... 3
BIOL 574 Behavioral Ecology ......................................................... 3
BIOL 576 Biology of Extreme Habitats .............................................. 3
BIOL 586 Selected Advanced Topics in Biology .............................. 3-4
BIOL 595 Conservation Biology:
  The Preservation of Biological Diversity ........................................ 3
GEOS 450 Principles of Soil Science ................................................. 3
GEOS 470 Geographic Information Systems (G.I.S.) ......................... 3
GEOS 530 Paleoecology ............................................................... 3
ENVR 551 Natural Resource Management ....................................... 3
STAT 401 Applied Statistics for the Sciences .................................... 3
STAT 440 Fundamentals of Modern Statistics .................................. 3
STAT 541 Applied Statistics for the Sciences .................................... 3
STAT 546 Non-Parametric Statistics ................................................. 3
STAT 547 Design and Analysis of Experiments .................................. 3
STAT 548 Applied Regression Analysis ............................................. 3
BIMS 431 Marine Invertebrate Zoology ............................................ 4
BIMS 450 Marine Botany ............................................................... 4
BIMS 455 Marsh and Dune Vegetation ............................................. 2
BIMS 460 Advanced Marine Biology .............................................. 4
BIMS 490 Field Methods in Marine Science ................................... 4

III. Comprehensive Exam/Thesis (5 or 7 semester hours)
A. Thesis option (7 semester hours)
  BIOL 597 Research in Biological Literature .................................. 1
  BIOL 698 Master’s Thesis ........................................................... 6

B. Non-thesis option (5 semester hours)
  BIOL 597 Research in Biological Literature .................................. 1
  BIOL 599 Introduction to Biological Research ............................. 4

Comprehensive exam

Minimum semester hours: 32
REQUIREMENTS FOR THE COMBINED
BACHELOR OF SCIENCE/ MASTER OF SCIENCE
DEGREE IN BIOLOGY
(Effective Fall 2008)

UNDERGRADUATE REQUIREMENTS
I. Required Courses (20 semester hours):
   BIOL 112 Principles of Biology I ............................................................. 4
   BIOL 113 Principles of Biology II ............................................................ 4
   BIOL 199 Freshman Seminar in Biology (Gen Ed 2002)
   BIOL 213 Introduction to Ecology ......................................................... 4
   BIOL 230 Cell and Molecular Biology .................................................. 4
   BIOL 380 Genetics ................................................................................... 4
Collateral Courses (16 semester hours)
   CHEM 120 General Chemistry I .............................................................. 4
   CHEM 121 General Chemistry II .............................................................. 4
   CHEM 230 Organic Chemistry I .............................................................. 3
   CHEM 231 Organic Chemistry II .............................................................. 3
   CHEM 232 Experimental Organic Chemistry I ....................................... 2
Select one sequence (8 semester hours):
   PHYS 191 University Physics I ............................................................... 4
   PHYS 192 University Physics II ............................................................... 4
   OR
   PHYS 193 College Physics I ................................................................. 4
   PHYS 194 College Physics II ................................................................. 4
Select one sequence (7-8 semester hours):
   MATH109 Statistics ................................................................................ 3
   MATH111 Applied Precalculus ............................................................... 4
   OR
   MATH112 Precalculus Mathematics ....................................................... 3
   MATH116 Calculus A ............................................................................. 4
   OR
   MATH122 Calculus I ...................................................................... 4
   MATH221 Calculus II ........................................................................... 4
Biology Electives
Select one biology elective from each of the following 4 areas (minimum 12 s.h.):
(Two electives must be laboratory courses, denoted by asterisk)
   A. Cell and Molecular
   BIOL 350 Microbiology* ....................................................................... 4
   BIOL 433 Developmental Biology* ....................................................... 4
   BIOL 434 Molecular Biology ................................................................. 3
   BIOL 435 Experimental Molecular Biology* ....................................... 3
   BIOL 444 Cell Physiology ................................................................. 3
   BIOL 445 Immunology ................................................................. 3
   BIOL 446 Endocrinology ................................................................. 3
   BIOL 457 Virology .......................................................................... 3
   BIOL 475 Medical Genetics ................................................................. 3
   BIOL 476 Biology of Cancer ................................................................. 3
BIOL 482 Research Community I: Molecular Biology* ........................................ 4
BIOL 483 Research Community II: Molecular Biology* .................................. 4
BIOL 486 Selected Topics in Biology ................................................................. 3-4
BIOL 497 Genomics .......................................................................................... 3
BIOL 498 Proteomics ......................................................................................... 3
B. Ecology
BIMS 220 Introduction to Marine Biology (NJMS)* ...................................... 4
BIOL 300 Environmental Biology and Related Controversial Issues .......... 3
BIOL 330 Introduction to Animal Behavior ...................................................... 3
BIOL 370 Principles of Ecology* ................................................................. 4
BIOL 417 Evolutionary Biology ........................................................................ 3
BIOL 420 Economic Botany ............................................................................ 3
BIOL 426 New Jersey Flora* .......................................................................... 4
BIOL 430 Ornithology* ..................................................................................... 3
BIOL 431 Entomology* .................................................................................... 3
BIOL 436 Phylogenetic Zoology* ..................................................................... 4
BIOL 460 Biological Oceanography ................................................................. 3
BIOL 461 Aquatic Ecology ............................................................................. 3
BIOL 484 Research Community I: Ecology* ................................................. 4
BIOL 485 Research Community II: Ecology* ............................................... 4
BIOL 486 Selected Topics in Biology ................................................................. 3-4
C. Organismal
BIOL 417 Evolutionary Biology ....................................................................... 3
BIOL 420 Economic Botany ............................................................................. 3
BIOL 425 Elementary Plant Physiology* ......................................................... 4
BIOL 426 New Jersey Flora* .......................................................................... 4
BIOL 432 Medical Entomology* ..................................................................... 3
BIOL 433 Developmental Biology* .................................................................. 4
BIOL 436 Phylogenetic Zoology* ..................................................................... 4
BIOL 439 Biology of Animal Parasites ............................................................. 3
BIOL 440 Gross Mammalian Anatomy* .......................................................... 4
BIOL 441 Comparative Anatomy of Vertebrates* ......................................... 4
BIOL 442 Human Physiology* ....................................................................... 4
BIOL 443 Vertebrate Embryology* ................................................................. 4
BIOL 445 Immunology .................................................................................... 3
BIOL 446 Endocrinology .................................................................................. 4
BIOL 447 Fundamentals of Pharmacology ...................................................... 3
BIOL 448 Mammalian Microanatomy* ............................................................ 4
BIOL 450 Medical Microbiology ..................................................................... 3
BIOL 457 Virology ........................................................................................... 3
BIOL 476 Biology of Cancer ............................................................................ 3
BIOL 480 Research Community I: Organism Biology* .................................. 4
BIOL 481 Research Community II: Organism Biology* ................................ 4
BIOL 486 Selected Topics in Biology ................................................................. 3-4
D. Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BICL 404</td>
<td>Plant and Animal Histological Techniques*</td>
<td>3</td>
</tr>
<tr>
<td>BICL 405</td>
<td>Cell Culture*</td>
<td>3</td>
</tr>
<tr>
<td>BICL 406</td>
<td>Scanning Electron Microscopy*</td>
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<tr>
<td>BIOL 409</td>
<td>Externship in Biological Research*</td>
<td>1-4</td>
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<tr>
<td>BIOL 411</td>
<td>Introduction to Transmission Electron Microscopy*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 418</td>
<td>Biology Independent Research*</td>
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<tr>
<td>BIOL 480</td>
<td>Research Community I: Organism Biology*</td>
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<td>BIOL 481</td>
<td>Research Community II: Organism Biology*</td>
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<td>BIOL 482</td>
<td>Research Community I: Molecular Biology*</td>
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</tr>
<tr>
<td>BIOL 483</td>
<td>Research Community II: Molecular Biology*</td>
<td>4</td>
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<td>BIOL 484</td>
<td>Research Community I: Ecology*</td>
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</tr>
<tr>
<td>BIOL 485</td>
<td>Research Community II: Ecology*</td>
<td>4</td>
</tr>
</tbody>
</table>

Total undergraduate Credits Minimum: 111*

* Only when applied to BS/MS combined program

GRADUATE REQUIREMENTS

I. Required Courses-Select one course from the following (3-4 semester hours):
   A. Organismic
      | Course Code | Course Title                                           | Credits |
      |-------------|--------------------------------------------------------|---------|
      | BIOL 520    | Plant Physiology                                       | 4       |
      | or          | BIOL 540 Mammalian Physiology                          | 3       |
   B. Molecular
      | Course Code | Course Title                                           | Credits |
      |-------------|--------------------------------------------------------|---------|
      | BIOL 547    | Molecular Biology I                                    | 3       |
   C. Ecology
      | Course Code | Course Title                                           | Credits |
      |-------------|--------------------------------------------------------|---------|
      | BIOL 570    | Ecology                                                | 3       |

II. Biology Areas of Emphasis (14-19 semester hours)
   A. Biology Courses at Montclair State University, minimum 21 semester hours, which may be substituted with:
   B. Biology Courses at NJ Marine Sciences Consortium (Optional 0-4)
   C. Non-departmental Approved Electives (Optional 0-6)
      (With approval of graduate program coordinator and Graduate Studies)

III. Thesis Requirement (7 semester hours)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 597</td>
<td>Research in Biological Literature</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 698</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
   (These credits are for research and can be split between 2 semesters, as long as 4 s.h. are assigned to the first semester the course number is used.)

Preliminary Examination: Students are required to submit a thesis proposal and defend it.

Minimum graduate semester hours: 32
Total semester hours for BS/MS: minimum 143
MASTER OF SCIENCE DEGREE
MOLECULAR BIOLOGY

The MS in Molecular Biology is intended to provide appropriate training for biology students in the area of theoretical and applied molecular biology. This training can be used to prepare for research careers in biotechnology or further post-graduate study in molecular biology, to provide a mechanism for re-training biologists who wish to re-tool their skills for these new industries or to provide a well-defined, comprehensive knowledge of the discipline of molecular biology so that biology educators may convey these concepts to their students in the classroom and teaching laboratory. Students will complete 32 semester hours of coursework in biology and molecular biology.

ADMISSION REQUIREMENTS

Candidates for admission must meet the minimum requirements for the Biology department of Montclair State University. Specifically, prior to matriculation for the Master of Science degree in Molecular Biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN MOLECULAR BIOLOGY

<table>
<thead>
<tr>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
</tr>
</tbody>
</table>

I. Core Requirements (11 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 547</td>
<td>Molecular Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 548</td>
<td>Molecular Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 556</td>
<td>Molecular Biology of Proteins</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 592</td>
<td>Graduate Colloquium</td>
<td>1</td>
</tr>
</tbody>
</table>

II. Specialization Courses (14-17 semester hours)

A. Biology Electives (5-17 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BICL 405</td>
<td>Cell Culture</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 512</td>
<td>Topics in Modern Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 513</td>
<td>Instrumentation and Techniques for Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 520</td>
<td>Plant Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 531</td>
<td>Medical Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 533</td>
<td>Advanced Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 540</td>
<td>Mammalian Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 549</td>
<td>Topics in Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 550</td>
<td>Topics in Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 551</td>
<td>Intermediary Metabolism I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 552</td>
<td>Biology of Lipids</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 598</td>
<td>Selected Techniques in Molecular Biology</td>
<td>1.5</td>
</tr>
</tbody>
</table>
B. Non-departmental Approved Electives (0-9 semester hours)

CHEM 470  Biochemistry I ................................................................. 3
CHEM 471  Biochemistry II ............................................................. 3
CHEM 570  Selected Topics in Advanced Biochemistry .................... 3

III. Culminating Activity (4, 5, or 7 semester hours)

A. Thesis option (7 semester hours)

BIOL 597  Research in Biological Literature .................................. 1
BIOL 698  Master’s Thesis .............................................................. 6

B. Non-thesis option (5 semester hours)

The student will establish a 3 faculty member committee who will propose a semester long literature research paper. At the end of the semester, the student will submit the paper and orally defend it to the committee.

1. Non-Thesis option

BIOL 597  Research in Biological Literature .................................. 1
BIOL 599  Introduction to Biological Research ............................... 4

OR

2. Non-Thesis laboratory option

BIOL 597  Research in Biological Literature .................................. 1
Laboratory Course (Approval by Advisor required) ......................... 3-4

Minimum semester hours: 32

BIOLOGY

Course Descriptions                         Semester Hours

AQUA 551  ADVANCED AQUATIC BIOLOGICAL PROCESSES 3
Advanced Aquatic Biological Processes is a graduate course which builds upon the fundamental biological systems associated with marine and fresh water communities and serves as the culminating core aquatic biological course for the BS/MS program in Aquatic and Coastal Sciences.

Prerequisites: AQUA 351, GEOS 252, GEOS 454 or approval of the Program Director.

BIMS 564  BENTHIC ECOLOGY 3
Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of the marine benthos. Also offered at NJ Marine Sciences Consortium.

BIOL 500  INTRODUCTORY MOLECULAR CELL BIOLOGY 1.5
This course will focus on an introduction to the science and methods of cell and molecular biology.

Prerequisite: Permission of graduate advisor.

BIOL 510  BIOLOGY PEDAGOGY FOR SECONDARY TEACHERS 3
Seminar and research course designed for study of methods and practices being used in teaching of secondary school biology.

Prerequisites: 24 semester hours in biology.
BIOL 512  TOPICS IN MODERN GENETICS  3
Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering, and aspects of biomedical genetic research. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisites: Undergraduate course in genetics.

BIOL 513  INSTRUMENTATION AND TECHNIQUES FOR BIOLOGICAL SCIENCE  4
This course is designed to acquaint students with modern analytical and research techniques in biology, including manometry, spectrophotometry, electrophoresis, chromatography, microbial batch growth and assay techniques, immunotechniques and evaluation of experimental design and data.
Prerequisite: 24 semester hours in biology. Special fee.

BIOL 514  GRADUATE SEMINAR IN BIOLOGY  2
Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.
Prerequisites: Graduate biology majors only.

BIOL 518  STRATEGIES FOR TEACHING COLLEGE BIOLOGY  1
Biology Teaching Assistants and upper-level undergraduates with interests in teaching will interact with experienced teachers, but more importantly will gain access to a forum for discussing their experiences and concerns with other prospective biology teachers. Students will discuss contemporary articles on science teaching at the college level.
Prerequisites: B.S. in Biology and departmental approval.

BIOL 520  PLANT PHYSIOLOGY  4
Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photosynthesis, respiration, plant biosynthesis and dynamics of growth.
Prerequisites: Organic chemistry, and botany. Special fee.

BIOL 521  FIELD STUDIES OF FLOWERING PLANTS  4
The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.
Prerequisites: Botany and field course in biology.

BIOL 529  ADVANCED HERPETOLOGY  4
Biology of the extant ectothermic tetrapods (amphibians and non-avian reptiles), including field identification, systematics, anatomy, physiology, behavior, reproduction, and ecology.
Prerequisite: BIOL 113.

BIOL 532  ADVANCED ENTOMOLOGY  3
Examination of insects as model systems for biological inquiry. Topics include an integrative treatment of insect molecular biology, genetics, physiology, behavior, evolution and ecology. Special fee.
Prerequisite: Matriculation in M.S. Biology program or permission of instructor.
BIOL 533 ADVANCED CELL BIOLOGY

Detailed analysis of cellular structure and function. Topics to be covered include the role of subcellular organelles in maintaining cell viability, analysis of cytoskeletal components, structure and function of the plasma membrane and cellular defects that lead to cancer and other disease states.

Prerequisites: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 540 MAMMALIAN PHYSIOLOGY

A broad survey of the physiology of mammalian systems aimed at graduate students who lack an upper-level background in physiology at the undergraduate level. The principles of homeostasis mechanisms as they apply to various organ systems will be stressed.

Prerequisite: Graduate standing, but not open to students who have completed undergraduate upper division mammalian/human physiology classes.

BIOL 542 ADVANCED ENDOCRINOLOGY

A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.

Prerequisites: Endocrinology and cell biology.

BIOL 543 ADVANCES IN IMMUNOLOGY

To study in detail selected topics in immunology.

Prerequisite: Immunology.

BIOL 545 EXPERIMENTAL ENDOCRINOLOGY

A seminar and laboratory course in endocrinology in which the various endocrine glands will be surgically removed or chemically destroyed and the morphologic and physiologic effects measured and observed. May be repeated once for a maximum of six semester hours as long as the topic is different.

Prerequisites: Endocrinology. Special fee.

BIOL 547 MOLECULAR BIOLOGY I

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

Prerequisites: Cell Biology, and one year of organic chemistry.

BIOL 548 MOLECULAR BIOLOGY II

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information. The laboratory will deal with up-to-date investigative procedures via selected experiments.

Prerequisite: BIOL 547. Special fee.

BIOL 549 TOPICS IN DEVELOPMENTAL BIOLOGY

Seminar in the regulation of developmental events, including both classical morphogenesis and recent advances using techniques of cell and molecular biology. May be repeated once for a maximum of six semester hours as long as the topic is different.

Prerequisites: Genetics and developmental embryology.
BIOL 550  TOPICS IN MICROBIOLOGY  
Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas. May be repeated once for a maximum of six semester hours as long as the topic is different.  
Prerequisite: Microbiology.

BIOL 552  BIOLOGY OF LIPIDS  
Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.  
Prerequisites: Cell biology and organic chemistry.

BIOL 553  MICROBIAL ECOLOGY  
Exploration of the essential role of microorganisms in the ecosystem. Lecture, field trips and laboratory will demonstrate the ubiquitous and highly adaptive evolution of microorganisms, their interrelationships and their profound influence on the biosphere.  
Prerequisites: Microbiology.

BIOL 554  MICROBIAL PHYSIOLOGY  
A study of microorganisms in terms of their morphology and metabolism. The significance of metabolic diversity and secondary metabolic products of various microorganisms will be explored through lecture topics. The economic significance of microbial metabolism in relation to industry and pathogenic diseases will be emphasized.  
Prerequisite: Microbiology.

BIOL 555  MEDICAL GENETICS  
A detailed study and analysis of human genetics, inborn genetic diseases, genomics, gene therapy, and the Human Genome project.  
Prerequisite: A genetics course or permission of instructor.

BIOL 556  MOLECULAR BIOLOGY OF PROTEINS  
Study of the molecular biology of biomolecules, including proteins. The course will examine how changes in the three dimensional structure of biomolecules affect their biological function. Protein engineering, enzyme catalysis, and site-directed mutagenesis will be discussed.  
Prerequisite: Admission into the graduate biology program or departmental approval.

BIOL 557  VIROLOGY  
This course will develop the fundamental principles of modern virology and examine the connection between viruses and disease. It will examine the molecular biology of virus replication, infection, gene expression, the structure of virus particles and genomes, pathogenesis, classification of viruses, and contemporary viral research.  
Prerequisite: Satisfactory completion of a cell and molecular biology course or permission of instructor.

BIOL 558  MICROBIAL GENETICS  
Microbial Genetics provides students with an understanding of the basis for genetic processes in microorganisms and the implication for higher organisms. The focus of the course will be on prokaryotes, particularly E.coli, and viruses, primarily bacteriophages. Current developments in microbial genetics, such as bioinformatics and genomics, will be presented.  
Prerequisite BIOL 350, Microbiology.
BIOL 560  MOLECULAR GENETICS  3
A course that will focus on biological research problems that are being addressed in eucaryotic systems from a molecular genetics viewpoint.
Prerequisite: BIOL 547 with a grade of “B” or better.

BIOL 570  ECOLOGY  3
Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra- and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.
Prerequisites: Botany and zoology.

BIOL 572  WETLAND ECOLOGY  4
Important biotic, chemical and physical parameters of New Jersey’s estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studies by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.
Prerequisites: Botany, and zoology, and field biology. Special fee.

BIOL 573  SHORELINE ECOLOGY  4
Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of marine benthos. Also offered at the New Jersey Marine Sciences Consortium.
Prerequisites: Botany, and zoology, and field biology. Special fee.

BIOL 574  BEHAVIORAL ECOLOGY  3
This seminar course explains the ecological consequences of animal behavior, viewed within the context of how behavior evolves and how populations adapt to their environments.
Prerequisites: Field biology and zoology.

BIOL 579  PHYSIOLOGICAL ECOLOGY OF ANIMALS  3
A variety of different animals, ranging from protists to mammals, will be examined and compared to demonstrate the physiological adaptations they have evolved to successfully survive and reproduce.
Prerequisite: Graduate standing in Biology or departmental approval.

BIOL 580  EVOLUTIONARY MECHANISMS  3
This course will provide students the opportunity to read primary resource material and interpret the findings of the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments.
Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.

BIOL 586  SELECTED ADVANCED TOPICS IN BIOLOGY  3-4
This course is designed to provide advanced biology graduate students with a literature intensive exploration of current developments and specialized content in the biological sciences. Topics will cover specific research areas in ecology, physiology, molecular biology, embryology and bioinformatics. This course is designed to fulfill elective requirements of the biology masters degree. May be repeated once for a maximum of eight semester hours.
Prerequisite: BIOL 520 or BIOL 540 or BIOL 547 or BIOL 570.
BIOL 592 GRADUATE COLLOQUIUM 1
Students in this course will read primary resource material and interpret the data. This course will also teach students how to read, critique and present scientific data to a peer group. Students will analyze, discuss and present primary research articles with respect to scientific content, accuracy of the data and significance of the experiments. 
*Prerequisite: Matriculation in the M.S. Biology program or permission of instructor.*

BIOL 593 MOLECULAR ECOLOGY 3
Detailed survey of the application of molecular methods to address ecological, behavioral, and conservation questions. Topics to be covered include the principles of most common molecular techniques used in molecular ecology, and application of those molecular techniques to phylogeography, behavioral ecology, population genetics, conservation genetics, and adaptive variation. Students will develop and present independent research proposal. 
*Prerequisite: BIOL 547 or instructor's permission.*

BIOL 594 SIGNAL TRANSDUCTION 3
This course will cover various aspects of cellular signaling from the plasma membrane to the nucleus. Topics will include specific signal transduction systems, methods for studying these systems and the results of these signaling events on cell division, cell differentiation and cell function. 
*Prerequisite: BIOL 547 or permission of instructor.*

BIOL 595 CONSERVATION BIOLOGY: THE PRESERVATION OF BIOLOGICAL DIVERSITY 3
This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with CNFS 595. 
*Prerequisite: Botany, and zoology, and field biology. Special fee.*

BIOL 596 SELECTED TECHNIQUES IN BIOLOGY SCIENCE EDUCATION 1.5
A laboratory course that trains teachers in manipulatives suitable for secondary biology education. Students will be introduced to a variety of physiological, ecological, molecular biological techniques applicable for implementation in secondary school classrooms. May be repeated three more times for a total of six semester hours. 
*Prerequisite: Biology teaching certification or departmental approval.*

BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE 1
To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student’s skills in presenting current research in both the written and oral modes. 
*Prerequisites: Departmental approval.*
**BIOL 598** SELECTED TECHNIQUES IN MOLECULAR BIOLOGY 1.5
A laboratory course that trains students in advanced techniques in molecular biology. Students will learn how to perform a specific technique as well as learning the theory behind the technique. May be repeated three times for a total of six semester hours. 
*Prerequisites: Undergraduate or graduate molecular biology courses or equivalent and permission of instructor. Special fee.*

**BIOL 599** INTRODUCTION TO BIOLOGICAL RESEARCH 4
A research experience in which students will be exposed to current biologic techniques by working with scientific investigators in industry, or within the department. Students will work on projects involving research techniques, data collection and the analysis and interpretation of the data. 
*Prerequisites: Departmental approval Special fee.*

**BIOL 601** ADVANCED BIOLOGICAL SCIENCE EDUCATION PEDAGOGY 3
This course aims for the development of an understanding of the pedagogy of inquiry-based learning and of the processes of scientific investigation and reasoning, as well as other factors influencing effective teaching (e.g. equity issues, assessment methods, and communication skills). Modeling of the inquiry-based approach will be applied to a range of scientific concepts, focusing on biological concepts such as natural selection, meiosis and Mendelian genetics, and photosynthesis. As these concepts are explored, relevant science education literature will be examined in order to understand the nature of student conceptions as well as broader issues of constructivist and situated learning and implications of philosophy and sociology of science for science education.

**BIOL 698** MASTER’S THESIS 4 OR 6
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take BIOL 699 if they don’t complete BIOL 698 within the semester. 
*Prerequisite: Departmental approval.*

**BIOL 699** MASTER’S THESIS EXTENSION 1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given. 
*Prerequisite: BIOL 698.*
THE MONTCLAIR MBA

The goal of the Master of Business Administration (MBA) Program is to combine conceptual approaches to business with practical application in order to give students needed skills to prepare them for today’s global economy. Montclair State graduates are well-rounded, self-motivated and employed in many of the best companies in the region. Equipped with an education built upon standards of excellence, alumni enjoy tremendous opportunities for a rich and rewarding career.

The curriculum stresses the conceptual foundations of business disciplines and current managerial practices. This blend of theory and practice builds a strong foundation for immediate practical application as well as post-graduate professional growth.

The Montclair MBA provides individuals the opportunity to design unique programs to meet their specific needs and interests. Students may choose to concentrate in one or two areas or they may select from an array of courses that provide a broad education. Full-time faculty with doctoral degrees teach 95 percent of MBA classes. The remaining classes are taught by persons with outstanding professional credentials.

The School of Business invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full- and part-time students are welcome. Courses are offered in the evenings and Saturdays.

CURRICULUM

The curriculum consists of 48 semester hours, of which 24 hours are devoted to a common body of knowledge, 12 hours are elected from advanced courses and 12 hours are allocated to integrating (Managing the Business Environment) and Capstone courses. In planning a program, keep the following in mind:

- 12-18 semester hours of advanced courses: a student may choose to develop an area of concentration, or choose a general program. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration except Management Information Systems (i.e., from an area’s advanced course offerings, a student may select the 9 or 12 hours which best fulfill the student’s particular educational goals).
- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 114 Mathematics for Business II: Calculus (3 s.h.), or a similar course, prior to enrolling in INFO 501 Statistical Methods. This prerequisite calculus course does not count toward the total MBA graduate credit hours requirement.
- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
• All courses taken outside the School of Business must be approved by the MBA Director and the Office of Graduate Admissions and Student Services prior to enrollment.
• All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.

ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic courses, challenge examinations and/or graduate level transfer credits, the 48 semester hour MBA requirement may be reduced by a maximum of 15 semester hours. The remaining 33 semester hours must be completed at Montclair State University.

ADMISSION INFORMATION

Candidates must submit an application for graduate admission which includes:
• Two official copies of the academic transcript from each college and/or university attended.
• Scores from the Graduate Management Admission Test.
• A statement of professional objectives.
• Two letters of recommendation from persons qualified to evaluate the applicant’s promise of academic achievement and potential for professional growth.
• A non-refundable fee of $60.00 must accompany each application. Application materials must be obtained from and/or returned to:
  Graduate Admissions and Support Services
  College Hall, CO-203
  Montclair State University
  Montclair, NJ 07043

Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. No application will be considered without these scores. Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities. For exact dates and locations contact:
Graduate Management Admissions Council (GMAC), www.mba.com
Telephone: 1-800-717-GMAT (1-800-717-4628)

Applicants already holding a terminal degree (Ph.D., J.D., M.D.) may qualify for a waiver of the GMAT requirement. Applicants already holding M.S. degrees in certain quantitative areas may also qualify; inquiries about such waivers should be directed to Graduate Admissions and Support Services.
# REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
</table>

**MBA Basic Courses:** 9-24 s.h. depending upon advanced standing; see notes below

## I. Managerial Decision Making (9 semester hours)
- **ECON 501** Economic Analysis 3 Calculus
- **INFO 501** Statistical Methods 3 Calculus
- **INFO 503** Information Systems 3

## II. Functional Core (15 semester hours)
- **ACCT 501** Financial Accounting 3
- **MGMT 505** Management Process and Organizational Behavior 3
- **MKTG 501** Marketing Management 3
- **FINC 501** Corporate Financial Management 3 ACCT 501, ECON 501, INFO 501
- **INFO 505** Production/Operations Management 3 INFO 501, 503, MGMT 505

**MBA Advanced Courses:** 24 semester hours

## III. Managing the Business Environment
- **ECON 505** Aggregate Economics 3 ACCT 501, ECON 501
- **ACCT 502** Managerial Accounting 3 ECON 501
- **INBS 501** International Business: Concepts and Issues 3 ECON 501

## IV. Concentration(s) and Electives. See Graduate Catalog for concentration lists, course descriptions and prerequisites for MBA elective courses.
1. MBA elective course: see elective lists A-H 3
2. MBA elective course: see elective lists A-H 3
3. MBA elective course: see elective lists A-H 3
4. MBA elective course: see elective lists A-H 3

## V. MBA Capstone
- **MGMT 580** Advanced Strategic Management 3 All required Basic courses and 12 s.h. of Advanced courses

Minimum semester hours: 33-48*

### NOTES:
Total MBA requirements: 33-48* s.h., depending upon advanced standing and choice of concentration(s).
MBA Basic Courses: Categories I and II (9-24 semester hours)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Managerial Decision Making (9 semester hours)</td>
<td>ECON 501</td>
<td>Economic Analysis</td>
<td>3</td>
<td>Calculus</td>
</tr>
<tr>
<td></td>
<td>INFO 501</td>
<td>Statistical Methods</td>
<td>3</td>
<td>Calculus</td>
</tr>
<tr>
<td></td>
<td>INFO 503</td>
<td>Information Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>II. Functional Core (15 semester hours)</td>
<td>ACCT 501</td>
<td>Financial Accounting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGMT 505</td>
<td>Management Process and Organizational Behavior</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MKTG 501</td>
<td>Marketing Management</td>
<td>3</td>
<td>ACCT 501, ECON 501, INFO 501</td>
</tr>
<tr>
<td></td>
<td>FINC 501</td>
<td>Corporate Financial Management</td>
<td>3</td>
<td>INFO 501, 503, MGMT 505</td>
</tr>
<tr>
<td></td>
<td>INFO 505</td>
<td>Production/Operations Management</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Categories I and II: Students who enter the MBA program without sufficient prior coursework in the Business disciplines to qualify for advanced standing (see below) must complete 24 s.h. of basic MBA courses. By doing so, they acquire the broad-based decision-making skills and functional expertise required to successfully manage and lead in modern organizations.

* Students without advanced standing and with one or no concentration must complete 48 s.h. to earn the MBA; those choosing the double concentration option must complete 54 s.h. (See Category IV - Concentrations, below).

Advanced Standing: Students with undergraduate degrees in Business Administration or related majors may be eligible for advanced standing waivers in the basic MBA course, reducing the total degree requirements by up to 5 courses (15 s.h.). Students may also qualify for advanced standing through graduate transfer credits.

Eligibility for advance standing is determined after acceptance to the MBA program, at an initial advising appointment with the MBA director.

Minimum credit requirement for the MBA degree: 33 s.h., depending upon a student’s eligibility for advanced standing.

Challenge examinations: In certain circumstances, students may have the opportunity to satisfy basic MBA requirements by sitting for a challenge exam, available for the following courses:
- ECON 501 Economic Analysis
- FINC 501 Corporate Financial Management
- INFO 501 Statistical Methods
- MKTG 501 Marketing Management
The School of Business faculty set the conditions under which a student may sit for a challenge and the standards for passing the examination. Students who do not pass must enroll in, and successfully complete, the MBA course. There is a fee for a challenge examination, paid to the Bursar’s Office (not the faculty). More details may be found in the MBA Student Handbook.

**MBA Advanced Courses: Categories III  V (24 semester hours)**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Managing the Business Environment</td>
<td></td>
</tr>
<tr>
<td>ECON 505 Aggregate Economics 3</td>
<td></td>
</tr>
<tr>
<td>ACCT 502 Managerial Accounting 3</td>
<td>ACCT 501, ECON 501</td>
</tr>
<tr>
<td>INBS 501 International Business: Concepts and Issues 3</td>
<td>ECON 501</td>
</tr>
</tbody>
</table>

**Category III:** Students may be eligible for advanced standing in these courses, but this does not further reduce the total number of credit hours needed to complete the MBA degree requirements.

Upon review by the MBA director, students who are determined to be eligible for advanced standing in Category III may substitute an equivalent number of elective courses, as follow:

- **ACCT 502:** Students who are determined to be eligible for advanced standing in Managerial Accounting may substitute any course from MBA electives list A-H.
- **ECON 505:** Students who are determined to be eligible for advanced standing in Aggregate Economics may substitute any course from MBA electives list A-H.
- **INBS 501:** Students who are determined to be eligible for advanced standing in International Business may substitute any course from MBA electives list E: *International Business Electives* (or any elective course cross listed with INBS).

**IV. Concentration(s) and Electives.** See Graduate Catalog for concentration lists, course descriptions and prerequisites for MBA elective courses.

1. MBA elective course: see elective lists A-H 3
2. MBA elective course: see elective lists A-H 3
3. MBA elective course: see elective lists A-H 3
4. MBA elective course: see elective lists A-H 3

**Category IV:** All MBA students must complete at least four (4) elective courses, for a minimum of 12 s.h. A general MBA, without a concentration, is earned by selecting any combination of 4 courses from MBA elective lists A-H.

**Single/Double Concentration:** It is possible to declare either a single or double concentration in the MBA degree. A single concentration is composed of 3-4 courses (9-12 s.h.) from a designated electives list. Students choosing the double concentration option take 3 courses in each of the disciplines, for a total of 18 s.h.
Students may complete a concentration in one or two of the following areas:

**Accounting:** 3 courses from MBA electives list A, and
*if single concentration:* select 1 course from MBA elective lists A-H.
*if double concentration:* select 3 courses from the second concentration electives list.

**Finance:** 3 courses from MBA electives list D, and
*if single concentration:* select 1 course from MBA elective lists A-H.
*if double concentration:* select 3 courses from the second concentration electives list.

**International Business:** 3 courses from MBA electives list E, and
*if single concentration:* select 1 course from MBA elective lists A-H.
*if double concentration:* select 3 courses from the second concentration electives list.

**Management:** 3 courses from MBA electives list F, and
*if single concentration:* select 1 course from MBA elective lists A-H.
*if double concentration:* select 3 courses from the second concentration electives list.

**Management Information Systems:** INFO 522, INFO 523, and INFO 524, and 1 other course (3 s.h.) from MBA electives list G
*if double concentration:* select 3 courses from the second concentration electives list.

**Marketing:** 3 courses from MBA electives list H, and
*if single concentration:* select 1 course from MBA elective lists A-H.
*if double concentration:* select 3 courses from the second concentration electives list.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. MBA Capstone (3 semester hours)</td>
<td></td>
</tr>
<tr>
<td>MGMT 580 Advanced Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Category V:** All MBA students must complete the Capstone course.

**Capstone Prerequisites:** Before enrolling in MGMT 580, students must complete all required basic MBA courses (Categories I & II) and at least 12 s.h. (4 courses) of advanced MBA courses (Categories III & IV).
MBA Concentration and Free Elective Courses (See Category IV)

A. Accounting Electives
   ACCT 508 Governmental and Not-For-Profit Accounting
   ACCT 510 Accounting Information Systems
   ACCT 512 Fundamentals of Federal Taxation
   ACCT 514 Advanced Taxation for Accountants
   ACCT 520 Contemporary Issues in Financial Accounting I
   ACCT 521 Contemporary Issues in Financial Accounting II
   ACCT 523 Financial Statement Analysis
   ACCT 524 Auditing Concepts and Techniques
   ACCT 525 International Taxation and International Management Accounting
   ACCT 526 Fraud Examination
   ACCT 527 Forensic Accounting
   ACCT 540 International Accounting and Auditing
   ACCT 575 Independent Study in Accounting
   ACCT 577 Selected Topics in Accounting

B. Business Law Electives
   BSLW 503 Business Law I
   BSLW 504 Business Law II

C. Business Economics Electives
   ECON 502 Financial Institutions and Monetary Policy
   ECON 503 Economic Problems of the Third World
   ECON 508 Economics of Public Management
   ECON 533 Corporations and International Financial Markets
   ECON 542 Business Fluctuations and Forecasting
   ECON 543 United States and the International Economy
   ECON 545 Economics of Labor
   ECON 550 Technical Change and International Competition
   ECON 570 Business and the Sociopolitical Environment
   ECON 575 Independent Study in Economics
   ECON 577 Selected Topics in Economics

D. Finance Electives
   FINC 502 Financial Institutions and Monetary Policy
   FINC 533 Corporations and International Financial Markets
   FINC 542 Business Fluctuations and Forecasting
   FINC 551 Investments, Portfolios and Security Analysis
   FINC 552 International Financial Policy
   FINC 553 Financial Derivatives
   FINC 554 Advanced Financial Policy
   FINC 556 Mergers and Acquisitions
   FINC 570 Case Studies in Financial Management
   FINC 575 Independent Study in Finance
   FINC 576 Seminar in Financial Innovations
   FINC 577 Selected Topics in Finance
### E. International Business Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INBS 511</td>
<td>Issues in International Management I</td>
</tr>
<tr>
<td>INBS 520</td>
<td>Managing the Global Workforce</td>
</tr>
<tr>
<td>INBS 530</td>
<td>Export Management</td>
</tr>
<tr>
<td>INBS 533</td>
<td>Corporations and International Financial Markets</td>
</tr>
<tr>
<td>INBS 540</td>
<td>International Accounting and Auditing</td>
</tr>
<tr>
<td>INBS 550</td>
<td>International Business Study Abroad</td>
</tr>
<tr>
<td>INBS 552</td>
<td>International Financial Policy</td>
</tr>
<tr>
<td>INBS 556</td>
<td>Doing Business in Asia</td>
</tr>
<tr>
<td>INBS 575</td>
<td>Selected Topics in International Business</td>
</tr>
<tr>
<td>INBS 577</td>
<td>Independent Study in International Business</td>
</tr>
<tr>
<td>INBS 592</td>
<td>International Marketing Management</td>
</tr>
</tbody>
</table>

### F. Management Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MGMT 510</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGMT 511</td>
<td>Issues in International Management</td>
</tr>
<tr>
<td>MGMT 513</td>
<td>Leadership and Behavior</td>
</tr>
<tr>
<td>MGMT 520</td>
<td>Managing the Global Workforce</td>
</tr>
<tr>
<td>MGMT 525</td>
<td>Entrepreneurship and Small Business Management</td>
</tr>
<tr>
<td>MGMT 530</td>
<td>Management of Technology in Organizations</td>
</tr>
<tr>
<td>MGMT 540</td>
<td>Executive Perspectives</td>
</tr>
<tr>
<td>MGMT 575</td>
<td>Independent Study in Management</td>
</tr>
<tr>
<td>MGMT 577</td>
<td>Selected Topics in Management</td>
</tr>
</tbody>
</table>

### G. Management Information Systems (MIS) Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>INFO 513</td>
<td>Emerging Information Technology</td>
</tr>
<tr>
<td>INFO 514</td>
<td>Information Management</td>
</tr>
<tr>
<td>INFO 521</td>
<td>Decision Support and Expert Systems for Business</td>
</tr>
<tr>
<td>INFO 522</td>
<td>Business Data Communications and Networks</td>
</tr>
<tr>
<td>INFO 523</td>
<td>Database Systems for Business</td>
</tr>
<tr>
<td>INFO 524</td>
<td>Business Systems Analysis and Design</td>
</tr>
<tr>
<td>INFO 525</td>
<td>Electronic Commerce Managerial Perspective on New Business</td>
</tr>
<tr>
<td>INFO 575</td>
<td>Independent Study in Information Systems for Business</td>
</tr>
<tr>
<td>INFO 577</td>
<td>Selected Topics in Information Systems for Business</td>
</tr>
</tbody>
</table>

### H. Marketing Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MKTG 530</td>
<td>Export Management</td>
</tr>
<tr>
<td>MKTG 575</td>
<td>Independent Study in Marketing</td>
</tr>
<tr>
<td>MKTG 577</td>
<td>Selected Topics in Marketing</td>
</tr>
<tr>
<td>MKTG 579</td>
<td>Services Marketing</td>
</tr>
<tr>
<td>MKTG 589</td>
<td>Internet Marketing Management</td>
</tr>
<tr>
<td>MKTG 591</td>
<td>Consumer/Buyer Behavior</td>
</tr>
<tr>
<td>MKTG 592</td>
<td>International Marketing Management</td>
</tr>
<tr>
<td>MKTG 593</td>
<td>New Product Development</td>
</tr>
<tr>
<td>MKTG 594</td>
<td>Marketing Research and Information Systems</td>
</tr>
<tr>
<td>MKTG 595</td>
<td>Seminar in Marketing Strategy</td>
</tr>
<tr>
<td>MKTG 596</td>
<td>Integrated Marketing Communications (IMC)–Promotion Strategy</td>
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## ACCOUNTING COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
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<tbody>
<tr>
<td>ACCT 501</td>
<td>FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
</tbody>
</table>
|        | A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.  
**Prerequisites:** M.B.A. degree students, M.A. Fine Arts majors with concentration in Museum Management or M.A. Theatre majors with concentration in Arts Management only. |                |
| ACCT 502 | MANAGERIAL ACCOUNTING                      | 3              |
|        | This course examines the development of theory, concepts and practices of providing information for use within the organization. Cost concepts and classifications schemes, the use of accounting information for internal decision making, static and flexible budgeting for managerial control and activity based costing techniques are among the topics covered.  
**Prerequisites:** ACCT 501, ECON 501. |                |
| ACCT 506 | INTERNAL AUDITING                          | 3              |
|        | This is an introductory course in internal auditing. Emphasis is placed on introducing the importance of the internal audit function in today’s business environment. Different types of internal audits are presented with an emphasis on operational audits, risk assessment and assisting management in achieving its objectives. Career opportunities for internal auditors are explored.  
**Prerequisite:** ACCT 520 or undergraduate degree with concentration in Accounting. |                |
| ACCT 508 | GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING  | 3              |
|        | This course reviews the accounting and reporting concepts, standards and procedures applicable to the Federal government, state and local governments and not-for-profit institutions such as universities and hospitals.  
**Prerequisite:** M.B.A. degree students only. |                |
| ACCT 510 | ACCOUNTING INFORMATION SYSTEMS             | 3              |
|        | Examines the theory and practice of developing and maintaining accounting based information systems. Systems development techniques, system control and documentation are emphasized. Transactional, data-based distributive and electronic data exchange concepts are developed. The auditing of computer based systems is structured.  
**Prerequisites:** ACCT 501 and INFO 503; M.B.A. degree students only. |                |
ACCT 512  FUNDAMENTALS OF FEDERAL TAXATION  3
The purpose of this course is to introduce students to a broad range of tax concepts for the individual and to emphasize the role of taxation in the business decision-making process. Coverage includes on a broad basis: the framework of the tax system, factors in selecting a choice of entity, type of income, deductions and losses, types of distributions to owners including their tax effect, tax impact of shifting ownership, different types of corporate compensation and professional responsibilities.
Prerequisite: M.B.A. degree students only.

ACCT 514  ADVANCED TAXATION FOR ACCOUNTANTS  3
The purpose of this course is to further expand on the basic concepts presented in “Basic Taxation for Accountants.” Formation, operation and dissolution of sole proprietorships, C Corporations, S Corporations, and partnerships are discussed. Coverage also includes limited liability entities, alternative minimum tax calculations for individuals and corporations related party transactions, estate and gift tax, fiduciary accounting, tax planning and ethics.
Prerequisites: ACCT 512; Accounting majors only.

ACCT 520  CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING I  3
The course builds on material presented in the financial accounting course ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Also improves skill in analyzing information provided in annual financial reports.
Prerequisites: ACCT 501; M.B.A. degree students only; course not open to any student with an undergraduate Accounting degree, except by permission of the Chair.

ACCT 521  CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING II  3
Continuation of Contemporary Issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders’ equity, and statement of cash flow.
Prerequisites: ACCT 520; M.B.A. degree students only, course not open to any student with an undergraduate Accounting degree, except by permission of the Chair.

ACCT 523  FINANCIAL STATEMENT ANALYSIS  3
From an accounting perspective, an in-depth discussion and analysis of financial statements as a basis for valuation of the firm. The real performance of the companies under consideration will be determined as students learn to decode information contained in corporate annual reports. The course leads to the ability to evaluate critically the key issues affecting a company’s valuation and operations utilizing accounting information. In addition, the valuation techniques introduced provide the opportunity for statistical modeling and empirical testing of the valuation procedures with accounting data.
Prerequisites: ACCT 501 and FINC 501; M.B.A. degree students only.

ACCT 524  AUDITING CONCEPTS AND TECHNIQUES  3
A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.
Prerequisites: ACCT 520 or undergraduate degree with a concentration in accounting; M.B.A. degree students only.
This course deals with the impact of international taxation on U.S. multinational corporations doing business abroad, foreign corporations doing business in the U.S., the U.S. residents working abroad, and nonresident aliens working in the U.S. It further concerns the tax rules for controlled foreign corporation and foreign sales corporation. The course also studies the aspects of international management accounting. It investigates the inflation accounting system in the world and the performance evaluation in multinational corporations. In addition, it covers the transfer pricing methods and investment analysis for multinational corporations. Related professional pronouncements and Internal Revenue Codes are integrated into the course contents.

Prerequisites: ACCT 501 and ACCT 502; M.B.A. degree students only.

The course will cover the principles to be followed and techniques to be adopted to detect and prevent fraud especially in corporate context. Students will gain knowledge and ability to decipher the presence of fraud. Students will learn how to analyze and implement various types of fraud prevention and detection procedures. The course will provide a broad understanding of several major related topics such as skimming, larceny, billing schemes, check tempering, payroll schemes, corruptions and fraudulent financial statements, interviewing witnesses and occupational fraud and abuse.

Prerequisites: ACCT 501, INFO 503; M.B.A. degree students only.

The roles, responsibilities, and requirements of a forensic accountant in the litigation environment. Emphasis on how to review, detect, and investigate possible financial statement concerns of public and private companies. Topics covered include: elements of financial statement fraud; management’s and auditor’s responsibilities, financial statement red flags, earnings management, and investigative strategies. Actual litigation and fraud cases will be discussed to highlight the evolving roles of forensic accountants.

This course deals with the measurement of operating results and financial position of multinational corporations involving transactions with foreign currencies. It focuses on the system of foreign exchange markets and the transaction gains or losses due to changes in foreign exchange rates. It teaches the techniques of foreign currency translations. It concerns the foreign exchange risk management in hedging activities. The course specifically investigates the risk aversion tool of forward exchange contracts. It also explores international accounting standards and accounting systems in other countries and the current developments in the harmonization process. Finally the course will focus on the role of internal and external auditing in the international context. Cross listed with International Business, INBS 540.

Prerequisite: ACCT 501 and 502, M.B.A. degree students only.

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA director must be secured prior to enrolling in this course.

Prerequisite: Departmental approval.
ACCT 577  SELECTED TOPICS IN ACCOUNTING  3
An in-depth study of a selected topic, issue, problem or trend in accounting. The specific
subject matter is not offered as an existing regular course or deserves more time-emphasis
than is possible in a regular course. When offered, topics and prerequisites are announced
in the course schedule book.
Prerequisites: M.B.A. Degree students only.

BUSINESS LAW COURSES

BSLW 503  BUSINESS LAW I  3
The course introduces the student to the legal and regulatory environment of business and
studies the law of contracts, agency and partnerships.
Prerequisite: M. B. A. Degree students only.

BSLW 504  BUSINESS LAW II  3
The course introduces the student to the law of corporations, commercial paper, bailments,
sales and secured transactions.
Prerequisite: M. B. A. Degree students only.

ECONOMICS COURSES

ECON 501  ECONOMIC ANALYSIS  3
The resource allocation and distribution of income implications of a market oriented
economy operating under various degrees of competition. Also analyzed are the determi-
nants of consumer and market demand, and, the theoretical cost structure of firms.

ECON 502  FINANCIAL INSTITUTIONS AND MONETARY POLICY  3
This course analyzes the structure and functioning of the monetary and financial system.
The component parts and the system as a unit will be examined as they interrelate to affect
the economy. Topics include commercial banking system, Federal Reserve System,
financial markets, financial intermediaries, determination of the level and structure of
interest rates, and contemporary problems, both theoretical and applied, in the area of
Prerequisites: ECON 501 and 505.

ECON 503  ECONOMIC PROBLEMS OF THE THIRD WORLD  3
A survey of major economic problems of the Third World; examination of the economic
structure of developing countries and of general theories of economic development;
critical evaluation of various policy alternatives for their development; analysis of
possible economic relationships between First and Second Worlds with the Third World.
Prerequisite: ECON 501.

ECON 505  AGGREGATE ECONOMICS  3
This course develops contemporary macroeconomic theories to explain aggregate em-
ployment, national income and the levels of interest rates and prices. Along with
developing various models the course examines current research and reviews the
economy’s recent macroeconomic performance.
ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3
Computer-based applications of capital theory to the decision-making process of government. Analysis of alternative approaches to public sector project evaluation. Spreadsheet applications of project analysis in physical and human resource management areas covering water resources, public health, and education.
Prerequisite: ECON 501.

ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3
Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Economics and Finance, ECON 533 and International Business, INBS 533.
Prerequisite: ECON 501.

ECON 542 BUSINESS FLUCTUATIONS AND FORECASTING 3
Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth. Cross listed with Economics and Finance, FINC 542
Prerequisite: Departmental approval.

ECON 543 UNITED STATES AND THE INTERNATIONAL ECONOMY 3
Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.
Prerequisites: ECON 501 and 505.

ECON 545 ECONOMICS OF LABOR 3
Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.
Prerequisite: ECON 501.

ECON 550 TECHNICAL CHANGE AND INTERNATIONAL COMPETITION 3
This course will discuss the theory productivity and technical change in the context of declining performance of U.S. manufacturing. It will focus attention on the nature of international competition and its effects on manufacturing productivity growth in the U.S. based on the analysis, a tentative set of policy suggestions will also be offered at the end for restructuring U.S. manufacturing sector and strengthening its competitive base.
Prerequisites: ECON 501.

ECON 570 BUSINESS AND THE SOCIOPOLITICAL ENVIRONMENT 3
Study of the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation’s relationships with its many publics.
Prerequisites: Completion of the Functional Core; M.B.A. students only.
ECON 575  INDEPENDENT STUDY IN ECONOMICS  1 - 3
Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. May be repeated five times for a maximum of 18 semester hours as long as the topic is different.
Prerequisite: Departmental approval.

ECON 577  SELECTED TOPICS IN ECONOMICS  3
An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. May be repeated five times for a maximum of 18 semester hours as long as the topic is different.
Prerequisites: ECON 501 and 505.

FINANCE COURSES

FINC 501  CORPORATE FINANCIAL MANAGEMENT  3
An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.
Prerequisite: ACCT 501, and ECON 501, and INFO 501; M.B.A. degree students only.

FINC 502  FINANCIAL INSTITUTIONS AND MONETARY POLICY  3
This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy. This course is cross listed with Economics and Finance, ECON 502.
Prerequisites: ECON 501 and 505.

FINC 533  CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS  3
 Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with ECON 533 and International Business, INBS 533.
Prerequisite: ECON 501.

FINC 542  BUSINESS FLUCTUATIONS AND FORECASTING  3
Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; modern theories of economic growth. Cross listed with Economics and Finance, ECON 542.
Prerequisite: Departmental permission.
FINC 551 INVESTMENTS, PORTFOLIOS AND SECURITY ANALYSIS 3
Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulating and managing appropriate asset portfolios.
Prerequisite: FINC 501.

FINC 552 INTERNATIONAL FINANCIAL POLICY 3
Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with International Business, INBS 552.
Prerequisite: FINC 501.

FINC 553 FINANCIAL DERIVATIVES 3
This course extends the array of financial instruments covered in the initial investment course to include modern hedging instruments such as futures, options and swaps. Included is a description, analysis, and use of these instruments by corporations, banks, and investors.
Prerequisite: FINC 551.

FINC 554 ADVANCED FINANCIAL POLICY 3
Focuses on the application of valuation, investment, financing and dividend decisions to case studies. It examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.
Prerequisite: FINC 501.

FINC 556 MERGERS AND ACQUISITIONS 3
This course examines the process by which mergers and acquisitions take place. The focus of the course is on the environment surrounding mergers and acquisitions, including motivations for M&A, how targets or buyers are found, M&A as a step in the strategic planning process, valuation of the target company, ethical issues in the M&A process, and implementation of the M&A.
Prerequisite: FINC 501.

FINC 570 CASE STUDIES IN FINANCIAL MANAGEMENT 3
Emphasizing the central theme of value creation and capital market efficiency that reappear throughout the course, students will analyze through a case-study method the way in which the subjects of financial analysis and forecasting, the cost of capital, capital budgeting, the management of shareholders equity and corporate debt, innovative financial instruments, and corporate restructurings (including mergers and buyouts contribute to creating firm value.
Prerequisites: FINC 501.

FINC 575 INDEPENDENT STUDY IN FINANCE 1 - 3
Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.
Prerequisite: Departmental approval.
FINC 576  SEMINAR IN FINANCIAL INNOVATIONS  3
Designed to describe and analyze the new developments in the field of finance - corporate, international, and financial markets and institutions - that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.
Prerequisites: FINC 551 and FINC 552, or FINC 551 and FINC 554, or FINC 551 and FINC 570, or FINC 552 and FINC 554, or FINC 552 and FINC 570, or FINC 554 and FINC 570.

FINC 577  SELECTED TOPICS IN FINANCE  3
An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisite: FINC 501.

INTERNATIONAL BUSINESS COURSES

INBS 501  INTERNATIONAL BUSINESS: CONCEPTS AND ISSUES  3
This course offers students an in-depth introduction to international business concepts and issues in addition to exposure to the fundamentals of international business, students will become aware of the dynamics of global business environment, international competition in both the domestic and foreign markets as well as strategic issues in international business management and operations. The course adopts a critical approach; it presents both sides of an international business issue. Greater emphasis will be placed on managerial implications of information presented in the course. The course also includes discussion of ethics and social responsibility in the conduct of international business.
Prerequisite: ECON 501; M.B.A. degree students only.

INBS 511  ISSUES IN INTERNATIONAL MANAGEMENT  3
An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with Management, MGMT 511.
Prerequisites: MGMT 505.

INBS 520  MANAGING THE GLOBAL WORKFORCE  3
The objective of the course is to increase knowledge about managing a global workforce. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding cross-cultural issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with Management, MGMT 520.
Prerequisite: MGMT 505.
INBS 530 EXPORT MANAGEMENT 3
To familiarize MBA students of export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution. Cross listed with Marketing, MKTG 530. 
Prerequisite: INBS 501.

INBS 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3
Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them. Cross listed with Economics and Finance, ECON 533 and FINC 533.
Prerequisite: ECON 501.

INBS 540 INTERNATIONAL ACCOUNTING AND AUDITING 3
This course deals with the measurement of operating results and financial position of multinational corporations involving transactions with foreign currencies. It focuses on the system of foreign exchange markets and the transaction gains or losses due to changes in foreign exchange rates. It teaches the techniques of foreign currency translations. It concerns the foreign exchange risk management in hedging activities. The course specifically investigates the risk aversion tool of forward exchange contracts. It also explores international accounting standards and accounting systems in other countries and the current developments in the harmonization process. Finally the course will focus on the role of internal and external auditing in the international context. Cross listed with Accounting, Law and Taxation, ACCT 540.
Prerequisite: ACCT 501 and 502, M.B.A. degree students only.

INBS 550 INTERNATIONAL BUSINESS STUDY ABROAD 3
This course is designed to prepare students to succeed in the global business environment by providing direct contact with foreign firms and governmental agencies through an international travel experience. Students will have a focused encounter with managers and markets outside the U.S., enabling practice of inter-cultural and inter-personal skills in foreign settings and the consideration of alternative business norms. Examination of personnel practices financial/accounting, retail, promotional, and marketing situations will enlarge perceptions of global business realities. Students will assimilate their travel encounters abroad through selected readings, cases, video tapes, and group discussions. May be repeated once for a maximum of 6 semester hours.
Prerequisite: INBS 501 and departmental approval.

INBS 552 INTERNATIONAL FINANCIAL POLICY 3
Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning. Cross listed with Economics and Finance, FINC 552.
Prerequisite: FINC 501.
INBS 556  DOING BUSINESS IN ASIA  3
This course provides an in-depth study of how Asia is changing the nature of global competition among multinational corporations. It focuses on critical country-specific issues related to doing business in Asian countries. These issues include cultural influence, strategic choices of foreign entry mode and timing, comparative management, local competition analysis, and practices of multinational corporations in this region.
Prerequisite: INBS 501.

INBS 575  INDEPENDENT STUDY IN INTERNATIONAL BUSINESS  3
Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in international business. Written permission of the instructor, appropriate department chair, and the MBA director must be secured prior to enrolling in this course. May be repeated once for a maximum of six semester hours.
Prerequisites: INBS 501; departmental approval.

INBS 577  SELECTED TOPICS IN INTERNATIONAL BUSINESS  3
An in-depth study of a selected topic, issue, problem or trend in international business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. May be repeated once for a maximum of six semester hours.
Prerequisite: INBS 501; departmental approval.

INBS 592  INTERNATIONAL MARKETING MANAGEMENT  3
This course is designed to aid students to plan and implement international marketing efforts in conjunction with global business strategy. The course will review processes of analyzing, developing, and implementing strategic marketing objectives within an international context that is now characterized by global sourcing, international alliances, highly competitive markets, regional trade areas, and multinational firms with diminishing connection to their country of origin. Students will practice analytic techniques through research, readings, and case analyses, advancing their conceptual understanding of such issues as competitiveness, regional business clusters, and local sources of advantage. Students will learn to re-think assumptions about marketing mix factors as they apply in different cultural, political, economic, and legal environments. Cross listed with International Business, MKTG 592.
Prerequisite: INBS 501 or MKTG 501.

MANAGEMENT COURSES

MGMT 505  MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR  3
Review of classical and modern approaches to the managerial process as it relates to the manager’s functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.
Prerequisite: Only M.B.A. or D.Env.M. degree students, M.A. Fine Arts majors with concentration in Museum Management or M.A. Theatre majors with concentration in Arts Management.
**MGMT 510  HUMAN RESOURCE MANAGEMENT  3**
This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers, and reward systems. A case study approach is used.
*Prerequisite: MGMT 505.*

**MGMT 511  ISSUES IN INTERNATIONAL MANAGEMENT  3**
An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade. Cross listed with International Business, INBS 511.
*Prerequisite: MGMT 505.*

**MGMT 513  LEADERSHIP AND BEHAVIOR  3**
The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.
*Prerequisite: MGMT 505.*

**MGMT 520  MANAGING THE GLOBAL WORKFORCE  3**
The objective of the course is to increase knowledge about managing a global workforce. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding cross-cultural issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized. Cross listed with International Business, INBS 520.
*Prerequisite: MGMT 505.*

**MGMT 525  ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT  3**
This course is for students who want to start their own businesses or initiate new ventures in existing corporations. Topics include the importance of entrepreneurship in the United States, identifying business opportunities and formulating business plans.
*Prerequisites: MGMT 505, and MKTG 501, and ACCT 501.*

**MGMT 530  MANAGEMENT OF TECHNOLOGY IN ORGANIZATIONS  3**
This course focuses on the management of technology and the technological function in the modern corporation. Topics include the management of science and technology professionals, integration of the R&D function into the organization, the impact of national and global forces on innovation introduction and adoption, and technological change. Descriptions of new technologies in biotechnology, manufacturing, aerospace, and other fields are included. Delivered in a lecture format, the course includes case studies, guest speakers, and team-based pedagogical techniques.
*Prerequisite: MGMT 505.*
This course complements the theoretical components by provided practical exposure to current management issues. This is accomplished by bringing to class business executives and leaders who discuss their most immediate and longer term management challenges. The course also examines several current issues facing senior executives.

**MGMT 575 INDEPENDENT STUDY IN MANAGEMENT**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Departmental approval.*

**MGMT 577 SELECTED TOPICS IN MANAGEMENT**

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. May be repeated once for a maximum of six semester hours as long as the topic is different.

**MGMT 580 ADVANCED STRATEGIC MANAGEMENT**

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

*Prerequisite: Completion of the Business Core and a minimum of 12 semester hours of advanced courses; M.B.A. students only.*

**MANAGEMENT INFORMATION SYSTEMS COURSES**

**INFO 501 STATISTICAL METHODS**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include methods of descriptive data analysis, probability and probability distributions, methods of inferential data analysis including estimation and hypothesis testing and an introduction to experimental design principles, correlation, regression model building and an introduction to time series forecasting.

*Prerequisite: Course in undergraduate calculus; M.B.A. degree students only.*

**INFO 503 INFORMATION SYSTEMS**

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

*Prerequisite: M.B.A. degree students only.*

**INFO 505 PRODUCTION/OPERATIONS MANAGEMENT**

Emphasizes human and mechanical productivity in planning a comprehensive and effective production or operations system. Employs a case approach to the study, formulation and solution of business problems through the application of managerial, quantitative and information systems methodology.

*Prerequisites: INFO 501, 503, MGMT 505; M.B.A. degree students only.*
INFO 513  EMERGING TECHNOLOGIES IN MANAGEMENT INFORMATION SYSTEMS  3
This course provides an overview of the information technologies and their strategic roles in business. It helps students to build an in-depth understanding of the value and use of emerging information technology for business operations, management decision-making and strategic advantage.
Prerequisites: INFO 503; M.B.A. degree students only.

INFO 514  INFORMATION MANAGEMENT  3
Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of and application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.
Prerequisites: INFO 503.

INFO 521  DECISION SUPPORT AND EXPERT SYSTEMS FOR BUSINESS  3
Introduction to the fundamental principles, techniques and business applications of decision support systems (DSS) and expert systems (ES) from a managerial perspective. Provides practical knowledge of the ways to utilize decision support systems and expert systems to solve business problems involving complex decision-making processes.
Prerequisite: INFO 503; M.B.A. degree students only.

INFO 522  BUSINESS DATA COMMUNICATIONS AND NETWORKS  3
This course provides a broad introduction to data communications and networking concepts, addressing both technical and business aspects of data communications and computer networks in modern organizations. Students develop a conceptual understanding in conjunction with the appreciation of practical networking applications in business.
Prerequisite: INFO 503; some background in technology, networking, and project management is required.

INFO 523  DATABASE SYSTEMS FOR BUSINESS  3
Increases an understanding of how databases are developed and managed to effectively support business information systems in organizations. Having acquired conceptual knowledge as well as practical techniques, students also gain insights into other options in database management by reviewing the latest offerings in the field.
Prerequisite: INFO 503; some background in technology, programming, and project management is required.

INFO 524  BUSINESS SYSTEMS ANALYSIS AND DESIGN  3
Emphasis is on the application of tools and techniques of systems analysis and design, change management concepts, processes, and techniques are presented in the context of systems development projects. Pointers to managerial and organizational aspects of information technology projects are provided throughout the course. This course is for individuals aspiring to be analysts or better informed end users of information systems in business.
Prerequisite: INFO 503; M.B.A. degree students only.
INFO 525 ELECTRONIC COMMERCE MANAGERIAL PERSPECTIVE 3
ON NEW BUSINESS MODELS AND INFORMATION INFRASTRUCTURE SUPPORT
This course is designed to provide the student an understanding of the consequences of the introduction of the Internet in the way business is conducted. The electronic commerce world is viewed primarily from the point-of-view of MIS. The E-Commerce course will emphasize strategic planning, appreciating relevant information technology support issues, and sensitivity to analyzing and evaluating new business models evolving in the marketplace rapidly. Organizations have been profoundly affected by related network technologies. The student will learn about new forms of business practices in “virtual” organization business-to-business, consumer-to-business, person-to-person, and intraorganizational transactions. Specifically, activities in the areas of electronic shopping, publishing, distribution, and collaboration will be explored.
Prerequisite: INFO 503.

INFO 575 INDEPENDENT STUDY IN INFORMATION SYSTEMS FOR BUSINESS 1 - 3
Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisite: Departmental approval.

INFO 577 SELECTED TOPICS IN INFORMATION SYSTEMS FOR BUSINESS 3
An in-depth study of a selected topic, issue, problem or trend in information systems for business. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.
Prerequisite: Departmental approval.

MARKETING COURSES

MKTG 501 MARKETING MANAGEMENT 3
This business core requirement assumes little or no prior formal education in the discipline of marketing. As such, a solid introduction to the language of the discipline, body of knowledge, tools and techniques must necessarily be covered through a text and readings format supplemented with class lectures which are grounded in heavy case analysis and real-world illustrations. The pivotal distinctiveness of this graduate offering lies in drawing the student into issues that are industry and company specific (preferably drawn from the student’s career related industry/company).
Prerequisite: M.B.A. degree students, M.A. Fine Arts majors with concentration in Museum Management or M.A. Theatre majors with concentration in Arts Management only.

MKTG 530 EXPORT MANAGEMENT 3
To familiarize MBA students with export policies, programs and procedures and develop export/import management skills. The students will become knowledgeable about global sourcing, negotiation, pricing, export/import financing, documentation, international tenders and bidding, logistics and distribution. Cross listed with International Business, INBS 530.
Prerequisite: INBS 501.
MKTG 575 INDEPENDENT STUDY IN MARKETING 1 - 3
Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.
Prerequisite: Departmental approval.

MKTG 577 SELECTED TOPICS IN MARKETING 3
An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisite: Departmental approval.

MKTG 579 SERVICES MARKETING 3
This course examines the marketing and managerial implications of the differences between goods and services. A wide variety of services are examined, such as financial services (banks, insurance, etc.), healthcare services (hospitals, insurance, pharmacy benefit managers) travel and tourism (hotels, theme parks, airlines), professional services (lawyers, accountants), and lifestyle services (sports clubs, fitness chains). The course discusses many service marketing concepts, including the relationship between the service provider and the customer, the service profit chain, the real-time process experience of services, customer satisfaction and service quality.
Prerequisite: MKTG 501.

MKTG 589 INTERNET MARKETING MANAGEMENT 3
Firms are experiencing dramatic shifts in marketing practices related to the emergence of the global electronic marketplace. This course is designed to help students and practitioners understand how to think about and implement effective Internet marketing and customer-centric communication programs. The course focuses on the various unique factors and issues that electronic tools bring to marketing, namely the ability to directly market to individuals, provide new information services, and to interact in ways that consumers find valuable. Issues examined are using the Internet to attract new customers, retain existing customers, build brand awareness, expand into new markets, develop customer relationships (CRM) programs and the metrics to assess these programs and tools.
Prerequisite: MKTG 501.

MKTG 591 CONSUMER/BUYER BEHAVIOR 3
An in-depth introduction to theories and models of how individual consumers, family units, and companies make buying decisions. Each step in the continuous decision cycle is covered in detail, in such models of consumer behavior as the high and low involvement models, information processing and attitude formation and change. Relevant psychological concepts on personality and life-style, self-concept, cognition and classical versus operant conditioning are also covered. Students also gain valuable perspective on how purchase decisions are made in their own households.
Prerequisite: MKTG 501.
MKTG 592  INTERNATIONAL MARKETING MANAGEMENT  3
This course is designed to aid students to plan and implement international marketing efforts in conjunction with global business strategy. The course will review processes of analyzing, developing, and implementing strategic marketing objectives within an international context which is now characterized by global sourcing, international alliances, highly competitive markets, regional trade areas, and multinational firms, with diminishing connection to their country of origin. Students will practice analytic techniques through research, readings, and case analysis, advancing their conceptual understanding of such issues as competitiveness, regional business clusters, and local sources of advantage. Students will learn to re-think assumptions about marketing mix factors as they apply in different cultural, political, economic, and legal environments. Cross listed with International Business, INBS 592.
Prerequisite: INBS 501 or MKTG 501.

MKTG 593  NEW PRODUCT DEVELOPMENT  3
This course examines product planning, new product and process development, and issues related to exploiting opportunities for successful innovation. Students will analyze product development and launch decisions through case studies, advancing their conceptual understanding of the problems and risks associated with designing new products and the importance of championing, project teams, and fast development cycle times. Students will formulate development and business plans to advance their capability of managing the marketing mix factors to increase the probability of a new product’s success.
Prerequisite: MKTG 501.

MKTG 594  MARKETING RESEARCH AND INFORMATION SYSTEMS  3
A comprehensive introduction to current methods used to collect consumer, business and market data and turn it into useful information for marketing decision-makers. Major topics include: secondary studies; quantitative surveys; data analysis (coding, tabulation, basic and multivariate analytical methods); modeling and simulation techniques; and effective communication of research findings (written reports, personal presentations, computer graphics and mapping). Each graduate student is required to design and carry out an original research project on a topic of their choice. Class discussions center on practical applications of marketing research and information systems in the companies in which students are employed.
Prerequisite: MKTG 501.

MKTG 595  SEMINAR IN MARKETING STRATEGY  3
This course is designed to introduce students to market planning, strategy formation and the process of implementing strategic objectives. Students will practice analytic techniques to understand and diagnose strategic imperatives, advancing their conceptual understanding of such issues as competitiveness, core competencies, statistical planning through case analyses and writing strategic plans, learning to relate and connect marketing mix factors to other strategic objects such as continuous improvement systems. Students will be introduced to benchmarking, strategic audits, and other tools used to measure firm performance and develop world-class standards.
Prerequisite: MKTG 501.
This course provides students with the tools and skills to make decisions involved in integrating the promotion mix into the overall marketing strategy for consumer and/or business-to-business target markets. Emphasis is given to the processes and challenges involved in developing effective marketing communication strategies enabling an organization to be successful in an ever changing competitive global marketplace. Students will learn how the various promotion elements (e.g., advertising, sales promotion) work from a persuasive perspective along with their applicability within an integrated promotions plan, offering strategic insights into their use. This strategic persuasive, integrated perspective is grounded in a consumer behavior fundamental understanding. Contemporary topics are discussed.

Prerequisite: MKTG 501.
CHEMISTRY AND BIOCHEMISTRY

Telephone: (973) 655-5140

The Chemistry and Biochemistry Department offers three options for the Master’s degree: the Master of Science in Chemistry, the Master of Science in Chemistry with Concentration in Biochemistry and the combined Master of Science in Chemistry, Chemical Business Concentration/Master of Business Administration. A combined Bachelor of Chemistry/Master of Chemistry is also offered. The courses offered include advanced level courses in all major areas of chemistry and biochemistry, and include a number of highly specialized instrumentation courses, as well as individual research opportunities. Laboratories are housed in both Richardson Hall and Science Hall. Students may selectively take one or two courses as non-degree students to increase their professional competence in a particular area of chemistry or biochemistry, or may elect to enroll in one of the Master of Science programs as outlined below.

ADMISSION REQUIREMENTS

The minimum requirements for admission, as set forth in this catalog, are essential for admission to one of the graduate programs in the Department of Chemistry and Biochemistry. When a student has been admitted, the graduate program coordinator for Chemistry and Biochemistry will evaluate the background in chemistry, biochemistry, other sciences and mathematics, and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the graduate program coordinator, a program may be designed for a student with insufficient background to include prerequisites. Candidates for the Master’s degree should seek the guidance of the graduate program coordinator in selecting electives, and in fulfilling the research option.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>I. Chemistry courses (18 semester hours)</td>
</tr>
<tr>
<td>A. Organic and Inorganic (Select 6 semester hours)</td>
</tr>
<tr>
<td>CHEM 531 Advanced Topics in Organic Chemistry ...........................</td>
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<td>CHEM 532 Organic Synthesis ................................................</td>
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<td>CHEM 521 Advanced Topics in Inorganic Chemistry ..........................</td>
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<td>CHEM 550 Organometallic Chemistry ........................................</td>
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<tr>
<td>B. Analytical and Physical (Select 6 semester hours)</td>
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<tr>
<td>CHEM 534 Chromatographic Methods: Theory and Practice .............</td>
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<td>CHEM 536 Nuclear Magnetic Resonance: Theory and Practice ..........</td>
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<td>CHEM 540 Chemical Thermodynamics .........................................</td>
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<td>CHEM 542 Theoretical Physical Chemistry ................................</td>
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<td>CHEM 544 Electrochemistry ..................................................</td>
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<tr>
<td>CHEM 546 Chemical Spectroscopy ............................................</td>
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<td>CHEM 548 Chemical Kinetics ................................................</td>
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</tbody>
</table>
C. Electives (Select 6 semester hours)

CHEM 525 Bioinorganic Chemistry ...................................................... 3
CHEM 533 Biosynthesis of Natural Products ........................................ 3
CHEM 538 Drug Design in Medicinal Chemistry ................................. 3
CHEM 570 Selected Topics in Advanced Biochemistry ....................... 3
CHEM 574 Protein Structure ................................................................ 3
CHEM 575 Enzyme Kinetics and Mechanisms ..................................... 3
CHEM 576 Lipid Biochemistry ............................................................. 3
CHEM 577 Nucleic Acid Biochemistry ............................................... 3
CHEM 578 Biochemistry Laboratory Techniques ................................. 3
CHEM 590 Selected Topics-Advanced Chemistry ................................. 3

II. Research (Select option a. (2 semester hours) or b. (6 semester hours):

a. CHEM 599 Graduate Literature Search in Chemistry ...................... 2

or

b. CHEM 595 Graduate Research .............................................................. 3

and

CHEM 698 Master’s Thesis ................................................................ 3

CHEM 595 is a variable credit course 1-3 s.h. It may be taken twice for maximum
of 3 s.h. Recommended 2 s.h. + 1 s.h. in two consecutive semesters.

III. Electives in chemistry, allied sciences or mathematics ...................... 6 or 2
(Courses approved by graduate program coordinator only. The number of semester
hours is determined by the option selected in II.)
Courses at the 400 level or 500 level may be taken in this category in chemistry,
allied sciences or mathematics. A maximum of 6 semester hours total may be 400-
level courses. These courses are to be approved by the graduate program coordi-
nator.

IV. Comprehensive Examination (in conjunction with CHEM 599 or CHEM 698)

V. Graduate level free electives at the 500 level ........................................... 6

Minimum semester hours: 32

REQUIREMENTS FOR THE MASTER OF SCIENCE
DEGREE IN CHEMISTRY,
CONCENTRATION IN BIOCHEMISTRY

The Biochemistry concentration provides a flexible program of study for those students
who wish to emphasize Biochemistry and related areas in their Master’s degree. Those
working in research in the pharmaceutical industry or interested in doing so, and
individuals interested in pursuing an M.D. or a Ph.D. in Biochemistry or a related area
would benefit from this program. It is most suited to students with an undergraduate
degree in Biochemistry, but is also suitable for students with a major in chemistry who
wish to broaden their knowledge in biochemistry. As indicated above, students with other
backgrounds can also be accommodated.
REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY, CONCENTRATION IN BIOCHEMISTRY

Semester Hours

I. Specialization (32 semester hours)
   A. 21 semester hours of coursework in chemistry and biochemistry at the 500 level. A minimum of 12 s.h. in graduate level chemistry and biochemistry are to be taken from courses CHEM 525, 533, 538, and 570-579 .................... 21
      CHEM 525 Bioinorganic Chemistry ...................................................... 3
      CHEM 533 Biosynthesis of Natural Products ........................................ 3
      CHEM 538 Drug Design in Medicinal Chemistry ................................. 3
      CHEM 570 Selected Topics in Advanced Biochemistry ....................... 3
      CHEM 574 Protein Structure ................................................................. 3
      CHEM 575 Enzyme Kinetics and Mechanisms ....................................... 3
      CHEM 576 Lipid Biochemistry ............................................................. 3
      CHEM 577 Nucleic Acid Biochemistry ................................................. 3
      CHEM 578 Biochemistry Laboratory Techniques ................................ 3
      CHEM 579 Biomolecular Assay Development ..................................... 3
   B. Research (Choose either 1 or 2 for 2 or 6 semester hours:
      1. CHEM 599 Graduate Literature Search in Chemistry ......................... 2
         (A biochemistry topic must be selected and approved by the faculty advisor and graduate program coordinator.)
      or
      2. CHEM 595 Graduate Research ........................................................... 3
         and
         CHEM 698 Master’s Thesis ............................................................... 3
   C. Graduate level electives in chemistry, biochemistry or allied sciences (5-9 semester hours):
      With the assistance and approval of the graduate program coordinator, select 5-9 s.h. from a list including 400-500 level chemistry, biochemistry and biology courses. Up to two courses may be at the 400 level. Students without sufficient prior background in biochemistry will use these credits to take two 400 level biochemistry courses. Courses may include, but are not limited to the following:
      CHEM 470 Biochemistry I ...................................................................... 3
      CHEM 471 Biochemistry II .................................................................... 3
      CHEM 472 Experimental Biochemistry ................................................. 2
      CHEM 473 Instrumental Biochemistry .................................................. 3
      BIOL 405 Cell Culture ......................................................................... 3
      BIOL 547 Molecular Biology I ............................................................. 3
      BIOL 548 Molecular Biology II ............................................................ 4
      BIOL 512 Topics in Modern Genetics .................................................. 3
      BIOL 598 Selected Techniques in Molecular Biology ......................... 1.5
      In preparing the work program, the graduate program coordinator may approve other electives appropriate to the individual student. These courses may come from allied sciences and other new courses as they are developed.
II. Comprehensive examination (Research Project Presentation) ............... required
   *(A seminar presentation of the student’s research, from part I.B. above)*

Minimum semester hours: 32

**REQUIREMENTS FOR THE COMBINED BACHELOR OF SCIENCE/
MASTER OF SCIENCE IN CHEMISTRY**

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td><strong>I. Required Courses (40 semester hours)</strong></td>
</tr>
<tr>
<td>CHEM 120 General Chemistry I ............................................................ 4</td>
</tr>
<tr>
<td>CHEM 121 General Chemistry II .......................................................... 4</td>
</tr>
<tr>
<td>CHEM 230 Organic Chemistry, I .......................................................... 3</td>
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<tr>
<td>CHEM 231 Organic Chemistry, II .......................................................... 3</td>
</tr>
<tr>
<td>CHEM 232 Experimental Organic Chemistry I ..................................... 2</td>
</tr>
<tr>
<td>CHEM 233 Experimental Organic Chemistry II .................................... 2</td>
</tr>
<tr>
<td>CHEM 310 Analytical Chemistry .......................................................... 5</td>
</tr>
<tr>
<td>CHEM 311 Instrumental Analysis .......................................................... 4</td>
</tr>
<tr>
<td>CHEM 340 Physical Chemistry I ........................................................... 3</td>
</tr>
<tr>
<td>CHEM 341 Physical Chemistry II ........................................................ 3</td>
</tr>
<tr>
<td>CHEM 343 Experimental Physical Chemistry ...................................... 2</td>
</tr>
<tr>
<td>CHEM 470 Biochemistry I ................................................................. 3</td>
</tr>
<tr>
<td>CHEM 495 The Chemical Literature ..................................................... 1</td>
</tr>
<tr>
<td>CHEM 499 Undergraduate Research ..................................................... 1</td>
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</table>

Collateral Courses (19 semester hours)

<table>
<thead>
<tr>
<th>Two Mathematics courses:</th>
</tr>
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<tbody>
<tr>
<td>MATH 122 Calculus I ................................................................. 4</td>
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<tr>
<td>MATH 221 Calculus II ................................................................. 4</td>
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</table>

<table>
<thead>
<tr>
<th>Two Physics courses:</th>
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<tbody>
<tr>
<td>PHYS 191 University Physics I ..................................................... 4</td>
</tr>
<tr>
<td>PHYS 192 University Physics II .................................................... 4</td>
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<table>
<thead>
<tr>
<th>One of the following Statistics courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 401 Applied Statistics for the Sciences ................................ 3</td>
</tr>
<tr>
<td>STAT 440 Foundations of Modern Statistics .................................. 3</td>
</tr>
</tbody>
</table>

Electives (6 semester hours)

<table>
<thead>
<tr>
<th>Select 6 semester hours from among the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 410 Advanced Quantitative Analysis .............. 4</td>
</tr>
<tr>
<td>CHEM 423 Advanced Inorganic Chemistry ................ 3</td>
</tr>
<tr>
<td>CHEM 430 Advanced Organic Chemistry .................... 3</td>
</tr>
<tr>
<td>CHEM 440 Advanced Physical Chemistry .................. 3</td>
</tr>
<tr>
<td>CHEM 472 Experimental Biochemistry I .................... 2</td>
</tr>
<tr>
<td>CHEM 490 Selected Topics in Chemistry .................. 3</td>
</tr>
</tbody>
</table>
Graduate Core (12 semester hours)
Select two courses each from A. and B.

A. Organic and Inorganic (six semester hours)
   CHEM 531 Advanced Topics in Organic Chemistry .................. 3
   CHEM 532 Organic Synthesis ................................................. 3
   CHEM 521 Advanced Topics in Inorganic Chemistry ................. 3
   CHEM 550 Organometallic Chemistry ..................................... 3

B. Analytical and Physical (six semester hours)
   CHEM 534 Chromatographic Methods: Theory and Practice .......... 3
   CHEM 536 Nuclear Magnetic Resonance: Theory and Practice ...... 3
   CHEM 540 Chemical Thermodynamics .................................... 3
   CHEM 542 Theoretical Physical Chemistry ............................... 3
   CHEM 544 Electrochemistry ................................................ 3
   CHEM 546 Chemical Spectroscopy ........................................... 3
   CHEM 548 Chemical Kinetics ................................................. 3

Graduate Electives (6 semester hours)
   CHEM 525 Bioinorganic Chemistry ........................................ 3
   CHEM 533 Biosynthesis of Natural Products ............................ 3
   CHEM 538 Drug Design in Medicinal Chemistry ...................... 3
   CHEM 570 Selected Topics in Advanced Biochemistry ............... 3
   CHEM 574 Protein Structure ................................................ 3
   CHEM 575 Enzyme Kinetics and Mechanisms ........................... 3
   CHEM 576 Lipid Biochemistry ............................................... 3
   CHEM 577 Nucleic Acid Biochemistry .................................... 3
   CHEM 590 Selected Topics-Advanced Chemistry ...................... 3

Research Requirements (8 semester hours)
   CHEM 595 Graduate Research ............................................... 5
   CHEM 698 Thesis .................................................................... 3

   (includes the comprehensive examination requirement)

REQUIREMENTS FOR THE COMBINED
MASTER OF SCIENCE IN CHEMISTRY,
CHEMICAL BUSINESS CONCENTRATION/
MASTER OF BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>courses</td>
<td></td>
</tr>
<tr>
<td>(18 semester hours)</td>
<td></td>
</tr>
<tr>
<td>A. Organic and Inorganic (Select 6 semester hours)</td>
<td></td>
</tr>
<tr>
<td>CHEM 531</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 532</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 521</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 550</td>
<td>3</td>
</tr>
</tbody>
</table>
B. Analytical and Physical (Select 6 semester hours)

CHEM 534 Chromatographic Methods: Theory and Practice ............... 3
CHEM 536 Nuclear Magnetic Resonance: Theory and Practice ........... 3
CHEM 540 Chemical Thermodynamics ................................................. 3
CHEM 542 Theoretical Physical Chemistry ............................................ 3
CHEM 544 Electrochemistry ................................................................. 3
CHEM 546 Chemical Spectroscopy ...................................................... 3
CHEM 548 Chemical Kinetics .............................................................. 3

C. Chemical Business Electives (Select 6 semester hours)

CHEM 510 Hazardous Materials Management ..................................... 3
CHEM 535 Process Chemistry .............................................................. 3
CHEM 538 Drug Design in Medicinal Chemistry ................................. 3
CHEM 590 Selected Topics-Advanced Chemistry ................................ 3
(with approval of the Chemistry Graduate Advisor)

II. Research (Select option a. (2 semester hours) or b. (6 semester hours):

A. CHEM 599 Graduate Literature Search in Chemistry ...................... 2
OR

B. CHEM 595 Graduate Research .......................................................... 3
CHEM 698 Master’s Thesis ................................................................. 3

*CHEM 595 is a variable credit course, 1-3 s.h. It may be taken twice for a
maximum of 3 s.h. Recommended 2 s.h. and 1 s.h. in two consecutive semesters.*

III. Comprehensive Examination (in conjunction with CHEM 599 or CHEM 698.)

IV. A. Managerial Decision Making (9 semester hours)

ECON 501 Economic Analysis ............................................................. 3
INFO 501 Statistical Methods .............................................................. 3
INFO 503 Management Information Systems ..................................... 3

B. Functional Core (15 semester hours)

ACCT 501 Financial Accounting .......................................................... 3
FINC 501 Corporate Financial Management ....................................... 3
INFO 505 Production/Operation Management ..................................... 4
MGMT 505 Management Process and Organizational Behavior .......... 3
MKTG 501 Marketing Management ..................................................... 3

C. Advanced Courses: Managing the Business Environment (6 semester hours)

ACCT 502 Managerial Accounting ....................................................... 3
ECON 505 Aggregate Economics ......................................................... 3
INBS 501 Advanced in International Business ................................... 3

V. MBA Electives (6 semester hours)

Select 6 s.h. from the advanced (non-core) courses. Please refer to the Master of
Business Administration (MBA) program in the Graduate Catalog for electives.

VI. Capstone Course (3 semester hours)

Students must complete the business core courses and a minimum of 12 semester
hours of advanced courses prior to enrolling in the capstone course.

MGMT 580 Strategy and Business Policy ............................................. 3

Minimum semester hours: 62 or 66
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 510</td>
<td>HAZARDOUS MATERIALS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Exploration of the physical and chemical characteristics of hazardous chemicals, hazardous waste, and mixed waste materials. Their sources, handling, transportation, storage, disposal, and regulation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: CHEM 230 or equivalent. For majors in College of Sciences and Mathematics or instructor’s permission.</em></td>
<td></td>
</tr>
<tr>
<td>CHEM 521</td>
<td>ADVANCED TOPICS IN INORGANIC CHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Current theories of inorganic structure, reactions and properties. May be repeated twice for a maximum of nine semester hours as long as the topic is different.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: One year of physical chemistry.</em></td>
<td></td>
</tr>
<tr>
<td>CHEM 525</td>
<td>BIOINORGANIC CHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Exploration of the vital roles that metal atoms play in biochemical processes. Transition metal interactions with proteins will be emphasized. The course will focus on the structural, regulatory, catalytic, transport, and oxidation-reduction functions of metal-containing biomolecules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: CHEM 341 Physical Chemistry II or instructor’s permission.</em></td>
<td></td>
</tr>
<tr>
<td>CHEM 531</td>
<td>ADVANCED TOPICS IN ORGANIC CHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms. May be repeated three times for a maximum of twelve semester hours as long as the topic is different.</td>
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</tr>
<tr>
<td></td>
<td><em>Prerequisite: CHEM 430 Advanced Organic Chemistry.</em></td>
<td></td>
</tr>
<tr>
<td>CHEM 532</td>
<td>ORGANIC SYNTHESIS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: CHEM 430 Advanced Organic Chemistry.</em></td>
<td></td>
</tr>
<tr>
<td>CHEM 533</td>
<td>BIOSYNTHESIS OF NATURAL PRODUCTS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of natural products with emphasis on the biosynthesis of primary and secondary metabolites.</td>
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</tr>
<tr>
<td></td>
<td><em>Prerequisite: CHEM 430 Advanced Organic Chemistry or equivalent.</em></td>
<td></td>
</tr>
<tr>
<td>CHEM 534</td>
<td>CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites: CHEM 310 (Analytical Chemistry) and 311 (Instrumental Analysis) or equivalents.</em></td>
<td></td>
</tr>
</tbody>
</table>
CHEM 536  NUCLEAR MAGNETIC RESONANCE: THEORY AND PRACTICE  
A combination lecture/hands-on course utilizing the department’s FT-NMR to provide students with theoretical background and practical experience in modern 1-D and 2-D FT-NMR.
*Prerequisites: CHEM 310 Analytical Chemistry and 311 Instrumental Analysis or equivalents.*

CHEM 538  DRUG DESIGN IN MEDICINAL CHEMISTRY  
A comprehensive course covering the design and action of pharmaceutical agents.
*Prerequisite: Matriculation into the graduate program or permission of instructor.*

CHEM 540  CHEMICAL THERMODYNAMICS  
In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition.
*Prerequisite: CHEM 341 Physical Chemistry II or instructor’s permission.*

CHEM 542  THEORETICAL PHYSICAL CHEMISTRY  
Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding.
*Prerequisites: CHEM 341 Physical Chemistry II and MATH 420 Differential Equations.*

CHEM 544  ELECTROCHEMISTRY  
Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry.
*Prerequisite: CHEM 341 Physical Chemistry II.*

CHEM 546  CHEMICAL SPECTROSCOPY  
Introduction to the theory of molecular spectroscopy.
*Prerequisite: CHEM 341 Physical Chemistry II.*

CHEM 548  CHEMICAL KINETICS  
Kinetics and its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics.
*Prerequisite: CHEM 341 Physical Chemistry II.*

CHEM 550  ORGANOMETALLIC CHEMISTRY  
The course will introduce students to organometallic chemistry, mainly involving transition metals, but also including some main group metals. The material covered will focus on the unique chemistry of these compounds and their uses in organic synthesis, material science, and as catalysts.
*Prerequisites: CHEM 423 Advanced Inorganic Chemistry and 430 Advanced Organic Chemistry or equivalents.*

CHEM 570  SELECTED TOPICS IN ADVANCED BIOCHEMISTRY  
A detailed treatment of selected topics in biochemistry. Special emphasis upon recent developments. Protein structure, enzymology, metabolism, and nucleic acid chemistry are examples of topics. May be repeated without limit as long as the topic is different each time.
*Prerequisite: CHEM 470 Biochemistry I or instructor’s permission.*
CHEM 574  PROTEIN STRUCTURE  3
Primary, secondary and tertiary structure of proteins, protein structural motifs and protein structural families. Globular proteins, DNA binding proteins, membrane proteins, signal transduction systems, immune system protein structure, methods used for determination of protein structure.

Prerequisite: One semester of introductory biochemistry or similar background.

CHEM 575  ENZYME KINETICS AND MECHANISMS  3
The following properties of enzymes are considered: structure, specificity, catalytic power, mechanism of action, multienzyme complexes, kinetics, regulation, and multienzyme systems.

Prerequisite: CHEM 470 Biochemistry I or equivalent.

CHEM 576  LIPID BIOCHEMISTRY  3
Chemistry of plant and animal lipids, their occurrence, metabolism, and industrial uses.

Prerequisite: CHEM 470 Biochemistry I or equivalent.

CHEM 577  NUCLEIC ACID BIOCHEMISTRY  3
This course will present fundamental aspects of nucleic acid biochemistry including structure and biological function and will be organized according to a systematic consideration of techniques used in the study of nucleic acids. Current literature and key topics such as protein-DNA, protein-drug complexes and nucleic acid repair mechanisms will be considered.

Prerequisite: CHEM 470 Biochemistry I or equivalent.

CHEM 578  BIOCHEMISTRY LABORATORY TECHNIQUES  3
Fundamental techniques used to isolate, characterize, and study nucleic acids, proteins, carbohydrates, and lipids. Theory and application of buffers, spectrophotometry, tissue fractionation, centrifugation, extraction, chromatographic separations, electrophoresis, radioactivity, enzyme purification and kinetics, enzymatic assays, NMR and MS structure determination.

Prerequisite: CHEM 470 Biochemistry I or equivalent.

CHEM 579  BIOMOLECULAR ASSAY DEVELOPMENT  3
This course will provide the student with hands-on experience of state of the art techniques used for drug discovery research in the pharmaceutical industry. These techniques include assay development for high throughput screening and molecular docking methods for lead discovery. Using these techniques will allow the student to understand the drug discovery process, which includes a dialogue between crystallographers, medicinal chemists, biochemists, and biologists.

Prerequisites: CHEM 470, Biochemistry I or instructor’s permission.

CHEM 590  SELECTED TOPICS - ADVANCED CHEMISTRY  3
An in-depth study of selected areas in either analytical, inorganic, organic or physical chemistry, with special emphasis upon recent developments in the field. May be repeated three times for a maximum of twelve semester hours as long as the topic is different each time.

Prerequisite: CHEM 341 Physical Chemistry II or instructor’s permission.
CHEM 595  GRADUATE RESEARCH  1-3
Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 3 semester hours.
Prerequisite: Completion of 12 semester hours in this graduate program; instructor’s permission.

CHEM 599  GRADUATE LITERATURE SEARCH IN CHEMISTRY  2
An individual, non-experimental investigation utilizing the scientific literature.
Prerequisite: Completion of 12 semester hours in this graduate program; instructor’s permission.

CHEM 698  MASTER’S THESIS  3
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take CHEM 699 if they don’t complete CHEM 698 within the semester.
Prerequisite: Departmental approval.

CHEM 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: CHEM 698.
The Master of Arts in Child Advocacy consists of 33-34 semester hours. There is a required core of 6 courses, and an additional 15 semester hours of electives divided into two groups of 9 and 6 semester hours respectively. Students electing to complete a master’s thesis will complete CHAD 698 in lieu of an elective course. A complete listing of these courses is found on the program of study. Courses are offered during the fall and spring semester and often during summer session.

Students may also complete the Master of Arts in Child Advocacy with a concentration in Public Child Welfare. They will be required to complete a core course requirement of 15 semester hours and a required concentration sequence of 9 semester hours. Three other courses (9 semester hours) are also required from a list of concentration electives. The same thesis option is found here.

Students completing CHAD 501, 502, 503, 504, 505 will receive a Post-BA Certificate in Child Advocacy.

Students must also pass a comprehensive examination.

ADMISSION REQUIREMENTS
To be admitted into the Master of Arts in Child Advocacy program, students must have a baccalaureate degree in any discipline. Students must also submit to the Office of Graduate Admissions and Student Services a completed Graduate Application, which includes official transcripts from each college/university attended and a statement of objectives along with two letters of recommendation and a copy of scores received on the Graduate Record Examination.

The admissions requirement of the GRE may be waived for any student applying to the Master of Arts in Child Advocacy who has successfully completed the Graduate Child Advocacy Certificate with a G.P.A. of at least 3.2. It may also be waived for any student who has completed nine credits or more in the Graduate Child Advocacy Certificate at Montclair State University with a G.P.A. of at least 3.5.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN CHILD ADVOCACY

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CHAD 501</td>
<td>Introduction to Applied Child Advocacy</td>
</tr>
<tr>
<td>3</td>
<td>CHAD 502</td>
<td>Child Abuse and Neglect</td>
</tr>
<tr>
<td>3</td>
<td>CHAD 503</td>
<td>Current Social Issues in Child Advocacy</td>
</tr>
<tr>
<td>3</td>
<td>CHAD 504</td>
<td>Children and Justice</td>
</tr>
<tr>
<td>3</td>
<td>CHAD 505</td>
<td>Theoretical and Applied Models for Interviewing Children</td>
</tr>
<tr>
<td>3</td>
<td>CHAD 610</td>
<td>Selected Topics in Child Advocacy</td>
</tr>
<tr>
<td>3</td>
<td>CHAD 620</td>
<td>Practicum in Child Advocacy</td>
</tr>
</tbody>
</table>

(Students with applied experience in Child Advocacy are not required to take this course. An elective from Group 1 will be substituted. Permission of the director required.)
II. Elective Courses (9-12 semester hours):

Group I: Select 1 or 2 courses from among the following (students selecting the thesis option will take only 1 course from this group):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAD 520</td>
<td>Adolescents and the System</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 521</td>
<td>Substance Abuse and Families in Crisis</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 522</td>
<td>Family Empowerment Models for Child Advocates</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 530</td>
<td>Child Protective Service Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 540</td>
<td>Child Welfare Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Group 2: Select 2 courses from among the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 590</td>
<td>Counseling the Alcoholic and the Substance Abuser</td>
<td>3</td>
</tr>
<tr>
<td>COUN 595</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 640</td>
<td>The Mentally Impaired and the Chemically Addicted Client</td>
<td>3</td>
</tr>
<tr>
<td>COUN 652</td>
<td>Counseling the Family</td>
<td>3</td>
</tr>
<tr>
<td>COUN 660</td>
<td>Selected Problems in Counseling Handicapped Persons</td>
<td>3</td>
</tr>
<tr>
<td>ELAD 521</td>
<td>Education Law</td>
<td>3</td>
</tr>
<tr>
<td>FCST 514</td>
<td>Child in the Family</td>
<td>3</td>
</tr>
<tr>
<td>FCST 544</td>
<td>Intercultural Study of the Family</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 500</td>
<td>United States Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 517</td>
<td>Evidence</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 524</td>
<td>Juvenile Law</td>
<td>3</td>
</tr>
</tbody>
</table>

A comprehensive examination is required. Students selecting the thesis option (CHAD 698 Master’s Thesis) will take one course instead of two from Group 1 electives.

Minimum semester hours: 33-34

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN CHILD ADVOCACY, CONCENTRATION IN PUBLIC CHILD WELFARE

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
</tr>
</tbody>
</table>

I. Required Core Courses (15 semester hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAD 501</td>
<td>Introduction to Applied Child Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 502</td>
<td>Child Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 503</td>
<td>Current Social Issues in Child Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 504</td>
<td>Children and Justice</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 505</td>
<td>Theoretical and Applied Models for Interviewing Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Required concentration sequence (9 semester hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAD 610</td>
<td>Selected Topics in Child Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 620</td>
<td>Practicum in Child Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 630</td>
<td>Externship in Public Child Welfare</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration electives (9 semester hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAD 520</td>
<td>Adolescents and the System</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 521</td>
<td>Substance Abuse and Families in Crisis</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 522</td>
<td>Family Empowerment Models for Child Advocates</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 530</td>
<td>Child Protective Service Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 531</td>
<td>Permanency Planning</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 540</td>
<td>Child Welfare Policy</td>
<td>3</td>
</tr>
</tbody>
</table>
A comprehensive examination is required. Students selecting the thesis option (CHAD 698) will take two courses instead of three from the list of Concentration electives.

Minimum semester hours: 33-34

## CHILD ADVOCACY

### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAD 501</td>
<td>INTRODUCTION TO APPLIED CHILD ADVOCACY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course will examine the maltreatment of children from both a historical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and contemporary perspective. It will discuss the three major reform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>movements of the Progressive Era that shaped the field of child advocacy.</td>
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<tr>
<td></td>
<td>Students will also explore recent trends in legislation that affect abused</td>
<td></td>
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<tr>
<td></td>
<td>and neglected children. Emphasis will be on the historical and current role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the child advocate. Empirical and applied research will be reviewed.</td>
<td></td>
</tr>
<tr>
<td>CHAD 502</td>
<td>CHILD ABUSE AND NEGLECT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course will take a comprehensive look at the social and psychological</td>
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<tr>
<td></td>
<td>development of children caught in the child welfare system. It will compare</td>
<td></td>
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<tr>
<td></td>
<td>normal and pathological models of child rearing. Special consideration will</td>
<td></td>
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<tr>
<td></td>
<td>be given to the impact of family and social systems on the development and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>behavior of abused and neglected children.</td>
<td></td>
</tr>
<tr>
<td>CHAD 503</td>
<td>CURRENT SOCIAL ISSUES IN CHILD ADVOCACY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course will focus on current social issues in the field of child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>advocacy. Poverty, drug abuse, illnesses and violence will be explored.</td>
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<tr>
<td></td>
<td>Strategies for social change will be highlighted and discussed.</td>
<td></td>
</tr>
<tr>
<td>CHAD 504</td>
<td>CHILDREN AND JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course will provide students with a multisystems view of children’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rights and the justice system. Advocacy protocols and practice will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>examined. Confidentiality, expert-testimony and child abuse reporting laws</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will be studied.</td>
<td></td>
</tr>
<tr>
<td>CHAD 505</td>
<td>THEORETICAL AND APPLIED MODELS FOR INTERVIEWING CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course will provide students with an understanding of various</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theoretical and applied models for interviewing children who may have been</td>
<td></td>
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<tr>
<td></td>
<td>abused. Recent research on the communication process and the significance of</td>
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<tr>
<td></td>
<td>integrating age-appropriate interviewing strategies and child development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will be explored. Appropriate models for interviewing children of diverse</td>
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<tr>
<td></td>
<td>backgrounds will be presented.</td>
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</tr>
<tr>
<td></td>
<td>Prerequisite: CHAD 501.</td>
<td></td>
</tr>
<tr>
<td>CHAD 520</td>
<td>ADOLESCENTS AND THE SYSTEM</td>
<td>3</td>
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<td>This course will take a comprehensive approach to understanding the</td>
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<td>multitude of issues and circumstances that bring adolescents to the</td>
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<td>attention of the child welfare and juvenile justice systems. Placement</td>
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<td>options for adolescents and independent living programs will be reviewed.</td>
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<td></td>
<td>Variables of substance abuse, mental health disorders and educational</td>
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<td>deficits will be discussed in relation to outcomes for adolescents.</td>
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<tr>
<td></td>
<td>Prerequisites: CHAD 501, CHAD 502, CHAD 503.</td>
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</tbody>
</table>
CHAD 521 SUBSTANCE ABUSE AND FAMILIES IN CRISIS 3
This course will explore the impact of substance abuse on families involved with the child welfare system. Current research regarding the connection between substance abuse, domestic violence and child abuse will be reviewed. Residential and outpatient models of treatment will be evaluated.
Prerequisites: CHAD 501, CHAD 502, CHAD 503.

CHAD 522 FAMILY EMPOWERMENT MODELS FOR CHILD ADVOCATES 3
This course will focus on techniques that will empower families in crisis. Model programs grounded in a strengths-based approach will be analyzed. Strategies to help families utilize their unique human and social capital to build community and kinship support systems will be discussed.
Prerequisites: CHAD 501, CHAD 502, CHAD 503.

CHAD 530 CHILD PROTECTIVE SERVICE INVESTIGATION 3
This course will examine the investigatory process set down by Title 9 and Title 30. Methods and techniques for interviewing parents and children who come to the attention of the child protective service system will be reviewed. Proceedings such as the Order to Show Cause, Fact Finding, Permanency Hearings, and Termination of Parental Rights (TPR) will be discussed.
Prerequisites: CHAD 501, CHAD 502, CHAD 503.

CHAD 531 PERMANENCY PLANNING 3
This course will define and review the various meanings of permanency. Age appropriate and comprehensive plans for children in out-of-home placement will be explored. Consideration will be given to attachment and separation issues that result from broken familial bonds. Concurrent planning and adoption practices will be reviewed and critiqued.
Prerequisites: CHAD 501, CHAD 502, CHAD 503.

CHAD 540 CHILD WELFARE POLICY 3
This course will compare and contrast historical and contemporary trends in child welfare policy. Factors that contribute to legislative decision-making as well as the role of the media in shaping public opinion will be considered. Community perceptions of the child welfare system will be examined.
Prerequisites: CHAD 501, CHAD 502, CHAD 503.

CHAD 610 SEMINAR: SELECTED TOPICS IN CHILD ADVOCACY 3
The course will focus on current and relevant issues in child advocacy. It will rely on specialists in the field to present their research or area of expertise to interested students. It will also provide students with an opportunity to research the literature within their fields of interest. May be repeated once for a maximum of six semester hours.
Prerequisites: CHAD 501, CHAD 502, CHAD 503 and three other graduate courses in Child Advocacy.
CHAD 620  PRACTICUM IN PUBLIC CHILD WELFARE 3
The course will provide students with a supervised field placement at a child advocacy agency. The seminar will provide classroom instruction on issues related to the students’ experiences. Site supervisors will provide on the job guidance and supervision. May be repeated once for a maximum of six semester hours.
Prerequisites: CHAD 501, CHAD 502, CHAD 503 and matriculation in MA in Child Advocacy.

CHAD 630  EXTERNSHIP IN PUBLIC CHILD WELFARE 3
This course will provide students with a supervised field placement of 15 hours per week where they will learn to integrate academic theory with applied work. The seminar component, which will meet weekly as a group supervision "course," will focus on developing relevant work skills and reviewing case practice.
Prerequisites: CHAD 501, CHAD 502, CHAD 503, five other courses in Child Advocacy, and matriculation in MA in Child Advocacy.

CHAD 698  MASTERS THESIS 4
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take CHAD 699 if they don’t complete CHAD 698 within the semester.
Prerequisite: Departmental approval.

CHAD 699  MASTERS THESIS EXTENSION 1
Continuation of Masters Thesis Project. Thesis Extension will be graded as IP (in progress) until thesis is completed, at which time a grade of pass or Fail will be given.
Prerequisite: CHAD 698.
The Department of Classics and General Humanities offers graduate level courses in Latin literature, in the culture and civilization of the classical world, and in interdisciplinary humanities. These courses may be elected by students who are enrolled in master’s programs at Montclair as well as by post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of classical studies, the classical tradition, and the humanities.

CLASSICS AND GENERAL HUMANITIES
Course Descriptions

<table>
<thead>
<tr>
<th>Class</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNHU 531</td>
<td>SELECTED TOPICS IN ANCIENT HISTORY</td>
<td>3</td>
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<tr>
<td></td>
<td>Each offering of the course explores a selected topic centered around a period, a theme, or a question chosen from ancient Mediterranean, Western Asian, or European socio-economic, political, or cultural history. Topics may range in time from the Bronze Age to Late Antiquity. May be repeated twice for a maximum of nine semester hours.</td>
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<tr>
<td>GNHU 551</td>
<td>SELECTED TOPICS IN MEDITERRANEAN ARCHAEOLOGY</td>
<td>3</td>
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<tr>
<td></td>
<td>This course consists of an in-depth study of the archaeological evidence for a selected period, region or other thematic topic within the ancient Mediterranean world broadly defined. Special attention will be given to the role which archaeology can play in reconstructing the history of past cultures and to the Mediterranean archaeologist’s frequent need to try to reconcile ancient literary and epigraphical evidenced with archaeologically obtained data. May be repeated twice for a maximum of nine semester hours.</td>
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<tr>
<td>LATN 511</td>
<td>THE COMEDY OF PLAUTUS</td>
<td>3</td>
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<td>Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.</td>
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<tr>
<td>LATN 541</td>
<td>SELECTED TOPICS IN LATIN LITERATURE</td>
<td>3</td>
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<td></td>
<td>Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated twice for a maximum of nine semester hours as long as the topic is different.</td>
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</tbody>
</table>
The mission of the Department of Communication Sciences and Disorders is to provide the knowledge and skills to prepare students to be audiologists and speech-language pathologists who will be successful practitioners in their disciplines. This preparation will qualify students to work with a broad range of children and adults with communication disorders within a variety of clinical settings. The program is designed to ensure that graduates meet the requirements for national and state certification and licensure. The program is also designed to provide training that will enable graduates to understand, evaluate, apply and participate in research.

ADMISSION REQUIREMENTS

Students wishing to matriculate in this area must have completed a bachelor’s degree. Graduate students must demonstrate communication skills that will not interfere with clinical practice. A student who is judged to have questionable skills will be referred to a faculty panel for further evaluation. If necessary the student will be referred for assistance. Students requiring assistance will be reevaluated before they are allowed to enroll for clinical practica. Enrollment in clinical practica will be postponed until communication skills are judged to be sufficient.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS, SPEECH-LANGUAGE PATHOLOGY CONCENTRATION

This master’s degree program consist of a minimum of 43 semester hours. Some students may need to take prerequisite courses or corequisite courses as specified by the graduate program coordinator.

Speech-Language Pathology Concentration

Accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association and approved by the Council for Exceptional Children.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Prerequisite Courses</td>
<td></td>
</tr>
<tr>
<td>CSND 408 Phonetic Study of Speech Sounds</td>
<td>3</td>
</tr>
<tr>
<td>CSND 409 Anatomy &amp; Physiology of Speech &amp; Hearing Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
CSND  410  Neurophysiological Bases of Communication ................................. 3
CSND  468  Clinical Processes in Audiology ...................................................... 3
CSND  534  Speech & Hearing Science ............................................................... 3

I. Required Courses (40 semester hours):
CSND  500  Speech & Language Acquisition ...................................................... 3
CSND  511  Language Disorders of Adults ......................................................... 3
CSND  512  Diagnosis in Speech-Language Pathology ........................................ 3
CSND  515  Voice Disorders ................................................................................ 3
CSND  517  Phonological and Articulation Disorders ......................................... 3
CSND  521  Clinical Process & Procedures in Speech-Language Pathology ............ 3
CSND  524  Evaluation and Treatment of Swallowing Disorders ....................... 4
CSND  525  Motor Speech Disorders .................................................................... 3
CSND  576  Aural Rehabilitation ........................................................................... 3
CSND  583  Language Disorders of Children ..................................................... 3
CSND  584  Cleft Palate and Craniofacial Disorders ............................................ 3
CSND  585  Fluency Disorders ............................................................................ 3
CSND  592  Research in Speech-Language Pathology ........................................ 3

III. Audiology Electives (3 semester hours):
Students must take one semester of audiology at the graduate level.
CSND  523  Educational Audiology ................................................................. 3
CSND  531  Clinical Audiology ........................................................................... 3
CSND  601  Auditory Processing Disorders ....................................................... 3

IV. Practica (12-24 semester hours):
Depending upon previous supervised clinical practice students will take, by advisement, at least one of the following:
CSND  535  Advanced Seminar in Communication Disorders ............................ 3
CSND  562  Intermediate Practicum in Communication Disorders ...................... 3
CSND  599  Advanced Practicum in Speech Pathology ....................................... 3
CSND  600  Externship in Speech-Language Pathology ...................................... 3

Field Placements: A public school student teaching placement will be arranged with an American Speech-Language Hearing Association (ASHA) certified clinician for those intending to obtain Speech-Language Specialist certification through the university in order to work as a Speech-Language Pathologist in the New Jersey public schools. Other externship settings include hospitals, rehabilitation centers, speech and hearing clinics, and nursing homes. ASHA certification is required of all supervisors as specified by the American Speech-Language Hearing Association. ASHA requires 375 hours of supervised experience with a variety of cases in order to obtain national certification. A similar requirement is necessary for a state license.
Students who already have completed some of the required coursework from other institutions may transfer credits to this program in accordance with University policy. For these students, specialization electives are available.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Specialization Electives (by advisement):</th>
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<tbody>
<tr>
<td></td>
<td>CSND 514 Communication Disorders of the Aged ............................................ 3</td>
</tr>
<tr>
<td></td>
<td>CSND 573 Organization &amp; Administration of Speech &amp; Hearing Programs .... 3</td>
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<td></td>
<td>CSND 594 Independent Study ................................................................. 1-3</td>
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<tr>
<td></td>
<td>CSND 598 Problems and Issues in Communication Disorders ........................ 3</td>
</tr>
</tbody>
</table>

**Additional Department Requirements**

1. Students are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are culminating activities in students’ programs.

   Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their graduate program coordinator for specific information on these additional department requirements.

2. Majors in Speech-Language Pathology must complete 25 hours of supervised clinical observations and a total of 375 semester hours of supervised direct clinical experience. Up to 50 hours completed as an undergraduate will be accepted toward the requirement.

3. Courses are offered in this department that meet prerequisite requirements in Speech-Language Pathology and for admission to the graduate program.

4. Montclair State University is approved by the New Jersey Department of Education to grant Speech-Language Specialist Certification, which is the credential required by the New Jersey Department of Education to work as a speech-language pathologist in a public school. Individuals may also apply to the Department of Education for this credential independently. Students who wish to apply for this credential through the University must complete coursework specified by the College of Education and Human Services that is additional to the requirements for the Master of Arts degree in Speech-Language Pathology.

5. Admission to the program in Speech-Language Pathology is in the fall of each academic year. Completed applications must reach the Office of Graduate Admissions and Student Services by March 1st of each year for admission for the following fall semester; new students may not begin the program in the spring semester. Scores from the Verbal and Quantitative sections of the Graduate Record Examination (GRE) must be received in the Office of Graduate Admissions and Student Services by March 1st prior to the fall semester for which an applicant is seeking admission.

6. Courses in the M.A. in Speech-Language Pathology are scheduled during the day and evening. For this reason students are expected to be available for courses at any time. Additionally, it has been the Department’s position not to support the policy of employing Speech-Language Specialists on a provisional certification basis.
## COMMUNICATION SCIENCES AND DISORDERS

### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>CSND 408</td>
<td>PHONETIC STUDY OF SPEECH SOUNDS</td>
<td>3</td>
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<tr>
<td></td>
<td>The articulation of sounds of American English, developing an understanding of articulatory features using the international phonetic alphabet.</td>
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<td><strong>Prerequisite:</strong> Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</td>
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<tr>
<td>CSND 409</td>
<td>ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING SYSTEMS</td>
<td>3</td>
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<tr>
<td></td>
<td>The anatomical and physiological bases of respiration, phonation, articulation and resonation. The anatomy and physiology of the auditory mechanism.</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</td>
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<tr>
<td>CSND 410</td>
<td>NEUROPHYSIOLOGICAL BASES OF COMMUNICATION</td>
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<td></td>
<td>Study of the anatomy and physiology of the nervous system as it relates to the development of hearing, vision, thought, memory and emotions, as well as the perception, processing and production of speech and language.</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> Senior standing or major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</td>
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<tr>
<td>CSND 468</td>
<td>CLINICAL PROCEDURES IN AUDIOLOGY</td>
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<td>The measurement of hearing including pure tone tests, screening tests, interpretation of test results, problems of calibration, and medical and educational referral. Demonstrations and supervised practice testing.</td>
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<td><strong>Prerequisite:</strong> CSND 409.</td>
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<tr>
<td>CSND 500</td>
<td>SPEECH AND LANGUAGE ACQUISITION</td>
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<td>This course will focus on the development of speech, language, and communication from infancy through preschool. The course will cover theories and processes of language development and will familiarize students with the typical sequence of acquisition for phonology, semantics, syntax, morphology, and pragmatics. Issues related to dialects and non-mainstream speech will be discussed. Students will become familiar with procedures for eliciting and analyzing children’s language.</td>
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<td></td>
<td><strong>Prerequisite:</strong> Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.</td>
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<tr>
<td>CSND 511</td>
<td>LANGUAGE DISORDERS OF ADULTS</td>
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<td>This course is devoted to an advanced study of adult aphasia and other communication disorders associated with neuropathologies of adulthood.</td>
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<td><strong>Prerequisite:</strong> Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration and CSND 410 or equivalent.</td>
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</tbody>
</table>
CSND 512  DIAGNOSIS IN SPEECH-LANGUAGE PATHOLOGY  3
Diagnostic procedures including tests for children and adults who have multiple disabili-
ties and are communication disordered. Opportunities provided for interviewing parents,
testing and report writing.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-
Language Pathology concentration.

CSND 515  VOICE DISORDERS  3
Selected disorders of voice production. Consideration given to etiology, pathology and
therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other
organic voice problems. Speech rehabilitation techniques for the laryngectomized and for
persons with cleft palate conditions.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-
Language Pathology concentration.

CSND 517  PHONOLOGICAL AND ARTICULATION DISORDERS  3
This course provides an in-depth study of phonological and articulation problems of
children and adults with major emphasis on assessment and treatment. Consideration is
given to the speech problems associated with orofacial abnormalities, as well as to the
management of dysarthria and apraxia in children and adults.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-
Language Pathology concentration.

CSND 521  CLINICAL PROCESS AND PROCEDURES  3
IN SPEECH-LANGUAGE PATHOLOGY
The course provides an orientation to clinical practice in speech-language pathology. The
clinical process is presented as a construct which interfaces interpersonal dynamics with
preferred professional practices. A decision-making continuum is applied to the interpre-
tation of client needs as a basis for developing goals, planning treatment procedures,
documenting treatment and planning for referral and/or discharge.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-
Language Pathology concentration.

CSND 523  EDUCATIONAL AUDIOLOGY  3
This course provides a basis for understanding how hearing and hearing losses have an
impact on language, academic, and psychosocial development. Audiometric screening/
testing, tympanometry, and central auditory processing evaluation will be presented in the
context of educational planning.

CSND 524  EVALUATION AND TREATMENT OF  4
SWALLOWING DISORDERS
This course is designed to provide students with the information and skills necessary to
evaluate and treat swallowing disorders in pediatric and adult populations within the
scope of practice for speech-language pathologists. An interdisciplinary approach is
stressed. Students are given the opportunity to learn through classroom and laboratory
experiences. The course meets at St. Joseph’s Hospital and Medical Center in Paterson,
New Jersey.
CSND 525  MOTOR SPEECH DISORDERS  3
Neurological disorders of speech. Consideration given to etiology and differential
diagnosis of the dysarthrias in adults and children, acquired apraxia of speech, and other
motor speech disorders. Principles and techniques for treating motor speech disorders.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-
Language Pathology concentration and CSND 410 or equivalent.

CSND 531  CLINICAL AUDIOLOGY  3
Increases skills in administering tests for pure-tone and speech reception thresholds;
evaluation and interpretation of test results and analysis of client histories. Hearing aid
evaluation, measurement of recruitment and tests for psychogenic deafness and malingering;
pre- and post-surgical audiometry and special problems of differential diagnosis in
testing children.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-
Language Pathology concentration.

CSND 533  SUPERVISION OF SPEECH AND HEARING PROGRAMS  3
Develops skill in supervision of beginning clinicians by experienced therapists; criteria
for evaluation, writing critiques and understanding interpersonal relationships that
enhance teaching through criticism.

CSND 534  SPEECH AND HEARING SCIENCE  3
Study of basic acoustics, memory, and perception. Advanced study of anatomy and
physiology of the speech and hearing mechanisms. Commonly used instrumentation will
be discussed.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-
Language Pathology concentration.

CSND 535  BEGINNING PRACTICUM IN
COMMUNICATION DISORDERS  3
This laboratory course provides observation hours and involves students in an initial
experience in providing services to individuals with communication disorders at the MSU
Communication Center. May be repeated once for a maximum of six semester hours.
Prerequisite: CSND 521 or equivalent. Special fee.

CSND 562  INTERMEDIATE PRACTICUM IN
COMMUNICATION DISORDERS  3
In this laboratory course, students provide services under supervision to individuals with
communication disorders at the MSU Communication Disorders Center. May be repeated
once for a maximum of six semester hours.
Prerequisite: CSND 535 with a grade of “B” or better. Special fee.

CSND 573  ORGANIZATION AND ADMINISTRATION OF
SPEECH AND HEARING PROGRAMS  3
Clinical programs in the public schools and other settings. Testing, scheduling, grouping
and record-keeping. The role of clinician in relation to administrators, teachers, special-
ists in related areas, parents and paraprofessionals.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-
Language Pathology concentration.
CSND 576  AURAL REHABILITATION ACROSS THE LIFESPAN  3
Study of theory and techniques for developing speech reading and auditory training programs for individuals with hearing loss. Also considered will be basics of American Sign Language and social and vocational concerns.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CSND 581  PEDIATRIC AURAL (RE)HABILITATION  3
Advanced study of the effects of hearing loss on communication, educational development, assessment and intervention strategies, and counseling for children with hearing loss and their families.
Prerequisite: Matriculation in the Sc.D. in Audiology or permission of graduate advisor.

CSND 583  LANGUAGE DISORDERS OF CHILDREN  3
Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.
Prerequisite: Departmental approval.

CSND 584  CLEFT PALATE AND CRANIOFACIAL DISORDERS  3
Etiology, characteristics, and management of individuals with cleft lip, cleft palate, and other craniofacial disorders. Unit on myofunctional therapy included.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CSND 585  FLUENCY DISORDERS  3
Principles and methods of speech therapy with children and adults with fluency disorders. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children and adults with fluency disorders serve as the basis for study and discussion.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CSND 592  RESEARCH IN SPEECH-LANGUAGE PATHOLOGY  3
Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.
Prerequisite: Graduate major in Communication Sciences and Disorders, Speech-Language Pathology concentration.

CSND 594  INDEPENDENT STUDY  1 - 3
Students select an area of Communication Sciences and Disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation. May be repeated twice for a maximum of three semester hours.
Prerequisite: Departmental approval.
CSND  598  PROBLEMS AND ISSUES IN COMMUNICATION DISORDERS  3
This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the non-speaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.
Prerequisite: CSND 511.

CSND  599  ADVANCED PRACTICUM IN COMMUNICATION DISORDERS  3
In this laboratory course, students provide services under supervision to individuals with communication disorders in the MSU Communication Disorders Center. May be repeated once for a maximum of six semester hours.
Prerequisite: CSND 562 with a grade of “B” or better. Special fee.

CSND  600  EXTERNSHIP IN SPEECH-LANGUAGE PATHOLOGY  3
This course is designed to provide the experiences and skills necessary for professional practice as a speech-language pathologist in hospitals, rehabilitation centers, nursing homes, and other clinical settings that provide services to individuals with communication disorders. This course may be repeated twice for a total of 9 credits.
Prerequisite: A grade of “B” or better in CSND 599.

CSND  601  AUDITORY PROCESSING DISORDERS  3
The study of auditory processing disorders in school-age children and adults. The course will include the impact of such disorders on receptive language, expressive language, reading, academic achievement, attending behaviors and organizational skills.
Prerequisite: Departmental approval.
The Master of Arts degree in Communication Studies is designed to enhance the development of already existing skills in Speech Communication, Public Relations or Organizational Communication. The program is structured to emphasize both the theoretical and practical approaches in communication and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, and professionalism, and to prepare those who wish to pursue a profession in communication, media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Speech Communication, Public Relations or Organizational Communication.

ADMISSION REQUIREMENTS

Students wishing to matriculate as Communication Studies majors are recommended to have completed an undergraduate major or the equivalent from one of the following areas: communication, public communication, speech communication, public relations, broadcasting, organizational communication, media or related areas. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION STUDIES

CONCENTRATION IN SPEECH COMMUNICATION

The candidate must complete all four parts of the requirements for the degree as detailed below.

<table>
<thead>
<tr>
<th>Semester Hours</th>
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I. Core Courses (18 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCM 502</td>
<td>Survey: Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPCM 503</td>
<td>Survey: Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPCM 505</td>
<td>Introduction to Graduate Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCM 520</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>SPCM 526</td>
<td>Theories of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCM 555</td>
<td>Survey: Organizational Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Departmental Elective (9 semester hours):

In consultation with the graduate program coordinator, the candidate should select those courses most appropriate to the development of the candidate’s interest. Among those to consider:
SPCM 509 Problems in Communication .................................................... 3
SPCM 510 Special Topics in Communication ........................................... 3
SPCM 530 Mediated Communication ...................................................... 3
SPCM 534 Readings in Communication .................................................. 3
SPCM 536 Seminar in Persuasion ............................................................ 3
SPCM 540 Interviewing and Conference Planning ................................. 3
SPCM 545 Issue Management ................................................................. 3
SPCM 547 Seminar in Organizational Communication ......................... 3
SPCM 550 Crisis Communication ........................................................... 3
SPCM 556 Survey: Small Group Communication .................................... 3
SPCM 566 Decision Theory .................................................................... 3
SPCM 570 Interpersonal Communication .............................................. 3
SPCM 580 Globalization and Organization Communication .................. 3
SPCM 581 Media and Mass Culture ....................................................... 3
SPCM 582 Techniques of Communication ............................................... 3

III. Select option A, B, or C (6 semester hours):
A. Write a Thesis (SPCM 698 Master’s Thesis) ........................................ 6
B. Complete an Internship (SPCM 560 Internship: Communication) ........ 6
C. Take a combination of courses from below ........................................... 6
   1. Independent Study (SPCM 599 Independent Study) ....................... 3 or 6
   2. Elective courses from major ........................................................... 3 or 6
   3. Graduate level course in another department with graduate program coor-
      dinator approval (3 or 6 semester hours).

IV. Pass Comprehensive Examination - required of all students regardless of the option
    selected in III above. It is recommended that this written examination on depart-
    ment studies (offered in March and October) be taken after 24 or more semester
    hours have been completed.

Minimum semester hours: 33

CONCENTRATION IN PUBLIC RELATIONS

The candidate must complete all five parts of the requirements for the degree as detailed
below:

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
| I. Core Courses (15 semester hours):
SPCM 502 Survey: Quantitative Research Methods .......................... 3
SPCM 503 Survey: Qualitative Research Methods ........................... 3
SPCM 505 Introduction to Graduate Communication ....................... 3
SPCM 526 Theories of Human Communication ................................ 3
SPCM 520 Introduction to Public Relations
OR
SPCM 555 Survey: Organizational Communication ......................... 3

II. Public Relations Concentration (9 semester hours):
SPCM 510 Special Topics in Communication (Public Relations) .......... 3
SPCM 536 Seminar in Persuasion ....................................................... 3
SPCM 545 Issue Management ............................................................. 3

203
III. Electives (3 semester hours)
In consultation with the graduate program coordinator, the candidate should select those courses most appropriate to the development of the candidate’s interest.

SPCM 509 Problems in Communication .................................................... 3
SPCM 520 Introduction to Public Relations .............................................. 3
SPCM 530 Mediated Communication ........................................................ 3
SPCM 534 Readings in Communication .................................................... 3
SPCM 540 Interviewing and Conference Planning .................................... 3
SPCM 547 Seminar in Organizational Communication ............................. 3
SPCM 550 Crisis Communication .............................................................. 3
SPCM 555 Survey: Organizational Communication .................................. 3
SPCM 556 Survey: Small Group Communication ...................................... 3
SPCM 566 Decision Theory ....................................................................... 3
SPCM 570 Interpersonal Communication .................................................. 3
SPCM 580 Globalization and Organization Communication ..................... 3
SPCM 581 Media and Mass Culture .......................................................... 3
SPCM 582 Techniques of Communication ................................................ 3

IV. Select option A, B, or C (6 semester hours)
A. Write a Thesis (SPCM 698 Master’s Thesis) ................................................ 6
B. Complete an Internship (SPCM 560 Internship: Communication - 3 s.h.) ... 6
C. Take a combination of courses from below .................................................. 6
   1. Independent Study (SPCM 599 Independent Study) ....................... 3 or 6
   2. Elective course from major .............................................................. 3 or 6
   3. Graduate level courses in another department with graduate program coordinator approval ........................................................................ 3 or 6

V. Pass Comprehensive Examination - required of all students regardless of the option selected in III above. It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.

Minimum semester hours: 33

CONCENTRATION IN ORGANIZATIONAL COMMUNICATION

The candidate must complete all five parts of the requirements for the degree as detailed below:

| Semester Hours | Core Courses (15 semester hours):
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPCM 502 Survey: Quantitative Research Methods ........................................ 3</td>
</tr>
<tr>
<td></td>
<td>SPCM 503 Survey: Qualitative Research Methods ........................................... 3</td>
</tr>
<tr>
<td></td>
<td>SPCM 505 Introduction to Graduate Communication ........................................ 3</td>
</tr>
<tr>
<td></td>
<td>SPCM 526 Theories of Human Communication .................................................. 3</td>
</tr>
<tr>
<td></td>
<td>SPCM 520 Introduction to Public Relations OR SPCM 555 Survey: Organizational Communication .................................................. 3</td>
</tr>
</tbody>
</table>

| Semester Hours | Organizational Communication Concentration (9 semester hours):
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SPCM 510 Special Topics in Communication (Organizational) ........... 3</td>
</tr>
<tr>
<td></td>
<td>SPCM 547 Seminar in Organizational Communication ................. 3</td>
</tr>
</tbody>
</table>
III. Departmental Elective (3 semester hours):
In consultation with the graduate program coordinator, the candidate should select those courses most appropriate to the development of the candidate’s interest. Among those to consider:
- SPCM 509 Problems in Communication .................................................... 3
- SPCM 520 Introduction to Public Relations .............................................. 3
- SPCM 530 Mediated Communication ........................................................ 3
- SPCM 534 Readings in Communication .................................................... 3
- SPCM 536 Seminar in Persuasion ............................................................... 3
- SPCM 540 Interviewing and Conference Planning .................................... 3
- SPCM 545 Issue Management .................................................................... 3
- SPCM 550 Crisis Communication .............................................................. 3
- SPCM 555 Survey: Organizational Communication .................................. 3
- SPCM 566 Decision Theory ........................................................................ 3
- SPCM 570 Interpersonal Communication .................................................. 3
- SPCM 580 Globalization and Organization Communication ..................... 3
- SPCM 581 Media and Mass Culture .......................................................... 3
- SPCM 582 Techniques of Communication ................................................ 3

IV. Select option A, B, or C (6 semester hours):
A. Write a Thesis (SPCM 698 Master’s Thesis) ................................................ 6
B. Complete an Internship (SPCM 560 Internship: Communication- 3 s.h.) .... 6
C. Take a combination of courses from below .................................................. 6
   1. Independent Study (SPCM 599 Independent Study) ....................... 3 or 6
   2. Elective course from major .............................................................. 3 or 6
   3. Graduate level courses in another department with graduate program coordinator approval ......................................................... 3 or 6

V. Pass Comprehensive Examination - required of all students regardless of the option selected in III above. It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.

Minimum semester hours: 33

COMMUNICATION STUDIES DEPARTMENT

Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCM 502</td>
<td>SURVEY: QUANTITATIVE RESEARCH METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces students to the full range of quantitative research methods and their application in communication contexts such as politics, organizations, the media, marketing, and culture. Emphasis is on the practical applications of quantitative methods for the purposes of evaluation of communication practices and offering of pragmatic recommendations.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCM 503</td>
<td>SURVEY: QUALITATIVE RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to the full range of qualitative research methods and their application in communication contexts such as politics, organizations, the media, marketing, and culture. Emphasis is on the practical applications of qualitative methods for the purposes of evaluation of communication practices and offering of pragmatic recommendations.</td>
<td></td>
</tr>
<tr>
<td>SPCM 505</td>
<td>INTRODUCTION TO GRADUATE COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>In <em>Introduction to Graduate Communication</em>, students are prepared for the graduate communication experience through readings, class lecture, guest lectures, presentations, and writing activities. Class content focuses on the major areas of the field such as public relations, organizational communication, mass/mediated communication, group communication, interpersonal communication, and public communication. Emphasis is also given to issues such as writing and presentational skills/requirements (AP, APA, and MLA style, etc.), preparation of vitae/resumes, thesis writing, the research approval process, committee selection, basic research skills, and comprehensive exams.</td>
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</tr>
<tr>
<td>SPCM 509</td>
<td>PROBLEMS IN COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Individual problems in communication. Reports, papers, panel discussion and experimentation. May be repeated three times for a total of 9 semester hours.</td>
<td></td>
</tr>
<tr>
<td>SPCM 510</td>
<td>SPECIAL TOPICS IN COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Special Topics in Communication</em> is intended as a multipurpose course that can be used both to teach rotating special topics courses and to pilot test new courses. <em>Special Topics in Communication</em> is intended to be repeatable and to be used by both the Public Relations and the Organizational Communication concentrations to offer advanced and special topic courses. The course may be repeated without limit provided the topic of the course is different.</td>
<td></td>
</tr>
<tr>
<td>SPCM 520</td>
<td>INTRODUCTION TO PUBLIC RELATIONS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>In <em>Introduction to Public Relations</em>, students learn about the basic theories/history of the discipline, definitional issues, important scholarly/theoretical debates, and the dual nature of the public relations discipline - that is, the rift that exists between theory and application, practitioners and scholars.</td>
<td></td>
</tr>
<tr>
<td>SPCM 526</td>
<td>THEORIES OF HUMAN COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>In-depth study of human communication behavior as it relates to theories of intrapersonal, interpersonal, small group, public and mass communication. Students develop awareness of communication behavior patterns and cultivate the ability to select appropriate and effective communication behaviors for optimum results.</td>
<td></td>
</tr>
<tr>
<td>SPCM 534</td>
<td>READINGS IN COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Study and assessment of the major literature in communication. Competence demonstrated in research assignments and papers. Course must be repeated once for a total of 6 semester hours.</td>
<td></td>
</tr>
<tr>
<td>SPCM 536</td>
<td>SEMINAR IN PERSUASION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Critical examination of persuasive practices as they relate to communication.</td>
<td></td>
</tr>
</tbody>
</table>
ISSUE MANAGEMENT 3
Issue Management deals with issues such as problem solving, crisis communication and the process of shaping public opinion. Areas such as lobbying, political public relations, persuasion, dialogue, apology, and rhetorical approaches to public influence are dealt with, as means of managing organization-public relationships.

SEMINAR IN ORGANIZATIONAL COMMUNICATION 3
This course focuses on special topics in organizational communication relating to leadership strategies and tools for assessment of organizational culture. Leadership is viewed in behavioral and interactionist terms rather than as a position within an organizational hierarchy. Systems of organizational culture are viewed as patterned behaviors with consequences for organizational effectiveness. Tools are offered for observation and intervention in organizational development efforts focused on team building and leadership.

SURVEY: ORGANIZATIONAL COMMUNICATION 3
This course introduces the graduate student to the academic study of organizational communication and organizational culture/climate. Attention is given to the history of the field and to the variety of methodologies and research agendas that have been part of that history. Students will offer presentations on selected topics and prepare a final paper on a topic of relevance to their area of interest. The goal will be to provide a broad foundation for future study and research in the field.

SURVEY: SMALL GROUP COMMUNICATION 3
This course introduces the graduate student to the academic study of group process and small group communication. Attention is given to the history of the field and to the variety and methodologies and research agendas that have been part of that history. Students will offer presentations on selected topics and prepare a final paper on a topic of relevance to their area of interest. The goal will be to provide a broad foundation for future study and research in the field.

INTERNSHIP: COMMUNICATION 3-6
Off-campus practicum assignments that range from serving on a political campaign staff to coaching students and/or conducting forensic tournaments or assisting on a Public Relations staff. Broad, balanced and locally supervised experience, by arrangement.
Prerequisites: Communication Studies majors only; departmental approval.

GLOBALIZATION AND ORGANIZATIONAL COMMUNICATION 3
This course provides an overview of globalization trends and their impact on contemporary organizations. Emphasis is placed on the role of communication processes and new technologies in a globalized context that affect an organization’s identity, culture, approach to leadership and the management of a diverse workforce.

MEDIA AND MASS CULTURE 3
Influences and effects of the media on society; policy decisions and the influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.
SPCM 582 TECHNIQUES OF COMMUNICATION 3
Techniques and ethics in the production of informative and persuasive messages for public consumption. Open to all graduate students. Course may be repeated once for a total of 6 semester hours.

SPCM 599 INDEPENDENT STUDY 3
Individual projects in communication that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings. May be repeated once for a maximum of six semester hours.
Prerequisites: Communication Studies majors only; departmental approval.

SPCM 698 MASTER’S THESIS 6
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take SPCM 699 if they don’t complete SPCM 698 within the semester.
Prerequisite: Departmental approval.

SPCM 699 MASTER’S THESIS EXTENSION 1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: SPCM 698.
The Department of Computer Science offers a Master of Science degree in Computer Science and an MS in Computer Science with a concentration in Informatics. The concentration consists of taking four courses in a computer intensive area.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. While introducing students to newly developing areas of computer science, this program emphasizes the foundations and concepts of the field. Concepts are developed rather than routine programming skills. The option of taking the concentration allows for a minimal amount of specialization if desired. Students are prepared for professional work in the design and implementation of software systems, database systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop skills needed to achieve leadership positions in business, industry, and government in computer science or in related fields that are computer science intensive. The program also prepares teachers of computer science at the two year college, high school and middle school levels.

The graduate program in computer science began in 1978. At present, there are 14 full-time faculty in the Department of Computer Science. The special interests of the faculty include algorithms, artificial intelligence, automata theory, automated theorem proving, bioengineering, bioinformatics, compilers, computer science education, complexity theory, computational linguistics, computational logic, cryptography, databases, data mining and knowledge discovery, design and management of information systems, distributed processing of remote sensed data, expert systems, fault-tolerant computing, graphics, machine organization and architecture, neural networks, non-linear phenomena and fuzzy logic, operating systems, parallel and distributed computing, program verification, pixel and image processing, robotics, software engineering, scientific computing, and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer, and pharmaceutical industries. This mix of faculty affords students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Computer facilities within the College of Science and Mathematics currently comprise a local area network (SCINet) of Sun servers and workstations, as well as Dell and Macintosh teaching laboratories. CSAM supports Computer Science with a Sun network powered by Sun Microsystems Workgroup and Enterprise servers. The 11 member collection host application, file, print, Web, and compute services. The primary UNIX computing backbone contains 4 multi-CPU Sun Fire 280R Workgroup servers, 3 multi-CPU Sun Fire V880 Workgroup servers, and 1 multi-CPU Sun Enterprise 450 server. Three other multi-purpose Sun systems host miscellaneous services. In addition,
a student laboratory with more than 20 Ultra 10 workstations, and workstations in all faculty offices provide a strong computing environment. The computers on this network run under the UNIX operating system. Available software packages include: Maple, MATLAB, Iris Explorer, LaTeX, Rational Rose, SAS, Splus, MySQL, JavaStudio, and JavaWorkshop. Programming languages include: C, C++, Java, Ada, FORTRAN, Pascal, LISP, MLProlog, Perl and Smalltalk. In addition, the Computer Science Department supports a Parallel-Processing Research Laboratory equipped with a 20-processor Pentium parallel cluster and an NSF-sponsored 64-processor Opteron Linux cluster. These are available, with the permission of the laboratory director, for faculty-student research projects. The University also maintains a number of computer labs throughout the campus. Access to the CSAM Sun network is available from most of these computers via a campus-wide local area network (MSUNet). In addition these computers support a wide variety of software such as JMP, Mac Spin, Data Desk, Solo, Statistix, and Office for student use.

Students desiring to enter the MS in Computer Science without an appropriate background in computer science can obtain the necessary foundation in computer science and mathematics by taking courses in our prerequisite program. The details of this program are discussed below. Upon satisfactory completion of part or all of the program, students are admitted to the master of science program.

ADMISSION REQUIREMENTS

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. Applicants must possess a bachelors degree from an accredited institution with either:
   a. A major in computer science or mathematics.
   b. A major in science or engineering.
   c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH 501 and/or 503, which are accelerated mathematics courses. When required, these will be “prerequisite courses” on the graduate work program. The sequence of prerequisites requires one year to complete, i.e., Fall, Spring and Summer semester.
4. Applicants must:
   a. Be proficient in the following computer programming languages:
      i) C++ or Java.
      ii) Assembly Language.
   b. Have knowledge of data structures and computer architecture (including CISC and RISC).

A two-semester sequence in an object oriented language or one year’s programming experience in industry will suffice for the first of these requirements. Deficiencies in computer science can be rectified by taking CMPT 505, 506, and/or 507. These are accelerated computer science courses designed for the student to master the necessary foundations and concepts required for the graduate program rather than just routine programming skills. When required, these will be listed as “prerequisite courses” on the program of study. The sequence requires one year to complete, i.e., Fall, Spring, and
Summer semester.

Applicants satisfying admission requirements but needing to make up work in the fundamentals of Computer Science and/or Mathematics (CMPT 505, 506, 507 and MATH 501, 502, 503) are granted deferred matriculation. Upon completing the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation. These courses (up to 22 credits) will not count for degree credit.

A candidate for the Master of Science degree in Computer Science must consult the graduate program coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Computer Science are 33 credit programs. The student’s program of study listing course requirements is prepared in consultation with the graduate coordinator. In order to be awarded a Master of Science degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Departments of Computer Science and/or Mathematical Science. In addition a student must complete one of the following culminating experiences:

- A comprehensive examination based on material introduced in the core courses. In order to be eligible to take the comprehensive examination, the student must have a 3.0 grade point average and must have completed 15 degree bearing credits including three or more of the core courses (CMPT 580, 581, 583, and 594.)
- A thesis describing original research in computer science conducted under the direction of a faculty advisor. To be eligible for this option, the student must have completed the core with a grade point average of 3.3 or higher.
- A master’s project that includes analysis, design, implementation, testing, and documentation of a substantial software system. To be eligible for this option, the student must have completed the core and have a grade point average of 3.0 or higher.

Note: Courses MATH 501, 502, 503 and CMPT 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

### REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

**MS Computer Science**

| Semester Hours | Semester 
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>I. Computer Science (21 semester hours)</strong></td>
<td></td>
</tr>
<tr>
<td>Required core courses: CMPT 580, 581, 583, 594</td>
<td>12</td>
</tr>
<tr>
<td>One of the following two-course sequences:</td>
<td>6</td>
</tr>
<tr>
<td>CMPT 586, CMPT 592 (Database specialization)</td>
<td></td>
</tr>
<tr>
<td>CMPT 596, CMPT 696 (Networking specialization)</td>
<td></td>
</tr>
<tr>
<td>CMPT 584, CMPT 591 (System Software Specialization)</td>
<td></td>
</tr>
<tr>
<td>One additional course selected from:</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 570-599, 670-699 or MATH 560</td>
<td></td>
</tr>
<tr>
<td><strong>II. Computer Science, Mathematics and/or Statistics Electives</strong></td>
<td>12</td>
</tr>
<tr>
<td>Courses selected from:</td>
<td></td>
</tr>
<tr>
<td>CMPT 570-599, 670-699</td>
<td></td>
</tr>
<tr>
<td>MATH 420-469*, STAT 440-449</td>
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</tbody>
</table>

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MATH 520-569, 580-599, 620-669, 680-699
STAT 541-549, 595, 640-649
Substitutions are allowed with prior written approval of the graduate coordinator.
At most six semester hours can be taken at the 400 level.
*MATH 463 does not count as graduate credit towards a master’s degree.

III. Culminating Experience
Thesis Option: Students who select the thesis option must register for CMPT 698 Master’s Thesis as part of their coursework. This option is available only to students who have a grade-point average of 3.3 or higher in the required core courses.

OR
Master’s Project: Students who select this option must register for CMPT 697 Master’s Project in Computer Science as part of their coursework.

OR
Comprehensive Examination: A passing grade on a three hour written examination in Computer Science.

Minimum semester hours: 33

MS Computer Science Informatics Concentration

I. Computer Science (12 semester hours)
Required core courses: CMPT 580, 581, 583, 594 ........................................... 12

II. Informatics (12 semester hours)
Required: CMPT 586, 593 and 596 .................................................................... 9
Select one: CMPT 592 or 696 ............................................................................ 3

III. Computer Science, Mathematics, Statistics or Business Electives ................. 9
Courses selected from:
CMPT 570-599, 670-699
MATH 569, 584
STAT 541, 544, 548, 595, 645
INFO 503

Substitutions are allowed with prior written approval of the graduate coordinator.
At most six semester hours can be taken at the 400 level.

IV. Culminating Experience
Thesis: Students who select the thesis option must register for CMPT 698 Master’s Thesis as part of their coursework. This option is available only to students who have a grade-point average of 3.3 or higher in the required core courses.

OR
Master’s Project: Students who select this option must register for CMPT 697 Master’s Project in Computer Science as part of their coursework.

OR
Comprehensive Examination: A passing grade on a three hour written examination in Computer Science.

Minimum semester hours: 33
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 505</td>
<td>FUNDAMENTALS OF COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.</td>
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<tr>
<td></td>
<td><em>Prerequisite:</em> Permission of graduate coordinator.</td>
<td></td>
</tr>
<tr>
<td>CMPT 506</td>
<td>FUNDAMENTALS OF COMPUTER SCIENCE II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites:</em> CMPT 505 and permission of graduate coordinator.</td>
<td></td>
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<tr>
<td>CMPT 507</td>
<td>FUNDAMENTALS OF COMPUTER SCIENCE III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A continuation of CMPT 505. Design and analysis of data structures, pointers, linked representations, linear lists, trees, storage systems and structures, database design.</td>
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<tr>
<td></td>
<td><em>Prerequisites:</em> MATH 501, and CMPT 505 and permission of graduate coordinator.</td>
<td></td>
</tr>
<tr>
<td>CMPT 508</td>
<td>TOPICS IN A COMPUTER LANGUAGE</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>An introduction to a selected computer language, with a view to becoming proficient in programming that language. Each time the course is offered, only one programming language will be taught, but the language could vary from one semester to another. May be repeated once for a maximum of six semester hours as long as the language is different. May not be used for credit by Mathematics or Computer Science majors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites:</em> CMPT 505 and permission of graduate coordinator.</td>
<td></td>
</tr>
<tr>
<td>CMPT 574</td>
<td>PIXEL AND IMAGE PROCESSING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course provides an introductory and comprehensive treatment of pixel and image processing with applications to fine arts, face recognition, etc. Topics include sampling and quantization, convolution, equalization, filtering, image segmentation, image operations, morphological image processing.</td>
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<tr>
<td></td>
<td><em>Prerequisites:</em> CMPT 580 and permission of graduate coordinator.</td>
<td></td>
</tr>
<tr>
<td>CMPT 575</td>
<td>INTRODUCTION TO COMPUTER GRAPHICS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An introduction to computer graphics, including the algorithms to generate two-dimensional and three-dimensional graphical pictures. An overview of ray tracing, shading and color theory. Interactive graphics. Graphics devices.</td>
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<tr>
<td></td>
<td><em>Prerequisites:</em> CMPT 580 and permission of graduate coordinator.</td>
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<tr>
<td>CMPT 576</td>
<td>OBJECT-ORIENTED SOFTWARE DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to the major features of the object-oriented paradigm and their realization in an object-oriented programming language. Introduction to major methods and tools used in object-oriented analysis and design. Implementation and testing issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites:</em> CMPT 581, and CMPT 583, and permission of graduate coordinator.</td>
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</tr>
</tbody>
</table>
CMPT 580  MACHINE ORGANIZATION AND ARCHITECTURE  
3
Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the assembler language, and addressing techniques. Required of majors.
Prerequisite: Permission of graduate coordinator.

CMPT 581  SYSTEMS SOFTWARE DESIGN  
3
Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities. Required of majors.
Prerequisite: CMPT 580, and permission of graduate coordinator.

CMPT 583  COMPUTER ALGORITHMS  
3
Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied. Required of majors.
Prerequisite: Permission of graduate coordinator.

CMPT 585  TOPICS IN COMPUTER SCIENCE  
3
Recent developments in the field. Topics such as Monte Carlo methods, graphics, expert systems, security, networks and special areas of applications. May be repeated twice for a maximum of nine semester hours as long as the topic is different.
Prerequisites: CMPT 580, and permission of graduate coordinator.

CMPT 586  FILE STRUCTURES AND DATABASES  
3
Prerequisite: Permission of graduate coordinator.

CMPT 588  FUNDAMENTALS OF PROGRAMMING LANGUAGES  
3
A comparative approach to modern programming languages with emphasis on non-imperative languages, and an introduction to parallel languages.
Prerequisite: Permission of graduate coordinator.

CMPT 592  DATA BASE DESIGN AND IMPLEMENTATION  
3
To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data. Required of majors.
Prerequisites: CMPT 586, and permission of graduate coordinator.

CMPT 593  STRUCTURE SYSTEM DESIGN AND ANALYSIS  
3
A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.
Prerequisites: CMPT 586, and permission of graduate coordinator.

CMPT 594  SOFTWARE ENGINEERING AND RELIABILITY  
3
Principles and methods for the analysis, design, implementation, testing, and verification of software systems. Topics include requirements analysis, domain analysis, implementation, testing, verification, and software management.
Prerequisite: Permission of graduate coordinator.
CMPT 596 PRINCIPLES OF DATA COMMUNICATION 3
Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication. 
Prerequisites: Permission of graduate coordinator.

CMPT 680 PARALLEL ARCHITECTURES AND ALGORITHMS 3
This course provides a study of the state-of-art of parallel processing algorithms and architectures. Parallel processing uses multiple processors working together in a synchronized fashion to solve large problems fast.
Prerequisites: CMPT 580, and CMPT 583, and permission of graduate coordinator.

CMPT 690 INDEPENDENT STUDY IN COMPUTER SCIENCE 3
Independent study under the direction of a faculty member, offering the opportunity to pursue topics in computer science which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. May be repeated once for a maximum of six semester hours.
Prerequisite: Permission of graduate coordinator.

CMPT 695 SEMINARS IN COMPUTER SCIENCE 1 - 4
Guided study of selected topics in major field of interest. May be repeated once for a maximum of six semester hours.
Prerequisites: CMPT 581, and 583, and 586; and permission of graduate coordinator.

CMPT 696 LOCAL AREA NETWORKS 3
Fundamental issues and concepts underlying Local Area Network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.
Prerequisites: CMPT 596, and permission of graduate coordinator.

CMPT 697 MASTER’S PROJECT IN COMPUTER SCIENCE 3
Analysis of a significant problem related to computing and design of a solution. Where appropriate, implementation and testing as well as documentation of the solution.
Prerequisite: Completion of the computer science required core courses and permission of graduate coordinator.

CMPT 698 MASTER’S THESIS 3
Independent research project done under faculty advisement. Student must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take CMPT 699 if they don’t complete CMPT 698 within the semester.
Prerequisite: Departmental approval.

CMPT 699 MASTER’S THESIS EXTENSION 1
Continuation of Master’s Thesis Project. Thesis extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: CMPT 698.
COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Telephone: (973) 655-7216

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: community counseling, addictions counseling, school counseling, and student affairs/counseling in higher education. The State of New Jersey requires a full master’s in school counseling for certification, which is embedded in the master’s program. The counseling program is CACREP-equivalent and will apply for CACREP accreditation in the near future.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other school personnel.

An initial core program, consisting of courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific coursework to be followed will be determined under the guidance of the appropriate graduate program coordinator. The appropriate graduate program coordinator will assist in planning individual programs designed to meet each student’s particular interests and needs.

Graduate students in all counseling program concentrations and certificate programs must demonstrate counseling skills that will provide for “best practice” to the community and their clients, in all settings.

A student who does not meet the clinical requirements set forth by the faculty will be reviewed by the faculty regarding progressing in the program. If necessary, the student may be referred for further remediation or personal assistance. Students requiring assistance or remediation will be reevaluated before they are approved for the next clinical course, i.e. practicum or Internship. Enrollment in Internship may be postponed until all issues of counseling skill and personal readiness are evaluated to be sufficient by the faculty.

CERTIFICATE PROGRAMS IN COUNSELING

Courses are available for persons seeking certification as Director of School Counselor Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CADC), Substance Awareness Coordinator Certification (SAC), and National Board Counseling Certification.
CERTIFICATE PROGRAMS IN EDUCATIONAL LEADERSHIP
Courses are available for persons seeking certification as a Curriculum Supervisor, as well as a Principal.

POST-MASTER’S CERTIFICATE PROGRAM
New Jersey Professional Counselor Licensure (LPC) coursework, may be completed as a student in the Advanced Counseling, Post-M.A. program. Please refer to the index to locate this program in the catalog.

REQUIREMENTS FOR
THE MASTER OF ARTS DEGREE IN COUNSELING

<table>
<thead>
<tr>
<th>Semester Hours</th>
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I. Professional Core Courses (30 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*COUN 552</td>
<td>Introduction to Professional and Ethical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>*COUN 577</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>*ELRS 503</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
</tbody>
</table>

*May be taken by pre-admit and non-degree students. A maximum of 2 courses (6 semester hours) may be taken.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 579</td>
<td>Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td>COUN 582</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 584</td>
<td>Group Counseling: Theories and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COUN 588</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 595</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 652</td>
<td>Introduction to Marriage, Couples, and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 531</td>
<td>Counseling Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>COUN 564</td>
<td>Counseling Child and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 561</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Practicum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>COUN 624</td>
<td>Practicum in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Concentration Requirements and Electives (9 semester hours)
Choose one concentration from the following:

A. Community Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 604</td>
<td>Case Management and DSM Diagnosis</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two from among the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 540</td>
<td>Introduction to Alcohol/Drug Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 568</td>
<td>Theories of Consultation</td>
<td>3</td>
</tr>
<tr>
<td>COUN 570</td>
<td>Counseling Adults</td>
<td>3</td>
</tr>
<tr>
<td>COUN 665</td>
<td>Ecotherapy: Applied Ecopsychology</td>
<td>3</td>
</tr>
<tr>
<td>COUN 673</td>
<td>Gender Issues in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

B. School Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 581</td>
<td>Community Resources</td>
<td>3</td>
</tr>
<tr>
<td>COUN 583</td>
<td>Counseling in Schools</td>
<td>3</td>
</tr>
</tbody>
</table>
ELRS 580 Learning: Process and Measurement  
OR
PSYC 560 Advanced Educational Psychology  
OR
PSYC 563 Theories of Learning  
OR
PSYC 565 Child and Adolescent Psychopathology .................................. 3

C. Student Affairs/Counseling in Higher Education  
COUN 592 Theories of College Student Development ......................... 3  
COUN 589 Student Services in Higher Education  
OR
ELAD 560 Workshop Seminar in Higher Education ............................ 3
Choose one from among the following:  
COUN 540 Introduction to Alcohol/Drug Counseling .......................... 3  
COUN 673 Gender Issues in Counseling ............................................ 3  
ELAD 565 Two-year Junior College .................................................. 3

D. Addictions Counseling  
COUN 540 Introduction to Alcohol/Drug Counseling .......................... 3  
COUN 640 The Mentally Impaired And Chemically Addicted Client ....... 3  
HLTH 511 Biomedical And Psychosocial Perspectives On Drugs .......... 3

IV. Internship (6 semester hours)  
COUN 654 Internship in Counseling I .............................................. 3  
COUN 674 Internship in Counseling II .............................................. 3

Note: Student in School Counseling concentration must do internship in a K-12 school setting.)

All students are required to complete a 600 hour internship (2 semesters) in their area of concentration at the end of their program, to be approved by the coordinator of internships.

V. Comprehensive Examination

Nearing completion of the program, (i.e. after completing at least 36 semester hours), the student will register for the comprehensive examination given in the fall or the spring.

Counseling students are required to earn a grade of “B” or better in each clinical course—techniques, practicum, internship—to move on to the next level.

Minimum semester hours: 48

This is a clinically based program, and all students must be approved by the faculty to begin their Internship on-site experience, regardless of GPA. Students must have earned at least a grade of ‘B’ or better in COUN 624 Practicum in Counseling to be considered by the faculty for admittance to COUN 674 Internship I. Students must earn a grade of ‘B’ or better in Internship I to be permitted to enter COUN 674 Internship II with faculty permission.
The clinical core in the MA in Counseling program is comprised of COUN 588 Counseling Techniques, COUN 624 Practicum in Counseling, and the two-semester, 600 hour on-site experience, COUN 654 Internship I and COUN 674 Internship II. Students must earn a grade of ‘B’ or better in clinical courses to proceed; i.e. a grade of ‘B’ or better in Techniques to enter Practicum; a grade of ‘B’ or better in Practicum to be considered for Internship I and II. Clinical competence is judged by the program faculty.

SCHOOL COUNSELING CERTIFICATION PROGRAM

The post-Master’s certification program in School Counseling is designed to fulfill state-level and national standards for School Counselors. This program meets the highest professional standards according to the Department of Education State of New Jersey, and the national accrediting body, CACREP.

ADMISSION REQUIREMENTS

This is a post-master’s program requiring a master’s in counseling or counselor education from an accredited U.S. college or university. This certificate is designed to supplement a Master’s degree in Counseling with the school-pertinent credit hours necessary in attaining a State of New Jersey School Counselor Certification. Included in the Master’s degree must be a two-semester Counseling Internship experience of 600 total hours (300 each semester) in a school setting. If this is not the case, those internship hours/courses will be additional to the requirements.

Note: This certification will provide the additional courses that are required, with the number and type of required credits being dependent upon the number of appropriate credits gained for the initial Master’s degree, as well as the setting in which the internship hours were earned. Please refer to the Certification Check Sheet, which lists all of the requirements of the M.A. in School Counseling from MSU, approved by the State of New Jersey.

Each matriculated certification student will be advised on an individual basis in choosing the most appropriate courses for her/him. Students may be required to take additional credits to reflect current State of New Jersey and MSU requirements for the certification as a School Counselor, as per the Check Sheet. Course substitutions may be approved depending on transcript review of the Master’s degree, by the Post-Master’s in School Counseling Graduate Program Coordinator, and the Office of Graduate Admissions and Support Services.

REQUIREMENTS FOR THE SCHOOL COUNSELING CERTIFICATION PROGRAM

I. Required Courses (9 semester hours):
   COUN 583 Counseling in Schools ......................................................... 3
   COUN 581 Community Resources ......................................................... 3
   Select one of the following with advisor approval, based on state requirements:
   COUN 532 Counseling Children and Adolescents ................................. 3
   ELRS 578 Testing and Evaluation ......................................................... 3
   ELRS 580 Learning Process and Measurement ....................................... 3
II. Electives- Choice(s) must have approval of advisor, based on state requirements. Select a minimum of 3-9 semester hours from the following:

- COUN 540 Introduction to Alcohol and Drug Counseling .................................. 3
- COUN 584 Group Counseling: Theories and Practice ........................................ 3
- PSYC 560 Advanced Educational Psychology .................................................. 3
- PSYC 561 Developmental Psychology ............................................................ 3

III. Internship:

Students who have not completed a faculty-approved, 600 hour, K-12 internship, will also need to complete COUN 654 Internship I and COUN 674 Internship II, in addition to required coursework as stated above. This requirement is a mandate from the State Board of Education in NJ. Approval from the Advisor for the Post Master’s Certificate Programs must be given to apply for internship.

Minimum semester hours: 12-24

Portrait of a Counselor*

Montclair State University’s Counseling Program is committed to the training and development of professional counselors who actively engage in reflective, ethical, and culturally competent counseling practice that promotes the highest levels of personal growth, empowerment, and effectiveness in individuals, families, groups, and communities. The “Portrait of a Counselor” outlined below is a model toward which students in the Program strive.

The Department of Counseling, Human Development, and Educational Leadership faculty is committed to the development of counselors who exemplify the attributes reflected in this portrait. Competent, professional counselors:

a. conduct ongoing inquiries into the nature of counseling, learn about new developments, and reflect upon their own personal development and professional practice.

b. believe in the worth and potential for change of all persons and strive to ensure equal opportunities for all clients.

c. possess the literacy, critical thinking and technological skills associated with the concept of an educated counseling professional and, are committed to lifelong learning. They speak and write English fluently and to communicate effectively and possess the critical thinking skills needed to competently analyze and contribute to the professional literature.

d. have content knowledge of the theories, concepts, purposes and processes associated with counseling.

e. understand the effects of human development on the personal, social and emotional growth of people and are committed to providing a nurturing, caring and accepting therapeutic environment for all clients.

f. possess the skills and attitudes necessary to establish and maintain a counseling environment that fosters trust, empowerment, and self-efficacy.

g. understand and are committed to moral, ethical, legal, and enculturating responsibilities within a democratic society.

h. model respect for individual and cultural differences and an appreciation of the basic worth of each individual. They select counseling interventions with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age, ability, and work to foster an appreciation of diversity among clients and colleagues.
i. possess the interpersonal skills and dispositions to work cooperatively with colleagues and to serve the community.

j. are committed to on-going supervision of and consultation about their practice throughout their professional careers.

k. are committed to and bound by the codes of ethics and standards of practice as put forth by the American Counseling Association and state regulatory agencies.

* Modified from “Portrait of a Teacher” developed by the Admissions and Retention Subcommittee of the Teacher Education Policy Committee, Montclair State University, Montclair, NJ.

SUBSTANCE AWARENESS COORDINATOR CERTIFICATION PROGRAM

The Department of Counseling, Human Development and Educational Leadership at Montclair State University offers graduate students the opportunity to pursue a sequence of courses to prepare for New Jersey Department of Education certification as Substance Awareness Coordinators. Students may pursue a Master of Arts degree in Counseling with a specialization in addictions. Alternatively, students may choose to be candidates for SAC certification only.

The SAC program is designed to meet the professional development needs of aspiring Substance Awareness Coordinators, who, once certified, are authorized to work in school settings in grades preschool through 12. As such, the program is broad based and designed to prepare students to carry out the myriad responsibilities of this position: providing counseling and referral services to students and parents, developing providers, and more. Coursework which students will undertake is designed to sequentially introduce key aspects of necessary knowledge such as fundamentals of evidence based drug/alcohol abuse, dependency and prevention, child and adolescent development and counseling, curriculum and program planning, school law, and school based service delivery. Students will apply theoretical knowledge through a practicum course which will enable students to practice skills prior to entry into the school setting.

The program is offered at a graduate level only. Students may pursue the SAC program in conjunction with a Master’s degree in Counseling, or may pursue certification courses alone.

Upon completion of SAC course work, students may apply to the New Jersey Department of Education for a SAC Certificate of Eligibility (CE), or a SAC Certificate of Eligibility with Advanced Standing (CEAS), and then follow the State’s requirements to obtain paid employment in a SAC residency in a cooperating school district. Go to http://www.nj.gov/njded/educators/license/ for specifics of the state requirements.

ADMISSION REQUIREMENTS

For admission, a student may apply to the Office of Graduate Admissions and Support Services (www.montclair.edu), and submit the necessary transcripts, recommendations, and personal statement. Admissions decisions are made on a rolling basis, and the student will be notified of the decision when the application is complete and has been reviewed.

It is the student’s responsibility to satisfactorily complete any, and all, prerequisite and cor-requisite courses before scheduling a dependent course. Students are also responsible for adhering to policies and procedures found in the pertinent editions of the on-line Graduate Catalog, the on-line Course Schedule Booklet, and the Handbook.
REQUIREMENTS FOR THE SUBSTANCE AWARENESS COORDINATOR CERTIFICATION PROGRAM

I. Required Courses (24 semester hours):
COUN 454  Community Resources in Alcoholism and Substance Abuse Counseling ................................................... 3
COUN 540  Introduction to Alcohol/Drug Counseling ................................................................. 3
COUN 564  Counseling Children and Adolescents ........................................................................ 3
COUN 588  Counseling Techniques .............................................................................................. 3
COUN 591  Family Seminar: Alcohol and Substance Abuse Counseling ...................................... 3
ELAD 521  Education Law ......................................................................................................... 3
ELAD 531  Program Planning and Development ........................................................................... 3
HLTH 511  Biomedical and Psychosocial Perspectives on Drugs .............................................. 3

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP
(For school personnel)

The Master of Arts degree in Educational Leadership seeks to achieve six basic objectives. Those objectives are:
1. To help develop and/or support a personal philosophy of education and social consciousness consistent with related theories of learning and human development;
2. To develop characteristics required for effective leadership in education;
3. To analyze educational organizations and plan programs and strategies for increasing organizational effectiveness and student achievement;
4. To develop techniques to facilitate interpersonal and group problem-solving and decision-making;
5. To develop skills in managing change and conflict in educational endeavors; and
6. To interpret research findings and design and implement research techniques for their organizational needs.

ADMISSION REQUIREMENTS

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>I. Introductory Courses (12 semester hours)</td>
</tr>
<tr>
<td>ELAD 510  Effective Leadership in a Diverse Society: From Theory to Practice ................................................................. 3</td>
</tr>
<tr>
<td>ELAD 540  Differentiated Supervision ........................................................................... 3</td>
</tr>
</tbody>
</table>
CURR 530 Principles of Curriculum Development ........................................ 3
ELRS 504 Action Research ........................................................................... 3

II. Intermediate Courses (15 semester hours)
ELAD 521 Education Law .............................................................................. 3
ELAD 543 Administrative Aspects of Management and Supervision ...... 3
ELAD 670 Selected Topics in Administration and Supervision .......... 3
(Two 1.5 s.h. courses, finance topic and elective topic)

Elective Course - Select 3 s.h. from the following courses:
CURR 687 Leadership in Assessment ........................................................... 3
CURR 689 Leadership in Professional Development................................. 3
ECEL 501 Perspectives on Early Childhood and Elementary Education in a Diverse Society ................................................................. 3
ECEL 518 Families, Communities, and Schools:
Diversity, Culture and Democracy .......................................................... 3
EDFD 520 Development of Educational Thought ..................................... 3
EDFD 522 Pragmatism in Education ............................................................ 3
EDFD 540 Cultural and Social Aspects of Education ............................... 3
EDFD 548 Crucial Issues in American Education ....................................... 3
EDTC 510 Technology Planning for Education Renewal ........................ 3
EDTC 520 Integrating Technology Across the Elementary Curriculum 3
EDTC 530 Integrating Technology Across the Secondary Curriculum .... 3
ELRS 578 Testing and Evaluation ................................................................. 3
ELRS 580 Learning Theories ....................................................................... 3
FCST 512 Child Development I: Theories of Child Development ........... 3

Elective Course (3 s.h. approved by advisor)
COUN 559 Dynamics of Group Process
ELAD 612 Theory and Strategies in Educational Administration

III. Advanced Courses (9 semester hours)
ELAD 680 Leading Curriculum Change in Diverse Settings ..................... 3
ELAD 690 School and Community Relations ............................................. 3

Culminating Activity
ELAD 615 Supervised Field Experience in
Administration and Supervision ............................................................... 3

Minimum semester hours: 36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP-
CONCENTRATION FOR EDUCATOR/TRAINER
(Non-school Training Personnel)

This program provides solid foundations with close observation of the applications and implementation of theoretical principles, as well as exploration of organizational development in non-school areas. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management.
Graduates of this program will learn to:
1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict in business, industry and philanthropic organizations.
6. Interpret research findings and design and implement research techniques to their organizational needs.

PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Core Courses (12 semester hours)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>COUN 559 Dynamics of Group Process ........................................ 3</td>
</tr>
<tr>
<td></td>
<td>ELAD 509 Administration of Education and Training Programs ............. 3</td>
</tr>
<tr>
<td></td>
<td>ELAD 542 Supervisory Skills for Education and Training Personnel .......... 3</td>
</tr>
<tr>
<td></td>
<td>ELRS 503 Methods of Research .................................................. 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses (9 semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAD 531 Program Planning and Development ........................................ 3</td>
</tr>
<tr>
<td>Approved Psychology Course ....................... .................................. 3</td>
</tr>
<tr>
<td>Graduate Course in Testing or Approved Elective .................................... 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization Courses (15 semester hours)</th>
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</thead>
<tbody>
<tr>
<td>ELAD 628 Field Experience or Internship .................. 3 or 6</td>
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</tbody>
</table>

Electives in major field approved by the graduate program coordinator 12 or 9

<table>
<thead>
<tr>
<th>Comprehensive Examination</th>
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<tbody>
<tr>
<td>Minimum semester hours: 36</td>
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</tbody>
</table>

Portrait of a Principal*:
1. Apply principles of adult learning to work closely with teachers, counselors and other school professionals to ensure ongoing development and growth in the areas of content knowledge, pedagogy and assessment, and to nurture ongoing reflection and inquiry about practice.
2. Develop a school context where culturally responsive teaching and administering is the norm, all learners have opportunities to learn and grow, and where the backgrounds of students, families, teachers, staff, and community members are used to create rich instructional opportunities.
3. Foster a school vision focused on high expectations of learning for all students, and a clear understanding and greater attention to issues of diversity, class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
4. Model the skills and abilities of an educated leader, including critical thinking and questioning; creative problem solving; clear, professional and fluent communication; critical self-reflecting, critical analysis, and technological proficiency.
5. Act as a moral leader by guiding stakeholders (including students, teachers, staff, parents, and community members) in ways that are moral, fair and ethical, and making decisions consistent with a democratic vision.

6. Manage the school setting efficiently and effectively, using resources in ways that enable members of the school community to realize the school vision.

7. Systematically use data from a variety of sources to build a culture of inquiry that values the use of data for sound decision-making to drive school improvement.

8. Guide teachers and other staff members to meet the needs of all students through an ongoing system of supervision, evaluation, and professional development.

9. Relate to community members both in and out of the school system in positive, productive, inclusive ways.

10. Display dispositions and the ethical and enculturating responsibilities expected of professional educators. These include belief in the potential of schools to promote social justice; passion for public education; and commitment to ensuring equal learning opportunities for every school stakeholder. They need to embrace personal traits of critical reflection; inquiry and critical thinking; life-long learning; and serving as agents of change and stewards of best practice within their districts.

*Adapted from and modeled on Montclair State University’s “Portrait of a Teacher”.

COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>COUN 552</td>
<td>INTRODUCTION TO PROFESSIONAL COUNSELING</td>
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<tr>
<td></td>
<td>This course is designed to introduce students to</td>
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<td></td>
<td>the profession of counseling. Students will</td>
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<tr>
<td></td>
<td>engage in a critical examination of the roles,</td>
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<td>functions, responsibilities and typical</td>
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<td></td>
<td>settings of counseling professionals. Students</td>
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<td></td>
<td>will study issues related to credentialing,</td>
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<td>licensure, and professional development. In</td>
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<td>addition, the course will explore approaches</td>
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<td>to various types of counseling, principles and</td>
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<td></td>
<td>techniques, and work of the professional</td>
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<td>counselor. Students will also learn skills in</td>
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<td></td>
<td>technological competence and computer literacy</td>
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<td>necessary for effective professional counseling</td>
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<td>practice.</td>
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<td></td>
<td><strong>Prerequisites:</strong> Graduate students with majors</td>
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<tr>
<td></td>
<td>in the CNEL department only or undeclared</td>
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<tr>
<td></td>
<td>graduate students.</td>
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<tr>
<td>COUN 558</td>
<td>CONSULTATION IN ORGANIZATIONAL DEVELOPMENT</td>
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<tr>
<td></td>
<td>A laboratory based course which focuses on the</td>
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<td>role of the organizational consultant. Emphasis</td>
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<td></td>
<td>on planning, providing help and evaluating</td>
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<td>activities. Diagnostic and behavioral skills to</td>
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<td></td>
<td>aid individuals and groups within organizations</td>
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<td>will be developed. Designed for those considering</td>
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<td>consultation work in business, industry,</td>
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<td>government, penology, education and community</td>
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<td></td>
<td>organizations.</td>
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<td><strong>Prerequisite:</strong> COUN 559.</td>
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COUN 559 DYNAMICS OF GROUP PROCESS 1 - 3
A laboratory-based course for the development of group skills and understandings. Focus is on experimental learning and personal growth. Readings in human interaction theory will be related to actual group participation.
Prerequisites: Graduate students with majors in the CNEL department only or undeclared graduate students.

COUN 561 MARITAL AND FAMILY THERAPY 3
This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, addiction counselors.

COUN 568 THEORIES OF CONSULTATION 3
Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

COUN 570 COUNSELING ADULTS 3
This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.
Prerequisite: Graduate students with majors in the CNEL department only, COUN 577.

COUN 572 SELF-CRITIQUING FOR IMPROVED COUNSELING COMPETENCE 3
Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.
Prerequisite: COUN 588 and a minimum of 18 graduate credits in counseling.

COUN 574 COUNSELING IN ORGANIZATIONS: EMPLOYEE ASSISTANCE PROGRAM (EAP) 3
This course focuses on nature and characteristics of individuals and groups in organizations in a workplace environment and how an Employee Assistance Program (EAP) helps in maintaining effectiveness. These organizations, both profit and non-profit, place great demands on roles which people play in achieving goals, working in groups and teams, performing effectively, and dealing with problems and issues. Emphasis will be placed on the development and application of effective counseling strategies and interventions which empower individuals and enable them to be effective participants.
COUN 577  COUNSELING THEORIES  3
A comprehensive study of the major theoretical approaches of counseling. Emphasis is placed on helping prospective counseling professionals understand that the best practices of ethical and culturally responsive counseling are rooted in a sound theoretical foundation.
Prerequisites: Graduate students with majors in the CNEL department only or undeclared graduate students.

COUN 581  COMMUNITY RESOURCES  3
This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.
Prerequisites: Graduate students with majors in the CNEL department only, COUN 577.

COUN 582  CAREER COUNSELING  3
An overview of the process of successful career development with clients in school, college, rehabilitation, community, and government agency settings. Areas of study include critical analysis of the world of work, the impact of multiple roles on career choice and decision making, the major theories of career choice and development, occupational and labor market information, and research in career development and counseling.
Prerequisites: Graduate students with majors in the CNEL department only, COUN 552 and COUN 577.

COUN 583  EDUCATIONAL GUIDANCE  3
This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.
Prerequisites: Graduate students with majors in the CNEL department only, COUN 577.

COUN 584  GROUP COUNSELING: THEORY AND PRACTICE  3
Course is designed to familiarize counselors, social workers and other practitioners with the use of group counseling methods for the facilitation of personal growth; the treatment of social and emotional disorders and the socioemotional education and enrichment of the individual. Entails examination of the historical and cultural context for group methods. Emphasis on diagnosis, group membership, group process, relevant social, psychological and educational theories in group behavior, treatment and strategies.
Prerequisites: Graduate students with majors in the CNEL department only, COUN 552 and COUN 577.

COUN 587  ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS  3
Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.
Prerequisite: Certification in School Counselor.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COUN 588</td>
<td>COUNSELING TECHNIQUES</td>
<td>3</td>
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<td></td>
<td>Introduction to basic counseling techniques and skills common to multiple theoretical perspectives. Students actively engage in self and cultural awareness and reflection necessary for examining the dynamics of the counseling relationship and maintaining appropriate professional boundaries.</td>
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<td>Prerequisites: Graduate students with majors in the CNEL department only, COUN 552 and COUN 577.</td>
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<td>COUN 589</td>
<td>STUDENT SERVICES IN HIGHER EDUCATION</td>
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<td>The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health programs, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.</td>
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<td>Prerequisites: Departmental approval.</td>
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<td>COUN 590</td>
<td>COUNSELING THE ALCOHOLIC AND THE SUBSTANCE ABUSER</td>
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<td>Describes methods of assessment, treatment planning and charting. Explains the defense structure of the substance abuser. Discusses ethical issues and counseling with special populations as well as children and adult children of alcoholics. Demonstrates individual and group counseling skills.</td>
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<td>Prerequisites: Graduate students with majors in the CNEL department only.</td>
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<tr>
<td>COUN 591</td>
<td>FAMILY SEMINAR: ALCOHOL AND SUBSTANCE ABUSE COUNSELING</td>
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<td>Emphasizes the perspective and role of family in understanding and treating alcoholism and substance abuse. Family theory, therapy, and its application to substance abuse will be addressed. Historical, traditional, and current research based motivational methods of working with families with substance abusers will be covered.</td>
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<td>Prerequisites: COUN 540 or HLTH 511 for SAC or CADC students. COUN 540, COUN 552, COUN 577 for matriculated MA counseling students only.</td>
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<td>COUN 592</td>
<td>THEORIES OF COLLEGE STUDENT DEVELOPMENT</td>
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<td>This course is designed to introduce students to relevant models and theories of student and human development used in Student Affairs counseling and administration in higher education. Students will engage in a critical examination of the processes of student learning, growth and development during the college years and in theories that support and enhance student affairs administration. Special focus will be directed toward understanding the implications of these models for the policies and practices of education in general and student affairs administration in particular.</td>
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<td>COUN 595</td>
<td>MULTICULTURAL COUNSELING AND DEVELOPMENT</td>
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<td>Exploration and development of the necessary personal awareness, knowledge and skills for culturally competent counseling practice. Emphasis on historical and current issues and trends associated with race/ethnicity, gender, age, socioeconomic status, religion, sexual orientation, and ability and how they affect counseling practice.</td>
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<td>Prerequisites: Graduate students with majors in the CNEL department only, COUN 552 and COUN 577.</td>
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COUN 604 CASE MANAGEMENT AND DSM DIAGNOSIS IN COUNSELING 3
Procedures in case conceptualization and case management in counseling, in working with children, adolescents, and adults in school, community agency, higher education, and private practice settings. Intermediate study of the DSM and its diagnostic and practical relationship to counseling.
Prerequisites: COUN 577, COUN 584, COUN 588, and COUN 624, matriculation in a graduate counseling program or departmental approval.

COUN 624 COUNSELING PRACTICUM 3
This is the second clinical core course in the graduate counseling program. The course requirements include advanced counseling practice supervised by professor; further development of core counseling skills common to all theoretical approaches; and demonstration of understanding of ACA Code of Ethics and Multicultural Competencies.
Prerequisites: Graduate students with majors in the CNEL department only, COUN 552, COUN 577, COUN 588 and COUN 595 with an earned minimum grade of B in each, and departmental approval.

COUN 640 THE MENTALLY IMPAIRED AND CHEMICALLY ADDICTED CLIENT 3
Provides concentrated study of a difficult substance abuse treatment population. Emphasized major theoretical issues drawn from recent research and clinical developments; includes consideration of assessment, treatment and after care perspectives, utilizing current approaches and specific techniques.
Prerequisites: Graduate students with majors in the CNEL department only.

COUN 652 INTRODUCTION TO MARRIAGE, COUPLES AND FAMILY COUNSELING 3
This course includes an introduction to the major current theoretical approaches of family and couples counseling with emphasis on the counseling process from a family system’s perspective in agency, school, or higher education settings within a diverse, multicultural society. Developmental family stages and practice counseling strategies are included.
Prerequisite: COUN 552, COUN 577, COUN 588 or departmental approval.
Corequisite: COUN 595.

COUN 653 SELECTED TOPICS IN COUNSELING 3
This course provides counseling professionals in public, private and nonprofit settings with knowledge about current issues, developments and trends affecting their work and organizations. It will examine strategies to improve professional effectiveness and delivery of services in the face of significant changes impacting the practice of counseling. May be repeated twice for a maximum of nine semester hours as long as the topic is different.
Prerequisites: Graduate students with majors in the CNEL department only.
COUN 654  INTERNSHIP IN COUNSELING I  3
This two-part sequential culminating course is the third of the clinical core in the graduate counseling program. This course requires the students to participate in field placement appropriate to their chosen specialized population, community agency, school or higher education setting. Interns will complete a total of 300 semester hours each semester of direct and non-direct work with clients at the site as per national and state standards. Case presentation, clinical observation, and direct counseling one-to-one and in small groups is required. Weekly class supervision seminars on campus are required as well as weekly supervision with an on-site supervisor. Recording of client contact and non-direct contact hours are entered in an ongoing log to be presented at the end of the semester.
Prerequisites: Graduate students with majors in the CNEL department only; COUN 552, COUN 577, COUN 588, COUN 595 and COUN 624 with an earned minimum grade of “B” in each; departmental approval.

COUN 663  GROUP LABORATORY DESIGN  3
This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.
Prerequisite: COUN 559.

COUN 664  INDEPENDENT STUDY  1 - 3
An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student’s special area of interest. May be repeated twice for a maximum of three semester hours.
Prerequisite: Departmental approval.

COUN 665  ECOTHERAPY: APPLIED ECOPSYCHOLOGY  3
This course examines how an emergent approach to therapy and counseling seeks to expand the concepts of self and health to include biosphere. Students will explore and evaluate the effects of human perceptions, attitudes and behavior in relation to the natural world. Students will also learn skills and techniques that heal the human psyche within a paradigm that respects and nurtures the environment.
Prerequisites: Graduate students with majors in the CNEL department only.

COUN 667  COUNSELING THE ADOPTION TRIAD  3
This course explores the various issues related to counseling members of the adoption triad (i.e., adopted persons, adoptive parents, and birth parents). In-depth examinations of the factors that impact development and adjustment throughout the lifespan are discussed, and adoption sensitive and adoption competent counseling training is emphasized. Students will gain knowledge of the history of adoption, the research and findings regarding issues of relinquishment, search and reunion, identity, transracial adoption, and counseling skills with the adoption triad.
COUN 672  COUNSELING THE AGING  3
This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.
Prerequisite: COUN 588.

COUN 673  GENDER ISSUES IN COUNSELING  3
This course is designed to explore gender and sex role issues pertinent to the counseling profession and their effect on the development of children, adults, and family dynamics. Students will utilize the Gender Fair Guidelines and Multicultural Competencies as presented by the American Counseling Association.
Prerequisites: COUN 552, COUN 577, COUN 588 or departmental approval.

COUN 674  INTERNSHIP IN COUNSELING II  3
This is the second of a two-part sequential culminating course in the clinical core in the graduate counseling program. This course requires the students to participate in field placement appropriate to their chosen specialized population, community agency, school, or higher education setting. interns will complete a total of 300 semester hours each semester of direct and non-direct work with clients at the site as per national and state standards. Case presentation, clinical observation, and direct counseling one-to-one and in small groups is required. Weekly class supervision seminars on campus are required as well as weekly supervision with an on-site supervisor. Recording of client contact and non-direct contact hours are entered in an ongoing log to be presented at the end of the semester.
Prerequisites: Graduate students with majors in the CNEL department only, COUN 654 with a minimum grade of “B”, departmental approval.

ELAD 509  ADMINISTRATION OF EDUCATION AND TRAINING PROGRAMS  3
This course prepares the present or prospective administrator to manage an education or training program in a non-school setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and non-public agencies as well as in profit-making or nonprofit organizations.
Prerequisite: One and one-half years of work experience.

ELAD 510  EFFECTIVE LEADERSHIP IN A DIVERSE SOCIETY: FROM THEORY TO PRACTICE  3
This course will focus on concepts and techniques of leadership for learning and organizational theory, the changing roles of a leader in a diverse society, and the use of strategic planning and data analysis in the implementation of a vision for school and student success. Leadership style and its interconnectedness to the power and authority of leaders will guide student work throughout the course in developing the skills, knowledge and dispositions to lead effectively.

ELAD 520  SYSTEMS ANALYSIS IN EDUCATION AND TRAINING  3
Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.
ELAD 521 EDUCATION LAW 3
Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state Board of Education and their decisions. New Jersey school legal structure compared with that of other states.

ELAD 522 USE OF COMPUTERS IN EDUCATIONAL ADMINISTRATION 3
This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

Prerequisite: ELAD 510.

ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3
Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

Prerequisite: ELAD 510 and 521.

ELAD 528 FINANCIAL MANAGEMENT FOR EDUCATION/TRAINING PERSONNEL 3
This course provides an introduction to budgets systems, financial management, general accounting procedures, and the process of reporting for training personnel. Also included will be discussions of the development of financial reports related to training, as well as experience in the use of cost-benefit analysis techniques. Financial terminology will be included in the overall course development.

ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3
This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

Prerequisite: One and one-half years of work experience.

ELAD 540 DIFFERENTIATED SUPERVISION 3
This course will examine the supervisory roles of school leaders, focusing on the process of clinical supervision and the learning and supervision needs of teachers at different professional levels. Topics include professional development, hiring and interviewing, intensive assistance, and adult learning. All students will engage in simulated and authentic supervision of classroom practice.
ELAD 542  SUPERVISORY SKILLS FOR EDUCATION AND TRAINING PERSONNEL  3
This course provides the present and prospective education and training supervisor in a public or non-public, profit or nonprofit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

ELAD 543  ADMINISTRATIVE ASPECTS OF MANAGEMENT AND SUPERVISION  3
This course will focus on comprehensive principles and future perspectives of schools as learning organizations and the management of personnel and facilities toward implementing a vision for a learning framework for all students and staff. Topics will include the law, policy, guidelines, procedures and ethics of administrative decisions; management and leadership of human resources; distributive leadership within the learning community; recruitment, selection and termination; staffing patterns; schedule design; and planning and budgeting processes.

ELAD 545  LEADERSHIP SKILLS IN COMMUNICATION FOR THE EDUCATOR/TRAINER  3
This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills. Students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

ELAD 560  WORKSHOP SEMINAR IN HIGHER EDUCATION  3
Overview of structure and functioning. History, philosophy, sociology and politics of the college as a unique and dynamic institution in American society: Educational opportunity and the organization of higher education; open admissions; status, trends and implication; minority group youth in higher education; student initiatives for reform; faculty governance; etc.

ELAD 615  SUPERVISED FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION  3 - 6
Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

Prerequisite: Departmental approval.
ELAD 616  INTERNSHIP IN EDUCATIONAL ADMINISTRATION  6
Full semester assignment of guided work within an educational institution’s administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, in-service professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.
Prerequisite: Departmental approval.

ELAD 618  INDEPENDENT STUDY IN EDUCATIONAL ADMINISTRATION AND SUPERVISION  1 - 3
Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or graduate program coordinator. May be repeated twice for a maximum of three semester hours as long as the topic is different.
Prerequisite: Departmental approval.

ELAD 621  SCHOOL PLANT PLANNING  3
The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.
Prerequisite: ELAD 510 and 521.

ELAD 622  SCHOOL FINANCE  3
Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.
Prerequisite: ELAD 510 and 521.

ELAD 628  FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION FOR EDUCATORS/TRAINERS  3 OR 6
Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student’s work. This course may be taken for 3 or 6 credits.
Prerequisite: Departmental approval.
ELAD 629  ACCOUNTING, AUDITING, AND REPORTING  3
FOR SCHOOL SYSTEMS
The course will provide students with the knowledge and skills required to initiate and maintain a school district’s accounting, auditing, and reporting program. Emphasis is placed on the terminology and processes required to insure local school district financial accountability. New Jersey operational requirements will be stressed.
Prerequisite: ELAD 526.

ELAD 643  STAFF PERSONNEL ADMINISTRATION AND SUPERVISION  3
Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.
Prerequisites: ELAD 521 and 540.

ELAD 660  FIELD EXPERIENCE IN THE HUMAN RESOURCES,  1 OR 3
PART I
The field experience provides significant opportunities in an organization to synthesize and apply the knowledge gained in coursework. In addition, students will have the opportunity to practice and develop skills in the area of human resource development, organizations development, consultations, counseling, communications, human relations, and evaluation. In particular, students will focus on critical thinking, leadership, and ethical issues. May be taken for 3 or 6 credits.

ELAD 670  SELECTED TOPICS IN EDUCATIONAL ADMINISTRATION/SUPERVISION  1 - 3
Emphasis on in-service education for practicing administrators and/or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session. May be repeated twice for a maximum of six semester hours as long as the topic is different.
Prerequisite: Departmental approval.

ELAD 680  LEADING CURRICULUM CHANGE IN DIVERSE SETTINGS  3
This course will help students make the transition from thinking of curriculum for a particular subject within a classroom setting to thinking of the philosophical frameworks that help shape curriculum and the curricular approaches and professional learning for school staff that will increase student achievement. Students will develop an understanding of the nature of the presented curriculum and learn how to effectively restructure that curriculum and create professional learning opportunities in response to staff and student emerging needs.
Prerequisite: CURR 530.

ELAD 690  SCHOOL AND COMMUNITY RELATIONS  3
This course will examine the political, social, and economic factors which influence the school’s relationship with various community agencies and constituencies. Students will develop administrative sensitivity to the various communities. They will also develop skills in group dynamics to work with faculty and staff, build a school community where attention to social justice and equity is the norm, facilitate change and conflict resolution, communicate with parents and community, and involve stakeholders in developing schoolwide improvement plans.
Prerequisite: ELRS 504.
CURRICULUM AND TEACHING

Telephone: (973) 655-5187

MASTER OF ARTS IN TEACHING (M.A.T.)

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a teaching certificate simultaneously.

The regular program is open to students who wish to teach one of the following subjects in P-12 schools: fine arts, English, foreign languages (French, Italian, Spanish), mathematics, music, health and/or physical education, science, social sciences, or TESL (Teaching of English as a Second Language). Students may pursue elementary/early childhood education in the Department of Early Childhood, Elementary and Literacy Education.

As part of the application process, a candidate’s academic background in the subject he or she wishes to teach will be assessed by faculty. Further undergraduate course work in that subject may be required, in addition to the M.A.T. degree requirements listed below. If required, these courses may be taken concurrently with other program requirements, but must be completed prior to student teaching. As a general rule, M.A.T. candidates who are assessed to have strong academic backgrounds in the subjects they wish to teach may have little or no additional undergraduate course work to complete. (An example would be a candidate who possesses a degree in mathematics who wishes to teach mathematics.) However, course requirements for the M.A.T. in Early Childhood (P-3) and Elementary Education (K-5) are outlined in this catalog under the Department of Early Childhood, Elementary and Literacy Education. Those who wish to pursue certification in special education will need to apply to a dual certification program, as described below. Certification in special education is no longer a stand-alone certification. M.A.T. candidates who wish to pursue TESL (Teacher of English as a Second Language) certification must also satisfy the requirements for a linguistics major, which may add 36 semester hours to their programs.

Upon successful completion of the program, the student will be recommended to the New Jersey Department of Education for an initial teaching certificate. Students interested in teaching outside the State of New Jersey should seek information from the appropriate state authorities; requirements are generally similar.

For up-to-date information about teacher certification in New Jersey, please refer to the Teacher Education Handbook available through the Center of Pedagogy at http://cehs.montclair.edu/academic/cop/teacher.

Note: Certification requirements are subject to change (see Teacher Education Programs in this catalog). United States citizenship is required for New Jersey certification.

ADMISSION REQUIREMENTS

Candidates for admission to the M.A.T. program must file an application to the Office of Graduate Admissions and Student Services, including all supporting materials. An undergraduate grade point average (GPA) of at least 2.70 overall, and in the teaching field is required, along with qualifying scores on the general Graduate Record Exam. A higher
GPA in the teaching field may be required by some departments.

In addition, candidates for most M.A.T. programs are required to take the appropriate Praxis II Subject Assessment test, prior to being admitted into the Program. Full matriculation requires passing the Praxis. Candidates who do not pass the Praxis but meet all other admissions requirements may be admitted conditionally and limited to 12 graduate credits until they submit passing scores for the appropriate Praxis examination. In addition to transcripts and GRE and Praxis II scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language.

After the application deadline, candidates will be notified about the next step in the application process, which may include interviews (with the graduate program coordinator and/or admission committee), writing samples, and portfolio review or audition (the latter applies to art and music candidates).

Students who are accepted to the M.A.T. program will be assigned to faculty advisors whom students should consult each semester. Since students’ backgrounds differ, they should not take courses without advisement. The course of study listed below is generic and may differ in detail for individual students.

General questions about the M.A.T. program should be directed to the Director of Teacher Education Admission, (973) 655-4139.

Program Goals and Admission Criteria
In selecting students for the M.A.T. program, Montclair State University uses criteria which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our Program to possess. “The Portrait of a Teacher” outlined below is a model toward which students in the Program strive. In making decisions on acceptance to the Program, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities, and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the “Portrait of a Teacher”.

Portrait of a Teacher:
The Montclair State University community is committed to the continuing development of teachers who exemplify the dispositions, knowledge, and skills reflected in this portrait. They:
1. Have expert knowledge of the disciplines they will teach and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students’ intellectual, social, and personal development.
3. Understand the practice of culturally responsive teaching. They understand that children bring varied talents, strengths, and perspectives to learning; have skills for learning about the diverse students they teach; and use knowledge of students and their lives to design and carry out instruction that builds on students' individual and cultural strengths.
4. Plan instruction based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.

5. Understand critical thinking and problem solving, and create learning experiences that promote the development of students’ critical thinking and problem solving skills and dispositions.

6. Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.

7. Understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.

8. Create a community in the classroom that is nurturing, caring, safe, and conducive to learning.

9. Are reflective practitioners who continually inquire into the nature of teaching and learning, reflect on their own learning and professional practice, evaluate the effects of their choices and actions on others, and seek out opportunities to grow professionally.

10. Build relationships with school colleagues, families, and agencies in the community to support students’ learning and well-being, and work to foster an appreciation of diversity among students and colleagues.

11. Possess the literacy skills associated with an educated person; can speak and write English fluently and communicate clearly.

12. Develop dispositions expected of professional educators. These include belief in the potential of schools to promote social justice; passion for teaching; and commitment to ensuring equal learning opportunities for every student, critical reflection, inquiry, critical thinking, and life-long learning, the ethical and enculturating responsibilities of educators, and serving as agents of change and stewards of best practice.

Criteria for Retention in Program

Students who are accepted to the Program are evaluated periodically. They should review the Teacher Education Handbook to determine criteria used to determine eligibility for student teaching and the University’s recommendation for certification. By New Jersey Department of Education regulation and University policy, teacher education students in most certification areas must pass the appropriate PRAXIS II Examination. Consult the Center of Pedagogy website at http://cehs.montclair.edu/academic/cop/teacher to determine which test you must take.

MASTER OF ARTS IN TEACHING (MAT)
DEGREE REQUIREMENTS

Prerequisites: A course in psychology, fulfillment of all requirements stipulated by the teaching field department, and an academic background of at least 60 semester hours of general education, distributed among the arts, humanities, math, science, technology, and the social sciences. Unfulfilled prerequisites will be listed on the student’s official work program and are considered requirements for the degree. A memorandum from the departmental teacher education program coordinator of the teaching field must be submitted, listing major (teaching-field) course work necessary for certification and/or the M.A.T. degree.
M.A.T. PROGRAM

I. Course work in Professional Education required for certification
   (29-31 semester hours):
   CURR 599 Curricular and Social Dynamics of Schooling ......................... 3
   EDFD 520 Development of Educational Thought ..................................... 3
   A course in teaching reading .................................................... 3
   A course in teaching critical thinking ...................................... 3
   Major department methods course ............................................. 3-4
   CURR 500 Fieldwork in Education ..................................................... 2

   Professional Semester:
   CURR 502 Graduate Seminar in Professional Education ...................... 1
   CURR 511 Supervised Graduate Student Teaching ................................ 8
   OR
   CURR 514 In-Service Supervised Graduate Student Teaching .............. 4-8
   CURR 528 Teaching for Learning ...................................................... 3
   Departmental (major) Seminar (if required) ...................................... 1

II. Courses in the Teaching Field or Related Fields (12 semester hours):
   Advanced Educational Psychology and a Human/Intercultural Relations course
   must be included if not fulfilled elsewhere and must be taken prior to the
   Professional Semester. At least 6 semester hours of graduate courses in the
   teaching field (major) are required.

III. Additional Courses in Professional Education (6 semester hours):
   (May be taken after certification)
   CURR 522 Innovations in Teaching .................................................... 3
   ELRS 503 Methods of Research ...................................................... 3

IV. Comprehensive Examination
   Normal minimum semester hours: 47

If the student has essentially achieved the objectives of part of the program, that portion
of the requirements may be waived upon (1) recommendation of the graduate program
coordinator and (2) review and approval by the Dean of the College of Education and
Human Services and the Office of Graduate Admissions and Student Services. However,
the number of graduate credits may not be reduced below 32, and other requirements of
the University and Teacher Certification Program still apply.

M.A.T. FOR
TEACHER OF STUDENTS WITH DISABILITIES

Teacher of Students with Disabilities is the certification required for teaching special
education. Certification in this area will provide teachers with the knowledge, skills, and
competencies needed to provide instruction for students with disabilities. Certification as
Teacher of Students with Disabilities requires an instructional certificate in P-3, K-5, or
a content area. Students must obtain certification in general education in order to obtain
certification in Teacher of Student with Disabilities. The following dual certification
programs are available: MAT: Early Childhood Education P-3 and Teacher of Students
with Disabilities, MAT: Elementary Education K-5 and Teacher of Students with
Disabilities. These programs are described in the Department of Early Childhood, Elementary, and Literacy Education.

Those who wish to teach special education in a content area are advised to obtain certification in the content area and then apply for the Teacher of Students with Disabilities; Additional Certification program.

POST-BACCALAUREATE CERTIFICATION FOR TEACHER OF STUDENTS WITH DISABILITIES
(ADDITIONAL CERTIFICATION ONLY)

This program is for teachers who already hold certification in general education in K-8, P-12 or content area certification who wish to expand their knowledge regarding instruction of students with disabilities. The program provides the skills, knowledge and competencies for working with students with disabilities. The emphasis is on inclusive education.

ADMISSION REQUIREMENTS

Admission to the program is limited to teachers who have an instructional certification in general education in K-5, K-8, or content area. Those with P-3 certification seeking additional certification in Teacher of Students with Disabilities may do so through the Department of Early Childhood, Elementary and Literacy Education.

POST-BACCALAUREATE CERTIFICATION FOR TEACHER OF STUDENTS WITH DISABILITIES
REQUIREMENTS
(ADDITIONAL CERTIFICATION ONLY)

Prerequisites: A course in the teaching of reading. If not taken at the undergraduate level, student should take one of the following, selected with the program coordinator.

- READ 501 Techniques of Reading Improvement in Secondary Schools .. 3
- OR (selected with the program coordinator)
- READ 500 The Nature of Reading .................................................. 3

Specialization Courses (24 semester hours)

- SPED 579 Special Education for Student with Disabilities ............... 3
- SPED 567 Instructional Planning for Students with Disabilities in Inclusive Settings I .................................................. 3
- OR (selected with program coordinator)
- SPED 568 Instructional Planning for Students with Disabilities in Inclusive Settings II ............................................. 3
- SPED 584 Assessment and Evaluation in the Inclusive Classroom ....... 3
- SPED 566 Language-Based Learning Strategies for Inclusive Settings ... 3
- SPED 586 Transition Services for Students with Disabilities ............... 3
- OR (selected with program coordinator)
- ECSE 508 Partnerships with Families in Early Childhood Special Education ................................................. 3
- SPED 588 Promoting Prosocial Behaviors in Inclusive Settings ........... 3
- SPED 585 Technology for the Inclusive Classroom ............................ 3
- SPED 597 Practicum and Seminar in Teaching Students with Disabilities. 3

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MASTER OF EDUCATION (M. Ed.)
IN LEARNING DISABILITIES

The Learning Disabilities program is designed to prepare students to obtain the Learning Disabilities Teacher-Consultant (LDT-C) certification. Students interested in the Master of Education in Early Childhood Special Education will find that program listed under the Department of Early Childhood, Elementary and Literacy Education.

ADMISSION REQUIREMENTS*

Students wishing to matriculate in this area must have a bachelor’s degree and a standard New Jersey instructional certificate (e.g., Teacher of Students with Disabilities). Evidence of one year of successful teaching experience must also be provided.

*Note: Admissions and certification requirements are subject to change. Consult with graduate program coordinator.

REQUIREMENTS FOR THE M.Ed. IN LEARNING DISABILITIES DEGREE

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>I. Required Courses (33 semester hours)</th>
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<tbody>
<tr>
<td></td>
<td>ELRS 578* Testing and Evaluation</td>
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<td>or</td>
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<td></td>
<td>PSYC 578 Psychological Tests and Measures</td>
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<td>or</td>
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<td></td>
<td>PSYC 563* Theories of Learning</td>
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<td>or</td>
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<td>PSYC 560 Advanced Educational Psychology</td>
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<td>or</td>
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<td></td>
<td>SPED 579* Special Education for Students with Disabilities</td>
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<td></td>
<td>SPED 580* Evaluation and Planning for Students with Learning Problems I</td>
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<tr>
<td></td>
<td>SPED 581* Evaluation and Planning for Students with Learning Problems II</td>
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<tr>
<td></td>
<td>SPED 587* Advanced Instructional Techniques for Students with Learning Problems</td>
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<tr>
<td></td>
<td>SPED 590* Practicum: Learning Disabilities Teacher-Consultant</td>
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<tr>
<td></td>
<td>SPED 595* Medical and Physical Bases of Disabilities</td>
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<tr>
<td></td>
<td>SPED 596* Advanced Practicum: Learning Disabilities Teacher-Consultant</td>
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<tr>
<td></td>
<td>SPED 668 Consultation Methods in Psychoeducational Settings</td>
</tr>
<tr>
<td></td>
<td>SPED 690 Action Research in Inclusive Settings</td>
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<tr>
<td></td>
<td>Minimum semester hours: 39</td>
</tr>
</tbody>
</table>

II. Elective Courses (6 semester hours) selected with program coordinator

|                | CSND 583 Language Disorders of Children |
|                | PSYC 565 Child and Adolescent Psychopathology |
|                | SPED 585 Technology for Inclusive Classrooms |
|                | SPED 586 Transition Services for Students with Disabilities |
|                | SPED 588 Promoting Pro-Social Behaviors in Inclusive Settings |

*Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.
Additional Requirements

1. Students pursuing an M.Ed. in Learning Disabilities are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with the graduate program coordinator. If the examination is failed, appropriate plans of action will be developed by graduate program coordinator and student to address the deficiencies.

2. Students are required to complete successfully a comprehensive project. Comprehensive projects are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects are culminating activities in students’ programs.

Post-Master’s Certification Program in Learning Disabilities

A post-master’s candidate seeking certification as a Learning Disabilities Teacher-Consultant must complete 30 semester hours in the areas of study listed below. Qualified students who have already earned a master’s degree in education, reading, psychology, counseling, special education, or similar fields, may apply credits toward the 30 semester hours required. However, 12 semester hours must be taken at Montclair State University.

REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES TEACHER-CONSULTANT

The graduate program coordinator will examine the post-master’s applicant’s transcripts of master’s degree and other graduate credits to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

<table>
<thead>
<tr>
<th>Required Area of Study</th>
<th>MSU Equivalent</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education of students</td>
<td>SPED 579 Special Education for Student with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>2. Learning theory</td>
<td>PSYC 563 Learning Theory OR PSYC 560 Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>3. Remediation of basic skills</td>
<td>SPED 587 Advanced Instructional Techniques for Students with Learning Problems</td>
<td>3</td>
</tr>
<tr>
<td>4. Physiological bases of learning</td>
<td>SPED 595 Medical and Physical Bases of Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>5. Orientation to psychological testing</td>
<td>ELRS 578 Testing and Evaluation OR PSYC 578 Psychological Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>6. Diagnosis of learning problems</td>
<td>SPED 581 Evaluation and Planning for Students with Learning Problems II</td>
<td>3</td>
</tr>
<tr>
<td>7. Accommodations and modifications</td>
<td>SPED 580 Evaluation and Planning for Students with Learning Problems I</td>
<td>3</td>
</tr>
<tr>
<td>8. Collaboration theory and practice</td>
<td>SPED 668 Consultation Methods in Psychoeducational Setting</td>
<td>3</td>
</tr>
</tbody>
</table>
9. Supervised practica

Elective Areas of Study (May be contained in master’s degree program.)
The number of elective credits needed will be determined at advisement; see note below.

1. Methods of teaching students with disabilities
   SPED 567 Instructional Planning for Students with Disabilities in Inclusive Settings I 3
   SPED 568 Instructional Planning for Students with Disabilities in Inclusive Settings II 3
   SPED 582 Basic Instructional Techniques for Students with Disabilities 3

2. Technology
   SPED 585 Technology for Inclusive Classrooms 3

3. Language Development
   CSND 583 Language Disorders of Children 3

4. Reading
   READ 500 The Nature of Reading 3
   READ 508 Technique for Reading Improvement in Secondary Schools 3

5. Behavior
   SPED 588 Promoting Prosocial Behaviors in Inclusive Settings 3

6. Transition Services
   SPED 586 Transition Services for Students with Disabilities 3

7. Psychopathology
   PSYC 565 Child and Adolescent Psychopathology 3

8. Early childhood special education
   ECSE 508 Partnerships with Diverse Families and Communities 3
   ECSE 519 Early Language and Literacy Development 3
   ECSE 506 Assessment of Preschool Children with Disabilities 3

Additional Requirements
1. Students pursuing the LDT-C certification are required to take a Qualifying Examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with their program coordinator. If the examination is failed, appropriate plans of action will be developed by the graduate program coordinator and student to address the deficiencies.

2. Elective courses provide the background in teaching students with disabilities that a LDT-C must possess in order to be successful in this role. The number of elective credits required will depend on previous educational background, certifications held, and experience, and will be determined at advisement.

Each student’s record will be audited by the Office of the Registrar after completing all of the 30 semester hour requirement. Students must complete the Application for Final Audit and submit it to the Office of the Registrar by the deadlines listed in the Graduate Catalog. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended for New Jersey state certification as a Learning Disabilities Teacher-Consultant.
The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.
2. Three years of successful teaching experience (MSU requires two letters of recommendation from a current or previous supervisor and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master’s degree in a related field from an accredited college or university.

MASTER OF EDUCATION (M. Ed.)
IN SPECIAL EDUCATION

The program is designed to prepare teachers who already hold certification in general education with the skills needed to work with students with disabilities The emphasis is on instruction of children who have mild to moderate disabilities. The program emphasis is on inclusive education.

ADMISSION REQUIREMENTS

Applicants to this program must already hold instructional certification in K-5 or content area (those with P-3 certification or Teacher of the Handicapped certification are not eligible for this program).

REQUIREMENTS FOR THE M.Ed. IN SPECIAL EDUCATION DEGREE

Prerequisites: A course in the teaching of reading. If not taken at the undergraduate level, student should take one of the following, selected with the program coordinator.

- READ 501 Techniques of Reading Improvement in Secondary Schools .................................................. 3
- OR (selected with the program coordinator)
- READ 500 The Nature of Reading ........................................................................................................... 3

I. Specialization Courses (27 semester hours)
- SPED 579 Special Education for Student with Disabilities ................................................................. 3
- SPED 567 Instructional Planning for Students with Disabilities in Inclusive Settings I
- OR (selected with program coordinator)
- SPED 568 Instructional Planning for Students with Disabilities in Inclusive Settings II .................................................. 3
- SPED 587 Advanced Instructional Techniques for Students with Disabilities ............................................. 3
- SPED 584 Assessment and Evaluation in the Inclusive Classroom .................................................. 3
- SPED 566 Language-Based Learning Strategies for Inclusive Settings ............................................. 3
- SPED 586 Transition Services for Students with Disabilities .................................................. 3
- OR (selected with program coordinator)
- ECSE 508 Partnerships with Families in Early Childhood Special Education .................................................. 3
- SPED 588 Promoting Prosocial Behaviors in Inclusive Settings .................................................. 3
SPED  585  Technology for the Inclusive Classroom ................................. 3
SPED  597  Practicum and Seminar in Teaching Students
         with Disabilities ............................................................... 3

II. Elective: (selected with advisor, 3 s.h.):
SPED  586  Transition Services for Students with Disabilities .......... 3
ECSE  508  Partnerships with Families in
         Early Childhood Special Education .................................. 3
SPED  595  Medical and Physical Bases of Disability ...................... 3
SPED  668  Consultation Methods in Psychoeducational Settings .......... 3
ECSE  506  Observation and Assessment of Young Children
         with Special Needs .......................................................... 3
ECSE  509  Programs and Practices for Young Children
         with Special Needs .......................................................... 3
READ  501  Techniques of Reading Improvement in Secondary Schools .. 3

III. Culminating Experience (3 semester hours)
SPED  690  Action Research in Inclusive Settings ............................ 3

Minimum semester hours: 33

MASTER OF EDUCATION (M. Ed.)
IN TEACHER LEADERSHIP

The overarching goal of the program is to provide practicing teachers with the requisite knowledge, skills and dispositions they need to remain in the classroom and actively engage with their profession, their peers, and the community in an ethical manner as leaders in teaching, learning and professional development. Teacher leaders facilitate, empower, and support lifelong learning, pedagogical excellence, and collaboration at ground level amongst colleagues, parents, and students. Teacher leaders engage others in dialogue and action to strengthen student performance.

The goal of the program is not to prepare teachers to become administrators, perform administrative tasks or report directly to administration. This program will not prepare teachers to formally evaluate the performance of their colleagues. If a teacher is interested in one of these roles s/he should inquire about an administrative certificate from the Department of Counseling, Human Development and Educational Leadership.

Teacher Leadership is not a formal role, responsibility, or set of tasks. Rather, it is a form of agency in which teachers are empowered to lead efforts and build grassroots capacity to directly impact the quality of teaching and learning. Teacher Leaders lead within and beyond the classroom through four core commitments upon which this program is conceived:

One: Teacher Leadership is grounded in knowledge of learners and subject matter. Teacher leaders lead by example. We are committed to fostering teaching expertise through knowledge of learners and content. This commitment involves the construction and implementation of curriculum that is based on a deep understanding of teaching and learning and how schools really work.

Two: Teacher Leadership is a moral commitment. Teacher leaders lead with their moral commitment(s). We are committed to providing
leadership to advance high-quality teaching and learning, close performance gaps among diverse students, and raise public awareness of the teacher’s critical role as a professional in designing curriculum and promoting student achievement.

Three: Teacher Leadership is collaborative and inclusive.
Teacher leaders lead through collaboration. We are committed to a “new professionalism” based upon mutual trust, recognition, empathy, sensitivity to school personnel, families, and communities, and the investment of leadership roles with dignity, not simply power over others. We draw upon and strive to develop the potential in all teachers to be professionals, make decisions and choices in their classrooms, and ultimately have ownership of their teaching and the types of engagements that they have with their students.

Four: Teacher Leadership is transformative.
Teacher leaders lead for transformation. We are committed to a focus on amplifying the teacher’s voice and actions to engage the public and work with the policy community in advocating for more effective and inclusive educational policies and programs.

ADMISSION REQUIREMENTS

Teachers who are interested in a Masters of Education (M. Ed.) degree in Teacher Leadership must have a minimum of three years full-time teaching experience at any grade level and submit a copy of teacher certification and a statement of number of years of teaching experience with their application. In addition, two letters of recommendation are required. One letter MUST be from a supervisor/administrator/principal that speaks to the applicant’s leadership activities and/or potential. The second letter should be from someone who can directly address the applicant’s readiness to engage in advanced graduate study and leadership development. Please carefully select recommenders. Letters from family members will not be considered.

All applicants must submit scores from the Graduate Record Examination (GRE) or Millers’ Analogy Test (MAT). If an applicant already has a Masters’ degree from a US institution of higher education, then the test requirement can be waived. The test waiver form is available on the Office of Graduate Admissions and Support Services website. All official undergraduate (and graduate, if applicable) transcripts demonstrating a minimum GPA of 3.0 in upper division coursework are also required.

As part of the admission application, applicants must submit a thoughtful response to the essay prompt: The Masters of Education in Teacher Leadership program is designed for teachers who want to remain in the classroom. This is not a program to prepare a teacher to become a school administrator. What experiences have led you to apply to this type of program?

After preliminary review of completed applications, all applicants who meet minimum requirements for admission will be invited to complete an on-site interview and writing sample as part of the admissions process. The on-site interview will involve responding to a case scenario in small groups. In some instances, the admissions committee may request a one-on-one interview for an applicant.
# REQUIREMENTS FOR THE M.ED. IN TEACHER LEADERSHIP DEGREE

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>I. Leading by example (7 semester hours):</th>
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<tbody>
<tr>
<td></td>
<td>CURR 681 Leadership in Content and Instruction ..................................... 2</td>
</tr>
<tr>
<td></td>
<td>CURR 682 Leadership in Curriculum ........................................................ 3</td>
</tr>
<tr>
<td></td>
<td>CURR 683 Fieldwork Experience in Content, Instruction and Curriculum 2</td>
</tr>
<tr>
<td></td>
<td>II. Leading with inquiry (7 semester hours)</td>
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<tr>
<td></td>
<td>CURR 684 Leadership in Self-Study and Action Research of Teaching Practices ................................................. 3</td>
</tr>
<tr>
<td></td>
<td>Elective Specialization Course ................................................................. 3</td>
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<tr>
<td></td>
<td>CURR 685 Field Experience in Self-Study/Action Research of Teaching Practices ................................................. 1</td>
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<td>III. Leading from moral commitment (7 semester hours)</td>
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<tr>
<td></td>
<td>CURR 686 Leadership in Teaching and Learning ............................................. 3</td>
</tr>
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<td></td>
<td>CURR 687 Leadership in Assessment ............................................................ 3</td>
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<tr>
<td></td>
<td>CURR 688 Fieldwork in Teaching, Learning and Assessment ............................. 1</td>
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<td>IV. Leading through collaboration (7 semester hours)</td>
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<tr>
<td></td>
<td>CURR 689 Leadership in Professional Development ......................................... 3</td>
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<td>CURR 690 Dynamics of Leadership ................................................................. 3</td>
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<td></td>
<td>CURR 691 Field Experience in Professional Development and Dynamics of Leadership ............................................. 1</td>
</tr>
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<td>V. Leading for transformation (7 semester hours)</td>
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<tr>
<td></td>
<td>CURR 692 Leadership for Impact: People, Policies and Practice ..................... 3</td>
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<td></td>
<td>Elective specialization course ................................................................. 3</td>
</tr>
<tr>
<td></td>
<td>CURR 693 Research Mentorship ................................................................. 1</td>
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Minimum semester hours: 35

## CURRICULUM AND TEACHING

### Course Descriptions

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>CURR 500 FIELDWORK IN EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td>This field course will expose adult students to the theoretical underpinnings of social and learning behaviors of students in public schools and the professional behaviors of teachers in the context of classrooms. Coupled with theory will be actual experiences in appropriate settings designed to provide the adult students opportunities to reflect upon, to plan for, to interact with, and to evaluate the full range of teacher activities and students activities in classroom settings.</td>
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<td></td>
<td>Prerequisite: Students must be admitted to either the post-B.A. certification or MAT programs and have filed a timely field experiences application with the Center of Pedagogy.</td>
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</table>
CURR 502  GRADUATE SEMINAR IN PROFESSIONAL EDUCATION  1
Open only to graduate student teachers; this course provides an opportunity to discuss problems encountered during their teaching assignment with peers and supervisors. As a collaborative group, practical solutions to problems are explored and steps toward implementation are proposed. Placements in field centers are arranged. Part of the professional semester for graduate students.
Prerequisite: CURR 500.

CURR 511  SUPERVISED GRADUATE STUDENT TEACHING  8
Student teaching in the New Jersey public schools is required of all students who are completing initial teaching certification programs. Part of the professional semester for graduate students.
Prerequisite: Special fee.

CURR 514  INSERVICE SUPERVISED GRADUATE STUDENT TEACHING  4-8
Open only to post-baccalaureate and graduate students, this course replaces supervised student teaching for those already employed in teaching situations without standard certification. Joint supervision by the school district and University personnel. Student must obtain permission of department chairperson and the school district. Certain qualifications required.
Prerequisite: Departmental approval. Special fee.

CURR 522  INNOVATIONS IN TEACHING  3
New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.
Prerequisite: Departmental approval.

CURR 523  EDUCATION IN THE INNER CITY  3
The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.

CURR 528  TEACHING FOR LEARNING  3
Taken during the first three weeks before student teaching, this intensive course is specifically designed for graduate students to develop and refine the basic teaching skills indicated to be necessary components for productive learning outcomes. These skills areas include communication, motivation, classroom discipline, learning and cognitive development, media usage, multi-cultural education, curriculum assessment, and practical research. Part of the professional semester.
CURR 530  PRINCIPLES OF CURRICULUM DEVELOPMENT  3
Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.
Prerequisite: Admitted to M.A.T., or M.Ed., or Post-Baccalaureate Certification program.

CURR 534  STRATEGIES FOR CURRICULUM CHANGE  3
Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.
Prerequisite: Admitted to M.A.T., or M.Ed., M.A. in Educational Leadership, or Post-Baccalaureate Certification program or Supervisor Administrative Certification.

CURR 538  DISCIPLINE AND GROUP MANAGEMENT  3
IN THE CLASSROOM
Course designed to enable teachers to more effectively manage classroom behavioral problems. Classroom management will be examined as distinct from and requisite for effective instruction. Several unified managerial approaches will be studied. Course will culminate with opportunities to practice the selection and application of specific managerial techniques to a range of simulated classroom situations.

CURR 546  EDUCATION OF THE GIFTED AND TALENTED  3
Course will focus on the components necessary for planning and implementing programs for gifted and talented students: definition and identification procedures, alternative organizational patterns, curriculum design, instructional strategies and materials, teacher selection and program evaluation.

CURR 547  DEVELOPING GIFTED AND SCHOOLWIDE ENRICHMENT PROGRAMS  3
This course examines the various program options available for the instruction of gifted students and critiques them from the perspective of "internal consistency". This course explores definitions of giftedness for various programs, provides a historical overview of each based on research, and examines related issues of identification of students as well as the curriculum to be provided. The programs include the Renzulli Schoolwide Enrichment Model, the Betts Autonomous Learner Model, and the Schlichter Talents Unlimited Model, among others.

CURR 548  MEETING THE SOCIAL AND EMOTIONAL NEEDS OF THE GIFTED  3
This course explores the various social and emotional needs of students who are gifted. The course focuses not only on the perceived deficits of these students, but on their social and emotional strengths as well. In addition, a variety of types of gifted students and their particular needs are discussed. Those include students who are underachievers, gifted students with disabilities, the twice exceptional, gifted boys, gifted girls, young gifted children, gifted minority students, highly creative students, and the highly gifted. The issue of parenting gifted students is also addressed.
CURR 549 DEVELOPING CREATIVITY, IMAGINATION AND PROBLEM SOLVING SKILLS
In this course students study and apply theoretical and practical aspects of creativity and problem solving. The course explores what creativity is and how to develop creativity, imagination and thinking skills across content areas in students in grades Pre-K through 12.

CURR 550 MICROCOMPUTERS IN CURRICULUM AND CLASSROOM TEACHING
The course is designed to develop, in teachers, skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

CURR 551 PROBLEM SOLVING AND CRITICAL INQUIRY IN CURRICULUM DEVELOPMENT
This course provides an opportunity for participants to delve into the nature of problem solving and inquiry within a specific subject and apply this new knowledge to the development of a curricular product.

CURR 599 CURRICULAR AND SOCIAL DYNAMICS OF SCHOOLING
This course introduces students to the curriculum of the American School. The content of the curriculum, the organization of the curriculum and the pedagogical factors that influence it are examined. In addition, students examine the historical, political and philosophic factors that influence curriculum.

CURR 610 INDEPENDENT STUDY IN CURRICULUM AND TEACHING
An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialists. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in “T&E” planning. May be repeated for a maximum of six semester hours.

Prerequisite: Departmental approval.

CURR 620 CLINICAL INTERNSHIP IN URBAN EDUCATION I
The semester-long field experience is designed to provide a student with teaching experience in an urban school. The authentic experience is guided and supervised by school district and university supervisors. University supervisors will represent both the field of education and the academic discipline the student is teaching. A student is required to meet all school district requirements and obligations of a full-time teacher. All students enrolled in this course will have been matriculated in a specialized teacher education program for urban teaching.

Prerequisite: Departmental approval.
The semester-long field experience is designed to provide a student with teaching experience in an urban school. The authentic experience is guided and supervised by school district and university supervisors. University supervisors will represent both the field of education and the academic discipline the student is teaching. A student is required to meet all school district requirements and obligations of a full-time teacher. All students enrolled in this course will have been matriculated in a specialized teacher education program for urban teaching.

**Prerequisite:** Departmental approval.

**CURR 650** TRANSITIONAL SEMINAR 2

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

**Prerequisites:** ELRS 503 and matriculation in M.Ed. program.

**CURR 670** CULMINATING ACTIVITY 4

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

**CURR 680** SELECTED TOPICS IN CURRICULUM AND TEACHING 1-3

Topics vary in accordance with needs, concerns, or requests of school districts, teachers, faculty and students, or professional organizations desiring additional study in a particular area of curriculum and/or teaching. Current problems, concerns and issues are given priority. Credits are dependent upon number of hours, workshops and/or seminars that are appropriate to the topic. May be repeated twice for a maximum of 6.0 credits as long as the topic is different.

**CURR 681** LEADERSHIP IN CONTENT AND INSTRUCTION 2

The purpose of this course is to enrich teacher leaders’ capacity to lead by example in their classrooms, develop knowledge for practice in their content area, and deepen their understanding of the knowledge, purposes, methods, and forms of their content area. Teacher leaders will have the opportunity to immerse themselves in the construction of knowledge through inquiry with internship experiences and by developing a conceptual map of knowledge in the content area, understanding how that knowledge is developed, why it is important, and how that knowledge is communicated to others. In conjunction with CURR 682 and 683, teacher leaders will lead by example through the development of an interdisciplinary curricular unit based on the content that they have gained and an emphasis on the process of how they gained that content. May be repeated once for a maximum of 4.0 credits.

**Prerequisites:** Admission to M.Ed. in Teacher Leadership program.

**Corequisites:** CURR 682 and CURR 683.
CURR 682 LEADERSHIP IN CURRICULUM

This course explores theories and practices of curriculum development for high quality instruction and enhanced student learning and achievement. It provides teacher leaders with the habits of mind, skills, tools and resources to lead by example and to analyze and evaluate curriculum quality and effectiveness. Teacher leaders will study the history and differing models of curriculum development as well as state standards and apply their understandings to design high quality, developmentally appropriate, interdisciplinary, and standards-aligned curriculum for diverse students, including those with special needs and English Language Learners. May be repeated once for a maximum of 6.0 credits.

Prerequisites: Admission to M.Ed. in Teacher Leadership program.
Corequisites: CURR 681 and CURR 683.

CURR 683 FIELDWORK EXPERIENCE IN CONTENT, INSTRUCTION AND CURRICULUM

Teacher leaders will deepen their content knowledge by reconnecting with their discipline in a discipline-based experience. Following this extra-curricular experience, they will implement a curriculum unit of their own design in their classrooms. Selection and redesign of the curriculum unit will occur in CURR 681 and CURR 682. Implementation of the unit, evidence of teaching, and a reflection on the discipline-based experience will occur in this field course. May be repeated once for a maximum of 4.0 credits.

Prerequisites: Admission to M.Ed. in Teacher Leadership program.
Corequisites: CURR 681 and CURR 682.

CURR 684 LEADERSHIP IN SELF-STUDY AND ACTION RESEARCH OF TEACHING PRACTICES

This course guides teacher leaders to develop a form of inquiry that parallels their understandings of teaching and learning. It provides teacher leaders with the tools and resources necessary to examine their own practice as the center of their investigation and later share their findings with other teachers. Participating in a cycle of inquiry, teachers will design a self-study that focuses on an authentic question that has emerged from their teaching in the classroom or school setting. They will utilize a variety of different research methods such as action research and narrative research to collect and analyze data. They will be invited to share their research process with their colleagues to reflect on the process of self-study and the ways in which it has begun to impact their teaching. The research proposal from this course becomes the basis for the Teacher Leadership culminating project concluded in CURR 693. May be repeated once for a maximum of 6.0 credits.

Prerequisites: CURR 681 and CURR 682 and CURR 683.
Corequisites: CURR 685 and specialization course.

CURR 685 FIELD EXPERIENCE IN SELF-STUDY/ACTION RESEARCH OF TEACHING PRACTICES

This course, taken in conjunction with CURR 684 and a specialization course, will provide teacher leaders with the opportunity to examine their classroom practices from a content area specialist/researcher's perspective. Through this investigation, teacher leaders will design a self-study/action research proposal, which features their emerging research question, their description of their context, a literature review, research design, and methods and data analysis. This field experience will provide them with time to collect preliminary data. May be repeated once for a maximum of 2.0 credits.

Prerequisites: CURR 681 and CURR 682 and CURR 683.
Corequisites: CURR 684 and specialization course.
CURR 686 LEADERSHIP IN TEACHING AND LEARNING 3
This course brings together current ideas and literature in a critical exploration of the interrelationship between learners and instruction. It provides teacher leaders with tools and resources to evaluate and develop their own views of learning, knowledge and pedagogy and to apply these understandings to their own practice. Teacher leaders will study examples from a variety of settings that illustrate common interests and concerns in teaching and learning with an emphasis on professional learning, research-based instructional practices, and the quality of reflective practice and self-study of teaching. May be repeated once for a maximum of 6.0 credits.
Prerequisites: CURR 681 and CURR 682 and CURR 683.
Corequisites: CURR 688 and CURR 687.

CURR 687 LEADERSHIP IN ASSESSMENT 3
This course is intended to provide prospective teacher leaders with knowledge and skills for evaluating and understanding student growth and learning across diverse educational settings. It presents theory and practice of assessment for teachers and other professionals, with an emphasis on classroom evaluation and assessment procedures consistent with the New Jersey Core Curriculum Content Standards. Teacher leaders are encouraged to analyze current assessment policies and practices - their own as well as local and national - and to consider assessment practice from the point of view of learners and how they experience learning opportunities, and to relate these aspects to an evaluation of their own assessment practice and its development. May be repeated once for a maximum of 6.0 credits.
Prerequisites: CURR 681 and CURR 682 and CURR 683.
Corequisites: CURR 686 and CURR 688.

CURR 688 FIELDWORK IN TEACHING, LEARNING AND ASSESSMENT 1
This field experience will immerse teacher leaders in a cycle of assessment, teaching, and learning by practicing skills, engaging in ongoing reflection, and enacting a self-study regarding the effectiveness of one's efforts. To do this, teacher leaders enrolled in fieldwork will implement assignments from the corequisite courses CURR 686 and CURR 687. May be repeated once for a maximum of 2.0 credits.
Prerequisites: CURR 681 and CURR 682 and CURR 683.
Corequisites: CURR 686 and CURR 687.

CURR 689 LEADERSHIP IN PROFESSIONAL DEVELOPMENT 3
This course brings together research and practice in a critical exploration of professional development and teacher learning. It provides teacher leaders with the tools and resources to be able to develop their own understanding of the role of communities of practice and professional development in teacher learning. Students will study what research tells us about effective and ineffective professional development forms, focusing particularly on those that involve teacher leadership. We will examine the role of technology and data analysis in teacher learning and how it is most effectively used in professional development. Students will identify professional development needs in their school and then work to develop professional development plans and programs to meet those needs, incorporating technology and their understanding of effective professional development practices. May be repeated once for a maximum of 6.0 credits.
Prerequisites: CURR 681, CURR 682, CURR 683, CURR 684, CURR 685, CURR 686, CURR 687, and specialization course.
Corequisites: CURR 690 and CURR 691.
CURR 690  DYNAMICS OF LEADERSHIP  3
This course brings together theories and practices of group dynamics and organizational behavior drawn from work inside and outside of schools for critical application to the work of prospective teacher leaders. A major focus of the course will be on understanding and applying the processes of building collegial relationships and communication across constituent groups. The course will examine barriers to change and leadership, and will explore strategies for building a community across traditional boundaries while remaining sensitive to school context. The process of educating for mentoring/coaching expertise, the dissemination of information on teaching and learning, and fostering collaboration among education professionals are also essential topics for this course. May be repeated once for a maximum of 6.0 credits.
*Prerequisites: CURR 684, CURR 685, CURR 686, CURR 687, CURR 688, and specialization course.*
*Corequisites: CURR 689 and CURR 691.*

CURR 691  FIELD EXPERIENCE IN PROFESSIONAL DEVELOPMENT AND DYNAMICS OF LEADERSHIP  1
Teacher leaders will implement a professional development plan of their own design in their schools. Design of the professional development plan will occur in CURR 689 and CURR 690. Implementation of the plan, assessment of implementation and the plan as a whole, and a reflection on the implementation will occur in this field course. Feedback and assessment of the plan will be submitted in fulfillment of the course requirement. May be repeated once for a maximum of 2.0 credits.
*Prerequisites: CURR 681, CURR 682, CURR 683, CURR 684, CURR 685, CURR 686, CURR 687, and specialization course.*
*Corequisites: CURR 689 and CURR 690.*

CURR 692  LEADERSHIP FOR IMPACT: PEOPLE, POLICIES AND PRACTICE  3
This course brings together theories and practices of education policy and law that have had an impact on teacher education, certification, and licensure. It provides teacher leaders with the habits of mind, skills, tools and resources to analyze and evaluate the effectiveness of education policy and law through the lens of teacher education. Teacher leaders will study the history that has shaped the development of these education policies and laws on local, state, and federal levels, and will consider the impact of politics, the courts, and public opinion. They will apply these understandings in order to critique policies derived from current federal legislation and will explore their roles as advocates for teachers, students and families. May be repeated once for a maximum of 6.0 credits.
*Prerequisites: CURR 681, CURR 682, CURR 683, CURR 684, CURR 685, CURR 686, CURR 687, CURR 688, CURR 689, and CURR 690.*

CURR 693  RESEARCH MENTORSHIP  1
Teacher leaders will conduct a capstone research project under the close supervision of an assigned faculty member who has expertise in the area of research. Teacher leaders will collect data based upon the proposal designed in CURR 685, analyze that data, and present their findings (in a formal venue). Successful completion of Research Mentorship meets the Graduate Admissions and Support Services Comprehensive Exam/Capstone Project requirement for graduation. May be repeated once for a maximum of 2.0 credits.
*Prerequisites: CURR 684, CURR 685, and one specialization course.*
*Corequisites: Second specialization course.*
**SPED 566  LANGUAGE-BASED LEARNING STRATEGIES FOR USE IN INCLUSIVE SETTINGS**

This course presents an overview of language development and language disorders as the basis for implementing instruction that attends to language-based learning difficulties. A major focus will be the development of instructional strategies that can be employed in inclusive classroom settings to promote learning across the curriculum. The use of metalinguistic and metacognitive strategies will be stressed.

*Prerequisite: SPED 579.*

**SPED 567  INSTRUCTIONAL PLANNING FOR STUDENTS WITH DISABILITIES IN INCLUSIVE SETTINGS - I**

This course is designed to provide educators with the skills necessary to meet the needs of students with disabilities in K-5 inclusive classrooms. Educators will learn how to use developmentally appropriate practice and universal design curriculum to enhance the learning of students who display competencies across a wide range. The major focus will be on practical techniques and strategies that can be used to provide quality instruction in inclusive settings.

*Prerequisite: SPED 579.*

**SPED 579  SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES**

An overview of instruction for students with special needs; characteristics of special populations, federal and state legislation, educational implications of disabling conditions, principles for instruction and planning for inclusion are presented; community resources and special issues related to the education of students with disabilities are discussed.

**SPED 580  EVALUATION AND PLANNING FOR STUDENTS WITH LEARNING PROBLEMS I**

This course presents the role of the LDT-C on the Child Study Team, the administration and interpretation of standardized and functional assessment methods for identifying learning difficulties and disabilities, training to facilitate data-based decision making, formulation of an instructional plan based on assessment data, assessment regulations in law code, and legal and ethical issues.

*Prerequisite: SPED 579.*

**SPED 581  EVALUATION AND PLANNING FOR STUDENTS WITH LEARNING PROBLEMS II**

Continuation of SPED 580 providing advanced training in the identification of and planning for students with learning problems; models for the formulation of assessment plans, administration and analysis of diagnostic batteries, special issues in evaluation, the use of evaluation data to make decisions regarding eligibility and instructional planning are presented; case study methods are used to simulate Child Study Team practice.

*Prerequisites: SPED 580 and departmental approval.*

**SPED 582  BASIC INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS**

Techniques for planning instruction for students with special needs; specialized methods of instruction in reading, writing, arithmetic, speaking, listening, and social skills that can be utilized in regular and special education settings are presented.

*Prerequisites: SPED 580.*
SPED 584 ASSESSMENT AND EVALUATION IN THE INCLUSIVE CLASSROOM

This course is designed to be an introduction for pre-service teachers in the field of special education assessment and accountability. The course will introduce students to elements of traditional assessment, including record keeping, grading, objective and essay testing, theories of validity, as well as authentic, performance, and portfolio assessment. The keeping of anecdotal records, inclusion, heterogeneous groupings, and accommodations will also be components of this course.

Prerequisites: SPED 579 and SPED 567 or SPED 568.

SPED 585 TECHNOLOGY FOR INCLUSIVE CLASSROOMS

The course is designed provide educators with an understanding of how to use technology as a seamless part of the teaching and learning experience for students with disabilities in inclusive settings. Two main purposes for students with disabilities will be emphasized. Teachers will learn how to provide access to the curriculum for students with disabilities by using the principles of Universal Design for Learning as a framework for curriculum design. They will learn how to utilize technology to meet the unique needs of students with disabilities in order for them to attain maximum independence and participation in all environments.

Prerequisites: SPED 567 and SPED 568.

SPED 586 TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

This course will focus on a Research Based and Teacher-Tested Support Model for planning and implementing transition services for students with disabilities. Successful transition services will allow students to build the bridges toward becoming independent, self advocates with the insights, skills, knowledge, and learning techniques for successful transition from school to adult life.

Prerequisites: SPED 579 and SPED 567 and SPED 568.

SPED 587 ADVANCED INSTRUCTIONAL TECHNIQUES FOR STUDENTS WITH LEARNING PROBLEMS

The Learning Strategies Model for assisting students with learning problems to become independent will be used as framework; techniques for inclusion in regular educational settings, collaboration, strategies for planning instruction to meet diverse needs of students with mild disabilities, and special needs issues related to instruction will be presented.

Prerequisites: SPED 567 and SPED 568 and SPED 581.

SPED 588 PROMOTING PROSOCIAL BEHAVIORS IN INCLUSIVE SETTINGS

This course is designed to provide future teachers with theory and practice related to the development of appropriate prosocial behaviors within inclusive classroom settings for students with disabilities. This course will focus on behavior and the development and environmental factors that influence its expression. Emphasis will be placed on functional analysis of behavior, how to promote appropriate behavior, and how to develop a classroom setting that fosters prosocial behaviors. Principles of social/emotional learning, social skills development, as well as data collection, schedules of reinforcement, monitoring of progress, social problem solving, and promotion of positive behavior plans will be explored.

Prerequisite: SPED 579.
SPED 589 RESEARCH IN LEARNING DISABILITIES 3
Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized. Prerequisites: SPED 587 and permission of graduate program coordinator.

SPED 590 PRACTICUM: LEARNING DISABILITIES TEACHER-CONSULTANT 3
Supervised practice of the Child Study Team process in assessment and planning; administration of evaluation procedures and analysis of results; decision-making regarding eligibility and instructional planning, consultation and collaboration as a member of a Child Study Team will be emphasized. Prerequisite: Departmental approval.

SPED 594 INDEPENDENT STUDY 1 - 3
Students select an area of special education and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation. May be repeated once for a maximum of six semester hours. Prerequisite: Departmental approval.

SPED 595 MEDICAL AND PHYSICAL BASES OF DISABILITIES 3
Critical dimensions of the neurological and biological growth in the context of developmental disabilities are discussed. The relevance of the pediatric and neurological examinations for understanding disabilities is provided. The medical treatment of disabilities is presented.

SPED 596 ADVANCED PRACTICUM: LEARNING DISABILITIES TEACHER-CONSULTANT 3
Continuation of SPED 590; students will enroll in SPED 596 to fulfill the 150 hour time requirement and the meeting of competency standards to practice as a Learning Disabilities Teacher-Consultant begun in SPED 590. Prerequisite: Departmental approval.

SPED 597 PRACTICUM AND SEMINAR IN TEACHING STUDENTS WITH DISABILITIES 3
The course provides students with direct experience in teaching children and adolescents with special education needs in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams that will help children and adolescents with learning difficulties be successful in regular and special education settings. The emphasis is on instruction of children and adolescents with mild to moderate disabilities. In addition to 90 hours of direct instruction of children and adolescents with special needs in an approved placement, each practicum student must participate in class seminars, conferences, and planning sessions. Prerequisites: SPED 566, SPED 584, SPED 585, SPED 588 and permission of the graduate program coordinator.
SPED 668  CONSULTATION METHODS IN PSYCHOEDUCATIONAL SETTINGS
This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Psychology, PSYC 668.
Prerequisite: SPED 587.

SPED 680  SELECTED TOPICS IN SPECIAL EDUCATION
Emphasis is on current issues in special education, with the focus on practices to foster inclusion. Topics will vary in accordance with need, concerns, or requests of school districts, teachers, LDT-Cs, or professional organizations desiring additional study in a particular area of special education. Current problems, concerns, research, methods of instruction and assessment, and issues are given priority. Credits are dependent upon number of hours, workshops and/or seminars that are appropriate to the topic. May be repeated twice for a maximum of six semester hours as long as the topic is different.

SPED 690  ACTION RESEARCH IN INCLUSIVE SETTINGS
This course represents a capstone course for graduate students in the process of theory, conceptualization, research methods, operationalization, and analysis in the completion of an action research project. This course will link all of the practical aspects of conducting action research with the scholarly tools that support the cycle of reflective practice, thereby showing prospective and practicing teachers how to make action research a natural part of their teaching and to utilize action research to enhance inclusive education for students with disabilities. The course will help define action research and clarify its nature, providing a clear description of the relationship between qualitative and quantitative research. Students will then be offered step-by-step procedures for planning, implementing, and evaluating the kind of research projects that help pre-service teachers use their own understanding and expertise to work systematically through finding a solution to the problem they are investigating. Students will make an oral presentation of their project results, through a departmentally approved review process or an approved graduate symposium.
Prerequisite: SPED 589

EDTC 500  INTRODUCTION TO EDUCATIONAL TECHNOLOGY
An introduction to the philosophical, pedagogical and practical dimensions of educational technology. Students explore major tenets and trends in the fields of educational technology, instructional technology, and media literacy. Students develop a cognitive framework for understanding the new literacies associated with digital media and examine learning theories, including behaviorism, cognitivism and constructivism. The emphasis is bridging theory with practice and critically examining the possibilities and challenges associated with accessing and implementing communications technology within educational settings. Introduces students to the vast network of multiple media forms and systems that define educational technology.
EDTC 501  CURRICULUM AND TECHNOLOGY DEVELOPMENT:  
GLOBAL PERSPECTIVES  3  
This course provides a global view of education, technology and pedagogy world wide. Through collaboration with educators worldwide, students compare epistemologies in the United States with those of other countries. Students examine the potential roles, regulations and renewal of the technologies of education within the social and political democracy of the United States.  
Prerequisite: EDTC 500.

EDTC 502  ASSESSMENT AND EVALUATION OF  
LEARNING WITH TECHNOLOGY  3  
This course explores quantitative and qualitative approaches to researching the impact of technology within education and instructional settings. Students learn theory and practice of design, development, utilization, management and formative and summative evaluation of processes and resources for learning. Students select an area of inquiry, define a research problem, and collect and interpret preliminary data. This course provides a scaffold for the Capstone Project.

EDTC 510  TECHNOLOGY PLANNING FOR EDUCATIONAL RENEWAL  3  
Students assist district or organizational leaders in the systemic design and implementation of a technology plan that is customized for a school or organization philosophy, budget, and individual staff needs and abilities. Comprehensive planning considers goals, standards, resources, community structures, school or organization-based support, and staff development. Students conduct a needs assessment, facilitate planning meetings among leaders, educators, staff, parents and community representatives and address practical issues of purchasing and technical support.  
Prerequisites: EDTC 500, EDTC 501 and EDTC 502 or graduate advisor approval.

EDTC 520  INTEGRATING TECHNOLOGY ACROSS THE  
ELEMENTARY CURRICULUM  3  
This laboratory course provides students with hands-on experience in creating educational and instructional technology environments that are student-centered, collaborative, inquiry-based, and emphasize critical thinking. The course explores the fundamentals of interactive design using both MacIntosh and PC-based computer platforms. Students orchestrate object, print, video and digital media technologies to support specific curricular goals at the early childhood and elementary levels.

EDTC 530  INTEGRATING TECHNOLOGY ACROSS THE  
SECONDARY CURRICULUM  3  
This laboratory course provides students with hands-on experience in creating educational and instructional technology environments that are student-centered, collaborative, inquiry-based, and emphasize critical thinking. The course explores the fundamentals of interactive design using both MacIntosh and PC-based computer platforms. Students orchestrate object, print, video and digital media technologies to support specific curricular goals at the middle- and high-school levels.  
Prerequisites: EDTC 500, EDTC 501, and EDTC 502 or graduate advisor approval.
EDTC 550 INNOVATIONS IN EDUCATIONAL TECHNOLOGY DESIGN  3
This course offers an integrated approach to the design of educational technology environments, with an emphasis on the uses of adaptive and assistive technologies. Students engage in an inquiry-based approach to educational design within schools, corporations, public agencies, or community-based settings. The course holistically defines technology to include object, print, audio, video, and digital media formats, and emphasizes a needs-based design of educational technology to foster diversity and social justice.
Prerequisites: EDTC 500, EDTC 501, and EDTC 502 or graduate advisor approval.

EDTC 561 PRODUCTION SEMINAR I: PORTFOLIO DEVELOPMENT  3
This course introduces students to various types of portfolios including presentational, teaching and reflective. Students engage in strategic planning, design, development and assessment of a digital portfolio that incorporates multiple media forms and artifacts.

EDTC 563 PRODUCTION SEMINAR I: MULTIMEDIA AUTHORING  3
This course introduces students to the design and production of non-linear multimedia projects using text, images, sound, graphics, and animation. Students experiment with various digital authoring tools, explore elements of instructional design, and develop appropriate assessment strategies for educational media environments.

EDTC 565 PRODUCTION SEMINAR I: DIGITAL VIDEO EDITING  3
This course emphasizes advanced design, production and integration of video programs in the context of non-linear hypermedia. Students gain hands-on experience in special effects, animation and graphic design using Photoshop and FinalCut Pro software.

EDTC 591 PRODUCTION SEMINAR II: DEVELOPING DATABASES FOR EDUCATIONAL SETTINGS  3
This laboratory course introduces students to the tools available to assist in building databases and database applications for educational settings. Students engage in a systematic approach to identifying the necessary steps in creating a database and managing data, with an emphasis on user needs.
Prerequisite: Evidence of advanced computer proficiency.

EDTC 593 PRODUCTION SEMINAR II: WEB-BASED INSTRUCTION  3
This laboratory course leads students through the systematic use of web technology to design and manage learning and training experiences. Students gain hands-on experience in developing synchronous and asynchronous classrooms, with an emphasis on the needs of the non-traditional learner. Technologies include HTML and course management systems such as WebCT and Blackboard.
Prerequisite: Evidence of advanced computer proficiency.

EDTC 595 PRODUCTION SEMINAR II: TELEVISION PRODUCTION  3
This laboratory course involves hands-on exploration of television programming, including elements of conceptual creativity, pre-planning, set design, floor direction, control room operations and basic television directing. Students work in the DuMont Television Center and on location.
EDTC 597 PRODUCTION SEMINAR II: VIRTUAL COMMUNITIES OF LEARNING 3
This hybrid lecture/laboratory course provides students with direct experience with videoconferencing technologies to explore the globalization of e-learning as it relates to education, commerce, politics and culture. Students explore the global impact of networked communication technologies and develop educational, technical and business strategies for the design of learning environments.
Prerequisite: Evidence of advanced computer proficiency.

EDTC 600 SUPERVISED FIELD EXPERIENCE IN EDUCATIONAL TECHNOLOGY 3
The supervised field experience is designed to provide the masters candidate with professional field experience in his/her chosen area of emphasis. This semester-long experience bridges theory and practice through the application of best practices under the supervision of professionals in real settings. The student works under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the university supervisor. 100 hours per semester.
Prerequisite: Graduate advisor approval.

EDTC 670 CAPSTONE PROJECT IN EDUCATIONAL TECHNOLOGY 3
The capstone project is designed to provide the master’s candidate with both professional and scholarly experience in his/her chosen area of emphasis. Candidates for the master’s degree work with a supervising faculty member to design, develop and implement an educational technology project in the scholarship area of discovery, application or pedagogy—depending upon the student’s professional interests and goals. Offered as pass/fail only.
Prerequisite: Graduate committee approval of proposal.
The Department of Early Childhood, Elementary, and Literacy Education is committed to preparing individuals who can improve the lives of children, youth, and adults by implementing effective care, education, and literacy programs. In order to meet this challenge, our students build a strong knowledge base through inquiry and action research, develop skills and dispositions as reflective and caring practitioners, support and enhance systems that demonstrably include and respect all children, youth, adults, and their families; and provide professional leadership on local, state, and national levels. The department’s work reflects its commitment to the “Portrait of a Teacher”, social justice, and diversity.

All of our programs embed the following characteristics:

• a common, clear vision of good teaching that is apparent in all course work;
• clinical experiences aligned to well-defined standards of practice and performance;
• strong relationships, common knowledge, and shared beliefs among school/community-based and university faculty who work together to provide substantial clinical experiences using a cohort model;
• emphasis on social justice and the principles of democracy to ensure the optimal achievement of all students;
• opportunities to explore and participate in various education models; and
• courses developed and scheduled to meet the unique needs of adult learners.

MASTER OF EDUCATION (M.ED.) IN EARLY CHILDHOOD SPECIAL EDUCATION

The Master of Education degree in Early Childhood Special Education offered through the Department of Early Childhood, Elementary, and Literacy Education, College of Education and Human Services, has been approved as meeting the Council for Exceptional Children/National Council for the Accreditation of Teacher Education Specialty Guidelines for special education. The program focuses on the atypical development of children birth to eight years, and the programs, assessments, and professional collaborations that vest serve children in inclusive settings. The program is designed for experienced practitioners who are working in school settings, early intervention programs, or special education sites.

ADMISSION REQUIREMENTS*

Students wishing to matriculate in this program must have a bachelor’s degree and evidence of 2-3 years classroom experience working in the field of early childhood education or equivalent. Students seeking Teacher of Students with Disabilities certification must also possess a standard New Jersey Early Childhood (P-3) instructional
*Note: Admissions and certification requirements are subject to change. Consult with graduate program coordinator.

### MASTER OF EDUCATION DEGREE (M.ED.) IN EARLY CHILDHOOD SPECIAL EDUCATION WITH TEACHER OF STUDENT WITH DISABILITIES TEACHER CERTIFICATION PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Core courses (9 semester hours)</strong></td>
</tr>
<tr>
<td>ECSE 505</td>
</tr>
<tr>
<td>ECSE 508</td>
</tr>
<tr>
<td>SPED 579</td>
</tr>
<tr>
<td><strong>II. Specialization Courses (21 semester hours)</strong></td>
</tr>
<tr>
<td>ECSE 504</td>
</tr>
<tr>
<td>ECSE 506</td>
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<tr>
<td>ECSE 507</td>
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<td>ECSE 509</td>
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<tr>
<td>ECSE 519</td>
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<tr>
<td>ECSE 520</td>
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<tr>
<td>ECSE 523</td>
</tr>
</tbody>
</table>

Minimum semester hours: 39

### MASTER OF EDUCATION DEGREE (M.ED.) IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Core courses (15 semester hours)</strong></td>
</tr>
<tr>
<td>ECEL 505</td>
</tr>
<tr>
<td>Family, Community, Diversity course</td>
</tr>
<tr>
<td>Select one course from the following:</td>
</tr>
<tr>
<td>ECEL 518</td>
</tr>
<tr>
<td>ECSE 508</td>
</tr>
<tr>
<td>EDFD 531</td>
</tr>
</tbody>
</table>
Literacy Course
Select one course from the following:

READ 500  The Nature of Reading* ........................................................... 3
READ 503  Literature for Adolescents ......................................................... 3
READ 508  Critical Thinking and Literacy .................................................... 3
READ 410  Children’s Literature for a Multicultural Society ......................... 3
READ 510  Field Experience in Reading .................................................... 3
READ 600  Workshop in Contemporary Issues in Reading ......................... 3

Research Courses
ELRS 503  Methods of Research* .............................................................. 3
ELRS 504  Action Research for Teachers .................................................. 3

*If a student has completed this course or equivalent, transfer credit or a substitution may be approved by the Graduate Program Coordinator and the Office of Graduate Admissions and Support Services.

II. Tracks  (15-16 semester hours)
Student will select one of the following tracks:

A. Curriculum Development
ECEL 501  Perspectives on Early Childhood and Elementary Education in a Diverse Society .......................................................... 3
ECEL 516  Social Studies and the Arts: Understanding Democracy in Elementary Classrooms .......... 3
ECEL 517  Integrating Science and Technology in Early Childhood and Elementary Classrooms ..................................................... 3
MATH 577  Mathematics Education in the Elementary School .................. 3
READ 503  Literature for Adolescents
READ 410  Children’s Literature for a Multicultural Society
OR
ECEL 532  Research Seminar: Current Topics in Early Childhood and Elementary Education ..................................................... 3

B. Inclusion
SPED 579  Special Education for Children with Disabilities ..................... 3
ECSE 509  Implementing Programs for Children with Disabilities .............. 3
ECEL 522  Curriculum Development and Assessment in Diverse Elementary Classrooms ..................................................... 3
ECSE 523  Community, Collaboration, and Consultation: Early Childhood Special Education ..................................................... 3
ECSE 520  Research in Early Childhood Special Education ..................... 3

C. Philosophy for Children
PHLC 501  Teaching Children Philosophical Thinking I ......................... 3
PHLC 512  Value Inquiry ............................................................................. 3
PHLC 513  Social Inquiry ........................................................................... 3
EDFD 522  Pragmatism in Education ......................................................... 3

Select one from the following courses or sequences:
EDFD 581  Critical Thinking, Community and Self .................................. 3
PHLC 511  Teaching Philosophical Reasoning III .................................... 3
PHLC 508 and 509 - Summer Seminar at Mendham
PHLC 508  Teaching Philosophical Reasoning I (2 s.h.)  .... 4
PHLC 509  Teaching Philosophical Reasoning II (2 s.h.)  ................. 4

PHLC 614 and 615 - Summer Seminar at Mendham
PHLC 614  Scientific Reasoning (2 s.h.)  ........................................ 4
PHLC 615  Foundations of Philosophy for Children (2 s.h.) .......... 4

III. Electives .............................................................................................................. 3

IV. Master’s Thesis .................................................................................................. 3

Each student will be required to assemble a portfolio, including a research thesis. Students will present portfolios to a panel of reviewers.

ECEL 698  Master’s Thesis ........................................................................ 3
ECEL 699  Extension of Master’s Thesis (1 s.h.)  
(Extension is not counted toward degree semester hours.)

MASTER OF ARTS IN TEACHING (M.A.T.) — EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (M.A.T.) and a teaching certificate simultaneously. Upon successful completion of the program, the student will be recommended to the New Jersey Department of Education for a teaching certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

Persons recommended by the university for certification, who have passed the appropriate Praxis examination, will receive a Certificate of Eligibility With Advanced Standing which authorizes the holder to seek and accept offers of employment in New Jersey schools and in other states.

Note: Certification requirements are subject to change (see Teacher Education Programs in this catalog).

ADMISSION REQUIREMENTS

Candidates for admission to the MAT program must file an Application for Admission to the Office of Graduate Admissions and Support Services including all supporting materials. An undergraduate grade point average (GPA) of at least 2.75 overall, is required, along with qualifying scores on the general Graduate Record Exam and completion of the required Praxis II exam. In addition to transcripts and GRE scores, two recommendations from school or college faculty, or administrators, must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language. Candidates must also submit evidence of substantial and meaningful experience with groups of children over time or equivalent.

After the deadline, candidates will be notified about the next step in the application process, which may include interviews (with a graduate program coordinator and/or admission committee) and writing samples.

Students who are accepted to the MAT program will be assigned to a faculty advisor whom students should consult each semester. Since students’ backgrounds differ, they
should not take courses without advisement.

General questions about the MAT program should be directed to the Director of Teacher Education Admission, (973) 655-4139.

MASTER OF ARTS IN TEACHING (M.A.T.)-
EARLY CHILDHOOD EDUCATION
(TEACHER OF PRE-SCHOOL THROUGH GRADE 3 CERTIFICATION) DEGREE REQUIREMENTS

Prerequisites: Successful completion of a baccalaureate degree from an accredited institution, including a minimum of 60 liberal arts credits. One course in general psychology and two semesters of child development or equivalent at the undergraduate or graduate level; significant and meaningful work with groups of children; admission to the Teacher Education Program. It is expected that students in the program will be able to demonstrate proficiency in the use of the English language. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>I. Course work in Professional Education required for certification (15 s.h.):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECEL 501 Perspectives on Early Childhood and Elementary Education</td>
</tr>
<tr>
<td></td>
<td>in a Diverse Society (10 hours field experience) .................................. 3</td>
</tr>
<tr>
<td></td>
<td>ECEL 518 Families, Communities, and Schools:</td>
</tr>
<tr>
<td></td>
<td>Diversity, Culture, Democracy</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>ECSE 508 Partnerships with Families:</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Special Education</td>
</tr>
<tr>
<td></td>
<td>................................................................................................................. 3</td>
</tr>
<tr>
<td></td>
<td>Literacy Courses (select two of the following three): ................................</td>
</tr>
<tr>
<td></td>
<td>ECSE 519 Language and Early Literacy Development</td>
</tr>
<tr>
<td></td>
<td>READ 410 Children’s Literature for a Multicultural Society</td>
</tr>
<tr>
<td></td>
<td>READ 500 Nature of Reading</td>
</tr>
<tr>
<td></td>
<td>ELRS 503 Methods of Research</td>
</tr>
<tr>
<td></td>
<td>................................................................................................................. 3</td>
</tr>
<tr>
<td></td>
<td>II. Professional Sequence (12 semester hours):</td>
</tr>
<tr>
<td></td>
<td>ECEL 528 Early Childhood Curriculum in Inclusive Settings</td>
</tr>
<tr>
<td></td>
<td>................................................................................................................. 3</td>
</tr>
<tr>
<td></td>
<td>ECEL 510 Clinical Experience I in Inclusive Early Childhood and Elementary Settings</td>
</tr>
<tr>
<td></td>
<td>................................................................................................................. 2</td>
</tr>
<tr>
<td></td>
<td>ECEL 511 Clinical Experience II in Inclusive Early Childhood and Elementary Settings</td>
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<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>ECEL 514 In-Service Supervised Graduate Student Teaching</td>
</tr>
<tr>
<td></td>
<td>................................................................................................................. 5</td>
</tr>
<tr>
<td></td>
<td><em>(ECEL 514 replaces ECEL 511 for those in full-time teaching positions.)</em></td>
</tr>
<tr>
<td></td>
<td>ECEL 502 Seminar I: Inclusive Early Childhood and Elementary Classrooms</td>
</tr>
<tr>
<td></td>
<td>................................................................................................................. 1</td>
</tr>
<tr>
<td></td>
<td>ECEL 504 Seminar II: Inclusive Early Childhood and Elementary Classrooms</td>
</tr>
<tr>
<td></td>
<td>................................................................................................................. 1</td>
</tr>
</tbody>
</table>

266
III. Content/Methods (9 semester hours)
- MATH 577 Mathematics Education in the Elementary School ............... 3
- ECEL 516 Social Studies and the Arts:
  Understanding Democracy in Elementary Classrooms ...................... 3
- ECEL 517 Integrating Science and Technology in Early Childhood
  and Elementary Classrooms .......................................................... 3

Minimum semester hours: 36

MASTER OF ARTS IN TEACHING - ELEMENTARY EDUCATION
(ELEMENTARY SCHOOL TEACHER CERTIFICATION)
DEGREE REQUIREMENTS

Prerequisites: Successful completion of a baccalaureate degree from an accredited institution, including a minimum of 60 liberal arts credits. One course in general psychology and two semesters of child development or equivalent at the undergraduate or graduate level; significant and meaningful work with groups of children; admission to the Teacher Education Program. It is expected that students in the program will be able to demonstrate proficiency in the use of the English language. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
</table>

I. Core Courses (15 semester hours):
- ECEL 501 Perspectives on Early Childhood and Elementary Education
  in a Diverse Society (10 hours field experience) ....................... 3
- ECEL 518 Families, Communities, and Schools:
  Diversity, Culture, Democracy
  OR
- ECSE 508 Partnerships with Families:
  Early Childhood Special Education ........................................... 3
- ELRS 503 Methods of Research .................................................. 3

Literacy courses: (2 reading/writing courses required)
- READ 500 Nature of Reading ....................................................... 3
- One of the following: ................................................................. 3
  - READ 503 Literature for Adolescents
  - READ 507 Understanding Reading Comprehension
  - READ 410 Children’s Literature for a Multicultural Society

II. Professional Sequence (12 semester hours):
- ECEL 522 Curriculum Development and Assessment in Diverse
  Elementary Classrooms .............................................................. 3
- ECEL 510 Clinical Experience I in Inclusive Early Childhood and
  Elementary Settings ................................................................. 2
ECEL 511  Clinical Experience II in Inclusive Early Childhood and  
Elementary Settings ................................................................. 5

OR
ECEL 514  In-Service Supervised Graduate Teaching I ....................... 5

(ECEL 514 replaces ECEL 511 for those in full-time teaching positions.)

ECEL 502  Seminar I: Inclusive Early Childhood and  
Elementary Classrooms ............................................................ 1

ECEL 504  Seminar II: Inclusive Early Childhood and  
Elementary Classrooms ............................................................ 1

III. Content/Methods (9 semester hours):

MATH 577  Mathematics Education in the Elementary School ............... 3

ECEL 516  Social Studies and the Arts:  
Understanding Democracy in Elementary Classrooms ...................... 3

ECEL 517  Integrating Science and Technology in Early Childhood  
and Elementary Classrooms ..................................................... 3

Minimum semester hours:  36-37

M.A.T. IN TEACHER OF STUDENTS WITH DISABILITIES–DUAL CERTIFICATION PROGRAMS

Students who wish to obtain dual certification in general education and special education  
can apply for the following programs. Teacher of Students with Disabilities is the  
certification required to teach children with identified special needs. Certification as  
Teacher of Students with Disabilities requires an instructional certification. Students  
must obtain an instructional certification in general education in order to obtain certifi-  
cation in Teacher of Students with Disabilities. The following dual certification programs  
are available: MAT: Early Childhood Education P-3 and Teacher of Students with Disabili-  
ties or MAT: Elementary Education K-5 and Teacher of Students with Disabilities.

MASTER OF ARTS IN TEACHING (M.A.T.):  
EARLY CHILDHOOD EDUCATION P-3 AND  
TEACHER OF STUDENTS WITH DISABILITIES

ADMISSION REQUIREMENTS

General Education Praxis for Elementary Education required to enter the program.  
Evidence of substantial and meaningful experiences with groups of children over time or  
equivalent and experience with persons with disabilities. Prerequisite for entry is one  
semester of Child Development (with focus on birth-eight years) or equivalent at the  
undergraduate or graduate level. Course may be added to the program on a graduate level  
if not completed prior to admission.
I. Required Courses (30 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECEL 501</td>
<td>Perspectives on Early Childhood and Elementary Education in a Diverse Society (10 hours field experience)</td>
</tr>
<tr>
<td>ECSE 508</td>
<td>Partnerships with Families: Early Childhood Special Education</td>
</tr>
<tr>
<td>READ 500</td>
<td>Nature of Reading</td>
</tr>
<tr>
<td>ECSE 519</td>
<td>Language and Early Literacy Development</td>
</tr>
<tr>
<td>ELRS 503</td>
<td>Methods of Research</td>
</tr>
<tr>
<td>ECSE 506</td>
<td>Observation and Assessment of Young Children with Special Needs</td>
</tr>
<tr>
<td>ECSE 509</td>
<td>Programs and Practices for Young Children with Special Need</td>
</tr>
<tr>
<td>ECSE 523</td>
<td>Community, Collaboration and Consultation: Early Childhood Special Education</td>
</tr>
<tr>
<td>ECSE 505</td>
<td>Risk and Resilience in Early Development</td>
</tr>
<tr>
<td>SPED 579</td>
<td>Special Education for Students with Disabilities</td>
</tr>
</tbody>
</table>

II. Content/Methods (6 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ECEL 513</td>
<td>Math, Science and Technology for Young Children in Inclusive Settings</td>
</tr>
<tr>
<td>ECEL 516</td>
<td>Social Studies and the Arts: Understanding Democracy in Elementary Classrooms</td>
</tr>
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</table>

III. Professional Sequence (12-13 semester hours)

<table>
<thead>
<tr>
<th>Semester Before Student Teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECEL 502</td>
</tr>
<tr>
<td>ECEL 528</td>
</tr>
<tr>
<td>ECEL 510</td>
</tr>
</tbody>
</table>

Student Teaching Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECEL 504</td>
<td>Seminar II: Inclusive Early Childhood and Elementary Classrooms</td>
</tr>
<tr>
<td>ECEL 511</td>
<td>Clinical Experience II in Inclusive Early Childhood and Elementary Settings</td>
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</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECEL 514</td>
<td>In-Service Supervised Graduate Student Teaching</td>
</tr>
</tbody>
</table>

(ECEL 514 replaces ECEL 511 for those in full-time teaching positions.)

Successful completion of a comprehensive exam is required for the Master's degree.

Minimum semester hours: 48-49
MASTER OF ARTS IN TEACHING (MAT):
ELEMENTARY EDUCATION K-5 AND TEACHER OF
STUDENTS WITH DISABILITIES

ADMISSION REQUIREMENTS

General Education Praxis for Elementary Education required to enter the program. Evidence of substantial and meaningful experiences with groups of children over time or equivalent and experience with persons with disabilities. Prerequisite for entry is one semester of Child Development (with focus on primary through middle school years) or equivalent at the undergraduate or graduate level. Course may be added to the program on a graduate level if not completed prior to admission.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>I. Required Courses (27 semester hours):</td>
<td></td>
</tr>
<tr>
<td>ECEL 501 Perspectives on Early Childhood and Elementary Education in a Diverse Society (10 hours field experience)</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 508 Partnerships with Families: Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ELRS 503 Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>READ 500 Nature of Reading</td>
<td>3</td>
</tr>
<tr>
<td>SPED 566 Language-Based Learning Strategies for Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 567 Instructional Planning for Students with Disabilities in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 579 Special Education for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 584 Assessment and Evaluation in the Inclusive Classroom</td>
<td>2</td>
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<tr>
<td>SPED 585 Technology for Inclusive Classrooms</td>
<td>2</td>
</tr>
<tr>
<td>SPED 588 Promoting Prosocial Behaviors in Inclusive Settings</td>
<td>2</td>
</tr>
<tr>
<td>II. Content/Methods (9 semester hours):</td>
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</tr>
<tr>
<td>ECEL 516 Social Studies and the Arts: Understanding Democracy in Elementary Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ECEL 517 Integrating Science and Technology in Early Childhood and Elementary Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>MATH 577 Math Education in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>III. Professional Sequence (12 semester hours):</td>
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</tr>
<tr>
<td>Semester Before Student Teaching:</td>
<td></td>
</tr>
<tr>
<td>ECEL 502 Seminar I: Inclusive Early Childhood and Elementary Classrooms</td>
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</tr>
<tr>
<td>ECEL 510 Clinical Experience I in Inclusive Early Childhood and Elementary Settings</td>
<td>2</td>
</tr>
<tr>
<td>ECEL 522 Curriculum Development and Assessment in Diverse Elementary Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching Semester:</td>
<td></td>
</tr>
<tr>
<td>ECEL 504 Seminar II: Inclusive Early Childhood and Elementary Classrooms</td>
<td>1</td>
</tr>
<tr>
<td>ECEL 511 Clinical Experience II in Inclusive Early Childhood and Elementary Settings</td>
<td>5</td>
</tr>
</tbody>
</table>
OR
ECEL 514 In-Service Supervised Graduate Student Teaching ............... 5
(ECEL 514 replaces ECEL 511 for those in full-time teaching positions.)
Successful completion of a comprehensive exam is required for the Master’s degree.
Minimum semester hours: 48

TEACHER OF STUDENTS WITH DISABILITIES:
ADDITIONAL CERTIFICATION

Individuals who already hold certification in general education in P-3 can apply for Teacher of Student with Disabilities: Additional Certification program in order to receive an additional certification program in teaching students with disabilities, described below.

Individuals who already hold certification in general education in K-5, K-8, or content area can apply for Teacher of Students with Disabilities: Additional Certification program in order to receive an additional certification in teaching students with disabilities. This program is described in the Department of Curriculum and Teaching.

POST-BACCALAUREATE CERTIFICATION FOR TEACHER OF STUDENTS WITH DISABILITIES (ADDITIONAL CERTIFICATION ONLY)

This program is for teachers who already hold a certification in general education P-3, and wish to expand their knowledge regarding the instruction of students with disabilities and inclusive education. The program provides the skills, knowledge, and competencies required for working with students with disabilities.

ADMISSION REQUIREMENTS*

Students wishing to matriculate in this program must have a bachelor’s degree and possess a standard New Jersey Early Childhood (P-3) instructional certificate.

*Note: admissions and certification requirements are subject to change. Consult with your advisor.

PROGRAM REQUIREMENTS

Prerequisite: P-3 Teacher Certification

<table>
<thead>
<tr>
<th>Semester Hours</th>
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</thead>
</table>

I. Required Core Courses (9 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 505</td>
<td>Risk and Resilience in Early Development</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 508</td>
<td>Partnerships with Families: Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 579</td>
<td>Special Education for Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Specialization Courses (21 semester hours):

ECSE 506 Observation and Assessment of Young Children with Special Needs ........................................... 3
ECSE 507 Assessment of Pre-School Children with Disabilities II .......... 3
ECSE 509 Programs and Practices for Young Children with Special Needs ............................................. 3
ECSE 510 Field Experience: Early Childhood Special Education .......... 3
ECSE 518 Neuromotor Development of the Young Child ....................... 3
ECSE 519 Language and Early Literacy Development .......................... 3

Minimum semester hours: 24

POST BACCALAUREATE INITIAL TEACHER OF PRE-SCHOOL THROUGH GRADE 3 CERTIFICATION

Prerequisites: Successful completion of a baccalaureate degree from an accredited institution, including a minimum of 60 liberal arts credits. One course in general psychology and two semesters of child development or equivalent at the undergraduate or graduate level; significant and meaningful work with groups of children; admission to the Teacher Education Program. It is expected that students in the program will be able to demonstrate proficiency in the use of the English language. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

I. Core Courses (9 semester hours):

ECEL 501 Perspectives on Early Childhood and Elementary Education in a Diverse Society (10 hours field experience) ................ 3
ECEL 518 Families, Communities, and Schools: Diversity, Culture, Democracy ................................................. 3
READ 500 Nature of Reading ............................................................ 3

II. Professional Sequence (12 semester hours):

Semester Before Student Teaching:
ECEL 502 Seminar I: Inclusive Early Childhood and Elementary Classrooms .................................................. 1
ECEL 528 Early Childhood Curriculum in Inclusive Settings ................ 3
ECEL 510 Clinical Experience I in Inclusive Early Childhood and Elementary Settings ........................................... 2

Student Teaching Semester:
ECEL 504 Seminar II: Inclusive Early Childhood and Elementary Classrooms .................................................. 1
ECEL 511 Clinical Experience II in Inclusive Early Childhood and Elementary Settings ........................................... 5

OR
ECEL 514 In-Service Supervised Graduate Student Teaching ............... 5
(ECEL 514 replaces ECEL 511 for those in full-time teaching positions.)

III. Content/Methods (Select one course, 3 semester hours):

MATH 577 Mathematics Education in the Elementary School ............. 3
POST BACCALAUREATE INITIAL ELEMENTARY SCHOOL TEACHER CERTIFICATION

Prerequisites: Successful completion of a baccalaureate degree from an accredited institution, including a minimum of 60 liberal arts credits. One course in general psychology and two semesters of child development or equivalent at the undergraduate or graduate level; significant and meaningful work with groups of children; admission to the Teacher Education Program. It is expected that students in the program will be able to demonstrate proficiency in the use of the English language. Those students who have not had a course in human biology or health must successfully complete an examination in physiology and hygiene.

I. Core Courses (9 semester hours):

   ECEL  501  Perspectives on Early Childhood and Elementary Education in a Diverse Society (10 hours field experience) .................. 3

   ECEL  518  Families, Communities, and Schools: Diversity, Culture, Democracy .................................................... 3

   READ  500  Nature of Reading .................................................................... 3

II. Professional Sequence (12 s.h.):

   Semester Before Student Teaching:

   ECEL  502  Seminar I: Inclusive Early Childhood and Elementary Classrooms ......................................................... 1

   ECEL  522  Curriculum Development and Assessment in Diverse Elementary Classrooms .................................................... 3

   ECEL  510  Clinical Experience I in Inclusive Early Childhood and Elementary Settings .................................................... 2

   Student Teaching Semester:

   ECEL  504  Seminar II: Inclusive Early Childhood and Elementary Classrooms ......................................................... 1

   ECEL  511  Clinical Experience II in Inclusive Early Childhood and Elementary Settings .................................................... 5

   OR

   ECEL  514  In-Service Supervised Graduate Student Teaching ............ 5

   (ECEL 514 replaces ECEL 511 for those in full-time teaching positions.)

III. Content/Method (Select one course, 3 semester hours):

   MATH  577  Mathematics Education in the Elementary School ............ 3

   ECEL  516  Social Studies and the Arts: Understanding Democracy in Elementary Classrooms .......... 3

   ECEL  517  Integrating Science and Technology in Early Childhood and Elementary Classrooms ............................................ 3

Minimum semester hours: 24
MASTER OF ARTS DEGREE IN READING

The Department of Early Childhood, Elementary, and Literacy Education offers advanced degrees and certificates that prepare educators to meet present and future demands as literacy specialists within a range of teaching and policy contexts. Ever-increasing cultural and linguistic diversity, coupled with persistent disparities in student achievement outcomes, require educators to be able to meet the literacy learning needs of all students. Our graduate Reading programs emphasize practice informed by current theory and research, and provide a range of learning experiences that enhance candidates’ understanding of what it means to be an effective literacy educator within current social and political climates. Reading specialists are prepared to plan literacy curricula, coordinate instruction for individuals and groups of students, assess the nature of a range of reading difficulties and design effective responses, recommend methods and materials to be used in district reading programs, conduct in-service teacher training and professional development, and contribute to the evaluation of student reading achievement.

The advanced programs of study in Reading are designed to fulfill state-level and national standards for professional educators. Additionally, they provide students with deeper understandings of research, theory, and practice.

ADMISSION REQUIREMENTS

The Master of Arts in Reading is designed to provide literacy educators with appropriate experiences and solid grounding in the field of literacy. It is expected that students will graduate with a comprehensive understanding of literacy’s broad definition, sociopolitical underpinnings, and the ways they can effectively serve as change agents in their respective spheres of influence. Program graduates should be equipped with both the skills and dispositions to effectively advocate for the field of literacy and the profession of literacy educators. As a department, it is our hope and anticipation that our graduates will be prepared to serve in a wide array of educational roles in a variety of institutional and multicultural contexts. The curriculum places emphasis upon reflection and critical thinking about professional practice and helps students analyze the moral and ethical responsibilities of literacy educators.

Students who are applying to the program must meet all of the basic requirements for admission, as established through the Office of Graduate Admissions and Support Services. Undergraduate transcripts and GRE or MAT scores will be reviewed; but they do not serve as the primary measures in determining a student’s admission to the program. Students will also be evaluated as per their initial essays, letters of recommendation, and professional experience. Full matriculation will be based on all of these criteria. It is strongly recommended that students enrolling in the Master of Arts in Reading already hold a professional certification and have spent at least one year teaching in schools or working with students in a professional capacity. Students who wish to receive certification as Reading Specialists must possess an initial teaching certificate, a Masters degree in any field, two years teaching experience, and 30 hours of study as outlined in their study programs prepared with the program coordinator, and a passing score on the Praxis (Reading) Exam.

Successful matriculation through the program will be based upon the quality of academic performance as indicated by grades and instructor input.
PROGRAM REQUIREMENTS

I. Required Foundation Courses (6 semester hours)
   ELRS 503 Methods of Research ......................................................... 3
   READ 500 The Nature of Reading ...................................................... 3
   (Note: READ 500 is a prerequisite course for READ 502, 511, 513, 514, and 505. ELRS 503 is a prerequisite course for READ 505.)

II. Required Courses (24 semester hours)
   READ 501 Techniques of Reading Improvement in Secondary Schools .. 3
   READ 502 Administration and Supervision of Reading Programs .......... 3
   READ 503 Literature for Adolescents .................................................. 3
   READ 508 Critical Thinking and Literacy .......................................... 3
   READ 511 Case Studies of Reading Difficulties ................................... 3
   READ 513 Supervised Clinical Practicum, Part I ............................... 3
   READ 514 Supervised Clinical Practicum, Part II ............................. 3
   READ 505 Research Seminar in Reading .......................................... 3
   (Note: READ 511 is a prerequisite course for READ 513 and 514.)

III. Elective Course in Reading (3 semester hours)
    Select one of the following:
    READ 504 Literacy Needs of Adult Learners ................................. 3
    READ 510 Field Experience in Reading ........................................... 3
    READ 519 Language and Early Literacy Development ....................... 3
    READ 522 History of Literacy and Media ....................................... 3
    READ 524 Teaching Multietnic Literature in P-8 Classrooms .......... 3
    READ 525 Literacies, Digital Technologies and Learning .................. 3
    READ 600 Workshop in Contemporary Issues in Reading .............. 1-3

IV. Culminating Activity:
    Supervised clinical experience within the framework of required courses (in particular, within READ 513/514 and READ 505).
    Minimum semester hours: 33

PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE (SPECIALIST CERTIFICATION PROGRAM)

Minimum requirements: An initial teaching certificate, two years of successful teaching experience, a Master’s degree (no specified field), an approved graduate degree program in Reading approved by the New Jersey State Department of Education or a program of 30 semester-hours of graduate credits as listed below, and a passing score on the Praxis (Reading) Exam.

PROGRAM REQUIREMENTS

I. Required Foundation Course (3 semester hours)
   READ 500 The Nature of Reading ..................................................... 3
   (Note: READ 500 is a prerequisite course for READ 502, 511, 513, and 514.)
II. Required Courses (21 semester hours)

READ 501 Techniques of Reading Improvement in Secondary Schools ........................................ 3
READ 502 Administration and Supervision of Reading Programs ........................................ 3
READ 503 Literature for Adolescents .......................................................... 3
READ 508 Critical Thinking and Literacy ...................................................... 3
READ 511 Case Studies of Reading Difficulties ............................................. 3
READ 513 Supervised Clinical Practicum, Part I ........................................... 3
READ 514 Supervised Clinical Practicum, Part II .......................................... 3
(Note: READ 511 is a prerequisite course for READ 513 and 514.)

II. Elective Course in Reading (3 semester hours)
Select one course from the following:
READ 504 Literacy Needs of Adult Learners ............................................. 3
READ 510 Field Experience in Reading ....................................................... 3
READ 519 Language and Early Literacy Development .................................. 3
READ 522 History of Literacy and Media .................................................... 3
READ 524 Teaching Multiethnic Literature in P-8 Classrooms .................... 3
READ 525 Literacies, Digital Technologies and Learning ............................ 3
READ 600 Workshop in Contemporary Issues in Reading ......................... 1-3

III. Related Recommended Area (3 semester hours)
One additional READ elective course OR one of the following:

Linguistics
APLN 500 Language and Linguistics ......................................................... 3
APLN 502 Sociolinguistics ................................................................. 3
APLN 505 Semantics and Pragmatics ..................................................... 3
APLN 510 Discourse Analysis ................................................................. 3
APLN 512 Cross-Cultural Discourse Analysis ........................................... 3

Measurement
PSYC 578 Psychological Tests and Measurements ..................................... 3

Psychology
PSYC 506 Professional Issues in Multicultural School Psychology ............ 3
PSYC 560 Advanced Educational Psychology ......................................... 3

Organization of reading programs
CURR 599 Curricular and Social Dynamics of Schooling ............................ 3
CURR 532 Middle School Curriculum and Organization ............................ 3
ELAD 531 Program Planning and Development ....................................... 3

Supervision
ELAD 513 Secondary School Administration .......................................... 3
ELAD 521 Education Law ................................................................. 3
ELAD 540 Supervision I ......................................................................... 3

Minimum semester hours: 30
ASSOCIATE SCHOOL LIBRARY MEDIA SPECIALIST CERTIFICATION (ALMS)

The Associate School Library Media Specialist certification program leads to licensure in the State of New Jersey. The associate (21 semester hours) endorsement is required for any person assigned to perform educational media services in the public schools under the supervision of a qualified supervisor. Potential candidates must hold a bachelor’s degree from an accredited or approved institution and a standard New Jersey instructional license or an instructional Certificate of Eligibility with Advanced Standing. In addition, candidates are required to complete 18-21 semester hours of coursework. Coursework completed in the candidate’s undergraduate program may also be applied toward fulfilling these certification requirements. Potential candidates must submit applications to the Graduate School for initial screening. Approved applications will be forwarded to the Department of Curriculum and Teaching for review and evaluation. Full matriculation may be granted upon personal interview with the graduate program coordinator.

PROGRAM REQUIREMENTS FOR THE ASSOCIATE SCHOOL LIBRARY MEDIA SPECIALIST CERTIFICATION (ALMS)

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>I. Philosophical Foundations (3 semester hours)</td>
</tr>
<tr>
<td>MEDI 504 The Role of the Media Specialist ............................................. 3</td>
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<tr>
<td>II. Practical Design and Production (3 semester hours)</td>
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<tr>
<td>MEDI 503 Critical Basics of Media and Technology Production ............ 3</td>
</tr>
<tr>
<td>III. Pedagogical Design and Application (12 semester hours)</td>
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<tr>
<td>MEDI 505 Access and Organization of Educational Media .................. 3</td>
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<tr>
<td>MEDI 506 Evaluation and Selection of Educational Media .................. 3</td>
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<tr>
<td>READ 503 Literature for Adolescents .................................................. 3</td>
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<tr>
<td>EDTC 520 Integrating Technology Across the Elementary Curriculum 3</td>
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<tr>
<td>OR</td>
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<tr>
<td>EDTC 530 Integrating Technology Across the Secondary Curriculum ..... 3</td>
</tr>
<tr>
<td>IV. Culminating Activity (3 semester hours)</td>
</tr>
<tr>
<td>EDTC 600 Supervised Field Experience in Educational Media and Technology* ............................................. 3</td>
</tr>
</tbody>
</table>

*Students employed as full-time library media specialists for a period of 6 months prior to graduation may waive this course requirement upon graduate program coordinator approval. Students must accumulate a minimum of 18 semester hours to achieve the ALMS endorsement.

Minimum semester hours: 33
# EARLY CHILDHOOD, ELEMENTARY AND LITERACY EDUCATION

## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECEL 501</td>
<td>PERSPECTIVES ON EARLY CHILDHOOD AND ELEMENTARY EDUCATION IN A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Examine the historical, social, political, and philosophical trends and ideologies that impact the care and education of children. Emphasis will be placed on how models have changed over time to respond to the evolving need and dispositions of our society with regard to brain research, inclusion practices and culturally responsive teaching and learning. 10 hours field work required.</td>
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<tr>
<td>ECEL 502</td>
<td>SEMINAR I: INCLUSIVE EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS</td>
<td>1</td>
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<tr>
<td></td>
<td>Accompanies ECEL 510 Clinical Experience I in Inclusive Early Childhood and Elementary Settings and offers students a forum for discussion, reflection, and critical thinking with regard to clinical work in inclusive elementary classrooms.</td>
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<td></td>
<td><em>Prerequisite:</em> Admission to M.A.T. in Early Childhood or Elementary Education or Post-Baccalaureate Certificate Program in Early Childhood or Elementary Education.</td>
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<tr>
<td></td>
<td><em>Corequisite:</em> ECEL 510.</td>
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</tr>
<tr>
<td>ECEL 504</td>
<td>SEMINAR II: INCLUSIVE EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS</td>
<td>1</td>
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<td></td>
<td>Provides students with a forum to discuss the role of the teacher as teacher candidates take on full-time classroom responsibilities. Discussions focus on identifying and involving oneself in the professional field of early childhood/elementary/middle school education, upholding and advocating for ethical standards, engaging in continuous and collaborative learning, and taking a critical stance to inform practice. Teacher candidates demonstrate that they can make and justify decisions based on their knowledge of central issues such as developmentally appropriate practice, culturally responsive learning and teaching, and the context of children’s lives.</td>
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<td></td>
<td><em>Corequisite:</em> ECEL 511.</td>
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<tr>
<td>ECEL 505</td>
<td>OBSERVATION AND INQUIRY IN EARLY CHILDHOOD AND ELEMENTARY SETTINGS</td>
<td>3</td>
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<td></td>
<td>Provides students with the tools to identify and implement sound and authentic assessment strategies in early childhood and elementary classrooms. Students will be introduced to formal and informal assessment processes, tools, and strategies related to documentation and assessment techniques that are appropriate to the age and experiences of children. Emphasis will be on authentic assessment methods including the use of rubrics, portfolios, conferences, and self- and peer-assessment. Additional forms of assessment including running records, anecdotal records, checklists, rating scales, and children’s work samples as well as standardized tests will be examined. The relationship among ongoing assessment to plan instructional practice and to evaluate the progress and needs of children in early childhood and elementary settings will be a main focus. Fieldwork is required.</td>
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<td></td>
<td><em>Prerequisite:</em> Three years of early childhood and/or elementary teaching experience.</td>
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</tbody>
</table>
ECEL 510  CLINICAL EXPERIENCE I IN INCLUSIVE EARLY CHILDHOOD AND ELEMENTARY SETTINGS
Provides clinical experiences in an early childhood or elementary setting to foster the skills and dispositions necessary to become effective and nurturing teachers. Students provide learning opportunities that support children’s intellectual, social, and emotional development; design environments that support culturally responsive teaching; and plan and assess high quality curriculum. Students develop skills as reflective and questioning practitioners, promote democratic values and communication in the classroom, and build relationships with school colleagues, families, and agencies in the larger community.
Prerequisite: Admission to M.A.T. in Early Childhood or Elementary Education or Post-Baccalaureate Program in Early Childhood or Elementary Education. Special fee.
Corequisite: ECEL 502.

ECEL 511  CLINICAL EXPERIENCE II IN INCLUSIVE EARLY CHILDHOOD AND ELEMENTARY SETTINGS
Students demonstrate their knowledge of child development and the significant role of families and communities with regard to children’s learning by planning and implementing developmentally appropriate and culturally responsive curriculum in an inclusive early childhood/elementary classroom. Focusing on the diverse needs of individual children, students develop, implement, and assess an integrated curriculum unit that incorporates the Core Curriculum Content Standards and emphasizes literacy across the curriculum. As reflective practitioners, students utilize multiple strategies to assess children’s learning, classroom climate, and effective classroom management. Students are responsible for the full range of teacher activities in the classroom and are expected to seek out the resources of parents, administrators, and school colleagues. Students are required to assemble an exhibition portfolio and participate in a mock interview in order to demonstrate their strengths as a teacher.
Prerequisite: ECEL 510. Special fee.
Corequisite: ECEL 504.

ECEL 513  INTEGRATING MATH/SCIENCE/TECHNOLOGY IN INCLUSIVE EARLY CHILDHOOD CLASSROOMS
Provides learning experiences for diverse early childhood classrooms through the development, implementation, and assessment of integrated math/science/technology curriculum. A focus on design and problem-solving activities (e.g., Children’s Engineering) will be introduced to develop interdisciplinary learning experiences for inclusive classrooms. Student will gain experience in analyzing the classroom environment and materials with regard to the needs of individual children. Learning experiences will apply appropriate content requirements as identified by the New Jersey Core Curriculum Content Standards, the New Jersey Early Childhood Expectations, and professional organizations (NCTM, NSTA, ITEA).
Prerequisites: ECEL 501 and SPED 579.
ECEL 514 IN-SERVICE SUPERVISED GRADUATE STUDENT TEACHING 5
Replaces student teaching for students who are employed as full-time teachers with primary responsibility for a classroom. Students are supervised by university faculty during one semester. Students must obtain permission of the school district and department and complete a COP application. Specific qualifications are required.
Prerequisites: ECEL 522 or ECEL 528.
Corequisites: ECEL 504.

ECEL 516 SOCIAL STUDIES AND THE ARTS: UNDERSTANDING DEMOCRACY IN ELEMENTARY CLASSROOMS 3
Introduces students to critical pedagogy through the process, skills, and inquiry of social studies and the arts. The content focus of the course will be diverse communities, weaving together history, geography, social studies (anthropology, economics, archeology, etc.) and the visual and performing arts. Special emphasis will be placed on developing a critical perspective on social studies and the arts, exploring arts media and fostering dialogue focused on creativity, literacy strategies, and culturally responsive teaching and learning.

ECEL 517 INTEGRATING SCIENCE AND TECHNOLOGY IN EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS 3
Explores the nature of science as a discipline and examines how to integrate science, math and technology into the classroom curriculum. Students will learn strategies to engage children in active explorations aligned with the NJ Science, Math and Technology Standards. Students will recognize the integration of science and math content as vehicles for critical thinking, and children’s engagement in the wonder and study of the natural and physical (human-made) world. Students will experience hands-on, minds-on science activities supported by technology and will examine successful management techniques and science safety codes. Students will gain confidence and skills in the scientific concepts and principles that unite the science disciplines: systems, order and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; and form and function.

ECEL 518 FAMILIES, COMMUNITIES, AND SCHOOLS: DIVERSITY, CULTURE AND DEMOCRACY 3
Provides students with an understanding of how social and cultural influences shape children’s development and learning. The relationships among teacher, parent, child, and community as they affect learning will be explored. Methods for developing school/family partnerships will be discussed. Students will learn to take into account issues of child diversity and culturally responsive teaching as they create learning experiences. Cross listed with Family and Child Studies, FCST 518.
ECEL 522 CURRICULUM DEVELOPMENT AND ASSESSMENT IN DIVERSE ELEMENTARY CLASSROOMS
Provides students with the opportunities to explore and experience research-based learning theories, teaching practices, curriculum, classroom management models, instructional strategies, and assessment used in upper elementary/middle level classrooms. Students will apply a framework of culturally responsive teaching and learning to curriculum development and building classroom community. Critical reviews of research, case study methods, planning and implementation of an integrated curriculum unit, and reflection on one’s teaching beliefs will be investigated through journal writing, classroom observations, curricular development, assessment techniques, and group discussion.
Prerequisite: Admission to M.A.T. in Early Childhood or Elementary Education or Post-Baccalaureate Certificate Program in Early Childhood or Elementary Education.

ECEL 528 EARLY CHILDHOOD CURRICULUM IN INCLUSIVE SETTINGS
Provides students with strategies to assess professional goals, develop authentic assessment practices, and respond to the cultural, linguistic, and learning needs of individual children. Develop, implementation, and assessment of an integrated unit that defines essential questions, aligns with state standards, and adapts lessons for children with special needs is required.
Prerequisites: ECEL 501.
Corequisites: ECEL 502 and ECEL 510

ECEL 532 RESEARCH SEMINAR: CURRENT TOPICS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION
Provides reading, discussion, and analysis of current research in the fields of early childhood and elementary education. Topics may include differentiated learning, inclusion, second language learners, curriculum development, policy implications, and/or culturally responsive teaching and learning, etc.
Prerequisite: Completion of 15 semester hours of core courses required for ECEL M.Ed. program.

ECEL 565 INDEPENDENT STUDY IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION
Offers opportunities to explore areas in Early Childhood and Elementary education that are not covered in the normal course offerings. May be repeated twice for a maximum of six semester hours.
Prerequisite: Departmental approval.

ECEL 575 SELECTED TOPICS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION
Presents a topic or issue in the field that is not currently covered in existing courses. Students will gain specific knowledge and skills with regard to a well defined area of expertise. May be repeated once for a maximum of six semester hours.

ECEL 698 MASTER’S THESIS
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ECEL 699 if they don’t complete ECEL 698 within the semester.
Prerequisite: Departmental approval.
ECEL 699  MASTER’S THESIS EXTENSION  
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given. 
Prerequisite: ECEL 698.

ECSE 504  TYPICAL AND ATYPICAL DEVELOPMENT: BIRTH TO THREE YEARS
Familiarizes students with the developmental stages of infants and toddlers. Particular emphasis will be placed on sensorimotor stage theory, development of the capacity for symbolic representations, and the acquisition of language. Application of developmental theory to children with disabilities will be discussed.

ECSE 505  RISK AND RESILIENCE IN EARLY DEVELOPMENT
Examines various theories of child development related to infants, toddlers, and preschoolers, from conception to age five. A strong focus is placed on the impact of risk and protective factors on early development. Specifically, the course addresses the etiology, behavioral characteristics, developmental outcomes, and family impact on the development of young children including those with environmental, biological, or established risk of developmental delays or disabilities. Students learn methods for observing and interpreting physical growth, motor, cognitive, language and communication, social/emotional, and play development of typically developing young children and those with special needs.

ECSE 506  OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN WITH SPECIAL NEEDS
Focuses on observation, screening and assessment of young children with special needs from birth to age five. Students explore commonly used techniques, instruments, examine administration procedures, and learn to interpret findings related to children’s development. An emphasis is placed on family partnerships, using observation as a tool in natural settings, and creating appropriate assessment plans for young children.

ECSE 507  ASSESSMENT OF PRESCHOOL CHILDREN WITH DISABILITIES
Provides in-depth analysis of selected assessment devices introduced in ECSE 506. A variety of instruments designed for use with infants and preschoolers will be evaluated and employed.
Prerequisite: ECSE 506.

ECSE 508  PARTNERSHIPS WITH FAMILIES: EARLY CHILDHOOD SPECIAL EDUCATION
Addresses family-professional partnerships in early childhood special education. Students gain knowledge, skills and dispositions to work collaboratively with diverse families to support the development and education of young children with special needs. Various models including family-focused practice and family systems theory are discussed.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 509</td>
<td>PROGRAMS AND PRACTICES FOR YOUNG CHILDREN WITH SPECIAL NEEDS</td>
<td>3</td>
</tr>
</tbody>
</table>
|         | Provides an overview of curricular approaches in Early Childhood Education (birth to 8), specific intervention strategies, and curriculum planning issues. Emphasis is placed upon the development of knowledge, skills and dispositions needed to address outcomes identified in individual IFSPs or IEPs within the context of activity-based programs for young children in naturalistic environments.  
**Prerequisite:** ECSE 506. |         |
| ECSE 510 | PRACTICUM AND SEMINAR: EARLY CHILDHOOD SPECIAL EDUCATION | 3       |
|         | Supervised experience in diverse field settings with both typical and atypical young children; seventy-five (75) clock hours of fieldwork and an accompanying seminar are required.  
**Prerequisite:** Departmental approval. |         |
| ECSE 518 | NEUROMOTOR DEVELOPMENT OF THE YOUNG CHILD | 3       |
|         | Studies typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability. Implications for the educator of young children with disabilities will be stressed. |         |
| ECSE 519 | LANGUAGE AND EARLY LITERACY DEVELOPMENT | 3       |
|         | Explores the development of language, communication and early literacy in children birth to age five, focusing on both typical and atypical development pathways. Considers how children acquire language in social context and the relationships between communicative skills and literacy. Within a theory to practice framework, the course covers topics that include the family’s role in early language development, language socialization across cultures, bilingualism and second language acquisition, speech and language impairments, and the emergence of literacy in both home and preschool settings. The role of early childhood teachers in fostering language and literacy development in children with diverse needs and backgrounds is highlighted. |         |
| ECSE 520 | RESEARCH IN EARLY CHILDHOOD SPECIAL EDUCATION | 3       |
|         | Examines research designs, statistical analysis and methods for writing a research paper. Significant problems in the field of early childhood special education are investigated and discussed. Published research projects are evaluated. |         |
ECSE 523 COMMUNITY, COLLABORATION, AND CONSULTATION: EARLY CHILDHOOD SPECIAL EDUCATION
Provides students with a theoretical framework to guide the interactions of early childhood professionals with educational systems, communities, and with each other to insure appropriate educational practices for young children with special needs. Effective strategies to support communication, collaboration, conflict resolution, consultation, mentoring, and collaborative research skills will be addressed. Students will explore various methods for developing professional partnerships that facilitate interagency collaboration in early intervention, transdisciplinary team practices, and team teaching in inclusive early care and education. Students will reflect upon the various ways in which communication, collaboration, and consultation support curriculum, programs and professional development.
Prerequisites: ECSE 509 and SPED 579.

MEDI 503 CRITICAL BASICS OF MEDIA AND TECHNOLOGY PRODUCTION
This course introduces critical and practical frameworks for producing educational media. Students engage in hands-on production of multiple media forms to support a variety of curricular goals with emphasis on digital media. Students explore the possibilities of curricular goals with emphasis on digital media. Students explore the possibilities of multimedia and non-linear teaching and learning for educators and learn the fundamentals of interactive and integrative curriculum design across Macintosh and PC-based computer platforms. Open to matriculating and non-matriculating students.

MEDI 504 THE ROLE OF THE MEDIA SPECIALIST
This introductory course explores the collaborative role of the media specialist in educational renewal and the systemic integration of technologies into school, districts and communities. The course explores the coordination and management of media resources, leadership responsibilities, professional development, standards and assessment, organizational communication and ongoing support as interrelated elements in effective educational technology integration.

MEDI 505 ACCESS AND ORGANIZATION OF EDUCATIONAL MEDIA
This hands-on seminar explores global and systemic approaches to creating a library or media center collection within school and community structures. The course focuses on access, cataloging, and classification of library resources in multiple media formats using various classification schemes.

MEDI 506 EVALUATION AND SELECTION OF EDUCATIONAL MEDIA
Emphasizes the evaluation and selection of research materials in multiple media formats—from print to digital. The course provides opportunities to discover what kinds of resources are available and generate criteria for evaluating the quality and usefulness of new and traditional media in supporting the research process.

READ 500 THE NATURE OF READING
Examines the foundations of reading: the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.
READ 501  TECHNIQUES OF READING IMPROVEMENT  3
IN THE SECONDARY SCHOOL
Studies the improvement of nonclinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.

READ 502  ADMINISTRATION AND SUPERVISION OF READING PROGRAMS  3
Explores the more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of in-service programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists in order to establish or administer a functional school reading program. 
Prerequisite: READ 500.

READ 503  LITERATURE FOR ADOLESCENTS  3
Offers background for the development of recreational reading programs in middle schools and high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.

READ 504  LITERACY NEEDS OF ADULT LEARNERS  3
Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction are examined.

READ 505  RESEARCH SEMINAR IN READING  3
Investigates problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort. 
Prerequisite: Departmental approval.

READ 506  READING RESOURCES  3
Review software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities. Philosophical, psychological and academic considerations of reading resources are considered. Materials are demonstrated and assessed.

READ 507  UNDERSTANDING READING COMPREHENSION  3
Provides an understanding of the processing of visible language, particularly the types found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. Students will create a conceptual framework for the comprehensibility of written materials in terms of the interaction among the reader, the text, and other pragmatic variables.

READ 508  CRITICAL THINKING AND LITERACY  3
Offers a critical thinking framework for the communication arts with an emphasis on reading comprehension, writing, and discussion. Relevant psychological, sociological, and philosophical theories will be studied and applied to texts that are representative of diverse genres and cultures and that challenge conventional beliefs.
READ 510  FIELD EXPERIENCE IN READING  3
Provides students opportunities to observe, participate and report community-based activities of agencies. For students in long-range research, students with limited teaching experience, and students who need additional field and clinical experience. Independent study.
Prerequisite: Departmental approval.

READ 511  CASE STUDIES OF READING DIFFICULTIES  3
Offers opportunities to learn the techniques for diagnosing reading difficulties; evaluating the most frequently used tests and inventories; and the testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, standardized and informal tests; and reporting to parents, schools and agencies are discussed. The course develops skills in diagnosing and ameliorating reading problems. Additional diagnostic hours arranged.
Prerequisite: READ 500.

READ 512  SEMINAR IN READING DISABILITIES  3
Examines significant problems in the field of reading disability. Historical and emerging models used in reading diagnosis are discussed.

READ 513  SUPERVISED CLINICAL PRACTICUM, PART I  3
For advanced students and specialists involved in some aspect of remedial instruction. Investigates and interprets serious reading problems; causes of reading difficulties, and techniques of remedial and corrective treatment. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.
Prerequisite: READ 511.

READ 514  SUPERVISED CLINICAL PRACTICUM, PART II  3
For advanced students and specialist involved in some aspect of remedial instruction. Examines selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from children in surrounding communities. Additional tutoring hours will be arranged.
Prerequisite: READ 511.

READ 519  LANGUAGE AND EARLY LITERACY DEVELOPMENT  3
This course examines the nature of language, communication, and literacy development in children of diverse backgrounds and abilities during the foundational early childhood period from birth through age five. Students explore how children acquire language in social context and the impact of biological, psycholinguistic, and sociocultural factors on language development in both typically and atypically developing children. Students examine the relationships between language skills and emergent literacy, and the role of parents, teachers and other caregivers in helping prepare children to successfully acquire school-based Literacies. Students explore state and national policies that seek to improve preschool supports for language and early literacy development and the impact of increasing linguistic and cultural diversity on early childhood language arts/literacy education.
READ 522 HISTORY OF LITERACY AND MEDIA 3
This course examines literacy evolutions through physical innovations from cuneiform to the printing press to the internet, educational initiatives from the tutor system to mandated public education to No Child Left Behind, and historical eras from ancient to modern to post-modern. This course will run as a seminar co-developed by the professor and students. This class engages students in learning the history of literacy and literacy pedagogy and, through that, wrestling with issues of discourse, culture, theory, and practice in education and society - both as practicing or potential teachers and as scholars. Topics covered include: development of literacy as related to the printing press, literacy definitions and educational policy, new media and new Literacies, and issues of literacy and power in educational settings.
Prerequisite: READ 500 or READ 501 or instructor's permission.

READ 524 TEACHING MULTIETHNIC LITERATURE IN P-8 CLASSROOMS 3
This graduate-level course is designed to assist in-service teachers and school media specialists in their efforts to examine multiethnic children's literature as both aesthetic forms and pedagogical tools. Students will analyze the social, political, and educational implications of such literature and its use in P-8 classrooms. If teachers and school media specialists introduce powerful, but enjoyable, literary pieces through which they explore the topics of race and ethnicity and ask critical questions, children might have a greater chance of living up to democratic principles and becoming active participants in the global community. This course will help teachers to use multiethnic children's literature more frequently in their respective classrooms and to approach that responsibility with confidence.

READ 525 LITERACIES, DIGITAL TECHNOLOGY AND LEARNING 3
This course is designed to provide a context in which pre-service and in-service teachers can explore a range of "new" Literacies and the implications of these new Literacies for school-based literacy education. This course comprises a theoretical dimension that focuses on literacy as a social practice, and a practical dimension that includes hands-on use of a range of new digital technologies and new literacy practices. Attention will be paid to developing effective ways of taking up new Literacies in classroom contexts.

READ 600 WORKSHOP IN CONTEMPORARY ISSUES IN READING 1 - 3
Explores contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.
The Department of Educational Foundations has the dual responsibility of serving established educational programs while developing new approaches toward their improvement through philosophical, psychological, sociological, historical and comparative studies, as well as through educational theory and research. In keeping with these professional responsibilities, the department offers a specialization in Philosophy for Children in the Ed.D. in Pedagogy, a graduate certificate in Philosophy for Children, as well as the foundation courses in educational philosophy, educational sociology (including issues of gender, race and class), research, measurement, and evaluation methodology for the preparation and professional development of teachers and other educators.

EDUCATIONAL FOUNDATIONS
Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>EDFD 520</td>
<td>DEVELOPMENT OF EDUCATIONAL THOUGHT</td>
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<td></td>
<td>Intensive study of philosophical perspectives of selected classical to modern thinkers as they relate to educational theory and practice. A range of points of view will be considered including such seminal thinkers as Plato, Aristotle, Aquinas, Rousseau, Dewey, Greene, Freire and Bell Hooks. The application of philosophical perspectives to contemporary education issues will be explored.</td>
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<tr>
<td>EDFD 521</td>
<td>CONTEMPORARY EDUCATIONAL THOUGHT</td>
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<td>Current trends and issues in contemporary education will be explored with an emphasis on central concerns such as building community, education for democracy, critical thinking, reasoning, literacy and content standards. We will examine issues of theory as well as applications to pedagogy and curriculum.</td>
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<tr>
<td>EDFD 522</td>
<td>PRAGMATISM IN EDUCATION</td>
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<td>An intensive study of the doctrines and principles developed in the writings of John Dewey and his followers, with special reference to critical issues in education today. Introduction into pragmatic thought through the writings of Dewey, Pierce, and James, and the implications of this philosophy studied through the works of Kilpatrick, Counts, Bode, Childs, Bramald, and others.</td>
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<tr>
<td>EDFD 531</td>
<td>FOUNDATIONS OF EDUCATION FOR LANGUAGE MINORITY STUDENTS</td>
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<td>This course examines the social, cultural, political, and linguistic foundations of schooling in the United States for students who speak languages other than English. Issues addressed include the history of education for U.S. immigrants; socio-cultural, legal, and political influences on the education of language minority students; and linguistic factors in the education of language minority students. Students also explore curriculum, instruction, and school organization as they relate to the education of language minority students.</td>
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</table>
EDFD 540 CULTURAL AND SOCIAL ASPECTS OF EDUCATION 3
Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.

EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3
A study of the origin, development, and status of specific crucial issues in the field of education. Such topics as: race, class and gender and their effects on school life and curriculum, multicultural education, violence in schools, teenage pregnancy, school funding and the education of teachers, etc. will be considered.

EDFD 550 CRITICAL THINKING AND LEARNING 3
This course provides an introduction to critical thinking as an educational goal. Students will consider the nature of critical thinking and its implications for educational objectives and student learning, and engage in its practice. Students will examine classroom practices through which critical thinking can be developed, including questioning strategies and evaluation procedures.

EDFD 551 CRITICAL THINKING AND MORAL EDUCATION 3
The course offers a critical thinking framework for moral education. Approaches to moral education through critical thinking will be explored including those of Lipman, Siegel and Paul. These will be seen within the perspective of alternative and complementary approaches including values clarification, moral developmentalism, and cultural transmission models. Students will be helped to identify occasions for moral education throughout the curriculum and to design interventions and curriculum materials to strengthen the moral judgment of their pupils.

EDFD 552 CRITICAL THINKING AND CONTEMPORARY EDUCATIONAL ISSUES 3
Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene, Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education.

EDFD 554 CRITICAL THINKING AND DEMOCRACY 3
Critical thinking is a reform movement in education that addresses central concerns in education for democracy as well as other sociological, political and philosophical issues. This course will help teachers deepen their understanding of the meaning of “democracy,” as well as the relationship between democratic practice and schooling. In this course, teachers will explore the history of American education, studying the basic commitment to democracy inherent within it, as well as the on-going tension between democratic ideals and other educational objectives, such as rewarding excellence and furthering capitalistic meritocracy.

EDFD 555 CRITICAL THINKING AND REASONING 3
Critical thinking requires the ability to be reasonable, both in asserting claims and in interacting with others. This course will look at the foundations of critical thinking, informal logic, argumentation analysis, and cognitive psychology, in order to help teachers develop, facilitate, and support student reasoning in relation to their studies and to their lives outside of schools.
EDFD 581  CRITICAL THINKING, COMMUNITY AND SELF  3
Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children’s rights, dialogue, community, personhood, and the general aims of education.

EDFD 670  FINAL PROJECT  3
The final course in the M.Ed. is meant to act as an individualized learning experience involving each graduate student in the planning and execution of a cumulative project. This course will provide students with a workshop environment to develop the project in accordance with his or her on-going professional interests and academic requirements. A descriptive and evaluative report are required, as is the dissemination of the results through a conference presentation, professional presentation, or academic round-table discussion.
Prerequisites: Completion of 21 credits of required courses, research courses and electives.

ELRS 503  METHODS OF RESEARCH  3
Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.

ELRS 504  ACTION RESEARCH  3
Principles and techniques of research applicable to classroom situations. Various kinds of classroom research are studied and analyzed. Practice provided in the planning and outlining a research project. The development of experimental designs, and evaluation of the structure and outcomes of classroom research.

ELRS 507  CLASSROOM ASSESSMENT  3
Theory and practice course to develop comprehension of and skill in constructing tests in the cognitive domain, i.e. intelligence, aptitude, achievement, and problem solving tests. Laboratory exercises are included. Basic measurement concepts relating to test construction. Students will carry out project according to needs.

ELRS 553  SELECTED TOPICS IN CRITICAL THINKING  3
This course will focus on particular areas of application, theoretical dispute, and/or procedural issues as they apply to teaching for critical thinking. May be repeated once for a maximum of six semester hours.
Prerequisite: EDFD 550.

ELRS 578  TESTING AND EVALUATION  3
Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.
### ELRS 580 LEARNING THEORIES
3
Study of the learning process and its measurement as it applies in the classroom and non-school settings.

### ELRS 603 SEMINAR IN RESEARCH
3
Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.
*Prerequisite: ELRS 503.*

### ELRS 650 INDEPENDENT STUDY IN EDUCATIONAL RESEARCH AND EVALUATION
1 - 3
Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem. May be repeated once for a maximum of six semester hours.
*Prerequisite: Departmental approval.*

### PHLC 501 TEACHING CHILDREN PHILOSOPHICAL THINKING I
3
This course is designed to equip teachers with the skills and background essential for teaching philosophical thinking in the classroom. Teachers will be introduced to the curriculum materials in philosophy for children, the history of philosophical ideas which form an essential component of the approach, the nature of formal and informal reasoning and an analysis of educational issues which are affected by the introduction of philosophy into the classroom. This course will not count toward the undergraduate major in philosophy. May be repeated for credit three times for a total of twelve credits as long as the content is different with each repetition.

### PHLC 502 TEACHING CHILDREN PHILOSOPHICAL THINKING II
3-12
This course provides those who have taken an introductory course or workshop in critical thinking or Philosophy for Children the opportunity to practice engaging students in critical and/or philosophical thinking and to reflect on that experience. Each student, in consultation with the course instructor, will plan and execute a complex critical thinking or philosophy project in a classroom setting. Course hours will be divided among time spent in the classroom and consultation with the instructor. If the student is not a certified teacher with her/his own classroom, the instructor will arrange for the student to execute her/his project in a classroom with a teacher who has experience in critical thinking or Philosophy for Children.

### PHLC 508 TEACHING PHILOSOPHICAL REASONING I
2
This course aims to acquaint teachers with reasoning skills that are employed in everyday conversation, reading, listening and writing, so as to prepare them to think more reasonably and judiciously.

### PHLC 509 TEACHING PHILOSOPHICAL REASONING II
2
This course aims to assist teachers to operationalize reasoning skills while at the same time utilizing certain aspects of philosophy of language, aesthetics and epistemology for the enhancement of writing skills.

### PHLC 511 TEACHING PHILOSOPHICAL REASONING III
3
The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.
*Prerequisite: PHLC 509*
PHLC 512 VALUE INQUIRY 3
Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.

PHLC 513 SOCIAL INQUIRY 3
This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.

Prerequisites: PHLC 508, 509 and 511.

PHLC 614 SCIENTIFIC REASONING 2
This course aims at familiarizing students with a variety of reasoning skills that are useful in scientific inquiry, while at the same time teaching them how to create a cognitive readiness in children to do science.

PHLC 615 FOUNDATIONS OF PHILOSOPHY FOR CHILDREN 2
This course focuses on the educational relationship between children and thinking. It aims to assist students to understand the role of ideas in children’s learning, the ways in which children can be encouraged to deliberate with regard to ill-defined conceptual issues, and to assist students to understand the relationship of Philosophy for Children to critical and creative thinking.

Educational Foundations courses are also offered as part of the specialization in Philosophy for Children in the Ed.D. in Pedagogy. Please refer to the index for the page number for the Ed.D. in Pedagogy where those courses are described.
ENGLISH

Telephone: (973) 655-4274

In the Master’s program, students may choose course work in British Literature, American Literature, International Literature, or Writing Studies to complement the required core courses and electives. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing.

The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as providing intellectual enrichment. A significant number of M.A. graduates have, in recent years, gone on to doctoral programs at major universities or to teaching positions at community colleges. Others have found the program to be both useful and enhancing to careers in business.

ADMISSION REQUIREMENTS

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The graduate program coordinator will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals. Students admitted to the graduate program coordinator in English must take at least one course in each academic year in order to maintain matriculation. Exceptions may be made upon application to the departmental graduate program coordinator.

Non-matriculated students must obtain the approval of the departmental graduate coordinator in order to enter graduate courses in English.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH

I. Distribution of course work
   A. Core courses (9 semester hours)
      1. ENGL 605 Seminar in Literary Research ........................................... 3
         (to be taken near the beginning of the program)
      2. ENLT 514 Theoretical Approaches to Literature ............................... 3
      3. ENGL 698 Master’s Thesis (to be taken at the end of the program) .. 3
   B. Four courses in one of these four areas of study ................................. 12
      1. British Literature
      2. American Literature
      3. International Literature
      4. Writing Studies
   C. Electives .................................................................................................... 12

Any ENGL, ENLT, or ENWR graduate courses not used to fulfill requirements in “B.” Six credits may be taken outside the English Department with prior permission of the English graduate program coordinator.

Minimum semester hours: 33
II. Foreign Language Requirement

Students are not required to demonstrate a reading knowledge of a foreign language; however, the department provides students with the opportunity to demonstrate such competency by examination in case they wish to present this credential when they apply for admission to doctoral programs. Examinations may normally be given in French, German, Italian, Russian, and Spanish. Other languages may be offered with the approval of the department. Testing arrangements should be made with the graduate program coordinator.

ENGLISH

Course Descriptions
BRITISH LITERATURE

<table>
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<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL 508</td>
<td>SHAKESPEARE STUDIES: TRAGEDIES</td>
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<tr>
<td>ENGL 509</td>
<td>SHAKESPEARE STUDIES: COMEDIES</td>
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<tr>
<td>ENGL 510</td>
<td>SHAKESPEARE STUDIES: HISTORIES</td>
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<tr>
<td>ENGL 511</td>
<td>ELIZABETHAN AND JACOBEAN DRAMA</td>
</tr>
<tr>
<td>ENGL 518</td>
<td>MILTON</td>
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ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES
Shakespeare’s tragic drama against a background of classical and Medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare’s use of plot sources and to Elizabethan theories of rhetoric.

ENGL 509 SHAKESPEARE STUDIES: COMEDIES
Shakespeare’s comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare’s use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.

ENGL 510 SHAKESPEARE STUDIES: HISTORIES
A study of the ten English history plays. Shakespeare’s use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

ENGL 511 ELIZABETHAN AND JACOBEAN DRAMA
A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of Medieval English drama and the new Renaissance theories of Shakespeare’s contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

ENGL 518 MILTON
Paradise Lost, Paradise Regained, Samson Agonistes, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton’s life and the political and religious controversies of his times. The poetry is also studied in terms of its relation to Milton’s Italian and classical models, his Elizabethan masters, and his contemporaries.
ENGL 532 VICTORIAN STUDIES II: NOVEL 3
The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontes, Eliot, and others.

ENGL 533 VICTORIAN STUDIES III: POETRY 3
The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymer.

ENGL 535 TURN-OF-THE-CENTURY BRITISH WRITERS 3
An examination of British literature in the transitional period between the late nineteenth and early twentieth centuries. Writers might include Hardy, Conrad, Joyce, and Lawrence. Attention is given to the ways in which their works illuminate the movement from Victorian to modernist thinking and demonstrate the relation between literary consciousness and society.

ENGL 540 THE MODERN BRITISH NOVEL 3
Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.

ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3
The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. May be repeated once for a maximum of six semester hours as long as the topic is different.

Prerequisites: Permission of the graduate program coordinator and of the project supervisor is required before registration.

ENGL 600 SEMINAR IN BRITISH LITERATURE 3
Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.

AMERICAN LITERATURE

ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3
All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.

ENGL 555 AMERICAN ROMANTICISM 3
An exploration of the Romantic movement in America with attention to transcendentalism and other social movements. Writers might include Brown, Irving, Cooper, Emerson, Thoreau, Fuller, Louisa May Alcott, and Whitman.
ENGL 556  POE, HAWTHORNE, AND MELVILLE  3
An intensive examination of the writings of the three “Dark Romantics” of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.

ENGL 557  AMERICAN REALISM  3
The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu. Attention will also be given to local-color writers, such as Jewett and Freeman, and to naturalist writers, such as Crane, Norris, and London.

ENGL 560  MODERN AMERICAN FICTION  3
After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

ENGL 561  MODERN AMERICAN POETRY  3
Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Works by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

ENGL 563  RECENT AMERICAN FICTION  3
American fiction of approximately the last forty years in the context of American culture and traditions. The course analyzes the characteristics of theme, technique, and sensibility which form the basis of a writer’s response to the ambiguities of life in the contemporary world. Works studied might include Bellow, Roth, Didion, Walker, Doctorow, and Morrison.

ENGL 564  AMERICAN DRAMA  3
The major American playwrights, such as Eugene O’Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.

ENGL 565  BLACK AMERICAN WOMEN WRITERS  3
This course explores the writings of Black American women. We will examine the conditions out of which Black women write and the ways in which their works are critiqued and theorized. Discussions will center on questions of race, gender, sexuality, and class; narrative approaches and literary devices; and the Black “womanist” creative tradition.

ENGL 598  INDEPENDENT STUDY IN AMERICAN LITERATURE  3
The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. May be repeated once for a maximum of six semester hours as long as the topic is different.

Prerequisite: Departmental Approval.
ENGL 601 SEMINAR IN AMERICAN LITERATURE 3
Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. May be repeated without limit as long as the topic is different each time.

INTERNATIONAL LITERATURE

ENLT 515 ANCIENT TRAGEDY 3
Selected plays of Aeschylus, Sophocles, Euripides, and Seneca in English translation; origins of Greek and Roman tragedy; religion and myth in tragedy; Aristotelian criticism; stage production; the influence of ancient tragedy on modern literature.

ENLT 517 ANCIENT EPIC 3
The Iliad, Odyssey, and Aeneid in English translation. Topics include ancient and modern literary criticism of Homer and Virgil; oral versus literary epic; history, folklore, and saga in the ancient epic; basic epic themes (the nature of heroism, fate, people and the gods, etc.); Homeric and Virgilian influence on subsequent literature.

ENLT 536 THE ROMANTIC MOVEMENT 3
The origins and development of romanticism in England and Germany are compared with the later triumph of the movement in France. Representative works of Chateaubriand, Goethe, Novalis, Kleist, Hoffmann, Heine, Musset, and Nerval are studied, and their themes compared with those of the English romantics. (Taught in English. Recommended to French majors as a free elective.) Cross listed with French, FREN 536.

ENLT 565 IBSEN, STRINDBERG, AND SHAW 3
Intensive study of three great modern playwrights with an emphasis on dramatic theory and criticism, social context, and literary/theatrical values.

ENLT 569 MAJOR WRITERS OF AFRICA AND THE AFRICAN DIASPORA 3
The course will concentrate on literature from sub-Saharan Africa and the African diaspora and may include writers from the Caribbean, Asia, and the Americas. Discussion topics may address issues of place; power and its effects, including colonialism and slavery; gender relations, family structures, religious beliefs; the arts and other cultural expressions.

ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL 3
Significant fiction of the last fifty years from at least five countries. Students will be introduced to a variety of fictional forms which will include work from diverse geographic regions.

ENLT 577 FILM STUDIES 3
On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.
ENLT 599 INDEPENDENT STUDY IN INTERNATIONAL LITERATURE 3
The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisites: ENGL 106; departmental approval.

ENLT 602 SEMINAR IN INTERNATIONAL LITERATURE 3
Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. May be repeated without limit as long as the topic is different.
Prerequisite: Departmental approval.

WRITING STUDIES

ENGL 583 TEACHING LITERATURE 3
Current or future teachers of literature become familiar with the process of literary reading; study relevant theory, practice, and research on the teaching of literature; and develop a consistent teaching approach based on a sound understanding of the literary experience.

ENGL 586 TEACHING WRITING AND THE BASIC WRITER 3
This course explores the social, educational and linguistic foundations of writing instruction with special attention to the problems of the basic writer. Practicing and prospective teachers examine the theory, research and practice of writing instruction through a process of inquiry, workshops and work on their own writing.

ENGL 588 RESEARCH IN WRITING STUDIES 3
An introduction to representative empirical research in composition pedagogy and writing studies. In the first half of the semester students will be introduced to a range of methodologies used in research in writing and composition studies. Inquiry models will include survey, ethnography, case study, the interview. In the second half of the semester students will explore a research question using one or more of the methodologies taught.

ENGL 590 RHETORICAL THEORIES AND THE TEACHING OF WRITING 3
A inquiry into the rhetorical and theoretical roots of current questions, methods and practices of writing instruction—to investigate the possibility that both teaching writing and writing itself are deeply constructed endeavors, rooted in structures of language perception, knowing and being that are often discussed in theoretical discourse.

ENWR 590 GRADUATE WRITING SEMINAR 3
Writing in one or more of the following: essay, scholarly research, autobiography, creative non-fiction, poetry, drama, screenwriting. May be repeated three times for a maximum of twelve semester hours as long as the topic is different.
Prerequisites: Departmental approval.
ENWR 600 SEMINAR IN WRITING STUDIES 3
Advanced study of a topic, issue or theory in the field of Writing Studies. See current announcement for specific topic. Students may repeat the Writing Studies Seminar up to 2 times for a total of 9 credits as long as the topic is different each time.

REQUIRED COURSES

ENGL 605 SEMINAR IN LITERARY RESEARCH 3
Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.

ENGL 698 MASTER’S THESIS 3
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ENGL 698 if they don’t complete ENGL 698 within the semester.
Prerequisite: Departmental approval.

ENGL 699 MASTER’S THESIS EXTENSION 1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: ENGL 698.

ENLT 514 THEORETICAL APPROACHES TO LITERATURE 3
An in-depth study of late 19th and 20th century theoretical approaches to literature and issues of representation. Critical methodologies to be studied will include: Formalism, Structuralism, Post-Structuralism, Historical Materialism, Psychoanalysis, Feminism, Post-Colonialism and New Historicism. Students will study literary and/or filmic texts along with the critical theories. Does not count towards the International Literature specialization, as this is a required core course.
The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Earth and Environmental Studies. The facilities of the New Jersey School of Conservation, operated by the University at Stokes State Forest, and the New Jersey Marine Sciences Consortium are available as an additional resource for the study of the natural environment. The Earth and Environmental department also offers the Doctor of Environmental Management (D.Env.M.) degree.

ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State University will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

CONCENTRATION IN ENVIRONMENTAL EDUCATION

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>I.</td>
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<tr>
<td>I.</td>
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</tr>
<tr>
<td>Required Courses (9 semester hours)</td>
<td></td>
</tr>
<tr>
<td>CNFS 500</td>
<td>Curriculum Development in Environmental Education (a field practicum)</td>
</tr>
<tr>
<td>or</td>
<td>CURR 534</td>
</tr>
<tr>
<td>CNFS 610</td>
<td>Administration and Supervision of Environmental Field Study</td>
</tr>
<tr>
<td>CNFS 620</td>
<td>Field Laboratory Experiences in Administration and Supervision of Environmental Field Study</td>
</tr>
<tr>
<td>ENVR 509</td>
<td>Environmental Change and Communication</td>
</tr>
<tr>
<td>II.</td>
<td></td>
</tr>
<tr>
<td>Research Courses (6-9 semester hours)</td>
<td></td>
</tr>
<tr>
<td>Select one methods course:</td>
<td></td>
</tr>
<tr>
<td>ELRS 503</td>
<td>Methods of Research</td>
</tr>
<tr>
<td>or</td>
<td>ENVR 503</td>
</tr>
<tr>
<td>or</td>
<td>ENVR 721</td>
</tr>
</tbody>
</table>
Select one research option:

CNFS 601 Advanced Environmental Education Seminar ................. 2
and
CNFS 621 Field Laboratory Experience in Environmental Education ...... 1
or
ENVR 695 Research Project in Environmental Studies ...................... 3
or
ENVR 698 Master’s Thesis ................................................................ 6

III. Field Courses (6 semester hours)
Select a minimum of 6 semester hours from the following list:

BIOL 430 Field Ornithology .............................................................. 3
BIOL 521 Field Studies of Flowering Plants ...................................... 3
CNFS 460 Practicum in Environmental Education ............................. 3
CNFS 470 Introduction to Wilderness Stewardship ............................ 2
CNFS 471 Fundamentals of Wilderness Leadership ............................ 3
CNFS 472 Training for Wilderness Leaders ....................................... 5
CNFS 495 Workshop on Utilizing Natural Environments ................. 1
CNFS 496 Field Study in Humanities and Natural Science .............. 1
CNFS 497 Field Studies in Social Studies and Outdoor Recreation ...... 1
CNFS 501 Outdoor Teaching Sites for Environmental Education
  (must be taken with CNFS 521) ...................................................... 2
CNFS 502 American Heritage Skills ................................................. 2
CNFS 504 Field Techniques for Teaching the Humanities ............... 3
CNFS 505 Society and the Natural Environment (must be taken with
  CNFS 525) .................................................................................. 2
CNFS 510 Environmental Impact of Recreation on Natural Areas ...... 2
CNFS 511 Field Investigation of Environmental Impact on
  Natural Areas .............................................................................. 1
CNFS 521 Field Laboratory Experience in Outdoor Teaching Sites for
  Environmental Education (must be taken with CNFS 505) ......... 1
CNFS 522 Field Laboratory Experience in American Heritage Skills ..... 1
CNFS 525 Field Laboratory Experience in Society and the Natural
  Environment (must be taken with CNFS 505) .............................. 1
CNFS 601 Advanced Environmental Education Seminar
  (must be taken with CNFS 621) ..................................................... 2
CNFS 621 Field Laboratory Experience in Environmental Education
  (must be taken with CNFS 601) ..................................................... 1
GEOS 480 Field Geology ................................................................. 6
GEOS 580 Field Geology ............................................................... 4
PHMS 490 Field Methods in the Marine Sciences ......................... 2

IV. Natural Science Courses (6-7 semester hours)

BIOL 570 Ecology ........................................................................... 3
or
BIOL 595/CNFS 595 Conservation Biology .................................... 3
GEOS 502 Dynamic Earth ............................................................... 4
or
GEOS 525 Environmental Geoscience .......................................... 3
V. Electives
Select a minimum of 3 semester hours from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 411</td>
<td>Archaeological and Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 534</td>
<td>Anthropology and Education</td>
<td>3</td>
</tr>
<tr>
<td>CNFS 503</td>
<td>Humanities and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>CNFS 530</td>
<td>Workshop in Wildlife Management Education</td>
<td>1</td>
</tr>
<tr>
<td>CNFS 609</td>
<td>Independent Study in Environmental Curriculum</td>
<td>1-4</td>
</tr>
<tr>
<td>CURR 503</td>
<td>Principles of Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>CURR 534</td>
<td>Strategies for Curriculum Change</td>
<td>3</td>
</tr>
<tr>
<td>EDFD 540</td>
<td>Social Forces and Education</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 410</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 505</td>
<td>Human Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 508</td>
<td>Environmental Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 531</td>
<td>Independent Study in Environmental Studies</td>
<td>1 - 4</td>
</tr>
<tr>
<td>ENVR 551</td>
<td>Natural Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 501</td>
<td>Air Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 509</td>
<td>Water Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 530</td>
<td>Paleoecology</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 560</td>
<td>Advanced Marine Geology</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 502</td>
<td>Determinants of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 532</td>
<td>Air Pollution</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 565</td>
<td>Foundations of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 565</td>
<td>Sociology of Youth</td>
<td>3</td>
</tr>
</tbody>
</table>

VI. Comprehensive Examination (not required if selecting ENVR 698 Master’s Thesis)

No more than 15 semester hours may be taken from any one subject area.

Minimum semester hours: 33

CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I. Required Courses (15 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 570</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 508</td>
<td>Environmental Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 509</td>
<td>Environmental Change and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 610</td>
<td>Seminar in Environmental Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 721</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Required Electives (12 semester hours)
A minimum of 6 semester hours from elective areas A and B each

A. Scientific Data and Concepts Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 411</td>
<td>Archeological Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Water Analysis and Purification</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 410</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 531</td>
<td>Independent Study in Environmental Studies</td>
<td>1 - 4</td>
</tr>
<tr>
<td>EUGS 405</td>
<td>Computer Mapping</td>
<td>3</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 405</td>
<td>Computer Mapping</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 525</td>
<td>Environmental Geoscience</td>
<td>3</td>
</tr>
</tbody>
</table>

302
HLTH 502 Determinants of Environmental Health ................................... 3
PHMS 581 Coastal Geomorphology ....................................................... 4
PSYC 556 Environmental Psychology ............................................... 3

B. Policy-making, Analysis and Management Area
ECON 501 Economic Analysis ............................................................ 3
ECON 508 Economics of Public Management ...................................... 3
ECON 510 Urban Economics: Problems and Policy ............................. 3
ENVR 505 Human Environment .......................................................... 3
ENVR 531 Independent Study in Environmental Studies .................... 1 - 4
ENVR 551 Natural Resource Management ......................................... 3
EUGS 550 Urban Studies and Policy Analysis ..................................... 3
GEOS 501 Air Resource Management ................................................ 3
GEOS 509 Water Resource Management .......................................... 3
GEOS 513 Waste Management ......................................................... 3
PSYC 553 Urban Psychology ............................................................. 3

III. Electives (6 semester hours)

IV. Comprehensive Examination

Minimum semester hours: 33

CONCENTRATION IN ENVIRONMENTAL SCIENCE

I. Required courses (15 semester hours)
BIOL 570 Ecology ................................................................................ 3
GEOS 525 Environmental Geoscience ............................................... 3
GEOS 575 Geochemistry .................................................................. 3
GEOS 658 Seminar in Environmental Graphics .................................. 3
HLTH 502 Determinants of Environmental Health ............................ 3

II. Required Electives (12 semester hours)
A minimum of 6 semester hours from elective areas A and B each
A. Bio-ecology Area
BICL 505 Bacteriological Techniques in Marine Sampling ............ 2
BIOL 430 Field Ornithology ............................................................... 3
BIOL 467 Biology of the Fishes ......................................................... 4
BIOL 521 Field Studies of Flowering Plants ..................................... 4
BIOL 522 Plant Pathology ................................................................. 3
BIOL 531 Medical Parasitology .......................................................... 3
BIOL 532 Advanced Entomology ....................................................... 3
BIOL 543 Advances in Immunology ............................................... 3
BIOL 550 Topics in Microbiology ..................................................... 4
BIOL 553 Microbial Ecology ............................................................ 4
BIOL 571 Physiological Plant Ecology ............................................. 4
BIOL 572 Wetland Ecology ............................................................. 4
BIOL 573 Shoreline Ecology ............................................................ 4
PHMS 565 Tidal Marsh Ecology ....................................................... 4

B. Physical Environment Area
CHEM 411 Water Analysis and Purification .................................... 3
CHEM 570 Advanced Biochemistry .................................................. 3
GEOS 509 Water Resource Management ......................................... 3
III. Electives (6 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 508</td>
<td>ENVIRONMENTAL PROBLEM SOLVING</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 509</td>
<td>ENVIRONMENTAL CHANGE AND COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 531</td>
<td>INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES</td>
<td>1 - 4</td>
</tr>
<tr>
<td>ENVR 550</td>
<td>ENVIRONMENTAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Note:
1. Electives for all these concentrations may be added by the college. The graduate program coordinator should be contacted before any are selected by the student.
2. It is the student’s responsibility to file for the comprehensive examination with the graduate program coordinator. At that time, information will be given concerning the nature and scope of the examination.

For course descriptions not listed, visit [www.montclair.edu](http://www.montclair.edu). Click on WESS under Quick Links; then click on Course Catalog.
ENVR 551  NATURAL RESOURCE MANAGEMENT  3
Provide background in natural resource management; wildlife, fisheries, forests, water and related components. Includes field trips.

ENVR 590  ENVIRONMENTAL LAW AND POLICY  3
The goal of this course is to provide students with the theoretical foundations and practical applications of Environmental Law. The course will utilize a model and method approach, which will present theory and procedure in a case problem context. The course will acquaint students with various traditional legal theories and compare and contrast them with law as it has evolved to meet the changes in society. Cross listed with Political Science, LSLW 590.

ENVR 610  SEMINAR IN ENVIRONMENTAL MANAGEMENT  3
This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.

ENVR 655  ADVANCED ENVIRONMENTAL REMOTE SENSING AND IMAGE PROCESSING  3
This course provides a forum to explore cutting edge advances in remote sensing of the environment afforded by new satellite and aircraft based imaging platforms and to provide facility with image processing (IP) and geographic information systems (GIS) software. Topics covered include multispectral, hyperspectral and multiangular reflectance data, very high resolution panchromatic imagery, active radar and lidar systems, microwave imagery, advanced spatial and statistical raster analysis, and interfaces to GIS. 
Prerequisite: Matriculation in a graduate program or permission of the graduate program coordinator.

ENVR 695  RESEARCH PROJECT IN ENVIRONMENTAL STUDIES  3
To complete the research proposal initiated in the research methods course. 
Prerequisite: Departmental approval.

ENVR 698  MASTER’S THESIS  6
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ENVR 699 if they don’t complete ENVR 698 within the semester.
Prerequisite: Departmental approval.

ENVR 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given. 
Prerequisite: ENVR 698.

ENVR 760  ORGANIZATIONAL ENVIRONMENTAL MANAGEMENT  3
This course examines the impact of profit, non-profit and public organizations on the natural environment. It analyzes the pressure, the types, and the procedures for implementing an environmental management system (EMS); and case studies from various organizations. It also studies the internal and external strategies of organizations relative to environmental sustainability goals.
Prerequisite: Matriculation in a graduate program or departmental approval.
ENVR 770 EARTH SYSTEMS SCIENCE 3
This course investigates geosystems. In studying processes within the atmosphere, hydrosphere, biosphere, and lithosphere, the course provides a holistic understanding of earth's historical, present, and future systems. Current techniques and tools for data collection and analysis, such as field methods, GIS, Remote Sensing, are included in the course.
Prerequisite: Matriculation in a graduate program or departmental approval.

ENVR 775 MODELING IN ENVIRONMENTAL SCIENCE 3
This course introduces fundamental concepts of interphase and intraphase transfer and transport related to our living environment. It focuses more on natural interphase transfer, including pathways and fate, and is mainly designed to understand the mechanics and processes.
Prerequisite: One-year college-level courses in mathematics, physics, geology, biology or chemistry or departmental approval.

ENVR 721 RESEARCH METHODS 3
Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

EUGS 504 PRO-SEMINAR 1 - 4
Research on selected problems which will vary according to instructor. May be repeated once for a maximum of eight semester hours as long as the topic is different each time.

EUGS 680 SPATIAL ANALYSIS 3
This course will introduce students to techniques for the analysis of spatial data. The course will heavily utilize GIS and Remote Sensing data with particular attention to applications and manipulation techniques. Topics include characterizing spatial data, data sampling, visualization, data modeling, point pattern analysis, and spatial data interaction.
Prerequisite: A GIS course (EUGS 470 or higher).

GEOS 501 AIR RESOURCE MANAGEMENT 3
Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.
Prerequisite: For majors in College of Science and Mathematics.

GEOS 502 THE DYNAMIC EARTH 4
Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture, 2 hours lab.)
Prerequisites: Not open to graduates of a geology or geoscience program.
GEOS 509  WATER RESOURCE MANAGEMENT  3
The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed. 
Prerequisite: For majors in College of Science and Mathematics.

GEOS 513  WASTE MANAGEMENT  3
This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.
Prerequisite: For majors in the College of Science and Mathematics.

GEOS 525  ENVIRONMENTAL GEOSCIENCE  3
In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waster disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture.)
Prerequisite: For majors in College of Science and Mathematics.

GEOS 552  APPLIED GROUNDWATER MODELING  4
Introduction to groundwater flow and contaminant transport modeling, using a variety of current software packages. Saturated and unsaturated media will be considered. Emphasis is on application of models to the solution of common problems encountered in hydrology industry and research. (3 hours lecture; 2 hours lab.)
Prerequisites: Undergraduate hydrogeology course and college-level calculus or departmental approval.

GEOS 560  ADVANCED MARINE GEOLOGY  3
Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips.
Prerequisite: For majors in the College of Science and Mathematics.

GEOS 575  GEOCHEMISTRY  3
Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes) study of meteorites. Required field trips. (3 hours lecture.)
Prerequisites: For majors in the College of Science and Mathematics.

GEOS 580  FIELD GEOLOGY  4
The principles and techniques of geologic field work. Independent and team mapping of local areas of geologic interest using modern field methods and instruments.
Prerequisite: Geoscience major.

GEOS 590  RESEARCH SEMINAR  3
Student field, laboratory, and library investigation of a problem in the area of his or her interest in geoscience, the results of which will be presented in oral and written form. Class discussion of the individual papers and of other pertinent topics of current interest in geoscience.
Prerequisite: Geoscience major.
GEOS 592  SPECIAL PROBLEMS IN GEOSCIENCE  1-4
Independent research project to be performed by the student under the guidance of the faculty.
Prerequisite: Departmental approval.

GEOS 594  RESEARCH IN GEOSCIENCE LITERATURE  1
Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.
Prerequisite: Geoscience major.

GEOS 658  SEMINAR IN ENVIRONMENTAL GRAPHICS  3
The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements as well as for public presentation, will be developed by each student as a culminating research project.
Prerequisites: For majors in the College of Science and Mathematics.

GEOS 698  MASTER’S THESIS  4
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take GEOS 699 if they don’t complete ENVR 698 within the semester.
Prerequisite: Departmental approval.

GEOS 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: GEOS 698.
EXERCISE SCIENCE AND
PHYSICAL EDUCATION

Telephone: (973) 655-5253

MASTER OF ARTS DEGREE IN EXERCISE SCIENCE AND PHYSICAL EDUCATION

The graduate program in Exercise Science and Physical Education, which is housed in the Exercise Science and Physical Education department, provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Exercise Science, Sports Administration and Coaching, and Teaching and Supervision of Physical Education. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses to develop competency in evaluating and interpreting research. Within the core, students are given an option of conducting an applied project, a formal research project or completing an internship. In addition, up to 12 semester hours of electives are available to provide students with an opportunity to explore other areas or take courses to satisfy state requirements for the Supervisory Certificate.

Facilities for learning activities and research in motor learning, biomechanics, and exercise physiology are provided in the state-of-the-art Human Performance Laboratory and the Physical Education Activity Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Exercise Science and Physical Education is a member of the Panzer School Council and is administered by the College of Education and Human Services. The Master of Arts degree with a major in Physical Education has been offered at Montclair State since 1964.

ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State. Applicants for the concentration in Teaching and Supervision of Physical Education must have a bachelor’s degree with a major in Physical Education (teaching track), or a teaching certificate in Physical Education. For the concentration in Sports Administration and Coaching, a bachelor’s degree with evidence of coursework in anatomy and physiology, motor learning, kinesiology, and principles of coaching is required. For the concentration in Exercise Science, applicants must have a bachelor’s degree with evidence of coursework in anatomy and physiology, chemistry, nutrition and physiology of exercise. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master’s program.
I. Required Courses (6-9 semester hours)
   PEMJ 502  Methods of Inquiry and Analysis .............................................. 3

Capstone Experience-Select one of the following:
   Option 1 (3 s.h.):
   PEMJ 598  Applied Project*  ........................................................................ 3
   Option 2 (3 s.h.):
   PEMJ 594  Internship in Sport and Exercise Science ................................. 3
   Option 3 (6 s.h.)
   PEMJ 505  Research Design .......................................................................... 3
   PEMJ 603  Research Project .......................................................................... 3

*Students in the Exercise Science concentration and the Sports Administration and Coaching concentration have their choice of selecting one of the 3 options for the capstone experience. Students in the Teaching and Supervision concentration are required to take PEMJ 598 Applied Project.

II. Concentrations (15 semester hours)
    In addition to the required courses above, students must complete 15 semester hours in one of the following concentrations.

A. Exercise Science
   PEMJ 539  Advanced Exercise Physiology ................................................. 3
   PEMJ 540  Applied Exercise Physiology ...................................................... 3
   PEMJ 541  Aerobic Exercise: Testing and Programming ................................ 3
   PEMJ 542  Applied Cardiac Rehabilitation .................................................. 3
   PEMJ 543  Anaerobic Exercise: Testing and Programming ............................. 3

B. Sports Administration and Coaching
   PEMJ 508  Administration and Supervision of Athletics and Coaching ............. 3
   PEMJ 554  Orientation to Sports Medicine .................................................... 3
   PEMJ 555  Biomechanical Analysis of Movement and Sports Skills ... 3
   PEMJ 556  Advanced Motor Learning ............................................................ 3
   PEMJ 559  Applied Sport Psychology ............................................................. 3

C. Teaching and Supervision of Physical Education
   PEMJ 556  Advanced Motor Learning ............................................................ 3
   PEMJ 557  Human Motor Development .......................................................... 3
   PEMJ 560  Curriculum in Physical Education .................................................. 3
   PEMJ 565  Reflective Teaching in Physical Education ..................................... 3
   PEMJ 577  Supervision in Physical Education ................................................ 3

III. Free Electives (9 s.h. or 12 s.h.)
    Students who complete Option 1 or Option 2 of the capstone experience are required to take 12 semester hours of electives. For students who select Option 3, 9 semester hour of electives are required. Any graduate course for which a student meets prerequisites is acceptable. Students with specific goals should confer with the graduate program coordinator for recommended electives.
Note: The following PEMJ courses are general electives within the program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEMJ 492</td>
<td>Selected Topics in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 510</td>
<td>Legal and Ethical Issues in Sport</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 514</td>
<td>Sport Marketing and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 531</td>
<td>Practicum in Physical Education for the Handicapped</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 546</td>
<td>Principles of Sports Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 547</td>
<td>Advanced Coaching Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 548</td>
<td>Practicum in Individualized Exercise Programs</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 552</td>
<td>Seminar in Current Problems in Athletics</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 562</td>
<td>Concepts in Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PEMJ 575</td>
<td>Philosophical and Sociological Foundations of</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sport and Physical Education</td>
<td></td>
</tr>
<tr>
<td>PEMJ 580</td>
<td>Independent Study in Physical Education</td>
<td>1-3</td>
</tr>
</tbody>
</table>

A list of suggested electives from other departments is available from the graduate program coordinator.

Minimum semester hours: 33

PHYSICAL EDUCATION

Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEMJ 502</td>
<td>METHODS OF INQUIRY AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An introduction to the theory and design of historical,</td>
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<tr>
<td></td>
<td>descriptive and experimental methods of research in</td>
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<tr>
<td></td>
<td>physical education, sport and exercise science.</td>
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<tr>
<td></td>
<td>Descriptive and inferential statistics will be applied</td>
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<tr>
<td></td>
<td>to various methods of inquiry, including qualitative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and quantitative approaches to research.</td>
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<tr>
<td>PEMJ 505</td>
<td>RESEARCH DESIGN</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Provides for the examination of current research topics</td>
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<tr>
<td></td>
<td>in physical education, sport, and exercise sciences.</td>
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<tr>
<td></td>
<td>Each student will conduct an in-depth review and analysis</td>
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<tr>
<td></td>
<td>of literature related to a specific research topic,</td>
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</tr>
<tr>
<td></td>
<td>and develop a formal research proposal.</td>
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</tr>
<tr>
<td></td>
<td>Prerequisite: PEMJ 502.</td>
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<tr>
<td>PEMJ 508</td>
<td>ADMINISTRATION AND SUPERVISION OF</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATHLETICS AND COACHING</td>
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<tr>
<td></td>
<td>Underlying principles and desirable practices from the</td>
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<tr>
<td></td>
<td>point of view of the administrator and supervisor, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the person supervised and subjected to administrative</td>
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<tr>
<td></td>
<td>policies. Interviewing, observation, conducting</td>
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</tr>
<tr>
<td></td>
<td>conferences and administrative considerations.</td>
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<tr>
<td>PEMJ 510</td>
<td>LEGAL AND ETHICAL ISSUES IN SPORT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course will examine current legal and ethical</td>
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<td></td>
<td>issues impacting the coach or athletic administrator.</td>
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<td></td>
<td>Concepts related to liability, risk management, gender</td>
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</tr>
<tr>
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<td>equity, performance enhancing drugs, compliance to</td>
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<tr>
<td></td>
<td>governing organizations, and code of conduct will be</td>
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<tr>
<td></td>
<td>applied with an emphasis on amateur sport.</td>
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</tbody>
</table>
A course in the application of marketing principles and public relations strategies within the context of a sport setting. Analysis of consumer trends will be employed to enhance development, sales, and promotions of sports products. In addition, approaches to establishing and maintaining a positive public image will be examined, including communication through the media, partnerships with the local community and website construction.

Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).

Prerequisites: PEMJ 557 and instructor’s permission.

An advanced course in exercise physiology. Topics include muscular contraction; bioenergetics; energy expenditure; acid-base balance; gas exchange; and the cardiovascular, pulmonary, endocrine, and nervous system responses to acute exercise.

Prerequisite: PEMJ 220 or permission of instructor.

An advanced course in applied exercise physiology. Topics include physiological adaptations to chronic exercise, dietary manipulation, pharmacological intervention, and environmental stressors; the underlying mechanisms affecting those physiological adaptations; and the effect of those adaptations on human physical performance. Body composition assessment and interventions to change body composition are also discussed.

Prerequisites: PEMJ 539 or permission of instructor.

This course focuses on developing the skills necessary to conduct aerobic fitness testing and to prepare aerobic exercise prescriptions/programs. Topics include aerobic fitness testing protocols, assessment of various physiological variables during exercise testing, and aerobic exercise prescription/programs for healthy and special populations.

Prerequisite: PEMJ 539 or permission of instructor.

This course is designed to provide the student with current information regarding the application of scientific and programming principles of cardiac rehabilitation in a variety of settings. Students are also given the opportunity to work with actual cardiac rehabilitation patients in an appropriate hospital setting.

Prerequisites: PEMJ 539 or permission of instructor.

The course is an advanced course in neuromuscular resistance training and conditioning and flexibility training. Topics include anaerobic and flexibility fitness testing protocols, and anaerobic and flexibility exercise prescriptions/programs for healthy and special populations.

Prerequisite: PEMJ 539 or permission of instructor.
A course in scientific principles of sports conditioning. Training principles and exercise programming will be applied for developing strength, speed, power, agility, endurance, and flexibility. Additional topics include sports nutrition, ergogenic aids, body composition, environmental considerations, fitness testing, overtraining, and sports conditioning management.

This course is designed to present practitioners with several advanced methods for improving sports and motor performance. Topics include principles of coaching, talent development, the organization of practice, effective instruction for skill acquisition, biomechanical principles of performance, and match analysis. The course provides students with the opportunity to use advanced technological methods as well as practical, hands-on approaches that they can use in their professions.

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of non-school settings.

Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 s.h.) or permission of instructor.

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and non-athlete.

Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or permission of instructor.

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.

An analysis of theory and research related to the processes involved in the learning and performance of motor skills, including information processing, neuropsychological mechanisms of motor control, structure of practice, and factors in memory/retention. Emphasis will be placed on application of principles of motor learning and control to the teaching/coaching of motor skills.
PEMJ 557   HUMAN MOTOR DEVELOPMENT 3
An analysis of theory and research related to the process of human motor development, including prenatal concerns, the interaction of cognitive and motor ability, and the development of fundamental movement patterns. Emphasis will be placed on assessment of motor development and implications for physical education programs.

PEMJ 559   APPLIED SPORT PSYCHOLOGY 3
This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.

PEMJ 560   CURRICULUM IN PHYSICAL EDUCATION 3
This course provides an analysis of current curricular models for physical education programs grades K-12. Strategies for curriculum change are also examined, and students have opportunities to apply theories of curriculum development to actual school settings.

PEMJ 562   CONCEPTS IN PHYSICAL ACTIVITY 3
This course provides and in-depth examination of strategies to promote adoption of a physically active lifestyle in and outside of a physical education classroom. Assessment of physical activity and application of age appropriate programming designed to maximize daily activity will be emphasized.

PEMJ 565   REFLECTIVE TEACHING IN PHYSICAL EDUCATION 3
The focus of this course is on reflective practice. In particular, specific strategies for reflection will be presented, and different ways of studying teaching behavior and teaching effectiveness will be explored.

PEMJ 575   PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF SPORT AND PHYSICAL EDUCATION 3
The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.

PEMJ 577   SUPERVISION IN PHYSICAL EDUCATION 3
An analysis of theory and research related to supervision in facilitating effective teaching to provide pupils with appropriate learning experiences in Physical Education programs. 
Prerequisite: PEMJ 565.

PEMJ 580   INDEPENDENT STUDY IN PHYSICAL EDUCATION 1 - 3
An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. Completion and approval of independent study application form required prior to registration. May be repeated for a maximum of three semester hours. 
Prerequisite: Departmental approval.

PEMJ 594   INTERNSHIP IN SPORT AND EXERCISE SCIENCE 3
A supervised field experience in the application of knowledge and skills related to an area of specialization in sport of exercise science. A formal written report of the completed internship outcomes is to be submitted to the faculty of the Department of Exercise Science and Physical Education. 
Prerequisites: Completion of a minimum of 21 credits in the program, including PEMJ 502.
**PEMJ 598  APPLIED PROJECT**  3  
Guidance in conducting an applied project in physical education, sport or exercise science. Each student is required to develop a tangible product such as position paper, journal article, action research investigation, instructional videotape/CD ROM, review of curriculum, policy manual, etc. A formal written report of the completed project is to be submitted to the faculty of the Department of Exercise Science and Physical Education.  
*Prerequisites: Completion of a minimum of 21 credits in the program, including PEMJ 502.*

**PEMJ 603  RESEARCH PROJECT**  3  
Guidance in conducting a research project in physical education, sport, or exercise science. Each student is required to carry out an investigation of a specific problem and to submit a written report of the completed project to the faculty of the Department of Exercise Science and Physical Education.  
*Prerequisites: PEMJ 502 and 505. Special fee.*

**PEMJ 698  MASTER’S THESIS**  4  
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take PEMJ 699 if they don’t complete PEMJ 698 within the semester.  
*Prerequisite: Departmental approval.*

**PEMJ 699  MASTER’S THESIS EXTENSION**  1  
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.  
*Prerequisite: PEMJ 698.*
The Family and Child Studies department provides students with a greater understanding of multiple ways of knowing families and children in various contexts. It enables students to critically analyze the literature and to keep abreast of trends in research. The faculty creates a learning environment that supports and encourages the development of forward thinking practitioners and educators who work with families and children in a variety of settings. Note: The master’s degree program is currently being revised and is expected to be available for application fall 2008. For additional information contact the department chairperson.

**FAMILY AND CHILD STUDIES**

**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCST 501</td>
<td>SEMINAR IN FAMILY AND CHILD STUDIES</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Identification of the issues in family and child studies. Trends are analyzed as a basis for managing change. Each participant will design a project and plans for implementation.</td>
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<tr>
<td>FCST 503</td>
<td>PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Analysis of the development of family living programs. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs.</td>
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<tr>
<td>FCST 507</td>
<td>RESEARCH IN FAMILY AND CHILD STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>
|             | Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in family and child studies.  

  *Prerequisites: FCST 304; Family and Child Studies majors only.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCST 508</td>
<td>INDEPENDENT STUDY</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>
|             | An opportunity to study in-depth areas of family and child studies, which are not offered in the regular curriculum. May be repeated for a maximum of six semester hours as long as the topic is different.  

  *Prerequisite: Departmental approval.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCST 509</td>
<td>RESEARCH SEMINAR</td>
<td>3</td>
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</tbody>
</table>
|             | Carrying out a research study on specific problems of limited scope.  

  *Prerequisite: FCST 507.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>FCST 512</td>
<td>CHILD DEVELOPMENT I: THEORIES OF CHILD DEVELOPMENT</td>
<td>3</td>
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<tr>
<td></td>
<td>This course both examines and critiques the standard theories of so-called “normative” child development, along with newer contextual models that consider the role of oppressive structures in the lives of children.</td>
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</tbody>
</table>
FCST 513 CHILD DEVELOPMENT II: UNIQUE PERSPECTIVES
This course provides an in-depth examination of a selected topic in child development. Course content to be determined by the Department of Family and Child Studies faculty. Recent and emerging knowledge will be reviewed and critiqued with the aim of developing a sophisticated understanding of children's lives from a unique perspective. May be repeated twice for a maximum of 9.0 credits.

FCST 514 CHILD IN THE FAMILY
An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.

FCST 518 FAMILIES, COMMUNITIES, AND SCHOOLS: DIVERSITY, CULTURE, AND DEMOCRACY
Provides students with an understanding of how social and cultural influences shape children's development and learning. The relationships among teacher, parent, child, and community as they affect learning will be explored. Methods for developing school/family partnerships will be discussed. Students will learn to take into account issues of child diversity and culturally responsive teaching as they create learning experiences. Cross listed with Early Childhood, Elementary, and Literacy Education, ECEL 518.

FCST 530 CONSUMER BEHAVIOR
Investigating consumer behavior from the consumer's perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.

FCST 535 CONSUMER AND FAMILY LAW
Laws and policies of institutions which affect family function, relationships and welfare.

FCST 540 INTERDISCIPLINARY STUDY OF FAMILY
Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make toward a more comprehensive understanding of family life.

FCST 542 DYNAMICS OF FAMILY INTERACTION
Critical review of concepts and theories, both psychological and sociological, currently used in understanding patterns and problems of family relationships.

FCST 544 INTERCULTURAL STUDY OF FAMILY
Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.

FCST 560 HOUSING THE FAMILY
Analysis of location, structure, design, furnishings and equipment as a setting for the physical and emotional development of the individual and the family. Graduate status required.

FCST 570 MANAGEMENT OF FAMILY RESOURCES
Family as a decision-making unit. Directing its resources for more effective living. Philosophical, psychological, sociological and economic trends which have a direct influence on family's ability to maximize its resource potential and utilization.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCST 571</td>
<td>PROBLEM-SOLVING IN FAMILY COUNSELING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling families in problem-solving on resource use, including the resources of time, energy, attitudes and material and non-material goods and services.</td>
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</tr>
<tr>
<td>FCST 572</td>
<td>MANAGEMENT SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Application of personal management concepts to one's professional role with the goal of developing more effective ways of handling professional situations and responsibilities. Graduate status required.</td>
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<tr>
<td>FCST 590</td>
<td>SELECTED TOPICS IN FAMILY AND CHILD STUDIES</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An in-depth study of a current selected topic, issue, or trend. Topics may be interdisciplinary in nature or address a particular discipline. Topics will be announced in the course schedule book. May be repeated for a maximum of nine semester hours as long as the topic is different. Prerequisite: Departmental approval.</td>
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</tr>
<tr>
<td>FCST 698</td>
<td>MASTER’S THESIS</td>
<td>4</td>
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<tr>
<td></td>
<td>Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take FCST 699 if they don’t complete FCST 698 within the semester. Prerequisite: Departmental approval.</td>
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</tr>
<tr>
<td>FCST 699</td>
<td>MASTER’S THESIS EXTENSION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given. Prerequisite: FCST 698.</td>
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</tbody>
</table>
The graduate program in French is designed to prepare students for both teaching and research in language and literature. A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government industries, and media concerned with French-speaking areas of the world.

ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor’s degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard University requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate program coordinator to plan their programs. Transfer credit and curriculum substitutions must be authorized by the graduate program coordinator and the Office of Graduate Admissions and Support Services and student schedules must be approved each semester. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor’s degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program, by completing an application for admission as a non-degree student.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH, FRENCH LITERATURE CONCENTRATION

The concentration in Literature gives students the opportunity to explore the various authors as well as literary trends and developments that have typified France and its former colonies over the centuries. It allows students to build a solid foundation in literary research, analysis and appreciation. Students may build their own fields of inquiry by combining required courses and electives that specifically target their area of interest. The concentration in literature provides valuable background in French/Francophone literatures and cultures for those students planning to teach at the high school and college levels or preparing for doctoral study.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>I. Required Courses (6 semester hours)</td>
<td></td>
</tr>
<tr>
<td>FREN 508 Explication de Texte and Stylistic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FREN 603 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Two courses from each of the following three categories (18 semester hours)</td>
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<tr>
<td>A. Medieval, Renaissance, and Classical French Literature</td>
<td></td>
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<tr>
<td>FREN 511 Medieval French Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
FREN 513 Medieval French Theatre ......................................................... 3
FREN 514 Medieval French Seminar ...................................................... 3
FREN 516 French Humanism in the Sixteenth-Century ................. 3
FREN 517 Poetry of the Renaissance ....................................................... 3
FREN 518 Sixteenth-Century Literature ................................................. 3
FREN 525 Moralists of the Seventeenth-Century ............................. 3
FREN 526 Corneille, Racine and Moliere .......................................... 3
FREN 527 Selected Topics in Seventeenth-Century French Literature ........................................................................ 3

B. Enlightenment and Revolution in French Literature
FREN 530 Philosophy and Politics in Eighteenth-Century France .......... 3
FREN 531 The Development of the Novel in Eighteenth-Century France 3
FREN 532 Eighteenth-Century Seminar .................................................... 3
FREN 537 Nineteenth-Century French Theatre .................................. 3
FREN 538 French Novel of the Nineteenth-Century I ......................... 3
FREN 539 French Novel of the Nineteenth-Century II ....................... 3
FREN 540 Nineteenth-Century French Poetry ...................................... 3
FREN 541 Nineteenth-Century Seminar ................................................ 3

C. Modern French and Francophone Literatures
FREN 509 Critical Approaches to Literature ........................................ 3
FREN 542 Twentieth-Century French Theatre .................................... 3
FREN 543 Twentieth-Century French Poets .......................................... 3
FREN 544 Twentieth-Century French Novel I ..................................... 3
FREN 545 Twentieth-Century French Novel II ..................................... 3
FREN 546 Twentieth-Century Seminar .................................................. 3
FREN 547 Francophone Literature ......................................................... 3
FREN 548 Contemporary French Civilization: Selected Topics ............ 3
FREN 549 Contemporary Francophone Civilization Seminar .......... 3
FREN 551 Women Writers from North Africa ................................... 3

II. Culminating Activity and Electives (choose option A or B)
(minimum 9 semester hours)
A. Thesis Option (10 semester hours)
FREN 698 Master’s Thesis ........................................................................ 4
Two electives from the list of French Electives ................................. 6
(The list of French electives is printed after the French Studies Concentration.)
B. Comprehensive Exam Option (9 semester hours)
Three electives from the list of French Electives ................................. 9

The comprehensive examination tests critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination, students must have completed their course work and have satisfied the requirement of having taken two courses in each of the categories above. The examination is based on a reading list and course content.

Minimum semester hours: 33-34
REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH, FRENCH STUDIES CONCENTRATION

The concentration in French Studies allows students flexibility in examining French and Francophone cultures from a variety of perspectives. By choosing courses about the French language, Francophone civilization and cultural productions, students will study the impact of the French language and culture in the world today. Students may build their own fields of inquiry by combining required courses and electives that specifically target their area of interest. Useful for teachers, translators, professionals holding positions in government, international business, and the media, and students seeking to tackle doctoral study, the concentration provides a solid foundation in interdisciplinary French studies.

I. Required Courses (24 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 603</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FREN 548</td>
<td>Contemporary French Civilization: Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>FREN 549</td>
<td>Contemporary Francophone Civilization Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two courses from each of the three categories below (18 semester hours)</td>
<td></td>
</tr>
<tr>
<td>A. French Language Today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 419</td>
<td>The Teaching of French in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>FREN 501</td>
<td>Graduate Study Abroad</td>
<td>3</td>
</tr>
<tr>
<td>FREN 504</td>
<td>Politics of the French Language</td>
<td>3</td>
</tr>
<tr>
<td>FREN 505</td>
<td>History of the French Language</td>
<td>3</td>
</tr>
<tr>
<td>FREN 506</td>
<td>Advanced French Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>FREN 507</td>
<td>Practicum in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FREN 508</td>
<td>Explication de Texte and Stylistic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FREN 510</td>
<td>Topics in French Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>B. Approaches to Francophone Societies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 514</td>
<td>Medieval French Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FREN 518</td>
<td>Sixteenth-Century Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FREN 525</td>
<td>Moralists of the Seventeenth-Century</td>
<td>3</td>
</tr>
<tr>
<td>FREN 530</td>
<td>Philosophy and Politics in Eighteenth-Century France</td>
<td>3</td>
</tr>
<tr>
<td>FREN 532</td>
<td>Eighteenth-Century Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FREN 536</td>
<td>The Romantic Movement</td>
<td>3</td>
</tr>
<tr>
<td>FREN 541</td>
<td>Nineteenth-Century Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FREN 546</td>
<td>Twentieth-Century Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FREN 548</td>
<td>Contemporary French Civilization: Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>FREN 549</td>
<td>Contemporary Francophone Civilization Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FREN 550</td>
<td>Introduction to French Colonialism</td>
<td>3</td>
</tr>
<tr>
<td>C. Expressions of Francophone Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 509</td>
<td>Critical Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>FREN 511</td>
<td>Medieval French Literature</td>
<td>3</td>
</tr>
<tr>
<td>FREN 513</td>
<td>Medieval French Theatre</td>
<td>3</td>
</tr>
<tr>
<td>FREN 516</td>
<td>French Humanism in the Sixteenth-Century</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Culminating Activity and Electives (choose option A or B)  
(minimum 9 semester hours)
A. Thesis Option (10 semester hours)
FREN 698 Master’s Thesis ................................................................. 4
Two electives from the list of French Electives ........................................ 6
(The list of French electives is printed below.)

B. Comprehensive Exam Option (9 semester hours)
Three electives from the list of French Electives ................................... 9

The comprehensive examination tests critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination, students must have completed their course work and have satisfied the requirement of having taken two courses in each of the categories above. The examination is based on a reading list and course content.

Minimum semester hours: 33-34

French Electives:
FREN 501 Graduate Study Abroad ...................................................... 3
FREN 504 Politics of the French Language ........................................... 3
FREN 505 History of the French Language ........................................... 3
FREN 506 Advanced French Phonetics .............................................. 3
FREN 507 Practicum in Translation ..................................................... 3
* FREN 508 Explication de Texte and Stylistic Analysis ...................... 3
FREN 509 Critical Approaches to Literature .................................. 3
FREN 510 Topics in French Linguistics .............................................. 3
FREN 511 Medieval French Literature .............................................. 3
FREN 513 Medieval French Theatre .................................................. 3
FREN 514 Medieval French Seminar ................................................ 3
FREN 516 French Humanism in the Sixteenth-Century ....................... 3
FREN 517 Poetry of the Renaissance ................................................. 3
FREN 518 Sixteenth-Century Seminar .............................................. 3
FREN 525 Moralists of the Seventeenth-Century ................................ 3
FREN 526 Corneille, Racine and Moliere ......................................... 3
FREN 527 Selected Topics in Seventeenth-Century French Literature .... 3
FREN 530 Philosophy and Politics in Eighteenth-Century France .......... 3
FREN 531 The Development of the Novel in Eighteenth-Century France.3
FREN 532 Eighteenth-Century Seminar .................................................... 3
FREN 536 The Romantic Movement ......................................................... 3
FREN 537 Nineteenth-Century French Theatre ........................................... 3
FREN 538 French Novel of the Nineteenth-Century I .................................. 3
FREN 539 French Novel of the Nineteenth-Century II ................................ 3
FREN 540 Nineteenth-Century French Poetry ........................................... 3
FREN 541 Nineteenth-Century Seminar .................................................... 3
FREN 542 Twentieth-Century French Theatre ........................................... 3
FREN 543 Twentieth-Century French Poets .............................................. 3
FREN 544 Twentieth-Century French Novel I ............................................ 3
FREN 545 Twentieth-Century French Novel II ......................................... 3
FREN 546 Twentieth-Century Seminar ..................................................... 3
FREN 547 Francophone Literature ............................................................ 3
FREN 548 Contemporary French Civilization: Selected Topics .................. 3
FREN 549 Contemporary Francophone Civilization Seminar ....................... 3
FREN 550 Introduction to French Colonialism .......................................... 3
FREN 551 Women Writers from North Africa ........................................... 3
*Elective for French Studies Concentration students

FRENCH
Course Descriptions

FREN 500 FRENCH AS A RESEARCH TOOL 3
Learning to read French as a tool for research (a “service” course for MA candidates in other departments).

FREN 501 GRADUATE STUDY ABROAD 3-6
Study at a university in a French-speaking country to gain first-hand knowledge of the historical, social, economic, and cultural life of the country. Credit by evaluation. May be taken twice for a total of 6 credits.
Prerequisite: Permission of graduate program coordinator.

FREN 504 POLITICS OF THE FRENCH LANGUAGE 3
Presenting an overview of the social history and politics of France and Francophone societies, this course provides a context in which to analyze the particular relationship that existed between French language and national identity. It will examine issues such as the status and role of the French language outside France, language policy and planning measures, and ideologies connected to issues such as gender, race, identity, and class.

FREN 505 HISTORY OF THE FRENCH LANGUAGE 3
Structures of modern French as outcome of linguistic and cultural processes over 2,000 years.

FREN 506 ADVANCED FRENCH PHONETICS 3
Principles of general and experimental phonetics. Previous knowledge of phonetics desirable.
Prerequisite: Special fee.
FREN 507 PRACTICUM IN TRANSLATION 3
Basic principles and theory of translation with emphasis on research techniques.
Prerequisite: Adequate competency in the language for the purpose of translation training. Special fee.

FREN 508 EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS 3
Techniques of “explication de texte and stylistic analysis” as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.

FREN 509 CRITICAL APPROACHES TO LITERATURE 3
Fundamental notions of contemporary French literary criticism; theory and practice.

FREN 510 TOPICS IN FRENCH LINGUISTICS 3
Changing topics to include in-depth studies of subjects in French sociolinguistics, syntax, pragmatics, and applied linguistics. May be repeated without limit as long as the topic is different.

FREN 511 MEDIEVAL FRENCH LITERATURE 3
French literature from ninth through fifteenth centuries emphasizing the “Chanson de geste” and the “Roman courtois.”

FREN 513 MEDIEVAL FRENCH THEATRE 3
Origins and development of theatre in France during the Middle Ages.

FREN 514 MEDIEVAL FRENCH SEMINAR 3
Changing topics to include in-depth studies of individual authors, themes, and genres from the Middle Ages as they relate to historical and cultural events. Examples include “Francois Villon and His Time”, “Courtly Culture of the Middle Ages”, and “Knights, Taverns and Romance”. This course may be repeated twice for a total of nine credits as long as the seminar topic is different each time.

FREN 516 FRENCH HUMANISM IN 16TH-CENTURY 3
Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.

FREN 517 POETRY OF THE RENAISSANCE 3
Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.

FREN 518 16TH-CENTURY SEMINAR 3
Changing topics to include in-depth studies of individual authors, themes, and genres from the 16th century as they relate to historical and cultural events. Examples include “Women Writers of Renaissance France”, “Religion and Politics in 16th-Century French Literature”, and “Storytelling in its Cultural Context”. This course may be repeated twice for a total of nine credits as long as the seminar topic is different each time.

FREN 525 MORALISTS OF THE 17TH-CENTURY 3
Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.

FREN 526 CORNEILLE, RACINE AND MOLIERE 3
Dramatic art as reflected in representative plays of the three authors.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 527</td>
<td>SELECTED TOPICS IN 17TH-CENTURY FRENCH LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Changing topics to include in-depth studies of individual authors and themes. May be repeated without limit as long as the topic is different.</td>
<td></td>
</tr>
<tr>
<td>FREN 530</td>
<td>PHILOSOPHY AND POLITICS IN 18TH-CENTURY FRANCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Impact of the “philosophes” on religious, political and sociological thought.</td>
<td></td>
</tr>
<tr>
<td>FREN 531</td>
<td>THE DEVELOPMENT OF THE NOVEL IN 18TH-CENTURY FRANCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)</td>
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<tr>
<td>FREN 532</td>
<td>18TH-CENTURY SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Changing topics to include in-depth studies of individual authors, themes and genre topics.</td>
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<tr>
<td>FREN 536</td>
<td>THE ROMANTIC MOVEMENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The origins and development of Romanticism in England and Germany are compared with the later triumph of the movement in France. Representative works of Chateaubriand, Goethe, Novalis, Kleist, Hoffmann, Heine, Musset, and Nerval are studied, and their themes compared with those of the English romantics. (Taught in English. Recommended to French majors as a free elective.) Cross listed with English, ENLT 536.</td>
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</tr>
<tr>
<td>FREN 537</td>
<td>19TH-CENTURY FRENCH THEATRE</td>
<td>3</td>
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<tr>
<td></td>
<td>Hugo’s dramatic theories and their application in representative plays.</td>
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</tr>
<tr>
<td>FREN 538</td>
<td>FRENCH NOVEL OF 19TH-CENTURY I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Insight into major works of Balzac and Stendhal.</td>
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<tr>
<td>FREN 539</td>
<td>FRENCH NOVEL OF 19TH-CENTURY II</td>
<td>3</td>
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<tr>
<td></td>
<td>Insight into major works of Flaubert and Zola.</td>
<td></td>
</tr>
<tr>
<td>FREN 540</td>
<td>19TH-CENTURY FRENCH POETRY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Development of French poetry from Romanticism to Symbolism.</td>
<td></td>
</tr>
<tr>
<td>FREN 541</td>
<td>19TH-CENTURY SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Changing topics to include in-depth studies of individual authors, themes, and genres from the 19th century as they relate to historical and cultural events. Examples include “Victor Hugo’s Nineteenth Century”, “The Belle Epoque”, and “The Creation of National Identity”. This course may be repeated twice for a total of nine credits as long as the seminar topic is different each time.</td>
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</tr>
<tr>
<td>FREN 542</td>
<td>20TH-CENTURY FRENCH THEATRE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major modern currents and trends in drama.</td>
<td></td>
</tr>
<tr>
<td>FREN 543</td>
<td>20TH-CENTURY FRENCH POETS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Within a general developmental context, emphasis upon thematics, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.</td>
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</tr>
<tr>
<td>FREN 544</td>
<td>20TH-CENTURY FRENCH NOVEL I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Evolution of the French novel from Proust to Camus.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
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</tr>
<tr>
<td>FREN 545</td>
<td>20TH-CENTURY FRENCH NOVEL II</td>
<td>3</td>
</tr>
<tr>
<td>FREN 546</td>
<td>20TH-CENTURY SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>FREN 547</td>
<td>FRANCOPHONE LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>FREN 548</td>
<td>CONTEMPORARY FRENCH CIVILIZATION - SELECTED TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>FREN 549</td>
<td>CONTEMPORARY FRANCOPHONE CIVILIZATION SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>FREN 550</td>
<td>INTRODUCTION TO FRENCH COLONIALISM</td>
<td>3</td>
</tr>
<tr>
<td>FREN 551</td>
<td>WOMEN WRITERS FROM NORTH AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>FREN 603</td>
<td>RESEARCH SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>FREN 604</td>
<td>RESEARCH SEMINAR CONTINUATION</td>
<td>1</td>
</tr>
<tr>
<td>FREN 698</td>
<td>MASTER'S THESIS</td>
<td>4</td>
</tr>
<tr>
<td>FREN 699</td>
<td>MASTER'S THESIS EXTENSION</td>
<td>1</td>
</tr>
</tbody>
</table>

Evolution of the French novel from the “New Novel” of the 50s to contemporary French writing.

Changing topics on twentieth-century French literature.

Major Francophone writings outside continental France.

Study of institutions and culture of contemporary France. May be repeated once for a maximum of six semester hours.

Changing topics addressing contemporary issues affecting the Francophone world. Topics might include “Gender, Women and Society”, “French Rap and Black Culture in France,” “The Scourge of AIDS in Francophone Africa: Causes and Remedies.” May be repeated twice for a total of six credits.

This course introduces students to the history of French colonialism in Africa (North and Sub-Saharan), the Americas, the Middle East, and the various islands of Oceania and the Pacific. It offers an overview of the French imperial process from the fifteenth century and studies the various cultural, political, and economic impact of French civilization on its (former) colonies.

This course is based on a selection of works by Francophone women writers from North Africa (Algeria, Morocco, and Tunisia) including Assia Djebar, Malika Mokaddem, Nouzha Fassi, Badia Hadj Nasser, Leila Houari, Hele Beji, and Emna Bel Haj Yahia.

Opportunity to apply research techniques to a specific topic of the student’s choice.

This course allows students who have not completed the semester-long FREN 603 (Research Seminar) to finish it during additional semesters. May be repeated up to a total of 4 credits.

Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take FREN 699 if they don’t complete FREN 698 within the semester. 
*Prerequisite: Departmental approval.*

Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given. 
*Prerequisite: FREN 698.*
The graduate program in Geoscience is designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his/her preparation for the teaching profession, or for a career requiring advanced training.

This program is designed to give opportunities for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) environmental geology, geochemistry, GIS Remote Sensing, and earth systems science, (2) metamorphic and igneous petrology, (3) sedimentology, stratigraphy, and paleobiology or (4) oceanography and marine geology are possible. Almost all of the courses are taught at night during the week to accommodate students who are currently employed full-time. Many of the courses for the oceanography and marine geology emphasis will be taken at the various sites of the New Jersey Marine Science Consortium during the summer.

ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four (24) semester hours in the geosciences, as well as sufficient background in related sciences (physics, chemistry, mathematics). In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned. Candidates must also fulfill additional criteria for graduate matriculation as listed in this bulletin (Admission and Matriculation). The graduate program coordinator for the department must approve each candidate’s background and credentials.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN GEO SCIENCE

Thirty-two (32) semester hours are required, but additional hours may be required to compensate for any deficiencies in the applicant’s undergraduate record (see below).

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Core Courses (10 semester hours):</td>
</tr>
<tr>
<td>GEOS 525 Environmental Geoscience ....................................................</td>
</tr>
<tr>
<td>GEOS 560 Advanced Marine Geology .......................................................</td>
</tr>
<tr>
<td>GEOS 578 Igneous and Metamorphic Geology ...........................................</td>
</tr>
<tr>
<td>II. Geoscience Electives (9-18 semester hours):</td>
</tr>
<tr>
<td>Choose any combination of courses below. All courses in Geoscience (GEOS) at 500 level or above (except GEOS 502 Dynamic Earth).</td>
</tr>
<tr>
<td>PHMS 581 Coastal Geomorphology .........................................................</td>
</tr>
<tr>
<td>PHMS 598 Special Problems in the Marine Sciences .................................</td>
</tr>
</tbody>
</table>
Maximum of two of the following 400 level courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 450</td>
<td>Principles of Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 452</td>
<td>Geohydrology</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 454</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 470</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 410</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 455</td>
<td>Fundamentals of Remote Sensing of Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Approved Electives (0-6 semester hours)

Graduate level classes in the sciences, mathematics, or other approved courses.

(All courses in this category subject to approval by graduate program coordinator.)

IV. Research - One of the two options below (4-7 semester hours):

A. Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 594</td>
<td>Research in Geoscience Literature</td>
<td>1</td>
</tr>
<tr>
<td>GEOS 698</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

**Thesis Process:** All graduate students who choose the thesis option will be required to do the following: (1) submit a written thesis proposal approved by the thesis committee, (2) pass an oral defense of the final thesis project, and (3) submit a written thesis approved by the thesis committee.

B. Option B

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 590</td>
<td>Research Seminar in Geoscience</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 594</td>
<td>Research in Geoscience Literature</td>
<td>1</td>
</tr>
</tbody>
</table>

**Written Comprehensive Examination:** All graduate students who choose the non-thesis option will be required to take the written Comprehensive Examination in Geoscience.

Minimum semester hours: 32

**Semester Hours**

Special Prerequisites for students with Bachelor’s degree outside of Geoscience:

A. Basic Math and Science Requirements (if necessary):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 120</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 193</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 194</td>
<td>College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 116</td>
<td>Calculus A</td>
<td>4</td>
</tr>
</tbody>
</table>

B. Introductory Geology Requirement (if necessary):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 502</td>
<td>The Dynamic Earth</td>
<td>4</td>
</tr>
</tbody>
</table>

C. Geoscience Major Undergraduate Courses (required):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 434</td>
<td>Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>GEOS 443</td>
<td>Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>GEOS 444</td>
<td>Petrology</td>
<td>4</td>
</tr>
<tr>
<td>GEOS 472</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
</tbody>
</table>

For course descriptions not listed, visit [www.montclair.edu](http://www.montclair.edu). Click on WESS under Quick Links; then click on Course Catalog.

For offerings at the New Jersey Marine Sciences Consortium, see the current announcement.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 501</td>
<td>AIR RESOURCE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spatial distribution of energy in the atmosphere treated in terms of natural factors and man’s induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> For majors in College of Science and Mathematics.</td>
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<tr>
<td>GEOS 502</td>
<td>THE DYNAMIC EARTH</td>
<td>4</td>
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<td></td>
<td>Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)</td>
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<tr>
<td></td>
<td><strong>Prerequisites:</strong> Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)</td>
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<tr>
<td>GEOS 509</td>
<td>WATER RESOURCE MANAGEMENT</td>
<td>3</td>
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<tr>
<td></td>
<td>The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.</td>
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<td></td>
<td><strong>Prerequisite:</strong> For majors in College of Science and Mathematics.</td>
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<tr>
<td>GEOS 513</td>
<td>WASTE MANAGEMENT</td>
<td>3</td>
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<tr>
<td></td>
<td>This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> For majors in the College of Science and Mathematics.</td>
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<tr>
<td>GEOS 525</td>
<td>ENVIRONMENTAL GEOSCIENCE</td>
<td>3</td>
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<tr>
<td></td>
<td>In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor’s permission.</td>
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<tr>
<td>GEOS 530</td>
<td>PALEOECOLOGY</td>
<td>3</td>
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<tr>
<td></td>
<td>Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> Course in invertebrate paleobiology.</td>
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<tr>
<td>GEOS 537</td>
<td>BIOSTRATIGRAPHY OF NEW JERSEY</td>
<td>3</td>
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<tr>
<td></td>
<td>The geologic history, paleontology, stratigraphy and paleogeography of New Jersey. Required field trips.</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> Geoscience major or Biology major.</td>
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</tr>
</tbody>
</table>
GEOS 552  APPLIED GROUNDWATER MODELING  4
Introduction to groundwater flow and contaminant transport modeling, using a variety of
current software packages. Saturated and unsaturated media will be considered. Emphasis
is on application of models to the solution of common problems encountered in
hydrology industry and research. (3 hours lecture; 2 hours lab.)
Prerequisites: Undergraduate hydrogeology course and college-level calculus or de-
partmental approval.

GEOS 560  ADVANCED MARINE GEOLOGY  3
Development and evolution of the ocean basins; marine sedimentation; shoreline devel-
opment and classification; submarine topography; mineral resources of the sea. Labora-
tory analysis of marine sediments and fossil assemblages. Required field trips. (2 hours
lecture; 2 hours lab.)
Prerequisites: Courses in physical geology and one 400 level course in marine geology
or oceanography.

GEOS 571  GEOPHYSICS  3
Theory and application of conventional geophysical methods: seismology, magnetism,
electricity and gravity. Laboratory includes the collection and interpretation of geophysi-
cal data. Field trips. (3 hours lecture.)
Prerequisites: Courses in physical geology and College Physics II and Calculus A.

GEOS 575  GEOCHEMISTRY  3
Chemical laws and principles applied to the earth, chemical composition of the earth,
distribution and relative abundance of the elements. Radioactive materials, atmospheric
precipitation of geochemicals, the geochemistry of polluted water (including solid and
liquid wastes), study of meteorites. Required field trips. (3 hours lecture)
Prerequisites: General chemistry, petrology.

GEOS 578  IGNEOUS AND METAMORPHIC GEOLOGY  4
The interpretive study of igneous and metamorphic rocks in detail with the aim of properly
identifying and naming the rocks and interpreting their history: rock suites from classical
areas. Required field trips. (3 hours lecture; 2 hours lab.)
Prerequisite: Geoscience major.

GEOS 580  FIELD GEOLOGY  4
The principles and techniques of geologic field work. Independent and team mapping of
local areas of geologic interest using modern field methods and instruments.
Prerequisite: Geoscience major.

GEOS 590  RESEARCH SEMINAR  3
Student field, laboratory and library investigation of a problem in the area of his or her
interest in geoscience, the results of which will be presented in oral and written form. Class
discussion of the individual papers and of other pertinent topics of current interest in
geoscience.
Prerequisite: Advanced standing as a Geoscience graduate student.

GEOS 592  SPECIAL PROBLEMS IN GEOSCIENCE  1 - 4
Independent research project to be performed by the student under guidance of faculty.
May be repeated three times for a maximum of ten semester hours as long as the topic is
different.
Prerequisite: Departmental approval.
GEOS 594  RESEARCH IN GEOSCIENCE LITERATURE  1
Investigation and evaluation of a topic in geoscience under the supervision of a faculty member by: (1) preparing a bibliography from standard sources, including an on-line computer search; and, (2) preparing a report written in standard professional format.  
Prerequisite: Geoscience major.

GEOS 698  MASTER’S THESIS  6
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take GEOS 699 if they don’t complete GEOS 698 within the semester.  
Prerequisite: Departmental approval.

GEOS 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.  
Prerequisite: GEOS 698.

PHMS 581  COASTAL GEOMORPHOLOGY  4
Coastlines and their evolution; processes and materials of the coastal zone; shore zone hydrodynamics and sedimentation: beach and barrier systems with special emphasis on the New Jersey shoreline. Offered at the site of the New Jersey Marine Sciences Consortium.  
Prerequisite: Departmental approval.

PHMS 598  SPECIAL PROBLEMS IN THE MARINE SCIENCES  1 - 4
An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium. May be repeated three times for a maximum of ten semester hours as long as the topic is different.  
Prerequisites: Departmental approval.
The graduate program in Health Education, which is housed in the Health and Nutrition Sciences department, prepares professionals for careers in health education and various selected areas of the health professions. The graduate program leads to a Master of Arts degree in health education. Advanced study is provided to candidates engaged in, or seeking, positions in the broad and expanding spectrum of the health professions in the school, community, business and industrial sectors, the media and various other segments of the health care delivery system.

The curriculum provides a foundation of required coursework which is complemented by a wide array of health professions electives, interdisciplinary coursework and varied educational experiences afforded by diverse instructional approaches. Advancements in the scientific realm combined with practical applications address our contemporary health problems. There is a definite research focus within the program. Students are provided with the option of either conducting a study on a pertinent health topic in the form of a thesis or completing a broader-based research seminar. Special student interests, academic objectives and professional goals can be accommodated on an individualized basis. Students must complete a minimum of 36 semester hours of courses and pass a written comprehensive examination.

ADMISSION REQUIREMENTS

All candidates must meet the basic admission requirements for graduate study at Montclair State. The completion of a major in health education from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HEALTH EDUCATION

<table>
<thead>
<tr>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>I. Required Core Courses (15 semester hours)</td>
</tr>
<tr>
<td>HLTH 503 Research Methods in Health</td>
</tr>
<tr>
<td>HLTH 520 Foundations and Methods of Health Education</td>
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<tr>
<td>HLTH 526 Curriculum Development and Program Planning in Health Education</td>
</tr>
<tr>
<td>HLTH 528 Evaluation in Health</td>
</tr>
<tr>
<td>HLTH 601 Research Seminar in Health</td>
</tr>
<tr>
<td>II. Departmental Electives (18 semester hours)</td>
</tr>
<tr>
<td>Choose 6 courses, 18 semester hours, from the list of 500-level and 400-level health courses, HLTH designation. The maximum number of credits that can be taken from 400-level courses is six semester hours.</td>
</tr>
</tbody>
</table>
III. Free Elective (a 500-level or higher course in Health Education or any other discipline) ........................................................................................................... 3

IV. Successful completion of the Health Education Comprehensive Examination

The examination is scheduled for March and October of each year. Prior registration is necessary through completion of application available in the department office. Candidates are limited to three attempts to pass the examination.

Minimum semester hours: 32

Note: The 500-level course descriptions follow the programs. For a list of the 400-level courses, please refer to the undergraduate catalog.

MASTER OF SCIENCE DEGREE IN NUTRITION AND FOOD SCIENCE

The graduate program in Nutrition and Food Science provides students with in-depth study of nutrition science, nutrition education, food and nutrition issues, food regulations and compliance, and nutrition counseling. It prepares professionals for careers in nutrition and wellness, allied health services, education and research, food and nutrition administration, government agencies, hospitals, food industries, food production, food safety and regulations, and food and nutrition management.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. Some students may need to take undergraduate courses for which graduate credit is not given to improve the preparatory background.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN NUTRITION AND FOOD SCIENCE

The graduate program in Nutrition and Food Science provides students with in-depth study of nutrition science, nutrition education, food and nutrition issues, food regulations and compliance, and nutrition and wellness, allied health services, education and research, food and nutrition administration, government agencies, hospitals, food industries, food production, food safety and regulations, and food and nutrition management.

I. Required Courses (6-7 semester hours)

NUFD 507 Research in Nutrition and Food Science ......................... 3
NUFD 509 Research Seminar .......................................................... 3

OR

NUFD 698 Master’s Thesis .............................................................. 4

II. Nutrition and Food Science Core Requirements (13 semester hours)

NUFD 501 Principles of Nutrition .................................................. 4
NUFD 577 Social Marketing in Nutrition ....................................... 3
NUFD 580 Current Applications in Nutrition ............................... 3
NUFD 585 Food and Nutrition Issues ........................................... 3
Select one of the following emphasis:

1. Nutrition Education (9 semester hours)
   - NUFD 560 Advanced Nutrition Counseling for Diverse Population Groups ....................................................... 3
   - NUFD 581 Nutrition Education .......................................................... 3
   - NUFD 587 Nutrition Education Practicum .................................................. 3

2. Nutrition and Food Science Management (9 semester hours)
   - NUFD 557 Food Safety and Sanitation Management ................................. 3
   - NUFD 573 Food and Nutrition Regulations and Compliances ................... 3
   - NUFD 583 Nutritional Aspects of Food Processing and Handling ............. 3

III. Electives (3 or 4 semester hours) A student selects 3 semester hours of electives if enrolling in Master’s Thesis or 4 semester hours if enrolling in Research Seminar.
   - HLTH 565 Foundation of Epidemiology .................................................... 3
   - HLTH 580 Health Policy and Politics .......................................................... 3
   - HLTH 585 Organization and Administration of Health Care Facilities ..... 3
   - PEMJ 539 Advanced Exercise Physiology .................................................. 3
   - PEMJ 541 Aerobic Exercises: Testing and Programming ......................... 3
   - PEMJ 543 Anaerobic Exercises: Testing and Programming ......................... 3
   - NUFD 412 Nutrition Education Techniques ............................................... 3
   - NUFD 482 Nutrition Counseling ................................................................. 3
   - NUFD 488 Medical Nutrition Therapy .......................................................... 4
   - NUFD 490 Nutrition and Food Science Professional Seminar ................. 1
   - NUFD 668 Nutrition Assessment ................................................................. 3

IV. Comprehensive Examination: both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to take the exam and consult with the graduate program coordinator at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each fall and spring semesters.

V. Master’s Thesis: Candidates who choose to write a thesis will register for NUFD 698 Master’s Thesis for four semester hours credit in lieu of NUFD 509 Research Seminar. The comprehensive is waived. A thesis defense is required upon the completion of the thesis before the candidate’s graduate Thesis Committee.

Minimum semester hours: 32

Please abide by all the policies and procedures outlined in the current Graduate Catalog.

**HEALTH AND NUTRITION SCIENCES**

**Course Descriptions**

**Semester Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 502</td>
<td>DETERMINANTS OF ENVIRONMENTAL HEALTH</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems.</td>
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<tr>
<td>HLTH 503</td>
<td>RESEARCH METHODS IN HEALTH</td>
<td>3</td>
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<td></td>
<td>Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals.</td>
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<tr>
<td></td>
<td>Prerequisite: HLTH 528.</td>
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</tbody>
</table>
HLTH 505  SCHOOL HEALTH PROGRAM MANAGEMENT  3
Examines management theory and practices applicable to school health programs. Historical developments and philosophical issues are also reviewed. Includes management techniques, staffing patterns, accounting procedures and evaluation methods essential for the successful school health program.

HLTH 510  HEALTH EDUCATION WORKSHOP I  1 - 3
For teachers of health education; deeper understandings of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.

HLTH 511  BIOMEDICAL AND PSYCHOSOCIAL PERSPECTIVES ON DRUGS  3
Examines the complex biomedical and psychosocial dimensions of contemporary drug use, emphasizing consideration of a broad spectrum of physiological responses to and health consequences of involvement. Provides a comprehensive view of the historical and social aspects of drug use, and an analysis of selected major issues presented by our current problems with drugs.

Prerequisite: Undergraduate course in the study of alcohol and other drugs or permission of instructor.

HLTH 520  FOUNDATIONS AND METHODS IN HEALTH EDUCATION  3
Study of the scientific historical foundations and the instructional methodologies in health education and health promotion with opportunity for practical application of various methodologies for the achievement of specific objectives.

HLTH 526  CURRICULUM DEVELOPMENT AND PROGRAM PLANNING IN HEALTH EDUCATION  3
Principles and processes of curriculum development, design, implementation and evaluation of health programs for various populations and environmental settings.

Prerequisite: HLTH 520.

HLTH 528  EVALUATION IN HEALTH  3
Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

Prerequisite: A basic course in statistics or in tests and measurement.

HLTH 530  HEALTH ISSUES SEMINAR  3
Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication.

HLTH 531  INDEPENDENT STUDY IN HEALTH  1 - 4
Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee.

Prerequisite: Departmental approval.
HLTH 540  SELECTED TOPICS IN MENTAL HEALTH  3
Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism.

Prerequisite: A basic course in mental health.

HLTH 551  SELECTED TOPICS IN GERONTOLOGY  3
Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age.

HLTH 560  HUMAN DISEASES  3
Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instructional component which addresses methodology and disease specific information resources.

Prerequisite: A basic course in biology.

HLTH 565  FOUNDATIONS OF EPIDEMIOLOGY  3
Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

HLTH 575  THE TEACHING OF HUMAN SEXUALITY  3
Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.

Prerequisite: HLTH 290.

HLTH 577  SELECTED TOPICS IN HEALTH  3
Course provides students with the opportunity to expand their professional preparation and expertise about selected topics in health not covered in other graduate health courses. The selected topics will be based on significant, emerging health problems and issues and new scientific developments and discoveries. May be repeated once for a maximum of six semester hours.

HLTH 580  HEALTH POLICY AND POLITICS  3
Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.

HLTH 585  ORGANIZATION AND ADMINISTRATION OF HEALTH CARE FACILITIES  3
Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 592</td>
<td>CONTROVERSIES IN SEXUALITY EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 601</td>
<td>RESEARCH SEMINAR IN HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 603</td>
<td>RESEARCH PROJECT IN HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>NUFD 501</td>
<td>PRINCIPLES OF NUTRITION</td>
<td>4</td>
</tr>
<tr>
<td>NUFD 507</td>
<td>RESEARCH IN NUTRITION AND FOOD SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>NUFD 508</td>
<td>INDEPENDENT STUDY</td>
<td>1-3</td>
</tr>
<tr>
<td>NUFD 509</td>
<td>RESEARCH SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>NUFD 557</td>
<td>FOOD SAFETY AND SANITATION MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>NUFD 560</td>
<td>ADVANCED NUTRITION COUNSELING FOR DIVERSE POPULATION GROUPS</td>
<td>3</td>
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</tbody>
</table>

This course investigates current controversies in the field of sexuality education and how they are played out at various levels including within the classroom.

Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.

Prerequisites: HLTH 503 and HLTH 528.

Provides an intensive research experience for master's degree candidates in health education. It reflects the culmination of coursework and involves the completion of a research document. All candidates must satisfactorily complete an oral examination based on the research experience.

Prerequisites: HLTH 503 and 528.

Designed to provide basic research and statistical literacy so that students can develop a research proposal in its entirety in nutrition and food science.

Prerequisites: NUFD 304, Nutrition and Food Science majors only.

An opportunity to study in-depth areas of nutrition and food science which are not offered in the regular curriculum. May be repeated for a maximum of six semester hours as long as the topic is different.

Prerequisites: Departmental approval.

Carrying out a research study on specific problems of limited scope. Work maybe taken in nutrition and food science.

Prerequisites: NUFD 507

This course is offered for those who must understand food sanitation and safety for effective food management and production. The course emphasizes the understanding of food safety and food sanitation risk management and microbial food contaminants as it encompasses changing federal and state compliance regulations including hazard Analysis Critical Control Point (HACCP), good manufacturing practices and Safe, Sanitary Operational Procedures (SSOP).

Topics include ethnic variations in health care beliefs; culturally sensitive nutrition counseling skills, developmental skills and dietary behaviors of children, adolescents and aging adults and nutrition counseling approaches for these age groups. Six hours of nutrition counseling clinical experience required.

Prerequisite: NUFD 482 or HENU 482.
NUFD 573 FOOD AND NUTRITION REGULATIONS AND COMPLIANCES
This course will provide an in-depth understanding of the legal and regulatory compliances of food and dietary supplement products in the United States. Topics will cover issues such as food and dietary supplement products in the United States. Topics will cover issues such as food and food safety regulation, regulatory compliance, Hazard Analysis Critical Control Points (HACCP), International Standards Organization (ISO), the regulation of Genetically Modified Organisms (GMO’s), food additives, food labeling, dietary supplements and more recently, the protection of the food supply from bio or chemo terrorism or "food security."

NUFD 577 SOCIAL MARKETING IN NUTRITION
Social Marketing in Nutrition course entails a comprehensive view of the applications of social marketing in the design, implementation, and evaluation of nutrition education programs. Social marketing is an audience-centered approach that focuses on multiple, reinforcing channels of communication along with environmental changes to influence behavior. Highlights of social marketing will be presented in light of its usefulness and applicability to nutrition education.
Prerequisite: Basic nutrition course or departmental approval.

NUFD 580 CURRENT APPLICATIONS IN NUTRITION
This course enables students to develop detailed and in-depth knowledge of recent findings in human nutrition and to apply this knowledge by learning how to write a grant application for funding. Emphasis is placed on the critical review and analysis of recent developments in nutrition research and developing a successful proposal.

NUFD 581 NUTRITION EDUCATION
This course is designed to provide students with skills for developing, implementing, evaluating and funding nutrition education programs for populations with various demographic characteristics.
Prerequisites: NUFD 182 or HENU 183; CHEM 109, CHEM 111, and BIOL 243; or equivalents.

NUFD 583 NUTRITIONAL ASPECTS OF FOOD PROCESSING AND HANDLING
A course designed to study the theory and practice of evaluating food processing from a nutritional standpoint and to compare food availability with the effects that various kinds of processing have on nutrient content. This course is appropriate for graduate students and selected seniors in food and nutrition, food service management, biology, chemistry, and health sciences.
Prerequisites: CHEM 130, and NUFD 150 or HENU 150 and NUFD 182 or HENU 182.

NUFD 585 FOOD AND NUTRITION ISSUES
An investigation of current issues in food and nutrition with an emphasis on consumer, food industry, government and professional perspectives.
Prerequisites: NUFD 382 or HENU 382.

NUFD 587 NUTRITION EDUCATION PRACTICUM
The practicum is designed to provide students with planned, supervised experiences in a variety of selected business agencies or organizations where nutrition education skills and competencies can be utilized.
Prerequisites: NUFD 580 and 581.
NUFD 668  NUTRITION ASSESSMENT  3
This course covers the systematic principles and comprehensive steps of human nutrition assessment. This includes screening of nutritional status, planning nutrition intervention as well as implementation and evaluation of nutrition intervention processes. The tools and techniques used in nutrition assessment will be utilized by the students in this course. 
Prerequisites: Anatomy and Physiology, Chemistry, Biochemistry, Nutrition, or NUFD 501, or departmental approval.

NUFD 698  MASTER’S THESIS  4
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which maybe obtained from the Graduate School. Students should take NUFD 699 if they don’t complete NUFD 698 within the semester. 
Prerequisite: Departmental approval.

NUFD 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grad of Pass or Fail will be given. 
Prerequisites: NUFD 698.

NUFD 412  NUTRITION EDUCATION TECHNIQUES  3
Procedures and techniques for developing programs and teaching nutrition to a variety of target populations. Individual and group methods emphasize innovation. Field studies. 
Prerequisites: NUFD 182 and NUFD 282.

NUFD 482  NUTRITION COUNSELING  3
This course offers practical experience dealing with the principles of marketing, adult learning, helping skills, assessment, documentation, and evaluation as related to weight control and the role of food in promotion of a healthy lifestyle. Six hours of clinical experience is required. 
Prerequisite: NUFD 412 or departmental approval.

NUFD 488  MEDICAL NUTRITION THERAPY  4
This course enables students to apply nutrition science to the prevention and treatment of human diseases and medical conditions. Nutrition assessment, diet modification, and specialized nutrition support, such as enteral and parenteral feeding, are covered. 
Prerequisites: NUFD 182 and NUFD 382 and BIOL 243 and CHEM 270.

NUFD 490  NUTRITION AND FOOD SCIENCE PROFESSIONAL SEMINAR  1
A capstone course, which provides skills necessary for beginning professionals in nutrition and food science fields. 
Prerequisites: Junior or senior standing; Nutrition and Food Science majors only with concentration in General, Dietetics, or Food Management.
The Master of Arts in Legal Studies offers a program of study for students seeking advanced preparation and professional enhancement. It provides academic opportunities leading to career enhancement for legal professionals. The degree offerings are on the cutting edge of specialty areas such as dispute resolution, human resource management, governance, private sector compliance, legal information management, intellectual property, conflict management, trademark law, ethics, and corporate integrity.

Legal Studies provides graduate instruction through a broad range of topics which develop the student’s critical understanding of law. Graduate offerings in Legal Studies are designed:

• To enhance professional development in law-related fields.
• To advance the study of law within the context of an interdisciplinary liberal arts education.
• To provide a more advanced level of legal knowledge in areas such as governance compliance, human resources, intellectual property and legal management.
• To prepare for the technologically sophisticated legal environment of the twenty-first century.
• To develop theoretical and practical knowledge of advocacy and dispute resolution.
• To develop advanced research and writing abilities.
• To enhance analytical and critical thinking skills essential to the legal field.

Students may choose the general program without a concentration or they may choose a concentration in Dispute Resolution; Governance, Compliance, and Regulation; Intellectual Property; or Legal Management. In the general program, students have the opportunity to enroll in courses from all concentrations. At the end of their course of study, students may choose either to write a thesis or to be tested by comprehensive examination.

The programs of the Department of Political Science and Law incorporate education in the liberal arts with sound preparation for law-related professions. Many career alternatives are possible for graduates in government, the corporate sector and private arenas. Graduate course work in legal studies serves the needs of a broad range of professionals including:

• Managers; supervisors; human resource directors; claims managers; compliance officers; affirmative action officers; contract managers; government administrators and officials at the federal, state, county and local levels; public and nonprofit administrators; international specialists; and intellectual property, and information specialists.
• Executive managers; human resource officers; investigators; law enforcement professionals; legal advocates for victims of domestic violence, the disadvantaged and the physically and mentally challenged.
• Primary and secondary school teachers desiring education in law or conflict resolution/peer mediation; consultants; newspaper reporters; practitioners in the field of dispute resolution; professionals who utilize dispute resolution in various forums, such as labor, insurance and financial markets.

The Conflict Management in the Workplace certificate also serves as a gateway to the M.A. in Legal Studies. Contact the Department of Political Science and Law for further information.

ADMISSION REQUIREMENTS

Candidates for admission must have a baccalaureate degree from an accredited college or university and meet the university’s minimum requirements for the Graduate Records Examination (GRE). The Law School Admissions Test (LSAT) may be substituted for the GRE. In addition, candidates for admission to the M.A. in Legal Studies must have a minimum cumulative grade point average of 2.75 for their undergraduate work.

Candidates for the M.A. in Legal Studies having significant experience in the legal environment, may have the introductory law course, LSLW 500, waived. Candidates with marginal credentials may be accorded deferred or conditional matriculation status and permitted to enroll in a maximum of two graduate courses in the program. If they achieve a combined minimum grade point average of 3.0 in two Legal Studies graduate courses and meet the other matriculation requirements, they may apply for full matriculation status in the program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>Semester 1</td>
<td>I. Required Courses (6 or 9 semester hours)</td>
<td></td>
</tr>
<tr>
<td>LSLW 500* United States Legal System</td>
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<tr>
<td>LSLW 503 Research Methods and Analysis</td>
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<tr>
<td>LSLW 513 Ethical and Professional Issues in the Legal Environment</td>
<td>3</td>
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<tr>
<td>*LSLW 500 may be waived by the graduate program coordinator for a student with a law-related background and a course from Group III may be substituted in its place.</td>
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<p>| Semester 2 | II. Select eight courses from the following (24 semester hours) |
| LSLW 512 Statutory and Regulatory Analysis | 3 |
| LSLW 520 Private Civil Responsibility: Contracts and Torts | 3 |
| LSLW 525 Jurisprudence | 3 |
| LSLW 531 Administrative Law | 3 |
| LSLW 537 Entertainment Law | 3 |
| LSLW 538 Trademark Law | 3 |
| LSLW 545 Cyberlaw | 3 |
| LSLW 547 Intellectual Property: Copyright, Licensing and Advertising | 3 |
| LSLW 551 Negotiation Theory and Practice | 3 |
| LSLW 552 Mediation Theory and Practice | 3 |
| LSLW 553 Arbitration and Other Alternative Adjudicative Processes | 3 |</p>
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<thead>
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<td>3</td>
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<tr>
<td>LSLW 555</td>
<td>Family Mediation</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 556</td>
<td>Dispute Resolution in the Workplace</td>
<td>3</td>
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<tr>
<td>LSLW 557</td>
<td>Law Office Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 558</td>
<td>Cross-Cultural Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 559</td>
<td>Advanced Conflict Resolution in Education</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 560</td>
<td>Bullying Prevention in Schools</td>
<td>3</td>
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<tr>
<td>LSLW 572</td>
<td>Legal Information Management</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 573</td>
<td>Seminar in Law and Literature</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 574</td>
<td>Human Rights Law</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 577</td>
<td>International Law and Transnational Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 578</td>
<td>Legal Aspects of Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 579</td>
<td>Private Sector Compliance with Public Regulations</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 580</td>
<td>Field Experience in Legal Studies</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>LSLW 581</td>
<td>Cooperative Education in Legal Studies</td>
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<tr>
<td>LSLW 588</td>
<td>Independent Study in Legal Studies</td>
<td>3</td>
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<tr>
<td>LSLW 590</td>
<td>Environmental Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>LSLW 599</td>
<td>Selected Topics in Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>III. Elective</td>
<td>Select one course (0 or 3 semester hours) from departmental electives or approved electives outside of department.</td>
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<tr>
<td>Note: A student takes one course from this category only if LSLW 500 is waived.</td>
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<tr>
<td>ANTH 520</td>
<td>Anthropology and International Communication</td>
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<td>ANTH 550</td>
<td>Culture Change</td>
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<tr>
<td>APLN 500</td>
<td>Language and Linguistics</td>
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<td>APLN 510</td>
<td>Discourse Analysis</td>
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<td>APLN 518</td>
<td>Forensic linguistics</td>
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<td>APLN 536</td>
<td>Language of the USA</td>
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<td>COUN 559</td>
<td>Dynamics of Group Process</td>
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<tr>
<td>COUN 574</td>
<td>Counseling in Organizations: Employee Assistance Program</td>
<td>3</td>
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<tr>
<td>ECON 545</td>
<td>Economics of Labor</td>
<td>3</td>
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<tr>
<td>ECON 550</td>
<td>Technical Change and International Competition</td>
<td>3</td>
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<tr>
<td>ELAD 521</td>
<td>Education Law</td>
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<tr>
<td>ELAD 542</td>
<td>Supervisory Skills for Education and Training Personnel</td>
<td>3</td>
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<tr>
<td>ELAD 545</td>
<td>Leadership Skills in Communication for the Educator/Trainer</td>
<td>3</td>
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<tr>
<td>HIST 525</td>
<td>The History of American Labor 1870-1970</td>
<td>3</td>
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<tr>
<td>HIST 540</td>
<td>Europe as a World Civilization</td>
<td>3</td>
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<tr>
<td>HLTH 585</td>
<td>Organization and Administration of Health Care Facilities</td>
<td>3</td>
</tr>
<tr>
<td>INBS 511</td>
<td>Issues in International Management</td>
<td>3</td>
</tr>
<tr>
<td>LATN 584</td>
<td>Law and Roman Society</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 510</td>
<td>Human Resources Management</td>
<td>3</td>
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<tr>
<td>MGMT 511</td>
<td>Issues in International Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 520</td>
<td>Managing Global Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 554</td>
<td>Psychology of Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 558</td>
<td>Personnel Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 570</td>
<td>The Psychology of Human Factors</td>
<td>3</td>
</tr>
</tbody>
</table>
IV. Thesis or Comprehensive Examination

Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.

For students selecting Thesis option:
- LSLW 698 Master’s Thesis ................................................................. 3
- LSLW 699 Master’s Thesis Extension .............................................. 1

For students selecting Comprehensive Examination option, choose one additional departmental elective.

Minimum semester hours: 36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN DISPUTE RESOLUTION

Semester Hours

I. Required Courses (6 or 9 semester hours)
- LSLW 500* United States Legal System ........................................ 3
- LSLW 503 Research Methods and Analysis ...................................... 3
- LSLW 513 Ethical and Professional Issues in the Legal Environment ...... 3

*LSLW 500 may be waived by the graduate program coordinator for a student with a law-related background and a course from Group III may be substituted in its place.

II. Concentration courses (15 semester hours)

Required:
- LSLW 551 Negotiation Theory and Practice .................................. 3
- LSLW 552 Mediation Theory and Practice ...................................... 3
- LSLW 553 Arbitration and Other Alternative Adjudicative Processes ..... 3

Students must select an additional two elective courses from below:
- LSLW 554 Conflict Management and Peer Mediation in Schools ........ 3
- LSLW 555 Family Mediation ............................................................. 3
- LSLW 556 Dispute Resolution in the Workplace ................................. 3
- LSLW 558 Cross-Cultural Conflict Resolution ................................... 3
- LSLW 559 Advanced Conflict Management in Education .................... 3
- LSLW 560 Bullying Prevention in Schools ......................................... 3

III. Select three courses (9 semester hours) from departmental electives listed below or from additional courses in Group II above.
- LSLW 512 Statutory and Regulatory Analysis ................................... 3
- LSLW 520 Private Civil Responsibility: Contracts and Torts ............. 3
- LSLW 525 Jurisprudence ................................................................. 3
- LSLW 531 Administrative Law .......................................................... 3
- LSLW 537 Entertainment Law ............................................................ 3
IV. Elective - Select one course (0 or 3 semester hours) from Department Electives or approved electives outside of the department.

*Note: A student takes one course from this category only if LSLW 500 is waived.*

- ANTH 520 Anthropology and International Communication
- ANTH 550 Culture Change
- APLN 500 Language and Linguistics
- APLN 510 Discourse Analysis
- APLN 518 Forensic linguistics
- APLN 536 Language of the USA
- COUN 559 Dynamics of Group Process
- COUN 574 Counseling in Organizations: Employee Assistance Program
- ECON 545 Economics of Labor
- ECON 550 Technical Change and International Competition
- ELAD 521 Education Law
- ELAD 542 Supervisory Skills for Education and Training Personnel
- ELAD 545 Leadership Skills in Communication for the Educator/Trainer
- HIST 525 The History of American Labor 1870-1970
- HIST 540 Europe as a World Civilization
- HLTH 585 Organization and Administration of Health Care Facilities
- INBS 511 Issues in International Management
- LATN 584 Law and Roman Society
- MGMT 510 Human Resources Management
- MGMT 511 Issues in International Management
- MGMT 520 Managing Global Diversity
- PSYC 554 Psychology of Business and Industry
- PSYC 558 Personnel Psychology
- PSYC 570 The Psychology of Human Factors
- PSYC 571 Organizational Psychology

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V. Thesis or Comprehensive Examination

Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.

For students selecting Thesis option:
- LSLW 698 Master’s Thesis ................................................................. 3
- LSLW 699 Master’s Thesis Extension ................................................. 1

For students selecting Comprehensive Examination option, choose one additional departmental elective.

Minimum semester hours: 36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN GOVERNANCE, COMPLIANCE, AND REGULATION

I. Required Courses (6 or 9 semester hours)
- LSLW 500* United States Legal System ............................................ 3
- LSLW 503 Research Methods and Analysis .......................................... 3
- LSLW 513 Ethical and Professional Issues in the Legal Environment ..... 3

*LSLW 500 may be waived by the graduate program coordinator for a student with a law-related background and a course from Group III may be substituted in its place.

II. Concentration courses - Select six courses from below (18 semester hours)
Students must take these our required courses
- LSLW 531 Administrative Law ........................................................... 3
- LSLW 553 Arbitration and Other Alternative Adjudicative Processes ..... 3
- LSLW 577 International Law and Transnational Legal Issues ............ 3
- LSLW 579 Private Sector Compliance with Public Regulations .......... 3

Students must select an additional two elective courses from below
- POLS 501 Public Administration and Public Policy ............................ 3
- LSLW 512 Statutory and Regulatory Analysis ...................................... 3
- LSLW 545 Cyberlaw ........................................................................... 3
- LSLW 572 Legal Information Management ......................................... 3
- LSLW 574 Human Rights Law ............................................................ 3

III. Electives - Select 2 courses (6 semester hours) from departmental electives listed below or additional courses from group II above.
- LSLW 520 Private Civil Responsibility: Contracts and Torts ............... 3
- LSLW 525 Jurisprudence ................................................................... 3
- LSLW 541 Advanced Computer Systems in the Legal Environment ...... 3
- LSLW 550 Law Office Management and Technology .......................... 3
- LSLW 551 Negotiation Theory and Practice ........................................ 3
- LSLW 552 Mediation Theory and Practice ......................................... 3
- LSLW 554 Conflict Management and Peer Mediation in Schools ........ 3
IV. Select one course from Department Electives or approved electives outside of the department) (0 or 3 semester hours)

*Note: A student takes one course from this category only if LSLW 500 is waived.*

- LSLW 555 Family Mediation ................................................................. 3
- LSLW 556 Dispute Resolution in the Workplace .................................. 3
- LSLW 557 Law Office Financial Management .................................... 3
- LSLW 558 Cross-Cultural Conflict Resolution .................................... 3
- LSLW 559 Advanced Conflict Resolution in Education ....................... 3
- LSLW 560 Bullying Prevention in Schools .......................................... 3
- LSLW 573 Seminar in Law and Literature ......................................... 3
- LSLW 578 Legal Aspects of Human Resource Management .................. 3
- LSLW 580 Field Experience in Legal Studies ..................................... 3
- LSLW 581 Cooperative Education in Legal Studies ............................. 4
- LSLW 588 Independent Study in Legal Studies .................................. 3
- LSLW 590 Environmental Law and Policy .......................................... 3
- LSLW 599 Selected Topics in Legal Studies ........................................ 3
- ANTH 520 Anthropology and International Communication ............. 3
- ANTH 550 Culture Change ................................................................. 3
- APLN 500 Language and Linguistics .................................................. 3
- APLN 510 Discourse Analysis ............................................................. 3
- APLN 518 Forensic Linguistics ............................................................ 3
- APLN 536 Languages of the USA ....................................................... 3
- COUN 481 The Legal Rights of Women ............................................. 3
- COUN 559 Dynamics of Group Process ............................................ 3
- COUN 574 Counseling in Organizations: Employee Assistance Program . 3
- ECON 545 Economics of Labor ......................................................... 3
- ECON 550 Technical Change and International Competition ........... 3
- ELAD 521 Education Law ................................................................. 3
- ELAD 542 Supervisory Skills for Education and Training Personnel ...... 3
- ELAD 545 Leadership Skills in Communication for the Educator/Trainer 3
- HIST 525 The History of American Labor, 1870-1970 ...................... 3
- HIST 540 Europe as a World Civilization ......................................... 3
- HLTH 585 Organization and Administration of Health Care Facilities ..... 3
- INBS 511 Issues in International Management .................................. 3
- LATN 584 Law in Roman Society ...................................................... 3
- MGMT 510 Human Resources Management ..................................... 3
- MGMT 511 Issues in International Management .................................. 3
- MGMT 520 Managing Global Diversity ............................................. 3
- PSYC 554 Psychology of Business and Industry ............................... 3
- PSYC 558 Personnel Psychology ....................................................... 3
- PSYC 570 The Psychology of Human Factors .................................... 3
- PSYC 571 Organizational Psychology ............................................... 3
- SOCI 562 Social Change ................................................................. 3
- SOCI 567 Power and Social Stratification ......................................... 3
- SOCI 581 Sociological Perspectives on Health and Medicine ........... 3
- SPCM 526 Theories of Human Communication .................................. 3
- SPCM 536 Seminar in Persuasion ...................................................... 3
V. Thesis or Comprehensive Examination

Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.

For students selecting Thesis option:

- LSLW 698 Master’s Thesis ................................................................. 3
- LSLW 699 Master’s Thesis Extension ............................................. 1

For students selecting Comprehensive Examination option, choose one additional departmental elective.

Minimum semester hours: 36

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN INTELLECTUAL PROPERTY

I. Required Courses (6-9 semester hours)

- LSLW 500* United States Legal System ........................................... 3
- LSLW 503 Ethical and Professional Issues in the Legal Environment .... 3
- LSLW 511 Research Methods and Analysis ...................................... 3

*LSLW 500 may be waived by the graduate program coordinator for a student with a law-related background and a course from Group III may be substituted in its place.

II. Concentration courses - Select five courses from below (18 semester hours)

Students must take the following four required courses

- LSLW 545 Cyberlaw ................................................................. 3
- LSLW 547 Intellectual Property: Copyright, Licensing and Advertising .. 3
- LSLW 553 Arbitration and Other Alternative Adjudicative Processes ...... 3
- LSLW 572 Legal Information Management ...................................... 3

Students must select an additional two courses from the following:

- LSLW 531 Administrative Law .................................................. 3
- LSLW 537 Entertainment Law .................................................... 3
- LSLW 538 Trademark Law ....................................................... 3
- LSLW 577 International Law and Transnational Legal Issues .............. 3

III. Electives - Select 1 course (3 semester hours) from departmental electives listed below or from additional courses in Group II above below:

- LSLW 512 Statutory and Regulatory Analysis ............................... 3
- LSLW 520 Private Civil Responsibility: Contracts and Torts .......... 3
- LSLW 525 Jurisprudence ......................................................... 3
- LSLW 541 Advanced Computer Systems in the Legal Environment ...... 3
- LSLW 550 Law Office Management and Technology .................... 3
- LSLW 551 Negotiation Theory and Practice .................................. 3
- LSLW 552 Mediation Theory and Practice .................................... 3
- LSLW 554 Conflict Management and Peer Mediation in Schools ....... 3
- LSLW 555 Family Mediation .................................................... 3
- LSLW 556 Dispute Resolution in the Workplace ............................... 3
- LSLW 557 Law Office Financial Management ............................... 3
- LSLW 558 Cross-Cultural Conflict Resolution ............................... 3
IV. Elective - Select one elective (0 or 3 semester hours) from Department Electives or approved electives outside of the department

Note: A student takes one course from this category only if LSLW 500 is waived.

- ANTH 520 Anthropology and International Communication ........................................... 3
- ANTH 550 Culture Change ................................................................................................... 3
- APLN 500 Language and Linguistics .................................................................................. 3
- APLN 510 Discourse Analysis .............................................................................................. 3
- APLN 518 Forensic Linguistics ............................................................................................ 3
- APLN 536 Languages of the USA ........................................................................................ 3
- COUN 559 Dynamics of Group Process .............................................................................. 3
- COUN 574 Counseling in Organizations: Employee Assistance Program .......................... 3
- ECON 545 Economics of Labor .......................................................................................... 3
- ECON 550 Technical Change and International Competition .......................................... 3
- ELAD 521 Education Law .................................................................................................. 3
- ELAD 542 Supervisory Skills for Education and Training Personnel .................................. 3
- ELAD 545 Leadership Skills in Communication for the Educator/Trainer ....................... 3
- HIST 525 The History of American Labor, 1870-1970 ..................................................... 3
- HIST 540 Europe as a World Civilization ........................................................................... 3
- HLTH 585 Organization and Administration of Health Care Facilities ............................ 3
- INBS 511 Issues in International Management .................................................................. 3
- LATN 584 Law in Roman Society ....................................................................................... 3
- MGMT 510 Human Resources Management ....................................................................... 3
- MGMT 511 Issues in International Management .................................................................. 3
- MGMT 520 Managing Global Diversity ............................................................................... 3
- PSYC 554 Psychology of Business and Industry ................................................................. 3
- PSYC 558 Personnel Psychology ....................................................................................... 3
- PSYC 570 The Psychology of Human Factors .................................................................... 3
- PSYC 571 Organizational Psychology ............................................................................... 3
- SOCI 562 Social Change .................................................................................................... 3
- SOCI 567 Power and Social Stratification ........................................................................... 3
- SOCI 581 Sociological Perspectives on Health and Medicine .......................................... 3
- SPCM 526 Theories of Human Communication ................................................................ 3
- SPCM 536 Seminar in Persuasion ....................................................................................... 3
V. Thesis or Comprehensive Examination

Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.

For students selecting Thesis option:

- LSLW 698 Master’s Thesis ................................................................. 3
- LSLW 699 Master’s Thesis Extension .................................................... 1

For students selecting Comprehensive Examination option, choose one additional departmental elective.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LEGAL STUDIES, CONCENTRATION IN LEGAL MANAGEMENT

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>I.</td>
<td>Required Courses (6 or 9 semester hours)</td>
</tr>
<tr>
<td>LSLW 500* United States Legal System .............................................. 3</td>
<td></td>
</tr>
<tr>
<td>LSLW 503 Research Methods and Analysis ............................................ 3</td>
<td></td>
</tr>
<tr>
<td>LSLW 513 Ethical and Professional Issues in the Legal Environment .......... 3</td>
<td></td>
</tr>
</tbody>
</table>

*LSLW 500 may be waived by the graduate program coordinator for a student with a law-related background and a course from Group III may be substituted in its place.

II. Select six courses from concentration courses (18 semester hours)

Students must take the following four required courses:

- LSLW 520 Private Civil Responsibility: Contracts and Torts ................. 3
- LSLW 553 Arbitration and Other Alternative Adjudicative Processes ..... 3
- LSLW 556 Dispute Resolution in the Workplace .................................... 3
- LSLW 578 Legal Aspects of Human Resource Management .................... 3

Students must take two of the following courses:

- LSLW 512 Statutory and Regulatory Analysis ........................................ 3
- LSLW 545 Cyberlaw .............................................................................. 3
- LSLW 572 Legal Information Management ............................................. 3
- LSLW 579 Private Sector Compliance with Public Regulations ............... 3

III. Select two courses from departmental electives listed below or from additional courses in Group II above (6 semester hours)

- LSLW 512 Statutory and Regulatory Analysis ........................................ 3
- LSLW 525 Jurisprudence ....................................................................... 3
- LSLW 541 Advanced Computer Systems in the Legal Environment .......... 3
- LSLW 550 Law Office Management and Technology ........................... 3
- LSLW 551 Negotiation Theory and Practice ........................................... 3
- LSLW 552 Mediation Theory and Practice .............................................. 3
- LSLW 554 Conflict Management and Peer Mediation in Schools ........... 3
- LSLW 555 Family Mediation .................................................................. 3
- LSLW 556 Dispute Resolution in the Workplace .................................... 3
- LSLW 557 Law Office Financial Management ....................................... 3
- LSLW 558 Cross-Cultural Conflict Resolution ...................................... 3
- LSLW 559 Advanced Conflict Resolution in Education ........................ 3
LSLW 560 Bullying Prevention in Schools ................................................ 3
LSLW 572 Legal Information Management .................................................. 3
LSLW 573 Seminar in Law and Literature .................................................. 3
LSLW 574 Human Rights Law ................................................................. 3
LSLW 578 Legal Aspects of Human Resource Management .......................... 3
LSLW 579 Private Sector Compliance with Public Regulations ..................... 3
LSLW 580 Field Experience in Legal Studies OR
LSLW 581 Cooperative Education in Legal Studies .................................. 4
LSLW 588 Independent Study in Legal Studies .......................................... 3
LSLW 590 Environmental Law and Policy .................................................. 3
LSLW 599 Selected Topics in Legal Studies .............................................. 3

IV. Elective - one course (0 or 3 semester hours) from Department Electives or approved electives or approved electives outside of the department

Note: A student takes one course from this category only if LSLW 500 is waived.

ANTH 520 Anthropology and International Communication .................. 3
ANTH 550 Culture Change ................................................................. 3
APLN 500 Language and Linguistics ..................................................... 3
APLN 510 Discourse Analysis .............................................................. 3
APLN 518 Forensic Linguistics ............................................................. 3
APLN 536 Languages of the USA ......................................................... 3
COUN 559 Dynamics of Group Process ............................................... 3
COUN 574 Counseling in Organizations: Employee Assistance Program .... 3
ECON 545 Economics of Labor .......................................................... 3
ECON 550 Technical Change and International Competition .................... 3
ELAD 521 Education Law ................................................................. 3
ELAD 542 Supervisory Skills for Education and Training Personnel .......... 3
ELAD 545 Leadership Skills in Communication for the Educator/Trainer .... 3
HIST 525 The History of American Labor, 1870-1970 ................. 3
HIST 540 Europe as a World Civilization ........................................... 3
HLTH 585 Organization and Administration of Health Care Facilities .... 3
INBS 511 Issues in International Management ..................................... 3
LATN 584 Law in Roman Society ....................................................... 3
MGMT 510 Human Resources Management ....................................... 3
MGMT 511 Issues in International Management .................................. 3
MGMT 520 Managing Global Diversity ............................................... 3
PSYC 554 Psychology of Business and Industry .................................... 3
PSYC 558 Personnel Psychology ....................................................... 3
PSYC 570 The Psychology of Human Factors ...................................... 3
PSYC 571 Organizational Psychology .................................................. 3
SOCI 562 Social Change ..................................................................... 3
SOCI 567 Power and Social Stratification ............................................ 3
SOCI 581 Sociological Perspectives on Health and Medicine .................. 3
SPCM 526 Theories of Human Communication ...................................... 3
SPCM 536 Seminar in Persuasion ....................................................... 3

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V. Thesis or Comprehensive Examination

Students must have completed 27 graduate credits and receive thesis or comprehensive examination approval.

For students selecting Thesis option:

- LSLW 698 Master’s Thesis ................................................................. 3
- LSLW 699 Master’s Thesis Extension .............................................. 1

For students selecting Comprehensive Examination option, choose one additional departmental elective.

Minimum semester hours: 36

LEGAL STUDIES

Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
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<tbody>
<tr>
<td>LSLW 500</td>
<td>UNITED STATES LEGAL SYSTEM</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course provides the theoretical basis and appropriate applications of law within the United States legal system in the context of its foundations, processes and norms. Integrating readings from legal theorists, scholars and jurists, the course presents the full range of legal perspectives and processes in order to understand methodologies for resolving legal problems within the evolving United States system of law.</td>
<td></td>
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<tr>
<td>LSLW 503</td>
<td>RESEARCH METHODS AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Presentation of theory and methods of intellectual inquiry and research. Advanced study of legal research methodology and legal analysis which includes preparation of scholarly legal research papers.</td>
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<tr>
<td>LSLW 512</td>
<td>STATUTORY AND REGULATORY ANALYSIS</td>
<td>3</td>
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<tr>
<td></td>
<td>Study of legislative and administrative processes including the creation, application and interpretation of statutory and administrative law. Required research includes use of primary and secondary legislative and administrative law materials as well as legislative history.</td>
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<tr>
<td>LSLW 513</td>
<td>ETHICAL AND PROFESSIONAL ISSUES IN THE LEGAL ENVIRONMENT</td>
<td>3</td>
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<td></td>
<td>Examination of ethical and professional issues as they relate to the legal environment. Exploration of different viewpoints and conflicting views. Interrelationships with rules of professional responsibility analyzed and discussed through hypothetical and real ethical dilemmas.</td>
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<td>LSLW 520</td>
<td>PRIVATE CIVIL RESPONSIBILITY: CONTRACTS AND TORTS</td>
<td>3</td>
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<td></td>
<td>Study of aspects of contract and tort law and their interaction in contemporary business practices, examined in the context of an ever-changing society. Application of common law principles and contract and tort as well as the Uniform Commercial Code. Judicial and legislative roles and reactions to change in the context of the public good and business interests.</td>
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<td>LSLW 525</td>
<td>JURISPRUDENCE</td>
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<td></td>
<td>To acquaint students with procedural and</td>
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<td></td>
<td>substantive principles of Jurisprudence</td>
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<td>as it is developed in American Law. The</td>
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<td>course will chart the development of</td>
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<tr>
<td></td>
<td>basic legal and philosophical principles</td>
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<td></td>
<td>governing the theory of law through its</td>
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<td></td>
<td>cultural and constitutional roots through</td>
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<td></td>
<td>the early 21st century. Special attention</td>
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<td>will be given to analysis of legal</td>
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<tr>
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<td>realism and feminist jurisprudence.</td>
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<tr>
<td>LSLW 531</td>
<td>ADMINISTRATIVE LAW</td>
<td>3</td>
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<tr>
<td></td>
<td>A critical analysis of the body of law</td>
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<td>which regulates government agencies and</td>
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<td>their relations with the public.</td>
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<td></td>
<td>Examination of federal and state</td>
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<tr>
<td></td>
<td>administrative law, regulations, rules</td>
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<td></td>
<td>and procedures.</td>
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<tr>
<td>LSLW 537</td>
<td>ENTERTAINMENT LAW</td>
<td>3</td>
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<tr>
<td></td>
<td>This course provides students with the</td>
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<tr>
<td></td>
<td>theoretical foundations and practical</td>
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<tr>
<td></td>
<td>applications of entertainment law. The</td>
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<td></td>
<td>course utilizes a model and method</td>
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<td>approach, which presents theory and</td>
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<td>procedure in a case problem context. The</td>
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<td></td>
<td>course acquaints students with various</td>
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<td></td>
<td>traditional legal theories and compares</td>
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<td>and contrasts them with law as it has</td>
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<td>evolved to meet new changes in society.</td>
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<td>Areas to be covered include representing</td>
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<td>minors, contract preparation, copyright</td>
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<td>infringement, publishing, the record</td>
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<td></td>
<td>industry, film, and television.</td>
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<td>LSLW 538</td>
<td>TRADEMARK LAW</td>
<td>3</td>
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<tr>
<td></td>
<td>Comprehensive study of procedural and</td>
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<td>substantive aspects of trademark</td>
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<td>selection, registration, use and</td>
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<td>protection within the context of</td>
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<td></td>
<td>intellectual property.</td>
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<td>LSLW 545</td>
<td>CYBERLAW</td>
<td>3</td>
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<td></td>
<td>To acquaint students with procedural and</td>
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<td></td>
<td>substantive principles of Internet</td>
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<td>technology and legal principles which are</td>
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<td>at the nexus of modern legal practice.</td>
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<td>To become versed in the theory and practice</td>
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<td>of intellectual property, criminal law,</td>
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<td>jurisdictional issues and choice of law</td>
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<td></td>
<td>relating to commerce, law enforcement,</td>
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<td>and legal procedure. To teach students to</td>
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<td></td>
<td>analyze and synthesize legal principles</td>
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<td>which are at the core of changing World</td>
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<td></td>
<td>Wide Web technology.</td>
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<td>LSLW 547</td>
<td>INTELLECTUAL PROPERTY: COPYRIGHT,</td>
<td>3</td>
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<td></td>
<td>LICENSING AND ADVERTISING</td>
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<td>To acquaint students with procedural and</td>
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<td>substantive principles of Intellectual</td>
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<td>Property Law as it is developed and is</td>
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<td>practiced in the entertainment field. The</td>
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<td>course will chart the development of</td>
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<td>intellectual property in American law</td>
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<td>from its constitutional roots through the</td>
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<td>early 21st century. Special attention will</td>
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<td>be given to analysis of issues in</td>
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<td></td>
<td>entertainment law involving copyright,</td>
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<td></td>
<td>licensing, and advertising.</td>
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<tr>
<td>LSLW 551</td>
<td>NEGOTIATION THEORY AND PRACTICE</td>
<td>3</td>
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<tr>
<td></td>
<td>In-depth study of negotiation theories and</td>
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<td>practical applications. Includes an</td>
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<td>examination and comparison of various</td>
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<td>negotiation theories and critical skills</td>
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<td>needed to be an effective negotiator.</td>
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<td></td>
<td>Extensive role plays. Study of ethical and</td>
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<td></td>
<td>policy issues.</td>
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<td>LSLW 552</td>
<td>MEDIATION THEORY AND PRACTICE</td>
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<tr>
<td></td>
<td>In-depth examination of the theory and</td>
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<td></td>
<td>practical applications of mediation.</td>
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<td>Integration of ethical and policy issues</td>
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<td>and applications through role plays.</td>
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<td>Study of how the various applications</td>
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<td>affect the mediation process and the court’</td>
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<td>s role in the development of mediation.</td>
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<td>Course Code</td>
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<td>LSLW 553</td>
<td>ARBITRATION AND OTHER ALTERNATIVE ADJUDICATIVE PROCESSES</td>
<td>3</td>
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<tr>
<td></td>
<td>In-depth examination of the theory and applications of arbitration and other</td>
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<td>adjudicative processes. Utilization of role plays to expand student knowledge</td>
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<td></td>
<td>and ability to understand increasingly complex issues. Examination of policy</td>
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<td></td>
<td>and ethical issues and exploration of case law research. Special fee.</td>
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<tr>
<td>LSLW 554</td>
<td>CONFLICT MANAGEMENT AND PEER MEDIATION IN SCHOOLS</td>
<td>3</td>
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<tr>
<td></td>
<td>Comprehensive study of the theory and application of interpersonal conflict</td>
<td></td>
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<tr>
<td></td>
<td>resolution processes between and among individual students and groups of</td>
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<td></td>
<td>similar status in primary, secondary and higher education.</td>
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<td>LSLW 555</td>
<td>FAMILY MEDIATION</td>
<td>3</td>
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<tr>
<td></td>
<td>Theoretical and practical aspects of mediation in the family law context.</td>
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<td></td>
<td>Overview of the laws which govern and affect the formation, maintenance</td>
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<td></td>
<td>and dissolution of the family unit. Study of the increasingly important role</td>
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<td></td>
<td>of family mediation both privately and within the judicial structure.</td>
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<td></td>
<td>Integration of ethical and practical considerations and enhancement of</td>
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<td></td>
<td>student understanding through role plays and independent research.</td>
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<td></td>
<td>LSLW 552 is recommended as a prerequisite.</td>
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<tr>
<td>LSLW 556</td>
<td>DISPUTE RESOLUTION IN THE WORKPLACE</td>
<td>3</td>
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<tr>
<td></td>
<td>Critical study of procedural and substantive legal principles of dispute</td>
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<td></td>
<td>resolution in the workplace. Exploration of procedures such as negotiation,</td>
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<td>mediation, arbitration, fact finding, and grievance resolution through</td>
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<td></td>
<td>collective bargaining which is the core of dispute resolution in both private</td>
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<td>and public sector employment. LSLW 551 is recommended as a prerequisite.</td>
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<tr>
<td>LSLW 557</td>
<td>LAW OFFICE FINANCIAL MANAGEMENT</td>
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<tr>
<td></td>
<td>To acquaint students with the various types, applications, and procedures of</td>
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<td></td>
<td>financial management in the legal environment. To explore the various</td>
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<td>financial, timekeeping, and accounting controls which are at the core of the</td>
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<td>law office efficiency. To become knowledgeable about various state Rules of</td>
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<td>Professional Conduct as they affect legal practice. To teach students to</td>
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<td></td>
<td>manage accounts receivable, financial ledgers, disbursements, and various</td>
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<td></td>
<td>required journals manually and using computer software.</td>
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<tr>
<td>LSLW 558</td>
<td>CROSS-CULTURAL CONFLICT RESOLUTION</td>
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<tr>
<td></td>
<td>Intensive study and application of theories and techniques of cross-cultural</td>
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<td></td>
<td>conflict resolution. Examination of issues of race, ethnicity, gender,</td>
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<td>religion, and sexual preference within the context of dominant Western culture.</td>
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<td></td>
<td>LSLW 552 is recommended as a prerequisite.</td>
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<tr>
<td>LSLW 559</td>
<td>ADVANCED CONFLICT RESOLUTION IN EDUCATION</td>
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<tr>
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<td>This course will provide students with the theoretical foundations and</td>
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<td>applications of four emerging areas from the conflict resolution field:</td>
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<td></td>
<td>celebration of diversity, prevention of sexual harassment, support of</td>
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<td></td>
<td>gender equity, and teaching character education. These interconnected areas</td>
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<td></td>
<td>are being implemented in school settings in order to create a safe learning</td>
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<td>environment and avoid legal liability.</td>
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</tbody>
</table>
This course will provide students with the theory of bullying prevention in educational settings. Students will critically analyze curriculum targeted to support bullying prevention, study state laws regarding bullying prevention and harassment, and enhance the connections with conflict resolution and related fields.

**LSLW 572 LEGAL INFORMATION MANAGEMENT**

Study of theoretical aspects of information theory in the legal environment with application to the problem method of analysis. This course will examine the compilation and analysis of legal information from automated litigation support through computer-assisted legal research.

**LSLW 573 SEMINAR IN LAW AND LITERATURE**

This course examines the “Law and Literature” movement, an area of study developed within the legal field over the past several decades. The course is devoted to a thematic exploration and examination of the application of the concepts of law and literature and underscores areas of mutual illumination of the two vast bodies of text: legal opinions and works of literature.

**LSLW 574 HUMAN RIGHTS LAW**

To acquaint students with procedural and substantive principles of Human Rights Law in the international arena. The course will chart the development of Human Rights Law in various cultures from the Judaic and Greek eras through the enlightenment to the 20th century. Special attention will be given to analysis of disputes involving native populations and minority rights as they are affected by the United Nations Charter, Treaties, and Conventions. Issues of criminal, commercial and individual rights will be considered.

**LSLW 577 INTERNATIONAL LAW AND TRANSNATIONAL LEGAL ISSUES**

To acquaint students with procedural and substantive principles of International Law as it has developed and is practiced under the United Nations Charter, Conventions, Accords, Protocols, and Agreements. The course will chart the development of International Law from its roots in early legal and cultural traditions through the early 21st century. Special attention will be given to analysis of issues of international compliance and regulatory issues.

**LSLW 578 LEGAL ASPECTS OF HUMAN RESOURCE MANAGEMENT**

In-depth study of procedural and substantive legal principles of human resource management. Exploration of the various procedures which can and should shape the work environment in both private and public employment.

**LSLW 579 PRIVATE SECTOR COMPLIANCE WITH PUBLIC REGULATIONS**

In-depth study of federal and state requirements of compliance with public regulations in the areas of labor, employment, employee benefits, affirmative action, equal pay, and other federal and state mandated policies. Exploration of the interplay of various statutory and common law requirements governing private organizations which function in the United States.
LSLW 580  FIELD EXPERIENCE IN LEGAL STUDIES  3
Application of academic theories to compensated field experience of 120 hours over a semester in a legal environment reflective of the student’s course of study. Research of issues related to placement and/or ethical issues.
Prerequisites: Completion of a minimum of LSLW 503, LSLW 513 and 18 additional credits towards the M.A..

LSLW 581  COOPERATIVE EDUCATION IN LEGAL STUDIES  3
Application of academic theories to compensated field experience of 20 hours per week in a legal environment reflective of the student’s course of study. Research of issues related to placement and/or ethical issues.
Prerequisites: Completion of a minimum of LSLW 503, LSLW 513 and 18 additional credits toward the M.A. degree and departmental approval.

LSLW 588  INDEPENDENT STUDY IN LEGAL STUDIES  1-4
To allow students and faculty to create courses of study within the discipline of Legal Studies which more precisely reflect students needs and to supplement concentration courses with other courses which more fully educate students according to their specific educational needs.

LSLW 590  ENVIRONMENTAL LAW AND POLICY  3
The goal of this course is to provide students with the theoretical foundations and practical applications of Environmental Law. The course will utilize a model and method approach, which will present theory and procedure in a case problem context. The course will acquaint students with various traditional legal theories and compare and contrast them with law as it has evolved to meet new changes in society. Cross listed with Earth and Environmental Studies, ENVR 590.

LSLW 599  SELECTED TOPICS IN LEGAL STUDIES  3
Examination of a current topic in the legal environment that is of significance. Analysis of theoretical foundations and practical applications in the area studied. Development of the ability to critically analyze, observe, and research the topic under examination, as well as prepare a research paper. May be repeated once for a maximum of six semester hours.

LSLW 698  MASTER’S THESIS  4
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take LSLW 699 if they don’t complete LSLW 698 within the semester.
Prerequisite: Departmental approval.

LSLW 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: LSLW 698.
The M.A. in Applied Linguistics prepares students for careers in a variety of professions where an understanding of language is essential. Students may choose to concentrate their studies in one of several areas; among these are second language learning and teaching, TESL, discourse analysis, computational linguistics, language policy and language planning. As an example, students who are interested in the interaction between language and society might choose to take APLN 530 Language Policy and Language Planning, APLN 532 Language and Culture, and APLN 534 Languages in Contact as three of their electives. Certification in Teaching English as a Second Language (TESL) as a second teaching field is available for students who already hold certification in another field. A certificate in Teaching English to Speakers of Other Languages is also available. See index for a description of the TESOL certificate.

Students in other programs may elect Linguistics courses with their graduate program coordinator’s prior approval.

CERTIFICATION IN TEACHING ENGLISH AS A SECOND LANGUAGE AS A SECOND TEACHING FIELD

To be eligible for certification in Teaching English as a Second Language (TESL) as a second teaching field, students must complete a course of study of 18 semester hours. Interested students should contact the Linguistics Department for the list of required courses.

ADMISSION REQUIREMENT

Candidates must fulfill the criteria for graduate matriculation at Montclair State University listed in this catalogue (Admission and Matriculation). After they have been accepted, candidates will consult with the graduate program coordinator in the Linguistics Department to plan their individual programs of study.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED LINGUISTICS

The M.A. in Applied Linguistics requires the successful completion of 36 semester hours, a comprehensive exam, and a 1 semester hour research requirement (described below in IV). The 36 semester hours of course work include a core of 18 semester hours required of all students. The remaining 18 semester hours will be chosen from among the approved electives in consultation with the graduate program coordinator.

<table>
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<tr>
<th>Semester Hours</th>
<th>Required Courses (18 semester hours)</th>
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<tbody>
<tr>
<td>Semester Hours</td>
<td>APLN 500 Language and Linguistics ........................................ 3</td>
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<tr>
<td>Semester Hours</td>
<td>APLN 502 Sociolinguistics ...................................................... 3</td>
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<tr>
<td>Semester Hours</td>
<td>APLN 504 Syntax ................................................................. 3</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>APLN 505</td>
<td>Semantics and Pragmatics</td>
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<td>APLN 506</td>
<td>Phonetics and Phonology</td>
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<tr>
<td>APLN 508</td>
<td>Research Design in Applied Linguistics</td>
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</tbody>
</table>

**II. Electives-Group I (6 semester hours)**

Students select at least 2 of the following 7 courses:

(Additional courses taken from Group I will also count towards a student’s electives.)

- APLN 510 Discourse Analysis ........................................ 3
- +APLN 520 Current Theories of Second Language Acquisition .......... 3
- APLN 530 Language Policy and Language Planning ........................ 3
- APLN 540 Literacy .................................................................... 3
- APLN 550 Computational Linguistics ........................................ 3
- APLN 560 Translation Theory ................................................ 3
- APLN 570 The Structure of American Sign Language ........................ 3

**III. Electives-Group II (12 semester hours)**

Students elect 4 courses from the list below and/or from the above list:

- APLN 512 Cross-Cultural Discourse Analysis ............................. 3
- APLN 518 Forensic Linguistics ................................................. 3
- APLN 522 Sociocultural Theory and Second Language Acquisition/Learning ........................................ 3
- +APLN 524 Advanced Structure of American English ......................... 3
- +APLN 525 Methodology of Teaching ESL ...................................... 3
- APLN 526 Computer-Assisted Language Instruction ............................ 3
- APLN 528 Language Testing and Assessment ........................................ 3
- +APLN 532 Language and Culture ................................................ 3
- APLN 534 Languages in Contact .................................................. 3
- APLN 535 Language Policy in Nations in Transition ......................... 3
- APLN 536 Languages of the U.S.A. ................................................ 3
- APLN 538 Cross-Cultural Perspectives on Language Socialization .......... 3
- APLN 542 Cross-Cultural Perspectives on Literacy .............................. 3
- APLN 544 Linguistics and Reading ................................................ 3
- APLN 552 Current Issues in Natural Language Processing ..................... 3
- APLN 565 Lexicography .................................................................... 3
- APLN 590 Selected Topics in Applied Linguistics ............................... 3
- APLN 594 Independent Study .......................................................... 3
- APLN 596 Independent Study .......................................................... 3

+Students interested in completing certification in TESL as a second teaching field must take these electives from Group I and from Group II. APLN 529 TESL Practicum does not count as an elective for the M.A. in Applied Linguistics but is a New Jersey State Requirement for TESL certification as a second teaching field.

† In consultation with the Linguistics Department’s graduate program coordinator, students may elect to take up to 3 courses from a list of appropriate courses offered by other departments.
IV. Research Requirement

APLN 605 Independent Research .............................................................. 1

(A grade of In Progress (IP) will be used until the research is completed; may
be repeated 3 times.)

All students are required to do an original piece of linguistics research in order to
come their M.A. in Applied Linguistics. This research is to be presented in the
form of a paper of at least 30 pages. The paper may be a revision of one written
for a graduate course in Linguistics. The paper will be read and approved by the
faculty member supervising the independent research as well as by two other
faculty members; one of the other two faculty can be from outside of the Linguistics
Department. A twenty-minute oral presentation of the research will be given by the
student at an annual Linguistics Department Colloquium.

V. Comprehensive Examination

Minimum semester hours: 37

LINGUISTICS

Course Descriptions

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
</table>

APLN 500 LANGUAGE AND LINGUISTICS 3
An overview of the study of language and linguistics intended to provide students with
a clear understanding of human language and with the conceptual foundations of
linguistics. The course will expose students to several major areas within linguistics:
language acquisition, phonetics, phonology, morphology, syntax, semantics and prag-
matics. It will introduce the major tenets and principles of linguistics without surveying
the areas treated in the other graduate courses in the department. It is a prerequisite for all
other courses in the M.A. program.

APLN 502 SOCIOLINGUISTICS 3
The study of language in its social context with a focus on language variation. Topics
include language and social class, language and ethnicity, language and gender, and the
study of standard versus nonstandard varieties of language.
Prerequisite: APLN 500.

APLN 504 SYNTAX 3
An investigation of the findings of theoretical syntax and the valuable insights which
these provide for syntactic analysis in language teaching, for language-learning texts, for
translation, for work in artificial intelligence, etc.
Prerequisite: APLN 500.
APLN 505  SEMANTICS AND PRAGMATICS  3
An exploration of the main tenets of contemporary semantics and pragmatics, the areas of linguistics that examine various aspects of meaning. The course investigates the boundaries between semantics and pragmatics by studying utterance meaning as well as lexical and sentence meaning. Students will learn about the applications of semantics and pragmatics to a variety of areas of applied linguistics.
Prerequisite: APLN 500.

APLN 506  PHONETICS AND PHONOLOGY  3
The study of the basic principles of phonetics and phonology, and the relevance of these principles to a variety of applications, including foreign-language teaching, speech pathology, and the analysis and synthesis of speech by computer.
Prerequisite: APLN 500. Special fee.

APLN 508  RESEARCH DESIGN IN APPLIED LINGUISTICS  3
A course to train students in research design, methodology and data collection procedures. Students learn skills which prepare them for administrative and research positions in fields such as language planning, ESL curriculum evaluation and language learning measurement.
Prerequisite: APLN 500.

APLN 510  DISCOURSE ANALYSIS  3
An investigation of the techniques used in discourse analysis, the branch of linguistics which studies how to analyze naturally occurring connected speech. Discourse analysis is the study of the organization of language above the sentence level including the structure of conversations. It considers language in a social context, in particular the language used in verbal interactions.
Prerequisite: APLN 500.

APLN 518  FORENSIC LINGUISTICS  3
The study of the role of the linguist in the field of law. The course analyzes the difference between “truth” as defined by science and by the law. It describes how linguists can serve as “expert witnesses” in civil cases and in a wide range of criminal investigations. It also explores how dialect study, discourse analysis, lexical analysis, phonetics, pragmatics, etc. can provide linguistic evidence crucial to litigation.
Prerequisite: APLN 500.

APLN 520  CURRENT THEORIES OF SECOND LANGUAGE ACQUISITION  3
An in-depth analysis of the processes of child and adult second language acquisition (SLA) and how it differs from first language acquisition and the implications of these theories for the teaching and learning of second languages. The application of sociolinguistics and psycholinguistics to language teaching.
Prerequisite: APLN 500.

APLN 524  ADVANCED STRUCTURE OF AMERICAN ENGLISH  3
A detailed analysis of the phonological and grammatical structures of American English; advanced study of the social and stylistic varieties of American English; various theories of English grammar are studied.
Prerequisite: APLN 500.
APLN 525  METHODOLOGY OF TEACHING ESL  
3
The study of current issues in the teaching of English as a Second Language. Issues may include innovative teaching methodologies, the application of language learning theories to classroom teaching and the adaptation and development of instructional materials. 
Prerequisite: APLN 500.

APLN 526  COMPUTER-ASSISTED LANGUAGE INSTRUCTION  
3
Designed for prospective and experienced foreign language and ESL teachers who are interested in exploring the following areas: the use of network-based computer instruction; authentic interactive language instruction via the World Wide Web; and the use and evaluation of currently available software and CD Roms for teaching second and foreign languages. This course is intended to introduce students to the use of computer-mediated language instruction and to the evaluation and selection of software for language learning. 
Prerequisite: APLN 500. Special fee.

APLN 528  LANGUAGE TESTING AND ASSESSMENT  
3
Basic concepts of testing: reliability, validity, correlation, etc. Statistical concepts: correlation coefficient, standard deviation, etc. Testing individual language skills: listening, reading, writing and oral proficiency. Testing communicative competence. Measuring language dominance in bilingualism. 
Prerequisites: APLN 520, and 525.

APLN 529  TESL PRACTICUM  
3
To provide students who are seeking certification in Teaching English as a Second Language (TESL) as a second teaching field with an opportunity to teach ESL in a formal classroom setting. Arrangements will be made on an individual basis for each student. 
Prerequisites: Completion of other required courses for TESL certification. APLN 525 may be taken as a corequisite.

APLN 530  LANGUAGE POLICY AND LANGUAGE PLANNING  
3
The study of the problems facing multilingual societies. The course explores the function of standard languages and the competition which often exists among different populations and languages. Topics include the role of language in ethnic loyalty, the dynamics of language loss and maintenance and the linguistic, economic, sociological, political and educational aspects of language planning. 
Prerequisite: APLN 500.

APLN 532  LANGUAGE AND CULTURE IN MINORITY EDUCATION  
3
An investigation of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems faced by bilingual children due to differences in verbal and nonverbal patterns of communication; survey of various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds; study of the correlation between language and various sociocultural factors. 
Prerequisite: APLN 500.

APLN 534  LANGUAGES IN CONTACT  
3
A study of the effects of bilingualism and multilingualism on society and on the languages involved. By examining a variety of examples, students become familiar with the possible outcomes of language contact and with the factors that play a role in language-policy decisions in multilingual societies. Pidgins and Creoles are also studied. 
Prerequisite: APLN 500.
APLN 536  LANGUAGES OF THE USA  3
A survey of the indigenous, colonial, and immigrant languages of the U.S., and how they are used in education and general communication. Also studied are factors affecting the maintenance or loss of languages and the shift from native languages to English with discussion of the mutual effects of language contact.
Prerequisite: APLN 500.

APLN 540  LITERACY  3
An exploration of the nature of written language and its role in cognition and in social and intellectual life. The linguistic, psychological, and functional differences between speaking, writing, and reading are studied. Literate and non-literate societies are examined.
Prerequisite: APLN 500.

APLN 550  COMPUTATIONAL LINGUISTICS  3
A survey of the field of existing computer systems for analyzing natural language. The following areas are covered: parsing, semantic analysis and discourse analysis. Students will be required to analyze human language using a specific programming language such as PROLOG, LISP or Pascal.
Prerequisite: APLN 500. Special fee.

APLN 553  TEXT ANALYSIS TOOLS  3
An introduction to the computer analysis of text for use in research and teaching. Students learn to develop software to search and manipulate written text and transcribed speech. Applications in computer assisted language learning, corpus linguistics, lexicography, and translation are considered.
Prerequisite: Special fee.

APLN 560  TRANSLATION THEORY  3
An exploration of the principles involved in providing semantic “equivalents” between two languages, emphasizing the problems of translating a variety of different types of texts which reflect major cross-cultural differences.
Prerequisite: APLN 500.

APLN 565  LEXICOGRAPHY  3
The study of the principles of compiling dictionaries. Topics include: the collection and evaluation of citations, semantic fields, defining, recording pronunciations, and determining usage. Attention will be paid to the differences among different types of dictionaries. Sample dictionaries are examined and students carry out their own lexicographic project.
Prerequisite: APLN 500.

APLN 570  THE STRUCTURE OF AMERICAN SIGN LANGUAGE  3
The study of American sign language, or ASL, the manual language of many deaf Americans. This course approaches ASL from a linguistic perspective, examining its semantics, grammar, and “phonology”, and comparing ASL with English and other spoken languages. ASL is also compared with other manual languages used in America, including signed English and “total communication”. The educational implications of ASL and other manual languages are discussed.
Prerequisite: APLN 500.
APLN 590  SELECTED TOPICS IN APPLIED LINGUISTICS  3
An intensive study in a particular area of applied linguistics to address topics not covered in other courses. Topics reflect current issues in applied linguistics. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisite: APLN 500.

APLN 594  INDEPENDENT STUDY  1-3
This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six semester hours.
Prerequisites: Departmental approval.

APLN 596  INDEPENDENT STUDY  1-3
This course allows MA students to explore areas in Applied Linguistics that are not covered in the normal course offerings. May be repeated for a maximum of six semester hours.
Prerequisites: Departmental approval.

APLN 605  INDEPENDENT RESEARCH  1
Independent research on an approved topic in Applied Linguistics. For this requirement, students study an original topic, prepare a formal written paper of at least thirty pages, and make an oral presentation at a Linguistics Department colloquium. The paper must be read and approved by three faculty members. A grade of In Progress (IP) will be used until the research is completed; may be repeated three times.
Prerequisites: All other required courses for the M.A. degree in Applied Linguistics; departmental approval.
The Department of Mathematical Sciences offers an MS in Mathematics with two concentrations, an MS in Statistics, an MA and a graduate certificate in Teaching Middle Grades Mathematics and the Ed.D. in Mathematics Pedagogy. The MS in Mathematics is discussed next, followed by a discussion of the MA in Teaching Middle Grades Mathematics. The Statistics degree is discussed under Statistics. The Mathematics Pedagogy Ed.D. and course descriptions are described under doctoral programs, at the front of this catalog. Information about the graduate certificate may be found under Graduate Certificate Programs.

At present, 24 full-time faculty members are teaching graduate courses in pure and applied mathematics, mathematics education or statistics. Our curriculum in mathematics has extensively integrated modern methods of computing. The special interests of the faculty include algebra, analysis, applied statistics, chaos theory, combinatorics, dynamical systems, financial mathematics, game theory, graph theory, logic, mathematical modeling, mathematics education, mathematical economics, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, numerical analysis, operations research, problem solving, representation theory, statistical computing and graphics, voting theory, and the use of technology in education.

MASTEROF SCIENCE DEGREE IN MATHEMATICS

The Master of Science degree in Mathematics is offered with concentrations in mathematics education or pure and applied mathematics. The MS degrees provide students with the advanced knowledge needed for positions of leadership in business, industry and government as well as for teaching at the high school and community college level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and the use of technology in mathematics education. This degree does not lead to certification. Both concentrations prepare students to pursue doctorate degrees.

ADMISSION REQUIREMENTS

1. All students must meet the admission requirements for graduate study at Montclair State University.
2. An applicant for the Master of Science degree in Mathematics must present an undergraduate mathematics major or at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have substantial mathematics content may be submitted toward this requirement. Applicants whose undergraduate preparation is deficient in either depth or breadth will be required to complete certain courses which will not carry graduate degree credit.

A candidate for the Master of Science degree in Mathematics must consult the graduate program coordinator of the department before matriculation in order to develop an individual work program based on level of preparation. All the degree programs in Mathematics are 33 credit programs. Up to six semester hours can be taken at the senior
(400) level. In order to be awarded a Master of Science degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematical Sciences. In addition a student must have a passing grade on a comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average and to have completed a minimum of 12 degree bearing credits in order to be eligible to take the comprehensive examination. A Masters Thesis in place of the Masters Comprehensive exam may be an option for masters programs offered by the Department of Mathematical Sciences.

**REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN MATHEMATICS**

**MS Mathematics**

**Mathematics Education Concentration**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics Education ..........................................................</td>
<td>12</td>
</tr>
<tr>
<td>Four courses selected from: MATH 510-517*, 570-579 with at least one course selected from each of the following three groups: Group A MATH 570, 571, 572, 573 Group B MATH 515, 574, 575, 579 Group C MATH 512, 513, 514*, 516*, 517*</td>
<td></td>
</tr>
</tbody>
</table>

| II.      | 15    |
| Mathematics and/or Statistics .................................................. | 15 |
| Five courses selected from MATH 420-469, STAT 440-449, MATH 520-569, MATH 580-599, STAT 541-549, or CMPT 570-599 with at least 9 s.h. at the 500 level. Students must take courses from at least 3 of the following 7 areas: Algebra: MATH 431, 531, 532, 535, 536 Analysis: MATH 425, 426, 521, 522, 525, 526 Applied Mathematics Continuous: MATH 420, 560, 564, 566, 568 Applied Mathematics Discrete: MATH 464, 465, 569, 580, 581, 584 Statistics: MATH 540; STAT 440, 443, 541-549, 640-649 Geometry: MATH 450, 451, 551, 554, 555 Computer Science: CMPT 570-599, 670-699; MATH 514*, 516*, 517* |

*MATH 425 and 431 must be elected if equivalent courses have not been taken previously. |

III. Free Electives (6 semester hours)  
IV. Culminating Experience: Mathematics Education (courses from Group A and B), and a specialty selected from Algebra, Analysis, Computer Science, or Statistics. If approved by the Graduate Committee a student may write a thesis in lieu of taking the Comprehensive Examination. In this case, MATH 698 Master’s Thesis will be taken as a free elective for 3 s.h.

*MATH 514, 516, or 517 may count for credit as a Mathematics elective or as a Mathematics Education elective, but not for both. Minimum semester hours: 33

*Note: The Ed.D. in Mathematics Pedagogy is described under Doctoral Programs.*

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**MS Mathematics**

**Pure and Applied Mathematics Concentration**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Pure Mathematics</strong></td>
<td>12</td>
</tr>
<tr>
<td>Algebra MATH 531 and MATH 535</td>
<td></td>
</tr>
<tr>
<td>Analysis MATH 521 and MATH 525</td>
<td></td>
</tr>
<tr>
<td><strong>II. Applied Mathematics</strong></td>
<td>12</td>
</tr>
<tr>
<td>MATH 530, 560, 584, 591</td>
<td></td>
</tr>
<tr>
<td><strong>III. Computer Science, Mathematics and/or Statistics Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td>Any courses numbered MATH 520-569, 580-599, 620-669, 680-699; STAT 541-549, 590-599, 640-649, with particular attention to MATH 540, STAT 541, 548, MATH 566, 568, 569. Alternative electives (e.g. MATH 420-469, STAT 440-449, CMPT 570-599, 670-699) are encouraged and may be substituted with prior written approval of the graduate program coordinator. MATH 425 and 426 must be elected if not taken previously. At most, 6 s.h. may be taken at the 400 level.</td>
<td></td>
</tr>
<tr>
<td><strong>IV. A comprehensive examination in Algebra, Analysis, and Applied Mathematics. A student may write a thesis in lieu of taking the Comprehensive Examination. Students selecting the thesis option will take MATH 698 Master’s Thesis as a mathematics elective for 3 semester hours of credit.</strong></td>
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</tr>
</tbody>
</table>

Minimum semester hours: 33

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**MASTER OF ARTS DEGREE IN TEACHING MIDDLE GRADES MATHEMATICS**

This master’s program is designed for teachers with New Jersey certification in disciplines other than mathematics who are preparing to teach mathematics or are teaching mathematics in the middle grades. The program of study is built upon Montclair’s five-course Certificate in Teaching Middle Grades Mathematics that provides content preparation in the areas of algebra, geometry, number and operations, data and probability, and measurement. The remaining courses in the masters program provide both breadth and depth in subject matter and mathematical pedagogy to further prepare teachers to effectively teach today’s recommended curriculum. Teachers who successfully complete the master’s in Teaching Middle Grades Mathematics will have the mathematical knowledge and related pedagogical skills to be teacher leaders in their buildings districts and, for some, at the state and regional level. The program of study combines the fundamental concepts and principles that underlie middle school mathematics and includes connections to topics in the mathematics curricula that both precede and follow the middle school curriculum. Thus teachers who successfully complete this master’s degree will be able to make connections across the mathematics curriculum and to other disciplines. Their increased content knowledge and pedagogical skill will result in an observable and enhanced level of confidence, enthusiasm and comfort with mathematics, which in turn will foster a deeper understanding and appreciation of mathematics in their students. Middle grade students who experience a broad and rich exposure to mathematics are academically prepared to succeed in a first course in Algebra, either in the middle school or high school. Students thus prepared will have more options in terms of high school course selection, post high school education and career paths.
ADMISSION REQUIREMENTS
To be admitted to the Masters in Teaching Middle Grades Mathematics the applicant must hold a bachelors degree from an accredited institution with the equivalent of at least a 2.5 GPA on a four-point scale and a teaching certificate. The degree and teaching certificate should not be in mathematics or a closely related field. A recommendation from the applicant’s supervisor is required. Students who successfully complete the Certificate in Teaching Middle Grades Mathematics, and who are accepted in this master’s degree program may transfer the certificate courses to this program of study. Students who complete the certificate with a GPA of 3.2 or better, or students who complete four certificate courses with a GPA of 3.4 or better, will be eligible for admission to this master’s degree program and will have the requirement of taking the Graduate Record Exam (GRE) waived. A complete application of admission will be required.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TEACHING MIDDLE GRADES MATHEMATICS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>18</td>
</tr>
<tr>
<td>Required Courses</td>
<td>MATH 505, 506, 507, 508, 509, and 611</td>
</tr>
<tr>
<td>II.</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics Education Electives</td>
<td>Two courses selected from Group A and one from Group B:</td>
</tr>
<tr>
<td></td>
<td>Group A: MATH 512, 573, 579</td>
</tr>
<tr>
<td></td>
<td>Group B: MATH 571, 572, 577</td>
</tr>
<tr>
<td></td>
<td>One additional course which was not previously selected to meet the Group A or Group B distribution requirements selected from:</td>
</tr>
<tr>
<td></td>
<td>MATH 510, 511, 512, 571, 572, 573, 576, 577, 578, or 579</td>
</tr>
<tr>
<td>III.</td>
<td>3</td>
</tr>
<tr>
<td>Elective subject to the approval of the graduate program coordinator</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td></td>
</tr>
<tr>
<td>Successful completion of a comprehensive experience.</td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td></td>
</tr>
<tr>
<td>Eligibility for receiving the Masters in Teaching Middle Grades Mathematics:</td>
<td></td>
</tr>
<tr>
<td>In order to be awarded this master’s the candidate must have a 3.0 grade point average, as well as a 3.0 in all courses taken in the Department of Mathematical Sciences and receive a passing grade on the comprehensive experience. To be eligible to participate in the comprehensive experience the candidate must have completed a minimum of 24 semester hours, including MATH 611, with a 3.0 grade point average as described above. The comprehensive experience will be one of the following: a comprehensive examination; the development, presentation and defense of a professional portfolio; or the development and successful defense of a master’s thesis.</td>
<td></td>
</tr>
</tbody>
</table>

Minimum semester hours: 33
### MATH 501  MATHEMATICS FOR COMPUTER SCIENCE I  
Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.  
**Prerequisite:** Permission of graduate coordinator.

### MATH 503  MATHEMATICS FOR COMPUTER SCIENCE III  
Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors.  
**Prerequisites:** Permission of graduate coordinator.

### MATH 505  NUMBER AND OPERATIONS IN THE MIDDLE GRADES  
Topics are organized around the fundamental concepts of number and operations with them. This course prepares middle-grade teachers to help their students understand numbers, ways of representing numbers, relationships among numbers, number systems, operations on numbers, how to compute fluently and how to make reasonable estimates.  
**Prerequisites:** Acceptance in the certificate or master’s program in Teaching Middle Grades Mathematics and permission of the graduate coordinator. Special fee.

### MATH 506  ALGEBRA AND ALGEBRAIC THINKING IN THE MIDDLE GRADES  
Topics from pre-algebra and algebra are studied to prepare middle-grades mathematics teachers to enable all students to understand patterns, relationships and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent and understand quantitative relationships; and analyze change in various contexts. Topics initially approach algebra from a numerical perspective. Strategies for gradually increasing the use of variables and abstract thinking with middle-grade students are discussed.  
**Prerequisites:** Acceptance in the certificate program or master’s program in Teaching Middle Grades Mathematics and permission of the graduate coordinator. Special fee.

### MATH 507  GEOMETRY FOR MIDDLE GRADE TEACHERS  
Topics are organized around the fundamental concepts of geometry, the use of geometric thinking as a problem-solving tool, and the methods and techniques needed to help students understand and apply these concepts and skills in the middle grades. Teachers gain the knowledge needed to enable their students to develop spatial sense and an ability to use geometric properties and relationships to solve problems in mathematics and in everyday life. Specific emphasis is placed on recognizing, visualizing, representing, and transforming geometric shapes in two and three dimensions.  
**Prerequisites:** Acceptance in the certificate or master’s program in Teaching Middle Grade Mathematics and permission of the graduate coordinator. Special fee.
MATH 508  DATA ANALYSIS AND PROBABILITY IN THE MIDDLE GRADES  3
Topics include the basics of collection, summarization, and interpretation of data, and the fundamental ideas of probability. Sampling techniques, experimental design, graphical and numerical summarization of data and the basic ideas of drawing conclusions from data are discussed. Methods for teaching these concepts in the middle grades are discussed in tandem as the material is presented.
Prerequisites: Acceptance in the certificate or master’s program in Teaching Middle Grades Mathematics and permission of the graduate coordinator. Special fee.

MATH 509  MEASUREMENT IN THE MIDDLE GRADES  3
Topics are organized around the fundamental and unifying topic of measurement. What attributes of an object are measurable? How are those attributes measured? What system of measurement should be used? What are the units and how are the results converted to other systems? Measurement is a topic that is found across the school curriculum, not just in the mathematics curriculum, and thus it is a topic that can be used to develop cross-subject discussions and investigations. Methods for teaching measurement in the middle grades are discussed in tandem with the content being studied.
Prerequisites: Acceptance in the certificate or master’s program in Teaching Middle Grades Mathematics and permission of the graduate coordinator. Special fee.

MATH 510  WORKSHOP IN MATHEMATICS EDUCATION I  1-4
Specific contemporary topics and current issues in school mathematics. May be repeated for a maximum of eight semester hours as long as the topic is different.
Prerequisite: Permission of graduate coordinator. Special fee.

MATH 511  WORKSHOP IN MATHEMATICS EDUCATION II  1-4
Specific contemporary topics and current issues in school mathematics. May be repeated four times for a maximum of eight semester hours as long as the topic is different.
Prerequisite: Permission of graduate coordinator. Special fee.

MATH 512  TECHNOLOGY IN THE MIDDLE GRADES MATHEMATICS CURRICULUM  3
This course is designed to provide experiences in the integration of technology into middle grades mathematics classes. The primary emphases are on the analysis and evaluation of software addressing the middle grades mathematics courses. Other topics include the use of spreadsheets, fraction and graphing calculators, data probes, and hand-held digital assistants as problem-solving tools to enhance the teaching/learning process. The course also includes current literature describing exemplary models and practices in the use of technology in the mathematics classroom.
Prerequisite: Permission of graduate coordinator. Special fee.

MATH 513  COMPUTER SCIENCE CONCEPTS FOR HIGH SCHOOL TEACHERS  3
This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.
Prerequisite: Permission of graduate coordinator. Special fee.
MATH 514  ADVANCED PLACEMENT COMPUTER SCIENCE CONCEPTS 3
This course is specifically designed to help senior high school teachers prepare to instruct the AP course in computer science. Topics include the problem solving process, good programming style, the syntax of the current AP language, and their applications to computer science. Additional topics include algorithms, data structures, procedures, program design, sorting and searching. Minimal prior knowledge of a high level language is assumed. May not be used for credit for Computer Science majors.
Prerequisite: Permission of graduate coordinator.

MATH 521, 522  REAL VARIABLES I, II  3 each
Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces.
Prerequisites: MATH 426 Advanced Calculus II and permission of graduate coordinator for 521; MATH 521 for 522.

MATH 525  COMPLEX VARIABLES I  3
Integration and differentiation in the complex domain, Cauchy’s Theorem and Cauchy’s integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations.
Prerequisites: MATH 426 Advanced Calculus II and permission of graduate coordinator.

MATH 530  MATHEMATICAL COMPUTING 3
Introduction to mathematical computing techniques using a computer algebra system and algorithmic approach to solving mathematical problems. Mathematical applications taken from various areas of mathematics, the sciences, engineering, and business.
Prerequisites: Permission of the graduate coordinator or consent of the instructor.

MATH 531  ABSTRACT ALGEBRA I  3
Basic algebraic structures including groups, rings, fields, modules and lattices.
Prerequisites: MATH 431 Foundations of Modern Algebra and permission of graduate coordinator.

MATH 535, 536  LINEAR ALGEBRA I, II  3 each
Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices.
Prerequisites: MATH 335 Linear Algebra and permission of graduate coordinator for 535; MATH 535 for 536.

MATH 540  PROBABILITY 3
Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.
Prerequisites: MATH 340 Probability and permission of graduate coordinator.

MATH 551  TOPOLOGY 3
Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.
Prerequisites: MATH 425 Advanced Calculus I and permission of graduate coordinator.
MATH 554 PROJECTIVE GEOMETRY 3
Projective planes and spaces are studied by synthetic and analytic approaches. Topics covered include the theorems of Desargues and Pappus, harmonic sequences, projectivities, coordinatization, finite planes, and conics.
Prerequisites: MATH 335 Linear Algebra and permission of graduate coordinator.

MATH 560 NUMERICAL ANALYSIS 3
Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.
Prerequisites: MATH 335 Linear Algebra, and permission of graduate coordinator.

MATH 564 ORDINARY DIFFERENTIAL EQUATIONS 3
Linear and nonlinear equations, Green’s functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.
Prerequisites: MATH 335 Linear Algebra and 420 Differential Equations and permission of graduate coordinator.

MATH 566 PARTIAL DIFFERENTIAL EQUATIONS 3
First order equations, separation of variables, series solutions, hyperbolic, parabolic and elliptic equations, characteristics, transform methods.
Prerequisites: MATH 335 Linear Algebra and 420 Differential Equations and permission of graduate coordinator.

MATH 568 APPLIED MATHEMATICS: CONTINUOUS 3
Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.
Prerequisites: MATH 335 Linear Algebra and 340 Probability and 420 Differential Equations and 425 Advanced Calculus I and permission of graduate coordinator.

MATH 569 APPLIED MATHEMATICS: DISCRETE 3
Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeon-hole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.
Prerequisites: MATH 335 Linear Algebra and 340 Probability and 425 Advanced Calculus I and permission of graduate coordinator.

MATH 570 ADMINISTRATION AND SUPERVISION OF MATHEMATICS 3
Problems of organization, administration and supervision in the mathematics program of the school. Functions, duties and qualifications of the supervisor investigated. Current problems and research findings.
Prerequisite: Permission of graduate coordinator.
MATH 571 CURRICULUM CONSTRUCTION IN MATHEMATICS 3
Contemporary proposals for the mathematics of grades K through 12. Consideration is given to the problem of implementation of current recommendations. Examination is made of mathematical concepts underlying various programs.
Prerequisite: Permission of graduate coordinator.

MATH 572 CONTEMPORARY TEACHING OF MATHEMATICS 3
Pedagogy, resources, and research related to the teaching of standards-based mathematics in grades 6-12. Emphasis is on creating student-centered learning environments, resources and materials for contemporary mathematics classrooms, models of effective teaching and learning, alternative assessment, appropriate uses of technology and multicultural aspects of mathematics.
Prerequisite: Permission of graduate coordinator.

MATH 573 MATH MATERIALS FOR TEACHERS OF MATHEMATICS 3
The construction, adaptation and effective use of classroom materials and activities designed to enhance and expand the teaching of mathematics and mathematical thinking in the middle and high school grades with special attention given to basic commercial and simple teacher and student-made manipulatives and models with broad use from the development of concepts and skills to their maintenance, review, and extension plus applications to problem solving.
Prerequisites: Permission of graduate coordinator. Special fee.

MATH 574 PROBLEM ANALYSIS IN SECONDARY MATHEMATICS 3
Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 575 SELECTED TOPICS IN MATHEMATICS EDUCATION 3
Selection of topics associated with secondary and early college years of mathematics investigated from an advanced point of view. Topics selected to give the teacher a professionalized subject matter viewpoint of such areas as algebra, geometry, number theory, real and complex analysis, probability and history of mathematics.
Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 576 RESEARCH SEMINAR IN MATHEMATICS EDUCATION 3
Designed for matriculated graduate students in the mathematics education program. Students survey and analyze recent research projects.
Prerequisite: Permission of graduate coordinator.

MATH 577 MATHEMATICS EDUCATION IN THE ELEMENTARY SCHOOL 3
The contemporary mathematics curriculum of the elementary and middle school. The role of behavioral objectives and learning theory in curriculum development/teacher training. Related research findings.
Prerequisite: Permission of graduate coordinator.
MATH 578  SPECIAL TOPICS IN MATHEMATICS EDUCATION  3
Topics may be selected from areas such as assessment, cooperative learning, elementary
education, fractals, graphing calculators, NCTM Standards, and other special areas of
interest to mathematics educators. May be repeated once for a maximum of six semester
hours as long as the topic is different.
Prerequisite: Permission of graduate coordinator.

MATH 579  APPROACHING SCHOOL MATHEMATICS THROUGH APPLICATIONS  3
Topics in middle grade and secondary mathematics are explored with an emphasis on their
application to both traditional and more recently developed areas. Applied problems are
used to motivate mathematical topics, and mathematical knowledge is used to explore
solutions to applied problems.
Prerequisites: Permission of graduate coordinator.

MATH 580  COMBINATORIAL MATHEMATICS  3
Arrangements and selections, binomial coefficients, Stirling numbers, generating func-
tions, recurrence relations, inclusion-exclusion, Polya enumeration formula, combinator-
ial graph theory, combinatorial geometries.
Prerequisites: MATH 222 Calculus III and permission of graduate coordinator.

MATH 581  GRAPH THEORY  3
Graphs, digraphs, and trees. Connectivity, separability, planarity, and colorability.
Clique, independent sets, matchings, flows and tours. Graphs as mathematical models;
graph algorithms.
Prerequisites: MATH 222 Calculus III and 335 Linear Algebra and permission of
graduate coordinator.

MATH 584  SELECTED TOPICS IN OPERATIONS RESEARCH  3
An in-depth study of one or at most two topics in operations research, selected from linear
programming and game theory, linear and nonlinear programming, queuing theory,
inventory theory, simulation models.
Prerequisites: MATH 425 Advanced Calculus I and STAT 440 Fundamentals of Modern
Statistics I and permission of graduate coordinator.

MATH 590  SELECTED TOPICS IN ADVANCED MATHEMATICS  3
An in-depth study of a topic or topics selected from areas such as algebra, analysis,
geometry, probability and statistics, and applied mathematics, with special emphasis
upon recent developments in the field. May be repeated once for a maximum of six
semester hours as long as the topic is different.
Prerequisite: Permission of graduate coordinator.

MATH 591  APPLIED INDUSTRIAL MATHEMATICS  3
Formulation, modeling, and solution of mathematical problems from engineering,
science and business. Topics include statistical distributions, Monte Carlo method,
function fitting, transforms optimization, regression analysis, cost-benefit analysis,
ordinary differential equations, partial differential equations, numerical methods, divided
differences, splines, Galerkin’s method, and finite elements.
Prerequisites: MATH 335 Linear Algebra, MATH 425 Advanced Calculus I, MATH 530,
STAT 440 Fundamentals of Modern Statistics I, or permission of graduate coordinator.
MATH 595  SEMINARS IN MATHEMATICS  1 - 4
Guided study of selected topics in major field of interest. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisite: Permission of graduate coordinator.

MATH 611  LEADERSHIP DEVELOPMENT IN MATHEMATICS  EDUCATION  3
Students gain experience in recognizing, acquiring, and applying key leadership characteristics in the field of mathematics education at the middle and high school grades. Specific attention is given to how teachers become stewards of best practices and active educational change agents in their schools and community and through professional development and involvement.
Prerequisites: Acceptance in the master’s program in Teaching Middle Grades Mathematics and permission of the graduate coordinator.

MATH 690  INDEPENDENT STUDY IN MATHEMATICS  3
Independent study under the direction of a faculty member, offering the opportunity to pursue topics in mathematics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisite: Permission of graduate coordinator. Departmental approval

MATH 698  MASTER’S THESIS  3
Independent research project done under faculty advisement. Student must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take MATH 699 if they don’t complete MATH 698 within the semester.
Prerequisite: Permission of graduate coordinator.

MATH 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: MATH 698.

PHYS 519  SPECIAL TOPICS IN PHYSICS  3
Designed to acquaint the student with recent developments in physics and applications of physics. Examples of topic areas are astrophysics, laser applications, applications of quantum theory, solid state applications, radiation safety, nuclear waste disposal, and medical physics. May be repeated once for a maximum of six semester hours as long as the topic is different.
Prerequisites: At least 12 semester hours in physics and permission of Physics certification program coordinator.

Mathematics courses are also offered as part of the Ed.D. in Mathematics Education Pedagogy. Please refer to the index for the page number for the Ed.D. in Mathematics Pedagogy where those mathematics courses are described.
Graduate study in Music offers four concentrations leading to the degree of Master of Arts in Performance, Theory/Composition, Music Therapy or Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the understanding of the structure of music; Music Therapy stresses the use of music as a therapeutic tool to help children and adults with disabilities; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although certain core courses are required of all graduate students regardless of the concentration, each concentration provides individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and music theory is dependent on the placement examination administered by the School as part of the audition; a student may not register for work in these areas until the audition has been taken and the student is fully matriculated (see below under Admission Requirements).

A Music Therapy program is designed for those students with or without an undergraduate degree in music who wish to pursue post-baccalaureate study in music therapy, leading to the national exam for Board Certified Music Therapist. This course of study generally takes a minimum of 4.5 semesters to complete and is individually formatted, depending upon the educational background and musical proficiency of the student. Once this course of study is successfully completed, students are qualified to take the national examination. All prospective certification students must apply through the Office of Graduate Admissions and Support Services and audition on their primary instrument for the School of Music. Please contact the Music Therapy program coordinator for further information.

ADMISSION REQUIREMENTS

In addition to the general admission requirements stated in this bulletin (see Admission and Matriculation), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature as well as proficiency in the following: instrumental/vocal performance, sight singing, aural and written theory, score analysis, listening analysis, and basic piano skills (keyboard harmony, sight-reading of chorale literature and simple improvisation). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of at least three compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the School of Music. Applicants to the Music Education concentration must present evidence of a professional experience satisfactory to the School of Music.
Education curriculum must present a certificate in the teaching of music. Applicants in Music Therapy must possess a bachelor’s degree or the equivalent (to be determined via audition) of a bachelor’s in music. The music audition will place special emphasis on those skills particularly relevant to music therapy (improvisation, sight-reading, dictation, transposition). An interview with the music therapy faculty will be required in order to evaluate student initiative, the development of a philosophy concerning music as a therapeutic art, and emotional and intellectual stability.

Applied Music

Special regulations and procedures for the study of applied music are available from the graduate program coordinator. Tuition charges for the study of applied music are based on a special fee structure; information is available from the Registrar or the School of Music.

Applied music may be taken for academic credit only after the student has passed the School Audition and Placement Examination and is fully matriculated, and may be taken only with MSU faculty. Private lessons require authorization from the School. This authorization should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. “Music electives” or “electives” in the student’s work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying applied music are expected to take jury examinations in each semester of applied music study. The grade for the last semester of the sequence will not be given until all recital requirements are completed. Performance majors taking private lessons are required to participate in appropriate major ensembles. Keyboard majors will be given appropriate accompaniment assignments.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Details about such performance may be obtained from the John J. Cali School of Music director, graduate program coordinator, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

Examinations

All candidates for the degree of Master of Arts in Music in all concentrations except education and music therapy must pass the School’s Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the graduate program coordinator by October 1 for the October examination and by February 1 for the March examination.
REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MUSIC

Note: The 32 semester hours noted for each concentration (39.5 semester hours for Music Therapy) are a minimum. Undergraduate transcripts and audition and placement results may require additional undergraduate work before graduate courses are begun. Graduate work in excess of the minimum 32 (39.5) semester hours, or both may also be required. Another audition following prerequisite coursework may be required for entrance into graduate study.

Concentration in Performance

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses (21 semester hours)</td>
</tr>
<tr>
<td>A. Applied music lessons in a performing medium* ..................................... 12</td>
</tr>
<tr>
<td>B. Theory sequence MUCP 511, 512 .............................................................. 6</td>
</tr>
<tr>
<td>C. Seminar in Historical Research, MUHS 604 .............................................. 3</td>
</tr>
<tr>
<td>II. Electives in music history or music literature ..................................................... 8</td>
</tr>
<tr>
<td>III. Electives in Music ............................................................................................... 3</td>
</tr>
<tr>
<td>IV. Two recitals ........................................................................................................ 0</td>
</tr>
<tr>
<td>A. Each to include at least 60 minutes of music exclusive of intermissions or pauses.</td>
</tr>
<tr>
<td>B. One must be public; the other may be public or before a faculty jury. Procedures are available from the graduate program coordinator.</td>
</tr>
<tr>
<td>V. Comprehensive examination ............................................................................... 0</td>
</tr>
<tr>
<td>(Voice majors and accompanying majors will be given language tests as well. Details are available from the graduate program coordinator.)</td>
</tr>
<tr>
<td>Minimum semester hours: 32</td>
</tr>
</tbody>
</table>

* Performance majors taking applied music will be assigned to a major ensemble. Keyboard majors taking applied lessons will be given appropriate accompaniment assignments.

Note: Piano performance majors wishing to emphasize accompanying must make appropriate arrangements with the graduate program coordinator.

Concentration in Theory/Composition

I. Required Courses (23 semester hours)
A. Applied Music, selected with approvals of instructor, program coordinator and John J. Cali School of Music Director from MUAP 511, 512, 613, or 614 .. 4
B. Theory sequence MUCP 511, 512 ................................................................ 6
C. Private study in composition (may be either creative or analytical work) MUCP 518, 519 ................................................................. 6
D. Seminar in Historical Research MUHS 604 ................................................ 3
E. Theory and composition ........................................................................... 4

II. Elective in music history or music literature ........................................... 3
III. Electives in music .................................................................................... 6
IV. Composition and public performance of one of the larger forms for orchestra, vocal ensemble or chamber ensemble ........................................................... 0

V. Comprehensive examination ............................................................................... 0

Minimum semester hours: 32

**Concentration in Music Therapy**

The concentration in Music Therapy is intended for students who have completed training as music therapists and wish to develop advanced clinical skills.

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

I. Required Courses (30.5 or 34.5 semester hours)

A. Required Music Therapy/Music Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 501</td>
<td>Psychology of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 510</td>
<td>Group Music Therapy Experience</td>
<td>1.5</td>
</tr>
<tr>
<td>MUCP 511</td>
<td>Theoretical and Aural Skills in Music I</td>
<td>3</td>
</tr>
<tr>
<td>MUPR 590</td>
<td>Piano Improvisation</td>
<td>2</td>
</tr>
</tbody>
</table>

One of the following options: (12 or 8 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 521</td>
<td>Music Therapy Assessment in Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 522</td>
<td>Clinical Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 523</td>
<td>Supervision and Teaching in Music Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 524</td>
<td>Group Music Therapy</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 620</td>
<td>Music Therapy Seminar I: Severely/Profoundly Impaired Youth</td>
<td>4</td>
</tr>
<tr>
<td>MUTH 621</td>
<td>Music Therapy Seminar II: Severely/Profoundly Impaired Youth</td>
<td>4</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 622</td>
<td>Music Therapy Seminar I: Mild/Moderately Impaired Youth</td>
<td>4</td>
</tr>
<tr>
<td>MUTH 623</td>
<td>Music Therapy Seminar II: Mild/Moderately Impaired Youth</td>
<td>4</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 624</td>
<td>Music Therapy Seminar I: Adult Psychiatric</td>
<td>4</td>
</tr>
<tr>
<td>MUTH 625</td>
<td>Music Therapy Seminar II: Adult Psychiatric</td>
<td>4</td>
</tr>
</tbody>
</table>

B. Required Psychology Courses (9 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 510</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 561</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 667</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Thesis (4 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 598</td>
<td>Thesis Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUTH 698</td>
<td>Master’s Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Electives (6 or 9 semester hours depending on option selection in I. A.)

Select 6 or 9 semester hours for specialization in consultation with the graduate music therapy program coordinator, and according to individual career objectives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAD 502</td>
<td>Child Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 520</td>
<td>Adolescents and the System</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 521</td>
<td>Substance Abuse and Family Crisis</td>
<td>3</td>
</tr>
<tr>
<td>CSND 583</td>
<td>Language Disorders of Children</td>
<td>3</td>
</tr>
</tbody>
</table>

(Non-Speech Pathology section)
Concentration in Music Education, Practitioner Track

The track is recommended for students who wish to advance their teaching skills and pedagogical understanding. It places special emphasis on music teaching practice through coursework based on current trends in the field.

Semester

I. Music Core Courses (12 semester hours)
   A. Required Courses
      MUCP 511 Theoretical and Aural Skills in Music I ......................... 3
      MUHS 549 Modern Music ............................................................ 3
   B. Elective Courses ........................................................................... 6
      Any applied (MUAP), theory (MUCP), history (MUHS), or interdisciplinary course in music. No more than 3 semester hours in an ensemble.

II. Music Education Courses (15 semester hours)
   A. Required Course
      MUED 603 Seminar in Music Education ........................................... 3
   Core Courses (6 semester hours)
      Choose among:
      MUED 518 Technology for Music Teachers ..................................... 3
      MUED 570 Critical and Creative Thinking in Music ......................... 3
      MUED 560 Teaching World Music .................................................. 3
   B. Elective (MUED) .......................................................................... 6
      No more than 3 semester hours of workshop credit.

III. Related Course (3 semester hours)
   Any course:
   COUN 559 Dynamics of Group Process .......................................... 1-3
   ELAD 510 Educational Administration I ........................................... 3
   ELAD 540 Supervision I ................................................................. 3
   CURR 522 Innovations in Teaching .................................................. 3
   CURR 523 Education in the Inner City .......................................... 3
IV. Field Project

Comprehensive examination may be taken in lieu of the field project. When choosing this option, the student will need to complete an additional 3 semester hours of course work in areas I, II, or III.

Minimum semester hours: 33

Certification

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Board Certified Music Therapist, the bulk of courses required by these certifications are available only at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested should contact the School of Music for an interview with the appropriate graduate program coordinator prior to beginning the admission process.

MUSIC

Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCP 511</td>
<td>THEORETICAL AND AURAL SKILLS IN MUSIC I</td>
<td>3</td>
</tr>
</tbody>
</table>

Principles and practice of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition.

Prerequisite: Music majors only.

Note: Students interested in taking Applied Music courses (MUAP), please see the John J. Cali School of Music director.
MUCP 512 THEORETICAL AND AURAL SKILLS IN MUSIC II 3
Continuation of MUCP 511. Complex non-Western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.
Prerequisite: MUCP 511; Music majors only.

MUCP 518 PRIVATE STUDY IN COMPOSITION I 3
Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester.
Prerequisites: Music majors only. Special fee.

MUCP 519 PRIVATE STUDY IN COMPOSITION II 3
Continuation of MUCP 518.
Prerequisites: MUCP 518; Music majors only. Special fee.

MUCP 520 PRIVATE STUDY IN COMPOSITION III 3
Advanced work in various genres and forms of instrumental and/or vocal music.
Prerequisites: MUCP 519; Music majors only. Special fee.

MUCP 521 PRIVATE STUDY IN COMPOSITION IV 3
Advanced work in various genres and forms of instrumental and/or vocal music.
Prerequisites: MUCP 520; Music majors only. Special fee.

MUCP 561 ADVANCED STUDIES IN MICROTONAL MUSIC 3
Advanced studies in microtonal music, Harry Partch’s theories and compositions, contemporary compositional applications.
Prerequisite: MUHS 561.

MUCP 562 MICROTONAL COMPOSITION PROJECTS 2
Composition projects for the MSU Harry Partch Ensemble. May be repeated three times for a total of 8 credits.
Prerequisite: MUHS 561. Corequisite: MUPR 561.

MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION 1 - 4
Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course. May be repeated twice for a maximum of nine semester hours.
Prerequisite: John J. Cali School of Music approval.

MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION 1 - 4
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the semester in which the work will be completed. May be repeated twice for a maximum of nine semester hours.
Prerequisite: John J. Cali School of Music approval.

MUED 500 WORKSHOP IN MUSIC EDUCATION 1 - 3
Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.
Prerequisite: John J. Cali School of Music approval.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 501</td>
<td>PSYCHOLOGY OF MUSIC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychological foundations of music, including</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cognition, perception, emotional meaning;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>musical development and learning; testing for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>musical ability; research methodology. Cross</td>
<td></td>
</tr>
<tr>
<td></td>
<td>listed with Music, MUTH 501.</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: John J. Cali School of Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>approval.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUED 510</td>
<td>SELECTED TOPICS IN MUSIC EDUCATION</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>This course provides a forum for in-depth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>examination of a selected topic in classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>music teaching.</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: John J. Cali School of Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>approval.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUED 518</td>
<td>TECHNOLOGY FOR MUSIC EDUCATORS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A history and overview of computer platforms and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>applications for music. A review of pre-college,</td>
<td></td>
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<tr>
<td></td>
<td>collegiate, and professional music software; the</td>
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<td></td>
<td>basics of music programming; a review of MIDI</td>
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<td></td>
<td>applications and interfaces; the use of</td>
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<td></td>
<td>interactive media in music pedagogy, and the</td>
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<tr>
<td></td>
<td>future of computer applications in this field.</td>
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<tr>
<td>MUED 521</td>
<td>CREATIVE MOVEMENT AND DANCE</td>
<td>3</td>
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<tr>
<td></td>
<td>EXPERIENCES FOR CHILDREN</td>
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<tr>
<td></td>
<td>Investigating the principles of movement in</td>
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<td>relationship to the principles of music as a</td>
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<td></td>
<td>format for designing dance and movement</td>
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<td></td>
<td>experiences which enhance the music learning</td>
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<tr>
<td></td>
<td>process. A focus on strategies appropriate for</td>
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<tr>
<td></td>
<td>the elementary music classroom. Active</td>
<td></td>
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<tr>
<td></td>
<td>participation. Field component. Midterm/final</td>
<td></td>
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<td></td>
<td>project.</td>
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<tr>
<td>MUED 560</td>
<td>TEACHING WORLD MUSIC</td>
<td>3</td>
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<tr>
<td></td>
<td>World musics from cultural and pedagogical</td>
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<tr>
<td></td>
<td>perspectives. Following a geographic approach,</td>
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<tr>
<td></td>
<td>i.e., Asia, Africa, selected musics will serve</td>
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<td>as a basis for exploring the musical</td>
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<td>stylistic dimensions, regional influences,</td>
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<td></td>
<td>cultural influences, and interrelationships with</td>
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<td>other art forms. Hands-on application to</td>
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<tr>
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<td>classroom music teaching K-12.</td>
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<tr>
<td>MUED 570</td>
<td>CRITICAL AND CREATIVE THINKING IN MUSIC</td>
<td>3</td>
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<tr>
<td></td>
<td>Theories of critical and creative thinking with</td>
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<td>application to the music classroom; developing</td>
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<td>music strategies that facilitate problem solving</td>
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<tr>
<td></td>
<td>and thinking development. Field component.</td>
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<tr>
<td>MUED 579</td>
<td>BAND LITERATURE FOR THE MUSIC EDUCATOR</td>
<td>3</td>
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<tr>
<td></td>
<td>This course presents a broad-based examination</td>
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<td>of band literature for the elementary through</td>
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<td>high school level. The two primary components</td>
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<td>include: (1) a survey of literature appropriate</td>
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<td>to the ensemble skill level, and (2) rehearsal</td>
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<td>techniques that facilitate expressive</td>
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<td>performance. Instruction will also include</td>
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<tr>
<td></td>
<td>technological tools for research and programming</td>
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</tr>
<tr>
<td></td>
<td>effectiveness.</td>
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<tr>
<td>MUED 580</td>
<td>THE COMPREHENSIVE CHORAL EDUCATOR</td>
<td>3</td>
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<tr>
<td></td>
<td>Appropriate for the middle and high school</td>
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<td>choral director, this course will provide a</td>
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<td></td>
<td>philosophical/theoretical foundation for</td>
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<td>effective classroom practice. Using choral</td>
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<td></td>
<td>literature as a basis, this course will focus</td>
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<tr>
<td></td>
<td>on pedagogy, conducting, and rehearsal</td>
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<td>techniques. Repertoire will include literature</td>
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<td>from the western music canon, non-western</td>
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<td>cultures, and a variety of choral genres.</td>
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</tbody>
</table>
MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4
Regularly listed courses pursued in greater depth, by arrangement with graduate program coordinator for music prior to registration. May be repeated twice for a maximum of nine semester hours during the program, but may be taken only once each semester.
Prerequisite: John J. Cali School of Music approval.

MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the semester in which the work will be completed.
Prerequisite: John J. Cali School of Music approval.

MUED 603 SEMINAR IN MUSIC EDUCATION 3
Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.
Prerequisite: Majors only.

MUED 604 SUPERVISION AND ADMINISTRATION OF SCHOOL MUSIC PROGRAMS 3
Functions and responsibilities of school music administration based on philosophies of music education, leadership styles, and techniques of management and personnel relationships.

MUED 605 FIELD PROJECT IN MUSIC EDUCATION 3
This seminar is designed to help students focus on their area of study and design an appropriate field project. This seminar also entails directed independent study in field projects.
Prerequisites: MUED 603; Music majors only.

MUHS 500 SELECTED TOPIC IN MUSIC I 3
Study of a specific area. 7-week course. May be repeated once for a maximum of 6 credits.

MUHS 501 SELECTED TOPIC IN MUSIC II 3
Study of a specific area. 7-week course. May be repeated once for a maximum of 6 credits.

MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA 3
Problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.

MUHS 549 MODERN MUSIC 3
Musical styles of the twentieth century: historical sources, major composers, and recent trends.

MUHS 561 HARRY PARTCH - LIFE AND WORKS 3
Survey of basic theories, instrument inventions, compositions. Features hands-on introduction to instruments, just intonation, acoustics and ear training.
MUHS 599  INDEPENDENT STUDY IN MUSIC HISTORY AND LITERATURE  1 - 4
Course work in one of the regularly listed catalog courses of the School of Music (but not Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. May be repeated once for a maximum of eight semester hours.
Prerequisite: John J. Cali School of Music approval.

MUHS 600  INDEPENDENT STUDY IN MUSIC HISTORY AND LITERATURE  1 - 4
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the semester in which the work will be completed. May be repeated twice for a maximum of nine semester hours.
Prerequisite: John J. Cali School of Music approval.

MUHS 604  SEMINAR IN HISTORICAL RESEARCH  3
Study of music bibliography, research method and critical analysis.
Prerequisite: Music majors only

MUHS 605  SEMINAR IN HISTORICAL AND THEORETICAL STUDIES  3
Research and discussion of selected topics in the literature of music focusing on stylistic and analytical problems.
Prerequisite: Music majors only

MUPR 529  CHORAL CONDUCTING  2
Problems and techniques of choral rehearsal and performance: tone production, intonation, balance and diction. Accompanied and unaccompanied choral repertoire.
Prerequisite: Departmental approval.

MUPR 531  ENSEMBLE: CHORUS  1 - 4
Rehearsal and performance in conventional choral media. Admission by audition only. May repeat.

MUPR 533  ENSEMBLE: OPERA WORKSHOP  0 - 2
Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. May repeat for credit.

MUPR 535  ENSEMBLE: BAND  1 - 4
Rehearsal and performance of band and wind ensemble literature. Admission by audition only. May repeat.

MUPR 537  ENSEMBLE: ORCHESTRA  1 - 4
Rehearsal and performance of orchestral repertoire. Admission by audition only. May be repeated for credit.

MUPR 543  MASTER CLASS IN MUSICAL PERFORMANCE: WOODWIND LITERATURE  2
Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.
Prerequisite: Music majors only.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisite:</th>
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</thead>
<tbody>
<tr>
<td>MUPR 544</td>
<td>MASTER CLASS IN MUSICAL PERFORMANCE: BRASS LITERATURE</td>
<td>2</td>
<td>Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.</td>
<td>Music majors only.</td>
</tr>
<tr>
<td>MUPR 545</td>
<td>MASTER CLASS IN MUSICAL PERFORMANCE: STRING LITERATURE</td>
<td>2</td>
<td>Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.</td>
<td>Music majors only.</td>
</tr>
<tr>
<td>MUPR 546</td>
<td>MASTER CLASS IN MUSICAL PERFORMANCE: ORGAN LITERATURE</td>
<td>2</td>
<td>Similar to MUPR 543, but focusing on organ repertoire. Open to organists only, through audition.</td>
<td>Music majors only.</td>
</tr>
<tr>
<td>MUPR 547</td>
<td>MASTER CLASS IN MUSICAL PERFORMANCE: PIANO LITERATURE</td>
<td>2</td>
<td>Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.</td>
<td>Music majors only.</td>
</tr>
<tr>
<td>MUPR 548</td>
<td>MASTER CLASS IN MUSICAL PERFORMANCE: PERCUSSION LITERATURE</td>
<td>2</td>
<td>Similar to MUPR 543, but focusing on percussion repertoire. Open to percussionists through audition.</td>
<td>Music majors only.</td>
</tr>
<tr>
<td>MUPR 550</td>
<td>CHAMBER ENSEMBLE PERFORMANCE I</td>
<td>1</td>
<td>Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.</td>
<td>John J. Cali School of Music permission.</td>
</tr>
<tr>
<td>MUPR 551</td>
<td>CHAMBER ENSEMBLE PERFORMANCE II</td>
<td>1</td>
<td>Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.</td>
<td>John J. Cali School of Music permission.</td>
</tr>
<tr>
<td>MUPR 552</td>
<td>CHAMBER ENSEMBLE PERFORMANCE III</td>
<td>1</td>
<td>Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.</td>
<td>John J. Cali School of Music permission.</td>
</tr>
<tr>
<td>MUPR 553</td>
<td>CHAMBER ENSEMBLE PERFORMANCE IV</td>
<td>1</td>
<td>Participation in instrumental or vocal ensemble. Pre-registration may be required. One ensemble per course number. May be repeated for credit.</td>
<td>John J. Cali School of Music approval.</td>
</tr>
</tbody>
</table>

384
MUPR 561  HARRY PARTCH ENSEMBLE  0.5
Learning to play instruments from the Harry Partch instrumentarium and new techniques on standard instruments, voice. Repertoire ensemble. May be repeated three times for a total of 2 credits.

MUPR 590  PIANO IMPROVISATION  2
Development of keyboard skills and ear-training for clinical improvisation.  
*Prerequisite: John J. Cali School of Music approval.*

MUPR 599  INDEPENDENT STUDY IN MUSIC PERFORMANCE  1 - 4
Regularly listed course work pursued in great depth, by permission of graduate program coordinator for music prior to registration. May be repeated five times for a total of 24 semester hours, but may be taken only once per semester.  
*Prerequisite: John J. Cali School of Music approval.*

MUPR 600  INDEPENDENT STUDY IN MUSIC PERFORMANCE  1 - 4
Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate program coordinator for music and a course advisor appointed by him prior to the independent study semester. May cover two semesters; student registers for the semester in which the work will be completed. May be repeated twice for a maximum of nine semester hours.  
*Prerequisite: John J. Cali School of Music approval.*

MUPR 603  GRADUATE RECITAL  0
Graduate recital. May be repeated a maximum of 5 times.

MUTC 561  MUSIC INSTRUMENT INVENTION  2
Studies in acoustics and instrument construction through creative projects and ongoing maintenance of Harry Partch instrumentarium. May be repeated once for a total of 4 credits.

MUTH 501  PSYCHOLOGY OF MUSIC  3
Psychological foundations of music including cognition, perception, emotional meaning, musical development and learning; testing for musical ability; research methodology. Cross listed with Music, MUED 501.

MUTH 510  GROUP MUSIC THERAPY EXPERIENCE  1.5
Use of creative media to express and explore feelings and issues in a supportive and productive environment. Specific content to be determined by members and therapist. Group members may apply what they have experienced to their own client groups. May be repeated for credit.  
*Prerequisite: Music majors only.*

MUTH 521  MUSIC THERAPY ASSESSMENT IN CLINICAL PRACTICE  3
This course introduces intermediate level music therapists to a critical review of assessment literature and supervises their field testing of a published assessment tool appropriate to one’s area of clinical interest.

MUTH 522  CLINICAL IMPROVISATION  3
This course introduces the intermediate level music therapist to a critical review of clinical improvisation literature, invites experiential learning, and supervises the application of improvisation methods appropriate to one’s area of clinical interest.
MUTH 523  SUPERVISION AND TEACHING IN MUSIC THERAPY  3
This course introduces the students to theories, concepts and styles of supervision and teaching, and surveys issues related to teaching as well as clinical and academic supervision.

MUTH 524  GROUP MUSIC THERAPY  3
This course focuses on theories and concepts of music therapy interventions with small groups in various therapy settings and within various therapeutic orientations. The course will help the student effectively design and lead music therapy groups.

MUTH 598  THESIS SEMINAR  1
This seminar is designed to help students prepare a thesis proposal in music therapy and to provide the opportunity to exchange thesis ideas, methods, and designs.

MUTH 599  INDEPENDENT STUDY IN MUSIC THERAPY  1 - 3
Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be repeated twice for a maximum of nine semester hours during the program, but may be taken only once per semester.
Prerequisites: John J. Cali School of Music approval.

MUTH 600  INDEPENDENT STUDY IN MUSIC THERAPY  1 - 4
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the semester in which the work will be completed. May be repeated twice for a maximum of nine semester hours.
Prerequisite: John J. Cali School of Music approval.

MUTH 698  MASTER’S THESIS  3
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take MUTH 699 if they don’t complete MUTH 698 within the semester.
Prerequisite: Departmental approval.

MUTH 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: MUTH 698.
The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State University. It is the largest university-operated environmental education center in the world. The School of Conservation is located 57 miles from the main campus on a 240-acre tract located in the Stokes State Forest in Sussex County. Administratively, it is part of the College of Science and Mathematics.

The programs at the School of Conservation are designed to provide students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide field experiences in the environmental sciences, humanities, social studies and outdoor pursuits. Each academic year the school provides resident environmental education programs for about 8,000 elementary/secondary school students, and 2,000 teachers from 100 schools. There are also several field courses provided for graduate students. NJSOC offers workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

NEW JERSEY SCHOOL OF CONVERSATION

Course Descriptions

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>CNFS 460</td>
<td>3</td>
<td>PRACTICUM IN ENVIRONMENTAL EDUCATION</td>
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<td>This course is designed to provide future teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct environmental education programs. Using an extensive library of environmental education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in environmental education programs. Participating in programs with school children in residence at the School of Conservation furnishes a practical background for environmental education development.</td>
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<tr>
<td>CNFS 470</td>
<td>2</td>
<td>INTRODUCTION TO WILDERNESS STEWARDSHIP</td>
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<td>Intensive two-week back country camping course to be held entirely in the field. Provides a basic understanding of how to utilize our natural areas with minimum environmental impact while pursuing outdoor recreational activities. An additional laboratory fee to cover food, lodging, and equipment is required.</td>
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</table>
CNFS 471  FUNDAMENTALS OF WILDERNESS LEADERSHIP  3
Intensive three-week back country camping course to be held entirely in the field. Throughout the program, leadership, judgment, conservation, and sound expedition skills and abilities are emphasized and practiced. A lab fee to cover the cost of food, lodging, and equipment is required.
Prerequisite: CNFS 470.

CNFS 495  WORKSHOP ON UTILIZING NATURAL ENVIRONMENTS  1
To provide classroom teachers in all disciplines with experiences in using the environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of, as well as skills in, the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.

CNFS 496  FIELD STUDY IN HUMANITIES AND NATURAL SCIENCE  1
Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in various environments for the purpose of developing an environmental sensitivity.

CNFS 497  FIELD STUDIES IN SOCIAL STUDIES
AND OUTDOOR RECREATION
1
Provides an understanding of how outdoor pursuits and social studies may be taught using the environment to develop environmental sensitivity. Does not meet resident requirement.

CNFS 500  CURRICULUM DEVELOPMENT IN
ENVIRONMENTAL EDUCATION
3
The historical, philosophical, and conceptual aspects of developing a K-12 environmental education curriculum. The focus is on the four major curriculum areas: humanities, social studies, environmental science and outdoor pursuits with proposed activities for the classroom, school grounds, community, and natural areas, intended to enhance the students’ awareness of environmental problems and their possible solutions.

CNFS 501  OUTDOOR TEACHING SITES FOR
ENVIRONMENTAL EDUCATION
2
This course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture and discussion, will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.
Corequisite: CNFS 521.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CNFS 502</td>
<td>AMERICAN HERITAGE SKILLS</td>
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<td>This course will focus on the home life-style for</td>
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<td>the American colonies from the 1600s to the 1800s.</td>
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<td>Various skills such as spinning, working with</td>
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<td>wool, natural dyeing, candle making, rug making,</td>
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<td>soap making, quilting, and food processing will</td>
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<td></td>
<td>be demonstrated. Students will have the</td>
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<td>opportunity to develop their proficiency in</td>
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<td></td>
<td>these areas. The colonial living skills will</td>
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<td>be integrated into a general overview of the</td>
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<td>two hundred year period under consideration,</td>
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<td>rather than considered as isolated elements.</td>
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<td>Must be taken concurrently with CNFS 522.</td>
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<td>Corequisite: CNFS 522.</td>
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<td>CNFS 503</td>
<td>HUMANITIES AND THE ENVIRONMENT</td>
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<td>This course will focus on the cycle of</td>
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<td>humanity’s relationship to nature based on</td>
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<td>three sequential stages: 1) humans in nature,</td>
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<td>in which archaic religions, myths and legends</td>
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<td>will be investigated; 2) humans versus nature,</td>
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<td></td>
<td>which will be a consideration of the alienation</td>
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<td>due to the influence of science and technology;</td>
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<td>and 3) humans and nature, which will</td>
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<td>consider the new mysticism of today. The</td>
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<td>course work will include lecture, discussion,</td>
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<td>seminar, and independent study.</td>
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<td>CNFS 505</td>
<td>SOCIETY AND THE NATURAL ENVIRONMENT</td>
<td>2</td>
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<tr>
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<td>This course will focus upon interrelationships</td>
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<td>of a forest ecosystem. Soil, water, plants,</td>
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<td></td>
<td>and animals found in a northeastern hardwood</td>
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<td></td>
<td>forest will be examined in detail. Their</td>
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<td>relationship to humankind will be discussed and</td>
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<td></td>
<td>reviewed.</td>
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<td></td>
<td>Corequisite: CNFS 525.</td>
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<tr>
<td>CNFS 521</td>
<td>FIELD LABORATORY EXPERIENCE IN OUTDOOR</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TEACHING SITES FOR ENVIRONMENTAL EDUCATION</td>
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<tr>
<td></td>
<td>The field experiences in this one-credit course</td>
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<td>course, “Outdoor Teaching Sites for Environmental Education” (CNFS 501), and to provide practical field exercises in developing environmental education teaching site strategies.</td>
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<td>Corequisite: CNFS 501</td>
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<td>CNFS 522</td>
<td>FIELD LABORATORY EXPERIENCE IN AMERICAN</td>
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<td>HERITAGE SKILLS</td>
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<td>amplify the theoretical foundations communicated</td>
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<td>in the course, “American Heritage Skills” (CNFS</td>
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<td>502), and to provide practical applications of</td>
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<td>and its methodology.</td>
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<td>Corequisite: CNFS 502.</td>
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<td>CNFS 525</td>
<td>FIELD LABORATORY EXPERIENCE IN SOCIETY AND</td>
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<td>THE NATURAL ENVIRONMENT</td>
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<td>The field experiences in this one-credit course</td>
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<td>CNFS 505).</td>
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<td>Corequisite: CNFS 505.</td>
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</tbody>
</table>
CNFS 530 WORKSHOP IN WILDLIFE MANAGEMENT EDUCATION
This is a field course designed to provide information about wildlife and environmental topics to be included in a school curriculum. Curriculum supplements include Project WILD and Aquatic WILD.

CNFS 595 CONSERVATION BIOLOGY: THE PRESERVATION OF BIOLOGICAL DIVERSITY
This course addresses concerns about the loss of biological diversity and genetic resources through species extinctions. Students will learn about the importance of maintaining biological diversity, the problems involved in monitoring and protecting sensitive and crucial habitat, the impact of human societies on biodiversity, the alternatives to the destruction of habitat/species, the prospects of restoration, and the policies needed to prevent the loss of biological diversity. Students will also learn about population processes that are directly related to species survival. This course is cross listed with BIOL 595.
Prerequisite: One semester of college biology with laboratory.

CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION SEMINAR
The seminar is for advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.
Prerequisites: CNFS 500.
Corequisite: CNFS 621.

CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL CURRICULUM DEVELOPMENT
Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, they may develop an environmental education program for a specific grade level, subject discipline, or school district. Credit is dependent on the scope and depth of the program to be developed. May be repeated for a maximum of four semester hours.
Prerequisite: Departmental approval.

CNFS 610 ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY
This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment.
Corequisite: CNFS 620.
CNFS 620  FIELD LABORATORY EXPERIENCES IN  
ADMINISTRATION AND SUPERVISION OF  
ENVIRONMENTAL FIELD STUDY  
The field experiences in this one-credit graduate course are designed to support and  
supplement the theoretical foundations communicated in the course, “Administration and  
Supervision of Environmental Field Study” (CNFS 610) and to provide opportunities to  
conduct on-site facility evaluation, test teaching equipment, discuss training programs  
with faculty at other facilities, and review financial management and business procedures  
used in the variety of centers.  
Corequisite:  CNFS 610.

CNFS 621  FIELD LABORATORY EXPERIENCE  
in ENVIRONMENTAL EDUCATION  
The field experiences in this one-credit course are designed to support and supplement the  
thoretical foundations communicated in the course “Advanced Environmental Educa-  
tion Seminar” (CNFS 601).  
Corequisite:  CNFS 601.
The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

ADMISSION REQUIREMENTS
All applicants must meet the admission requirements for graduate study at MSU.
In addition, applicants must meet the following departmental requirements.
1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. Approval by the departmental committee.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Required Courses (13 semester hours)</th>
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<tbody>
<tr>
<td></td>
<td>PSYC 510 Research Methods in Psychology ............................................ 3</td>
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<tr>
<td></td>
<td>PSYC 520 Human Experimental Psychology ............................................ 4</td>
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<tr>
<td></td>
<td>PSYC 550 Quantitative and Statistical Methods ....................................... 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 578 Psychological Tests and Measurements ................................... 3</td>
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<tr>
<td></td>
<td>II. Specialization courses (12 semester hours)</td>
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<tr>
<td></td>
<td>To be selected with the advice and approval of the graduate program coordinator.</td>
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<tr>
<td></td>
<td>III. Free electives (6 semester hours)</td>
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<td>To be selected with the advice and approval of the graduate program coordinator.</td>
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<td>IV. Thesis</td>
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<td>PSYC 698 Master’s Thesis ................................................................. 4</td>
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<td>V. Comprehensive Examination:</td>
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<td>Successful completion of a written comprehensive examination precedes the oral defense of the thesis.</td>
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Minimum semester hours: 35
The Industrial and Organizational Psychology Concentration is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques in organizations or to prepare persons for continued education in the field of Industrial Organizational Psychology or related fields (Organizational Behavior or Human Resources). The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

**REQUIREMENTS FOR THE INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION**

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>I. Required Courses (9 semester hours):</td>
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<tr>
<td>PSYC 510 Research Methods in Psychology ............................................ 3</td>
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<tr>
<td>PSYC 550 Quantitative and Statistical Methods ....................................... 3</td>
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<tr>
<td>PSYC 578 Psychological Tests and Measurements ................................... 3</td>
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<tr>
<td>II. Specialization (15 semester hours):</td>
</tr>
<tr>
<td>PSYC 559 Personnel Selection: Issues and Procedures ............................. 3</td>
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<tr>
<td>PSYC 566 Interventions for Effective Organizations ................................ 3</td>
</tr>
<tr>
<td>PSYC 571 Organizational Psychology ...................................................... 3</td>
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<tr>
<td>PSYC 584 Performance Management ....................................................... 3</td>
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<tr>
<td>PSYC 658 Seminar in Industrial and Organizational Psychology .......... 3</td>
</tr>
<tr>
<td>III. Thesis/Internship Option (4-6 semester hours):</td>
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<tr>
<td>PSYC 698 Master’s Thesis ........................................................................ 4</td>
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<tr>
<td>or</td>
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<tr>
<td>PSYC 611 Internship in Applied Psychology ............................................ 6</td>
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<tr>
<td>IV. Electives: Psychology (3 or 6 semester hours)</td>
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<tr>
<td>PSYC 552 General Social Psychology ...................................................... 3</td>
</tr>
<tr>
<td>PSYC 563 Theories of Learning ................................................................. 3</td>
</tr>
<tr>
<td>PSYC 568 Psychology of Group Dynamics .............................................. 3</td>
</tr>
<tr>
<td>PSYC 582 Behavior Modification ............................................................. 3</td>
</tr>
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<td>V. Electives: Other Departments (3 or 6 semester hours)</td>
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<td>To be selected with the approval of the graduate program coordinator.</td>
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<tr>
<td>LSLW 556 Dispute Resolution in the Workplace ........................................ 3</td>
</tr>
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<td>LSLW 558 Cross-Cultural Conflict Resolution ......................................... 3</td>
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<tr>
<td>LSLW 579 Private Sector Compliance With Public Regulations ............... 3</td>
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<td>MGMT 510 Human Resource Management ................................................. 3</td>
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<tr>
<td>SOCI 560 Sociological Theory ................................................................... 3</td>
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<td>SPCM 545 Issue Management ................................................................. 3</td>
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<tr>
<td>SPCM 547 Seminar in Organizational Communication ............................. 3</td>
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<tr>
<td>SPCM 555 Survey: Organizational Communication .................................... 3</td>
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<tr>
<td>SPCM 580 Globalization and Organizational Communication ................. 3</td>
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<td>VI. Comprehensive Examination</td>
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Minimum semester hours: 34-36
MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

The Master of Arts in Educational Psychology aims to increase the student’s knowledge of the application of psychological theory to educational practice.

ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State University. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

<table>
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<th>Semester Hours</th>
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<tr>
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<tr>
<td>PSYC 510 Research Methods in Psychology ............................................ 3</td>
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<tr>
<td>PSYC 561 Developmental Psychology ...................................................... 3</td>
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<tr>
<td>PSYC 563 Theories of Learning ............................................................. 3</td>
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<tr>
<td>PSYC 578 Psychological Tests and Measurement ...................................... 3</td>
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<tr>
<td>PSYC 660 Current Topics in Educational Psychology .............................. 3</td>
</tr>
<tr>
<td>II. Electives: Psychology (15 semester hours)</td>
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<td>To be selected with the advice and approval of the graduate program coordinator.</td>
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<tr>
<td>III. Electives: Other Departments (6 semester hours)</td>
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<tr>
<td>To be selected with the advice and approval of the graduate program coordinator.</td>
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<tr>
<td>IV. Thesis (Elective)</td>
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<td>V. Comprehensive Examination</td>
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<tr>
<td>Minimum: 34 semester hours with Thesis option or 36 semester hours without Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).</td>
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Minimum semester hours: 34 or 36

REQUIREMENTS FOR THE CONCENTRATION IN CHILD/ADOLESCENT CLINICAL PSYCHOLOGY

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<tr>
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<td>PSYC 561 Developmental Psychology ...................................................... 3</td>
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<td>PSYC 578 Psychological Tests and Measurements .................................... 3</td>
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<tr>
<td>II. Required clinical sequence (21 semester hours)</td>
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<tr>
<td>PSYC 565 Child and Adolescent Psychopathology ................................... 3</td>
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<td>PSYC 574 Individual Intelligence Testing .............................................. 3</td>
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### PSYCHOLOGY

#### Course Descriptions

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>PSYC 510</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
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|             | This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained.  
*Prerequisite: Undergraduate laboratory course in experimental psychology.* |       |
| PSYC 520    | HUMAN EXPERIMENTAL PSYCHOLOGY                      | 4     |
|             | Students survey methods and topics in human experimental psychology by conducting, analyzing, and reporting on experiments on topics to be drawn from cognition, memory, language, perception, learning, sensation, and neuropsychology.  
*Prerequisite: PSYC 510.* |       |
| PSYC 550    | QUANTITATIVE AND STATISTICAL METHODS               | 3     |
|             | This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included.  
*Prerequisite: An undergraduate psychology statistics course or equivalent.* |       |
| PSYC 551    | MENTAL HEALTH ISSUES OF HISPANICS                  | 3     |
|             | This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of Hispanics and Hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the Hispanic groups in the United States and how these groups respond in unique ways to the various services offered in community mental health settings. |       |
PSYC 552  GENERAL SOCIAL PSYCHOLOGY  3
This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual’s relationship to the larger social structure.
Prerequisite: Undergraduate work in psychology or sociology.

PSYC 559  PERSONNEL SELECTION: ISSUES AND PROCEDURES  3
This course will address organizational selection processes and Equality in Employment in organizations. Students will learn about testing and job analysis and how they are important in the selection process and will cover how employees are recruited and selected and how these processes relate to organizational success. The course will take an in depth look at anti-discrimination legislation and its influence in organizational functioning. Students will learn about measurement and assessment of organizational applicants and employees and how this assessment must be conducted in order to be fair and successful. Students will present research on various topics in the field and will be responsible for teaching their classmates about different topics in the area of EEO Law and Selection. Students will be responsible for gaining entrance into an organization and collecting the information necessary to develop a selection system for that organization.
Prerequisite: PSYC 550 or another graduate level statistics course.

PSYC 560  ADVANCED EDUCATIONAL PSYCHOLOGY  3
A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

PSYC 561  DEVELOPMENTAL PSYCHOLOGY  3
Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issue, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.

PSYC 563  THEORIES OF LEARNING  3
The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning - behaviorism, gestalt, cognitivism, and information-processing - are reviewed.
This course emphasizes the diagnosis of psychological disorders usually first evident in infancy, childhood or adolescence. Topics to be covered include but are not limited to affective disorders, anxiety disorders, conduct disorders, substance abuse, sexuality/gender identity disorders, pervasive developmental disorder and behavioral aspects of developmental disabilities. Students will be expected to understand DSM-IV categories. Each student is expected to be familiar with developmental psychology and personality development. Issues associated with evaluation, classification and diagnosis will be discussed extensively. Guidelines for appropriate interventions will be provided.

Prerequisite: Matriculation in the Child/Adolescent Clinical program or departmental approval.

Interventions based on psychological principles that are used to enhance individual and organizational effectiveness will be examined. Common interventions that are covered in the course include: training and development programs, executive coaching, leader and leadership development, talent management, organizational design, and innovation processes among others. Knowledge and skills important to developing these interventions, as well as skills to be able to facilitate these in applied settings, will be developed.

Prerequisites: PSYC 571 and PSYC 559; or permission of the instructor.

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

Prerequisite: Open to all graduate Psychology majors only.

This course examines the psychological aspects of organizational behavior. Emphasis on the organization effected by individual psychological processes and behavior. Areas covered include social norms, group and team processes, leadership and power, motivation, job attitudes and satisfaction, and organizational change.

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests to specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet (4th Edition), Development Achievement Scales, Adaptive Behavior Scales, and other cognitive assessment techniques.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program. Special fee.
PSYC 575 PROJECTIVE TECHNIQUES I 3
The basic instruments of projective testing, particularly the Bender Visual Motor Gestalt Test, DAP, HTP, TAT, TEMAS, and Sentence Completion Tests are studied. Students will also understand how cultural diversity impacts on assessment. Instruments are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

Prerequisites: Departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 576 PROJECTIVE TECHNIQUES II 3
This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the University Psychoeducational Center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

Prerequisites: PSYC 574 and 575, and departmental approval, and approved certification candidacy in the School Psychology program, the Bilingual Clinical Concentration, or Child/Adolescent Clinical program.

PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3
This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

Prerequisites: Departmental approval, and an undergraduate psychology statistics course or equivalent.

PSYC 582 BEHAVIOR MODIFICATION 3
This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

Prerequisites: Departmental approval, and an undergraduate course in learning or the equivalent.
This course will address how we motivate and manage individual and group performance in organizations through performance management systems. Students will learn about how performance is managed, methods of collecting performance feedback, using performance management for evaluation and development purposes, and biases and consistency issues in performance appraisals. This course will also cover criterion measurement and development, the use of motivational theory in performance management, sources of performance feedback, and communicating performance feedback. Students will present research on various topics in the field and will be responsible for teaching their classmates about different topics in the area of performance management. Students will be responsible for gaining entrance into an organization and collecting the information necessary to develop a performance management system for that organization.

Prerequisite: PSYC 550 or another graduate level statistics course.

The theoretical, empirical, and clinical aspects of Health Psychology will be explored and discussed. The relation of Health Psychology with other areas of Psychology and various scientific disciplines will be discussed. The historical development of the field, its research methodologies, theoretical models and exemplary interventions will be described. A specific emphasis will be placed on applications in regards to education, industry and other organizations as they relate to the various master’s programs offered by the Department of Psychology.

Prerequisite: A graduate research methods course, and at least one other graduate psychology course, or departmental approval.

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student’s listening, diagnostic, and therapeutic interviewing skills.

Prerequisites: Departmental approval, and 12 graduate credits in psychology or related fields.

This course serves as a capstone experience where students work in an applied setting and receive close and ongoing supervision by both a faculty member and a practitioner with a graduate I/O (or related) degree working in industry. Students are expected to review theory and research relevant to the field of I/O, develop individual project proposals for the investigation of a problem in their applied setting, implement their proposals after approval by their faculty member, and report their completed work in both a written and an oral report for the M.A. degree. Must be taken twice in consecutive semesters for a total of 6.0 credits.

Prerequisites: PSYC 559 and PSYC 571, departmental approval, and permission of internship advisor.
PSYC 658  SEMINAR IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY  3
This course covers the most recent advances, issues and problems in Industrial and Organizational Psychology through relevant professional journals, technical literature, legislation and judicial decisions, advanced research techniques, and consulting practice in order to prepare students for continued education or applied practice of their field. Students critique professional journals and review the development of topics in their field.  
Prerequisites: Departmental approval, and matriculation in the Industrial and Organizational Psychology concentration, and completion of specialization courses.

PSYC 659  SPECIAL TOPICS SEMINAR IN PSYCHOLOGY  3
This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology.  
Prerequisites: Departmental approval, and completion of 15 or more credits in one’s program.

PSYC 660  CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY  3
Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.  
Prerequisites: PSYC 510 and 561, and graduate Psychology majors only.

PSYC 663  INDEPENDENT STUDY  1 - 3
The student conducts an individual project under the supervision of a professor in the department. May be taken only once for a maximum of three semester hours.  
Prerequisite: Departmental approval.

PSYC 667  ABNORMAL PSYCHOLOGY  3
This course focuses on theoretical models and selected research in psychopathology. Topics include contemporary nosology, diagnostic problems, schizophrenia, anxiety and affective disorders, social deviance, somatoform and psychophysiological syndromes, and therapeutic intervention.  
Prerequisite: PSYC 561.

PSYC 668  CONSULTATION METHODS IN PSYCHOEDUCATIONAL SETTINGS  3
This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Curriculum and Teaching, SPED 668.  
Prerequisite: Departmental approval.
PSYC 670  INTRODUCTION TO PSYCHOTHERAPY  3
This course surveys theories, research and practices in individual and group psycho-
therapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.
Prerequisite: Departmental approval.

PSYC 679  FAMILY SYSTEMS AND CHILDHOOD DISORDERS:
A MULTICULTURAL APPROACH  3
This course will use a multicultural lens to examine the various family therapy approaches such as structural, Bowenian, behavioral, strategic and paradoxical approaches and their corresponding techniques. Special emphasis will be placed on applying these approaches to the prevailing childhood DSM diagnoses (e.g., Childhood Depression and Anxiety, substance abuse, eating disorders, ADHD, developmental disorders, Oppositional Defiant Disorder and Conduct Disorder). A segment of the course will focus on special topics and their relevance to family functioning (e.g., trauma, incest/sexual abuse, domestic violence, illness/death, poverty and parental psychopathology).
Prerequisite: PSYC 565 or PSYC 667.

PSYC 680  EXTERNSHIP IN CLINICAL PSYCHOLOGY  3
This course is a supervised, two semester, clinical experience designed to provide the skills necessary for professional practice in Mental Health Clinics or other settings where there is a significant Hispanic clientele. On-site supervision will take place under the direction of a fully licensed clinical psychologist (the field-based supervisor) in close cooperation with the Bilingual Clinical Program Director at Montclair State. The student will also meet with a Montclair State faculty supervisor on a weekly basis. At least one of the supervisors will be a bilingual/bicultural individual. A contract will be signed between the student intern, field-based supervisor and the Montclair faculty supervisor before the start of the internship.
Prerequisites: Departmental approval, and matriculated status in the Clinical Psychology for Spanish/English Bilinguals Concentration and permission of the program director.

PSYC 698  MASTER’S THESIS  4
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take PSYC 699 if they don’t complete PSYC 698 within the semester.
Prerequisite: Departmental approval.

PSYC 699  MASTER’S THESIS EXTENSION  1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: PSYC 698.
The Master of Arts in Social Sciences, Concentration in History is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in history and social sciences.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in history with social science electives. Degree candidates do a major portion of their work and prepare for a final comprehensive examination. The program also provides flexibility for six to nine credits in other social science programs such as anthropology, economics, political science, psychology, and sociology and is designed mainly for students who wish to work toward the degree on a part time basis. While teachers seeking to keep up to date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in Social Science/History are increasingly being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A small number of graduates have pursued doctoral work at major universities. The program's flexibility has also been utilized to enhance careers in areas such as government, politics, academic administration, community service agencies, museum work, and urban planning.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.
# MASTER OF ARTS IN SOCIAL SCIENCE, CONCENTRATION IN HISTORY
## DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td><strong>I. Required Courses (3 semester hours)</strong></td>
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<tr>
<td>HIST 501 New Interpretations in History .......................................................... 3</td>
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<tr>
<td>or</td>
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<tr>
<td>HIST 502 History and the New Social Studies .................................................. 3</td>
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<tr>
<th>I. Required Courses (3 semester hours)</th>
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<tr>
<td>HIST 501 New Interpretations in History .......................................................... 3</td>
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<tr>
<th>II. History Electives (12-15 semester hours)</th>
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<tr>
<td>HIST 501 New Interpretations in History .......................................................... 3</td>
</tr>
<tr>
<td>HIST 511 Seminar in American Colonial History .................................................. 3</td>
</tr>
<tr>
<td>HIST 512 The American Revolution, 1763-1787 .................................................. 3</td>
</tr>
<tr>
<td>HIST 513 Problems of the New Nation, 1789-1828 .................................................. 3</td>
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<tr>
<td>HIST 514 The Crisis of American Nationalism, 1828-1876 ........................................ 3</td>
</tr>
<tr>
<td>HIST 515 Culture and Consciousness: Women in Nineteenth Century America .................. 3</td>
</tr>
<tr>
<td>HIST 517 Age of Franklin D. Roosevelt ................................................................ 3</td>
</tr>
<tr>
<td>HIST 518 Urban History: National Trends in N.J. Cities ......................................... 3</td>
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<tr>
<td>HIST 519 America Since 1945 ............................................................................. 3</td>
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<tr>
<td>HIST 520 United States Far Eastern Relations ...................................................... 3</td>
</tr>
<tr>
<td>HIST 521 Civil War and Revolution in Chinese History .......................................... 3</td>
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<td>HIST 522 Revolutionary Russia, 1905-1921 ........................................................... 3</td>
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<tr>
<td>HIST 523 History of Soviet Diplomacy .................................................................. 3</td>
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<tr>
<td>HIST 524 History of American Business Leaders .................................................. 3</td>
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<tr>
<td>HIST 525 History of American Labor, 1870-1970 ................................................... 3</td>
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<tr>
<td>HIST 526 The Industrialization of America, 1865-1900 .......................................... 3</td>
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<td>HIST 527 Industrialization of Europe .................................................................... 3</td>
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<td>HIST 529 Europe of the Dictators, 1919-1939 ....................................................... 3</td>
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<tr>
<td>HIST 532 Modernization in Japanese Cultural History ............................................. 3</td>
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<tr>
<td>HIST 533 French Revolution and Napoleon ............................................................. 3</td>
</tr>
<tr>
<td>HIST 534 France of the Republics ........................................................................... 3</td>
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<tr>
<td>HIST 535 Castle, Cathedral and Crusade: Europe in the High Middle Ages, 1000-1300 .......... 3</td>
</tr>
<tr>
<td>HIST 536 Popular Culture in Early Modern Europe, 1500-1800 .................................. 3</td>
</tr>
<tr>
<td>HIST 537 Nineteenth Century European Intellectual History ...................................... 3</td>
</tr>
<tr>
<td>HIST 540 Europe as a World Civilization ............................................................... 3</td>
</tr>
<tr>
<td>HIST 541 Asian Civilization-Comparative Cultural History ....................................... 3</td>
</tr>
<tr>
<td>HIST 550 African Identities: Gender, Ethnicity and Nation ...................................... 3</td>
</tr>
<tr>
<td>HIST 570 Seminar in Non-Western History ............................................................. 3</td>
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</tbody>
</table>

| III. Related Social/Behavioral Science Electives .................................................... 6 - 9 |
| IV. Free Electives ..................................................................................................... 6 |
| V. Reading Seminar and Comprehensive Examination (2 semester hours) |
| HIST 603 Reading Seminar in History ................................................................. 2 |

Independent study in preparation for written examination given in March and October.

Minimum semester hours: 32
SOCIAL SCIENCES

History Course Descriptions

HIST 501 NEW INTERPRETATIONS IN HISTORY 3
Designed to help students keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation.

HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY 3
This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes.

HIST 512 AMERICAN REVOLUTION, 1763-1787 3
The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.

HIST 513 PROBLEMS-NEW NATION, 1789-1828 3
The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

HIST 514 THE CRISIS OF AMERICAN NATIONALISM, 1838-1876 3
The crisis in American nationalism from Jackson through Reconstruction as the country’s constitution, party system, and social structure contended with the disruptive effects of territorial expansion, the factory system, slavery and the new immigration.

HIST 515 CULTURE AND CONSCIOUSNESS:
WOMEN IN NINETEENTH CENTURY AMERICA 3
This course in the history of American women will focus on major themes in nineteenth century women’s culture. It will explore the implications of industrialization and modernization for women, the construction of domestic ideology, the development of feminism, and the centrality of gender in nineteenth century life and culture. The emphasis of the course is antebellum, but will consider the implications of this legacy for post Civil War history. Readings will include contemporary scholarship as well as a selection of representative primary texts by and about nineteenth century American women.

HIST 517 AGE OF FRANKLIN D. ROOSEVELT 3
An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

HIST 518 URBAN HISTORY: NATIONAL TRENDS IN NEW JERSEY CITIES 3
An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIST 519</td>
<td>AMERICA SINCE 1945</td>
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<td></td>
<td>This course studies the transformation of the Roosevelt</td>
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<td>coalition and its liberal policies since 1945 as they</td>
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<td>faced the challenge of the cold war abroad, and growing</td>
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<td>class and racial upheaval at home.</td>
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<td>HIST 521</td>
<td>CIVIL WAR AND REVOLUTION IN CHINESE HISTORY, 1911-1949</td>
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<td>The transformation of China from empire to Peoples</td>
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<td>Republic. Chinese concepts of revolution and the</td>
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<td></td>
<td>intellectual, political and social changes which</td>
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<td></td>
<td>preceded the formation of the Peoples Republic in 1949.</td>
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<td>HIST 522</td>
<td>REVOLUTIONARY RUSSIA, 1905-1921</td>
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<tr>
<td></td>
<td>The historical forces of the 19th and 20th century</td>
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<td>Russia which led to the Bolshevik revolution of</td>
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<td>November, 1917 and to the consolidation of Soviet</td>
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<td>power by 1921.</td>
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<td>HIST 523</td>
<td>HISTORY OF SOVIET DIPLOMACY</td>
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<tr>
<td></td>
<td>Changes in the ideological determinants of Soviet</td>
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<td></td>
<td>diplomacy contrasted with fluctuations in internal and</td>
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<td></td>
<td>external political and economic policies. Contributions</td>
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<td>of leading Soviet statesmen to diplomatic history.</td>
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<td>HIST 525</td>
<td>HISTORY OF AMERICAN LABOR, 1870-1970</td>
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<tr>
<td></td>
<td>Study of the American worker from the period after the</td>
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<td></td>
<td>Civil War to the present, with concentration on social,</td>
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<td>political and economic behavior as well as the union</td>
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<td>movement.</td>
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<td>HIST 526</td>
<td>THE INDUSTRIALIZATION OF AMERICA, 1865-1900</td>
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<tr>
<td></td>
<td>The causes and nature of the industrialization of the</td>
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<td>American economy after the Civil War; factors</td>
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<td>responsible for rapid economic growth; the impact of</td>
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<td>changing productive techniques on American</td>
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<td>institutions and human welfare.</td>
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<td>HIST 529</td>
<td>EUROPE OF THE DICTATORS, 1919-1939</td>
<td>3</td>
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<tr>
<td></td>
<td>The political, social, economic and intellectual</td>
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<td>developments in the major states of Western Europe</td>
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<td>during the interwar period, with emphasis on varieties</td>
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<td>of Fascism.</td>
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<td>HIST 532</td>
<td>MODERNIZATION IN JAPANESE CULTURAL HISTORY</td>
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<td></td>
<td>Modernization in East Asia with focus on Japan.</td>
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<td>Japanese experience in adjusting new world forces of</td>
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<td>the 19th and 20th centuries considered against the</td>
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<td>background of her traditional values and institutions.</td>
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<td></td>
<td>Comparisons with China and Korea.</td>
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<td>HIST 533</td>
<td>FRENCH REVOLUTION AND NAPOLEON</td>
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<tr>
<td></td>
<td>The background of the French Revolution, its changing</td>
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<td>course and cast of characters during 1789-99, and the</td>
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<td>advent to power and imperial regime of Napoleon,</td>
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<td>1799-1814.</td>
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<td>HIST 535</td>
<td>CASTLE, CATHEDRAL AND CRUSADE: EUROPE IN THE HIGH</td>
<td>3</td>
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<td>MIDDLE AGES, 1000-1300</td>
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<td></td>
<td>Guided by the organizing principle that some medieval</td>
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<td>people themselves used, this course will approach</td>
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<td>the High Middle Ages through the eyes of those who</td>
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<td>fought (nobility), worked (peasants), and prayed</td>
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<td></td>
<td>(clergy). Social, political, economic, religious</td>
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<td></td>
<td>and cultural aspects of the medieval European</td>
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<td>experience will be explored through the investigation</td>
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<td></td>
<td>of topics such as the rise of the nation-state, the</td>
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<td>expansion of trade, the rise of the university, the</td>
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<td></td>
<td>launching of the Crusades, the development of Gothic</td>
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<td></td>
<td>architecture and the intensification of religious</td>
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<td></td>
<td>belief. A field trip is required as part of the course.</td>
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</table>
HIST 536 POPULAR CULTURE IN EARLY MODERN EUROPE, 1500-1800
This course explores the everyday lives and belief systems of early modern Europeans through a survey of developments in French, Italian, English and German popular culture over a period of three centuries from 1500-1800. Topics to be covered include Carnival, community policing, ritual behavior, religious beliefs, magic, family life, violence, deviant behavior, and the transmission of culture between groups and across generations.

HIST 541 ASIAN CIVILIZATION - COMPARATIVE CULTURAL HISTORY
Course compares and contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China and Japan. These topics are related to differing patterns of nationalism in the 19th and 20th centuries.

HIST 550 AFRICAN IDENTITIES: GENDER, ETHNICITY, AND NATION
This course examines the construction and development of identities in Sub-Saharan Africa. It explores the meanings of concepts such as "tribe," "ethnicity," and "nation"; and it questions the role of history, culture and politics in the formation and evolution of African identities. The course focuses on particular themes such as traditions of origin, cultural nationalism, slavery, etc. These are illustrated by case studies from West, East, Central and Southern Africa, which are organized in a chronological order. Students will be encouraged to reflect on the notion of identity and its importance in the past and present of African societies.

HIST 570 SEMINAR IN NON-WESTERN HISTORY
Graduate level study in a period problem or theme in non-Western history. Individual seminars will be offered in African history, South Asian history, Latin American history, etc. May be repeated for a maximum of nine semester hours as long as the topic is different. Please see course schedule for specific offering each semester.

HIST 580 SEMINAR IN WESTERN HISTORY
Graduate-level study in a period, problem, or theme in Western history. Individual seminars will be offered in European and American history. Please see semester course listings for specific offering. May be repeated five times for a maximum of 18 semester hours as long as the topic is different each time.

HIST 603 READING SEMINAR IN HISTORY
Required for all master’s degree candidates concentrating in History, this seminar entails directed independent study in preparation for a three-hour written comprehensive examination. Candidates should register to take the seminar in the semester preceding the examination date. Take the seminar in the fall if the examination is the following March; take the seminar in the spring if the examination is the following October.
The MA program in Spanish offers students a wide array of courses in Spanish and Spanish American literature as well as in advanced studies of the Spanish language and literary theory. The program prepares students for careers in research and teaching and provides a cultural and linguistic base from which students can explore career options in interpreting, translating, diplomatic service, editorial work, social services, commerce and business. The Master of Arts degree also opens opportunities for students to pursue doctoral programs at major institutions.

ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who hold a bachelor’s degree with an undergraduate major in Spanish or who have completed 24 semester hours of Spanish on the undergraduate level or the equivalent. Students must take the Graduate Record Examination aptitude test prior to acceptance into the program.

Students who hold a bachelor’s degree or its equivalent may enroll in graduate courses without obligation to follow a master’s degree program, if they have 24 semester hours or the equivalent in Spanish.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

| Semester Hours |  
|----------------|---
| Required Course (3 semester hours) |  
| Either |  
| SPAN 504 Introduction to Literary Theory |  
| or |  
| SPAN 505 History of the Spanish Language | 3  
| I. Peninsular Area |  
| One course from each of 4 designated areas | 12  
| II. Spanish American Area |  
| One course from each of 4 designated areas | 12  
| IV. Electives |  
| A minimum of three additional courses from the departmental offerings. | 9  
| V. Comprehensive Examination or Thesis |  
| The candidate for the MA degree will apply to the graduate program coordinator for the comprehensive examination one semester prior to the desired examination date. If option is to write a thesis, student will take SPAN 698 Master’s Thesis as one of the elective courses and follow the steps outlined in Procedures and Guidelines for the Preparation of Theses at Montclair State University. |  
| Minimum semester hours: 36 |  

For further details see the graduate program coordinator.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>SPAN 501</td>
<td>ADVANCED STUDIES IN THE SPANISH LANGUAGE</td>
<td>3</td>
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<tr>
<td></td>
<td>The course provides students with the tools of stylistic analysis</td>
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<td>in order to enhance their appreciation of literary texts and to</td>
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<td>improve their own writing skills. It will acquaint the students</td>
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<td>with the principles of contrastive analysis to give them greater</td>
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<td>control over the structures of Spanish.</td>
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<tr>
<td>SPAN 504</td>
<td>INTRODUCTION TO LITERARY THEORY</td>
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<tr>
<td></td>
<td>An overview and analysis of major approaches to contemporary</td>
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<td>literary criticism. Theoretical texts representative of the</td>
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<td>different schools of criticism will be examined in order to</td>
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<td>define and understand the uniqueness of each methodology. Short</td>
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<td>works of fiction will be integrated with the theoretical texts to</td>
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<td>enable students to apply theory to practice and to engage in</td>
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<td>various readings of the same literary work.</td>
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<tr>
<td>SPAN 505</td>
<td>HISTORY OF SPANISH LANGUAGE</td>
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<tr>
<td></td>
<td>The Spanish language from its origins to the present. Phonological,</td>
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<td>structural and lexical evolution from vulgar Latin, following the</td>
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<td>process of transformation from its first documentary appearance.</td>
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<td>SPAN 516</td>
<td>MEDIEVAL SPANISH LITERATURE TO 15TH CENTURY</td>
<td>3</td>
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<tr>
<td></td>
<td>The outstanding prose and poetry of Spain from the 11th century</td>
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<td></td>
<td>to the 15th century, with emphasis on the unique three-cultured</td>
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<td></td>
<td>society of the period.</td>
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<tr>
<td>SPAN 522</td>
<td>THEATER OF THE GOLDEN AGE</td>
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<td></td>
<td>Structural and thematic study of the <em>comedia</em> through readings</td>
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<td></td>
<td>and discussions of representative plays of the period including</td>
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<td>those of Lope, Tirso, Calderón, Alarcón and Moreto.</td>
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<tr>
<td>SPAN 523</td>
<td>PROSE AND POETRY OF THE GOLDEN AGE</td>
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<td></td>
<td>Critical readings of the picaresque and pastoral novels, the</td>
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<td></td>
<td>humanistic writing of Luis Vives, Alfonso and Juan Valdés, and</td>
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<td></td>
<td>Gracián. Textual analysis of the poetry of the Renaissance and</td>
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<td>Baroque from Garcilaso to Quevedo.</td>
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<td>SPAN 524</td>
<td>CERVANTES</td>
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<td>The prose writings and drama of Cervantes focusing on his unique</td>
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<td>artistic achievement. Readings of <em>El Quijote</em>, <em>Novelas ejemplares</em></td>
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<td><em>Persiles y Segismunda</em> and selected <em>comedias</em> and <em>entremeses</em>.</td>
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<tr>
<td>SPAN 525</td>
<td>ENLIGHTENMENT AND ROMANTICISM</td>
<td>3</td>
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<td></td>
<td>The erudition of the Enlightenment as symbolized by Feijóo,</td>
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<td>Jovellanos; neoclassicism; the romantic movement exemplified by</td>
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<td>Larra, el Duque de Rivas, Espronceda, García Gutiérrez, Zorrilla,</td>
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<td>Alarcón; costumbrismo.</td>
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<td>SPAN 526</td>
<td>REALISM IN SPAIN</td>
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<tr>
<td></td>
<td>An examination of the development of the realistic novel in Spain</td>
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<td>in the 19th century as seen through the works of such authors as</td>
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<tr>
<td></td>
<td>Fernán Caballero, Valera, Pardo Bazán, Clarín and the master</td>
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<tr>
<td></td>
<td>novelist of the period, Pérez Galdós.</td>
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</tbody>
</table>
THE GENERATION OF 98
An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.

SPANISH FICTION AND FILM
A critical analysis of works of Spanish literature of the 19th and 20th centuries and of films that are either based on the texts or reflect their major themes. Selected authors and film directors include Galdos, Lorca, Rodoreda, Tusquets, Buñuel, Saura and Almodóvar.

SPANISH CULTURAL HISTORY
A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends and influences on the Iberian Peninsula from prehistoric times to the present.

CONTEMPORARY SPANISH THEATER
Analysis of representative plays from Benavente to Sastre are read. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

SPANISH PROSE OF THE 20TH CENTURY
An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marsé, Martín Santos, Goytisolo, Martín Gaite, Matute, Moix and others.

CONTEMPORARY SPANISH POETRY

COLONIAL SPANISH AMERICAN LITERATURE
Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theater.

SPANISH AMERICAN LITERATURE OF THE 19TH CENTURY
Critical evaluation of prose and poetry from neoclassicism to naturalism and realism. Special emphasis will be given to the development of specific genres such as “literatura gauchesca” and the essay.

SPANISH AMERICAN NOVEL OF THE 20TH CENTURY
Study of the aesthetic novels of Modernismo; novels of the Mexican Revolution; the psychological novel; and the novel of the land and of social reform.

SPANISH AMERICAN THEATER OF THE 20TH CENTURY
New trends in the Spanish American theater: the theater of the absurd, the theater of cruelty and the theater of fantasy. Critical analysis of representative works of these genres.

MODERNISMO IN SPANISH AMERICA
Critical evaluation of the Modernista movement in Spanish American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.
**SPAN 548 CONTEMPORARY SPANISH AMERICAN NOVEL**  
A critical examination of representative examples of the Spanish American novel from the “boom” to the “post-boom.”

**SPAN 549 CONTEMPORARY SPANISH AMERICAN SHORT STORY**  
The contemporary short story from the end of the Modernista period to the present time. Critical evaluation and analysis of representative works.

**SPAN 551 CONTEMPORARY SPANISH AMERICAN POETRY**  
Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.

**SPAN 560 TOPICS IN SPANISH AND SPANISH AMERICAN LITERATURE**  
Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish American literature. Topic will change with each offering. Majors only. May be repeated once for a maximum of six semester hours.

**SPAN 562 AUTOBIOGRAPHICAL ACTS IN SPAIN AND IN LATIN AMERICA**  
This course examines autobiographical texts from Spain and Latin America in light of general theories of the genre. Autobiography will be studied in the broadest sense and will encompass the study of testimony, letters, diaries, and autobiographical poetry. Readings will include texts written by Julia de Burgos, Garcia Marquez, Jorge Guillen, Lorca, Rigoberta Menchu, Renee Mendez-Capote, and Pedro Salinas, among others.

**SPAN 698 MASTER’S THESIS**  
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take SPAN 699 if they don’t complete SPAN 698 within the semester.  
*Prerequisite: Departmental approval.*

**SPAN 699 MASTER’S THESIS EXTENSION**  
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.  
*Prerequisite: SPAN 698.*
The Department of Mathematical Sciences offers a Master of Science degree in Statistics. The MS in Statistics is for students interested in becoming practitioners of statistics, who are trained in statistical methodology. The program emphasize the foundations and concepts of statistics as well as the new and developing areas of statistics. Though the applications of statistical sciences are emphasized, the theoretical foundations are presented as well. Specifically, students are prepared for professional work in the design and analysis of statistical models, data analytic techniques and the associated computational methods, and statistical computing. The curriculum is designed to allow students to develop the skills needed to achieve positions in the many pharmaceutical, chemical, health services, public service and consumer product corporations and other industries that require significant research and development efforts as well as data analysis. Through the accessibility of computers and the availability of powerful statistical software to analyze huge data sets, the use of statistical methods has now become widespread in many industries.

The MS in Statistics is of interest to undergraduate mathematics majors looking for challenging career paths that apply their problem solving skills to important social, health, medical and business issues; undergraduate statistics majors who feel the need to expand their knowledge; people currently working as statistical assistants; people trained in biology, chemistry, physics or medicine who are involved in the analysis of experiments; and computer scientists who are involved in data analysis.

The Statistical Consulting Program, housed in the Department of Mathematical Sciences, offers the campus community and off-campus clients statistical advice in the design of experiments and studies as well as the analysis and interpretation of the results. This program also offers MS students the opportunity to obtain applied experience by becoming involved in the data collection, analysis and interpretation of ongoing projects. In addition, our proximity to the pharmaceutical industry permits students the exciting option of an applied industrial experience, working under the supervision of a practicing statistician and a departmental faculty advisor.

Students and faculty in the Department have access to state-of-the-art interactive computing environments for data analysis and data graphics.

**ADMISSION REQUIREMENTS**

1. All students must meet the admissions requirements for graduate study at Montclair State University.
2. Applicants must possess a bachelors degree from an accredited institution with either:
   a. A major in computer science or mathematics.
   b. A major in science or engineering.
   c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 18 undergraduate mathematics credits which should include:
   a. Three semester sequence of calculus.
   b. Linear algebra.
   c. Probability.
4. Applicants must be proficient in a computer programming language such as C, C++, or Java.

A candidate for the Master of Science degree in Statistics must consult the graduate program coordinator of the department before matriculation since the choice of graduate courses must be adjusted to the level of preparation in undergraduate work. All the degree programs in Statistics are 33 credit programs. The student’s program of study listing course requirements is prepared in consultation with the graduate program coordinator.

In order to be awarded a Master of Science degree in Statistics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematical Sciences. In addition a student must pass a three hour written comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average and to have completed a minimum of 12 degree bearing credits in order to be eligible to take the comprehensive examination.

**REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN STATISTICS**

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Core Courses (15-18 semester hours)</td>
</tr>
<tr>
<td>STAT: 541 or equivalent* ................................................................. 3</td>
</tr>
<tr>
<td>STAT: 542, 543, 544, 547, 548 .......................................................... 15</td>
</tr>
<tr>
<td>*This course must be taken if an equivalent course has not been taken previously</td>
</tr>
<tr>
<td>II. Statistical Science Electives (12 semester hours)</td>
</tr>
<tr>
<td>One of the following courses:</td>
</tr>
<tr>
<td>STAT: 640, 646 or 648 ................................................................. 3</td>
</tr>
<tr>
<td>Three or more courses selected from:</td>
</tr>
<tr>
<td>STAT: 545, 546, 549, 640-649 .......................................................... 9</td>
</tr>
<tr>
<td>III. Computer Science, Mathematics and/or Statistics Electives ........ 3-6 s.h.</td>
</tr>
<tr>
<td>Courses selected from:</td>
</tr>
<tr>
<td>CMPT: 578, 583, 586, 589, 590, 592, 593, 594, 683</td>
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<tr>
<td>MATH: 540, 560, 568, 569, 580, 584,</td>
</tr>
<tr>
<td>STAT: 541-549; 640-649</td>
</tr>
<tr>
<td>Substitutions are allowed with prior written approval of the graduate program coordinator. At most 6 semester hours can be taken at the 400 level. At most six semester hours of an applied industrial experience can be taken with approval of the graduate program coordinator.</td>
</tr>
<tr>
<td>IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Statistics.</td>
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<tr>
<td>Minimum semester hours: 33</td>
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</tbody>
</table>
## Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 541</td>
<td>APPLIED STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, Latin square, and 2 factor designs.</td>
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<tr>
<td></td>
<td>Prerequisite: STAT 440 Fundamentals of Modern Statistics I or 443 Introduction to Mathematical Statistics and permission of graduate coordinator.</td>
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<tr>
<td>STAT 542, 543</td>
<td>STATISTICAL THEORY I, II</td>
<td>3 each</td>
</tr>
<tr>
<td></td>
<td>Discrete and continuous probability distributions, multivariate distributions, sampling theory, transformations, Chi-squared, ‘F’ and ‘t’ distributions. Point estimation properties of estimators, sufficiency, exponential families, interval estimation, hypothesis testing, power, Neyman-Pearson Lemma, likelihood ratio tests. The impact of the above theory on areas such as regression analysis, analysis of variance and analysis of discrete data.</td>
<td></td>
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<tr>
<td></td>
<td>Prerequisites: STAT 541 and permission of graduate coordinator for STAT 542; STAT 542 for STAT 543.</td>
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<tr>
<td>STAT 544</td>
<td>STATISTICAL COMPUTING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.</td>
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<tr>
<td></td>
<td>Prerequisites: STAT 541 or 548, and CMPT 183 Foundations of Computer Science I and permission of graduate coordinator.</td>
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<tr>
<td>STAT 545</td>
<td>PRACTICUM IN STATISTICS I</td>
<td>3</td>
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<tr>
<td></td>
<td>An applied experience in which students work with practitioners in industry, government or research organizations utilizing statistical techniques in a research setting. Students will work with statisticians on projects involving experimental design and data collection as well as the analysis and interpretation of the data.</td>
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<tr>
<td></td>
<td>Prerequisites: STAT 541, and 544 and STAT 547 or 548 and permission of Statistics graduate program coordinator.</td>
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<tr>
<td>STAT 546</td>
<td>NON-PARAMETRIC STATISTICS</td>
<td>3</td>
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<td></td>
<td>Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall’s Tau, Kruskal-Wallace, Friedman, McNemar, and others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisites: STAT 440 Fundamentals of Modern Statistics I and permission of graduate coordinator.</td>
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</tr>
</tbody>
</table>
STAT 547 DESIGN AND ANALYSIS OF EXPERIMENTS 3
Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.
Prerequisite: STAT 541 or 548.

STAT 548 APPLIED REGRESSION ANALYSIS 3
Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.
Prerequisites: STAT 440 Fundamentals of Modern Statistics I or STAT 443 Introduction to Mathematical Statistics and permission of graduate coordinator.

STAT 549 SAMPLING TECHNIQUES 3
Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.
Prerequisites: STAT 440 Fundamentals of Modern Statistics I or STAT 443 Introduction to Mathematical Statistics and permission of graduate coordinator.

STAT 561 STATISTICAL DATA MINING I 3
Introduction to the concepts and applications of a variety of data mining methods. Data mining is the process of selecting, exploring, and modeling large amounts of data to uncover previously unknown patterns in the data. Statistical methods covered include classification and regression trees, predictive modeling, and unsupervised learning. Hands-on applications to data sets from diverse fields. Statistical software is used.
Prerequisites: STAT 541 or STAT 548 or equivalent.

STAT 562 STATISTICAL DATA MINING II 3
Continuation of STAT 561. An in-depth approach to the topics of STAT 561 including logistic regression, decision trees, classifier theory, predictive modeling and unsupervised learning methods. Mathematical details of these techniques as well as the computational methods for their implementation. Hands-on applications to data sets from diverse fields. Statistical software is used.
Prerequisites: STAT 548 and STAT 561.

STAT 595 TOPICS IN STATISTICS 3
Topics such as exploratory data analysis statistical graphics, statistical quality control and statistical quality assurance, Bayesian methods and Markov chain, Monte Carlo studies. May be repeated twice for a maximum of nine semester hours.
Prerequisite: Permission of graduate coordinator.

STAT 600 STATISTICAL METHODS FOR RESEARCH WORKERS I 3
Planning effective observational and experimental research, data collection and summarization, significance testing and p-values, t-test, chi-square, regression and correlation, use of statistical software, reading statistical results in the literature.
Prerequisite: Doctoral status
STAT 601  STATISTICAL METHODS FOR RESEARCH WORKERS II  
Principles and practices of experimental design. Randomized comparative designs, randomized block designs, factorial designs, dealing with concomitant variables, repeated measurements. Predictive modeling and analysis of designed studies. Topics from multivariate analysis, time series analysis, categorical data analysis. Students analyze data from research projects. 
Prerequisite: STAT 600 or equivalent.

STAT 640  BIOSTATISTICS I  
Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Categorical data analysis, logistic regression, generalized linear models, nonparametric regression techniques. 
Prerequisites: STAT 544, and 547, and 548 and permission of graduate coordinator.

STAT 641  BIOSTATISTICS II  
Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Survival analysis and designs for clinical trials. 
Prerequisites: STAT 544, and 547, and 548, and permission of graduate coordinator.

STAT 645  ADVANCED TOPICS IN STATISTICS  
Recent developments in statistical science. Topics such as data mining, statistical genomics, computationally intensive data-analytic methods, statistical consulting, dynamic statistical graphics and visualization, applied time series analysis. May be repeated with no limit as long as the topic is different. 
Prerequisite: Permission of graduate coordinator.

STAT 646  MULTIVARIATE ANALYSIS  
Analysis of multiple response variables simultaneously; covariance and the multivariate normal distribution; manova, discriminant functions; principle components and canonical correlations. 
Prerequisites: STAT 541 and 548 and permission of graduate coordinator.

STAT 648  ADVANCED STATISTICAL METHODS  
Advanced statistical concepts and methods used by statistical scientists in the analysis of designed experiments and observational studies. Response surface methodology, analysis of covariance, the general linear model, the cell means model and the analysis of variance of unbalanced or messy data. 
Prerequisites: STAT 544, and 547, and 548 and permission of graduate coordinator.

STAT 649  INDEPENDENT STUDY IN STATISTICS  
Independent study under the direction of a faculty member, offering the opportunity to pursue topics in statistics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate coordinator and faculty advisor. May be repeated once for a maximum of six semester hours as long as the topic is different. 
Prerequisite: Permission of graduate coordinator. Departmental approval.
The Master of Arts degree in Theatre is designed to enhance already existing skills in the theatre or to develop those skills that can be applied from related and ancillary backgrounds. The program is structured to emphasize both theoretical and practical approaches in theatre and to allow for original research and creative projects. Concentrations are available in Theatre Studies, Production/Stage Management, and Arts Management. Special attention is paid to the literature and history of each area of concentration and to the respective academic and professional skills necessary to become a practitioner of the selected concentration. The course sequence and content are designed to strengthen research, performance, and production. The Master of Arts, Theatre Studies concentration is ideal for those seeking to pursue a generalized knowledge in theatre or for those who plan to continue in a program of doctoral studies. The Master of Arts, Production/Stage Management concentration is ideal for those who wish to pursue a management position in educational or professional theatre. The Master of Arts, Arts Management concentration is ideal for those who want to improve their business management skills, gain additional expertise in the arts and cultural sectors, and extend their career opportunities.

ADMISSION REQUIREMENTS

It is recommended that students wishing to matriculate as graduate students in Theatre would have completed an undergraduate major or the professional equivalent from one of the following areas: acting, directing, production, design, English or cultural studies. Students with other degrees will be considered on an individual basis. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN THEATRE

CONCENTRATION IN THEATRE STUDIES

The candidate must complete all three parts of the requirements and a comprehensive examination for the degree as detailed below.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>I. Required Core (6 semester hours)</td>
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</tr>
<tr>
<td>THTR 501 Research Methods in Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 534 Graduate Theatre Readings</td>
<td>3</td>
</tr>
<tr>
<td>II. Required Courses (18 semester hours)</td>
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<tr>
<td>THTR 505 Dramaturgy</td>
<td>3</td>
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<td>OR</td>
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<tr>
<td>THTR 511 Tragic Elements in Drama</td>
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<tr>
<td>THTR 512 Comic Elements in Drama</td>
<td>3</td>
</tr>
</tbody>
</table>
THTR 513 Modern and Contemporary Theatre History ............................ 3
THTR 517 Theatre Criticism .................................................................. 3
THTR 525 Advanced Acting Workshop

OR

THTR 535 Advanced Directing Workshop ........................................... 3
THTR 599 Independent Study .............................................................. 3
(must be an academic writing project)

III. Electives (9 semester hours)
Chosen in consultation with the graduate program coordinator.
(6 semester hours may be taken outside of the Theatre department)

THTR 504 Contemporary Theatre ....................................................... 3
THTR 507 Theatrical Production .......................................................... 3
THTR 508 Internship: Theatrical Practice (3 s.h. maximum) ................. 3
THTR 509 Special Topics in Theatre and Drama ................................... 3
THTR 514 Non-Western Drama and Theatre ....................................... 3
THTR 540 The Collaborative Process .................................................. 3
THTR 545 Scenic Design I: The Legitimate Theatre ......................... 3
THTR 546 Scenic Design II: Performing Arts .................................. 3
THTR 554 Stage Lighting Design ....................................................... 3
THTR 555 Advanced Problems in Technical Production ................. 3
THTR 575 Seminar Costume Design & Construction ...................... 3
THTR 580 Theatre Management ....................................................... 3
THTR 581 Stage Management ......................................................... 3
THTR 582 Production Management .................................................. 3
THTR 698 Master’s Thesis ................................................................. 6

IV. Comprehensive Examination Required
May be taken after completing 24 semester hours of graduate work.
Minimum semester hours: 33

CONCENTRATION IN PRODUCTION/STAGE MANAGEMENT

The Candidate must complete all three parts of the requirements and a comprehensive examination for the degree as detailed below:

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>I. Required Core (6 semester hours)</td>
</tr>
<tr>
<td>THTR 501 Research Methods in Theatre ........................................... 3</td>
</tr>
<tr>
<td>THTR 534 Graduate Theatre Readings ........................................... 3</td>
</tr>
<tr>
<td>II. Required Courses (15-16 semester hours)</td>
</tr>
<tr>
<td>THTR 507 Theatrical Production .................................................. 3</td>
</tr>
<tr>
<td>THTR 508 Internship: Theatrical Practice .................................. 6-7</td>
</tr>
<tr>
<td>THTR 581 Stage Management ....................................................... 3</td>
</tr>
<tr>
<td>THTR 582 Production Management .................................................. 3</td>
</tr>
<tr>
<td>III. Electives (12 semester hours)</td>
</tr>
<tr>
<td>To be selected in consultation with the graduate program coordinator:</td>
</tr>
<tr>
<td>THTR 504 Contemporary Theatre ................................................... 3</td>
</tr>
<tr>
<td>THTR 505 Dramaturgy ................................................................. 3</td>
</tr>
<tr>
<td>THTR 509 Special Topics in Theatre and Drama ........................... 3</td>
</tr>
</tbody>
</table>
IV. Comprehensive Examination Required
May be taken after completing 24 semester hours of graduate work.
Minimum semester hours: 33

CONCENTRATION IN ARTS MANAGEMENT

The candidate must complete all three parts of the requirements and a comprehensive examination for the degree as detailed below.

Semester
Hours

I. Required Core (6 semester hours)
   THTR 583 The Business of Art .............................................................. 3
   THTR 585 Grantsmanship and Fundraising ............................................. 3
   MGMT 505 Management process and Organizational Behavior .............. 3
   ACCT 501 Financial Accounting .......................................................... 3

II. Required Courses (12 semester hours)
   THTR 501 Research Methods in Theatre
   (or a research methods course in another art’s discipline) ................. 3
   LSLW 537 Entertainment Law .............................................................. 3

   Option A:
   THTR 508 Internship ......................................................................... 3
   THTR 599 Independent Study .............................................................. 3

   OR

   Option B:
   THTR 698 Thesis ............................................................................... 6

III. Electives
   A. Specialization (Select 2 courses):
      THTR 580 Theatre Management ...................................................... 3
      THTR 582 Production Management ................................................. 3
      ARHM 501 Art and Museum Management ......................................... 3
SPCM 520 Introduction to Public Relations  
SPCM 545 Issue Management ................................................................. 3  
SPCM 547 Seminar in Organizational Management .............................. 3  
Or appropriate courses in music with approval of the graduate program coordinator.

B. Business and Legal Studies (Select 1 course)  
INBS 501 International Business Concepts and Issues ......................... 3  
INBS 530 Export Management ............................................................... 3  
LSLW 551 Negotiation Theory and Practice .......................................... 3  
LSLW 558 Cross-Cultural Conflict Resolution ....................................... 3  
MGMT 510 Human Resource Management ........................................... 3  
MGMT 513 Leadership and Behavior ............................................... 3  
MGMT 525 Entrepreneurship and Small Business Management ............. 3  
MKTG 501 Fundamentals of Marketing ................................................. 3  
SPCM 510 Special Topics in Communication ....................................... 3  

C. Cultural Criticism and Art History (Select 1)  
THTR 504 Contemporary Theatre ....................................................... 3  
THTR 513 Modern and Contemporary Theatre History ......................... 3  
THTR 517 Theatre Criticism ............................................................... 3  
ARHS 590 Modern Philosophy of Art I .............................................. 3  
ARHS 591 Modern Philosophy of Art II ........................................... 3  
ARST 600 Contemporary Art and Aesthetics ........................................ 3  
ANTH 550 Culture Change ............................................................... 3  
MUHS 549 Modern Music ................................................................. 3  
SPCM 581 Media and Mass Culture .................................................. 3  
Or other course in Art History, Philosophy of Art, Theatre or Music subject to approval of graduate program coordinator. 

Minimum semester hours: 36

THEATRE AND DANCE DEPARTMENT

Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 501</td>
<td>RESEARCH METHODS IN THEATRE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foundations in research and research methodologies. A survey of resources and methods (including critical, historical and textual) in theatre to assist students in assessing and designing research. <strong>Course must be completed in first two semesters of matriculation.</strong></td>
<td></td>
</tr>
<tr>
<td>THTR 504</td>
<td>CONTEMPORARY THEATRE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The theory and practice in today’s professional theatre: writing, acting, directing and producing problems and trends of current theatrical fare. Open to all graduate students.</td>
<td></td>
</tr>
<tr>
<td>THTR 505</td>
<td>DRAMATURGY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction and overview of dramaturgy as a component of the creative team. Includes units on production dramaturgy, collaboration with directors, new play development, working with playwrights and adaptation.</td>
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</tr>
</tbody>
</table>
THTR 507 THEATRICAL PRODUCTION 3
Students pursue projects in one of the following areas: acting, directing, scenic design, lighting design, technical theatre or management. May be repeated for a maximum of six credits.

THTR 508 INTERNSHIP: THEATRICAL PRACTICE 3 - 7
Practical experience in theatre under supervision of staff member of professional, semi-professional, or educational theatre, on- or off-campus.

Prerequisite: Departmental approval.

THTR 509 SPECIAL TOPICS IN THEATRE AND DRAMA 3
A selected topic in the history, literature, criticism or theory of theatre and drama not included in the regular departmental offerings will be examined in depth. May be repeated twice for a maximum of six credits.

THTR 511 TRAGIC ELEMENTS IN DRAMA 3
The “evolution” of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, “tragic devices,” content, and performance.

THTR 512 COMIC ELEMENTS IN DRAMA 3
The “evolution” of comic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative comic playscripts in terms of style, structure, “comic devices”, content, and performance.

THTR 513 MODERN AND CONTEMPORARY THEATRE HISTORY 3
Theatrical history associated with Western culture from 1890 to the present; the contemporary theatrical scene and its direct heritage. Major emphasis on British and continental developments with some attention to American theatre.

THTR 514 NON-WESTERN DRAMA AND THEATRE 3
Theatrical forms and dramatic literature of non-Western cultures (China, Japan, India, Southeast Asia and Africa) in historical and contemporary contexts. The influence of these forms on modern Western theatrical theory and practice (Brecht, Artaud, Brook and others) will be examined.

THTR 517 THEATRE CRITICISM 3
Historical review of the principles involved in theatre criticism from a literary perspective. While attention is given to selected historical periods, dramatic theorists and theatre critics, the focus of class is on contemporary critical methodologies that augment playscript interpretation and production.

THTR 525 ADVANCED ACTING WORKSHOP 3
A workshop of acting styles from the classical to the modern, highlighting traditional periods, including Greek, Elizabethan, Restoration, and realistic acting. The basic assignments of the course are scene study and class presentations, individual and partner work in assignments and exercises.

THTR 534 GRADUATE THEATRE READINGS 3
Reading and assessment of important texts in the theory, history, criticism and practice of theatre. Course must be completed within the first two semesters of matriculation.
THTR 535  ADVANCED DIRECTING WORKSHOP  3
A workshop in play directing, including analysis and direction of scenes from realistic and period style plays. Final project includes a director’s analysis and prompt script or the equivalent work in a term report on a particular approach to directing.

THTR 540  THE COLLABORATIVE PROCESS  3
Course explores creative and collaborative strategies among the personnel involved in the mounting and production of a script: directors, designers, dramaturges and production personnel. It will explore techniques of script, analysis, the creation of a production concept, and the effective implementation of this concept in all facets of production.

THTR 545  SCENIC DESIGN I: THE LEGITIMATE THEATRE  3
Scene design as related to the play, director and audience. Theatrical styles, genres, multiple, unit and simultaneous settings discussed. Includes script analysis and design work with an emphasis on visualization of design concepts, perspective sketch and modeling techniques.

THTR 546  SCENIC DESIGN II: PERFORMING ARTS  3
Design problems inherent in musical comedy, opera and dance. Emphasis on planning, design and execution of scenery.

THTR 554  STAGE LIGHTING DESIGN  3
The theory and practice of lighting design from both pragmatic and aesthetic points of view. The student will focus on the function and qualities of lighting as a design medium and its application to various styles of theatrical production. Student will develop several lighting plots and schedules.

THTR 555  ADVANCED PROBLEMS IN TECHNICAL PRODUCTION  3
Physical resources available to technician. Exploration of new materials and techniques as well as extensive work in standard techniques. Knowledge of drafting techniques helpful.

THTR 575  SEMINAR COSTUME DESIGN AND CONSTRUCTION  3
Costume as one visual element of design in the theatre. Research procedure, design theory, construction techniques, use of materials.

THTR 580  THEATRE MANAGEMENT  3
The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.

THTR 581  STAGE MANAGEMENT  3
Experiential study of stage management including: pre-production script analysis, organizing a prompt script, function in production meetings, implementing rehearsal schedule and company rules, rehearsal duties, technical rehearsals, and running/closing the show. Student will participate in all productions.

THTR 582  PRODUCTION MANAGEMENT  3
Experiential study of season scheduling; space scheduling; rehearsal scheduling; budgeting and pricing out costs for sets, costumes, lighting and props; management of backstage personnel; union contracts; and safety issues in the theatre and backstage. Course work supplemented by hands-on work on theatre/dance projects and spaces.
THTR 583 THE BUSINESS OF ART 3
The course is designed to provide an overview of the economic, organizational and social factors that influence contemporary art organizations. The students will examine structures, practices and issues concerning the visual and performing arts in both the nonprofit, government and commercial sectors. Structures to be studied include theatres, dance companies, art galleries and museums, arts councils, presenting organizations, orchestras and other music groups. The student will analyze the impacts of unions and professional organizations on these structures. With an introduction to various practices including audience development, fund-raising, grantsmanship, lobbying, advocacy, planning and organizational development, this course prepares the student for more extensive and advanced work in the Arts Management concentration. Cross listed with Art and Design ARHM 583.

THTR 585 GRANTSMANSHIP AND FUNDRAISING 3
Methods of grantsmanship, fundraising and other strategies to secure support for institutional operations and programs in the arts.

THTR 599 INDEPENDENT STUDY 1 - 3
Individual projects in theatre that result in significant research. May be repeated without limit as long as the topic is different.
Prerequisite: Departmental approval.

THTR 698 MASTER’S THESIS 6
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take THTR 699 if they don’t complete THTR 698 within the semester.
Prerequisite: Departmental approval.

THTR 699 MASTER’S THESIS EXTENSION 1
Continuation of Master’s Thesis Project. Thesis Extension will be graded as IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
Prerequisite: THTR 698.
GRADUATE CERTIFICATE PROGRAMS

Graduate certificate programs are a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. Certificate programs at Montclair State University vary in length, but most are designed to be able to be completed within one to two years of study.

The following is a list of Graduate Certificate Programs offered by Montclair State University:

**Graduate Certificates**
- American Dietetic Association Didactic Program in Dietetics
- Artistic Diploma
- Child Advocacy
- Conflict Management in the Workplace
- Food Safety Instructor
- Geographic Information Science
- Gifted and Talented Education
- Health Education
- Human Sexuality Education
- Molecular Biology
- Nutrition and Exercise Sciences
- Object Oriented Computing
- Performer’s Certificate
- Philosophy for Children
- Teaching English to Speakers of Other Languages
- Teaching Middle Grades Mathematics
- Water Resource Management

**Post-Master’s Certificates**
- Accounting
- Advanced Counseling
- International Business
- Management

**Post-Baccalaureate Certificates**
- CISCO
- Music Therapy
- Paralegal Studies
- Translation and Interpretation in Spanish

Program description, admission information, and undergraduate course descriptions are included under each program. There is also a reference to the index entry for the program under which graduate course descriptions are printed. A list of current Graduate Program Coordinators is available at [www.montclair.edu/graduate/current/adviserlist.shtml](http://www.montclair.edu/graduate/current/adviserlist.shtml).
Admission to a certificate program does not guarantee acceptance into a Montclair State University degree program. Students must reapply if interested in a graduate degree program.

The Office of Graduate Admissions and Support Services will notify first time certificate students that they have been admitted and are eligible for registration via a letter. Please refer to the Schedule of Courses booklet available from the Office of the Registrar for more information. Students must meet appropriate deadlines to be eligible for registration.
GRADUATE CERTIFICATES

AMERICAN DIETETIC ASSOCIATION (ADA) PROGRAMS

ADA-DIDACTIC PROGRAM IN DIETETICS (DPD)

Telephone: (973) 655-5253

The ADA Certificate program is approved by the American Dietetic Association. It involves completion of an undergraduate curriculum known as the Didactic Program in Dietetics (DPD), which is offered within the Department of Health and Nutrition Sciences. Individuals with a Bachelor of Arts or Sciences in any field may complete the course work to achieve an American Dietetic Association (ADA) Verification Statement.

The Verification Statement is required for applying to ADA dietetic internships or supervised practice programs as well as active membership in the Association and some employment applications. The Dietetic Internship is the supervised practice requirement which is a prerequisite to taking the national registration exam the status of the Registered Dietitian is achieved and the credentials RD may be used in practice.

**ADA Accredited Dietetic Internship** - For Dietetic Internship application and program information, please call Life Skills Center (973) 655-4172 or Dietetic Internship office at (973) 655-4375. This supervised practice program is highly competitive and open only to those who have successfully completed the ADA Didactic program.

**ADMISSION REQUIREMENTS**

All candidates must meet the basic admissions requirements for graduate study at Montclair State. The completion of a major from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required.

Credentials are processed as soon as they are received. This program does not have a specific deadline, however the Office of Graduate Admissions and Support Services recommends that students submit their credentials as far in advance as possible for the semester they plan to begin their studies to ensure a timely review of their application.

Prospective students may request a transcript evaluation from the ADA Coordinator to determine what courses need to be taken. A fee of $50.00 is charged for students with degrees from the United States, $100.00 for international students (World Education Service Evaluation is required).

Those post-baccalaureate students who desire to attend Montclair State for Verification Statement apply through the Office of Graduate Admissions and Support Services. The graduate application has a section for declaring the ADA Certification Program. Admission deadlines are those set by the Office of Graduate Admissions and Support Services.

All DPD courses must be completed with a grade of "C" or better. Upon completion of all courses students complete a Request for Transcript Evaluation form which is
available from the ADA Coordinator. Original transcripts from all colleges or universities attended must be sent to the coordinator for final review and preparation of the Verification Statements.

### REQUIREMENTS FOR THE DIDACTIC PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Required Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physical and Biological Sciences (20 semester hours)</td>
</tr>
<tr>
<td></td>
<td>CHEM 109 College Chemistry Laboratory I ................... 1</td>
</tr>
<tr>
<td></td>
<td>CHEM 111 Elements of Chemistry I ............................ 3</td>
</tr>
<tr>
<td></td>
<td>CHEM 130 Elements of Organic Chemistry ........................ 4</td>
</tr>
<tr>
<td></td>
<td>CHEM 270 Fundamentals of Biochemistry .......................... 5</td>
</tr>
<tr>
<td></td>
<td>BIOL 243 Anatomy and Physiology .................................. 4</td>
</tr>
<tr>
<td></td>
<td>BIOL 254 Applied Microbiology ................................... 3</td>
</tr>
<tr>
<td></td>
<td>Behavioral and Social Sciences (9 semester hours)</td>
</tr>
<tr>
<td></td>
<td>NUFD 153 Dynamics of Food and Society ........................ 3</td>
</tr>
<tr>
<td></td>
<td>ECON 100 Introduction to Economics .............................. 3</td>
</tr>
<tr>
<td></td>
<td>OR ECON 101 Principles of Economics: Macro ..................... 3</td>
</tr>
<tr>
<td></td>
<td>OR ECON 102 Principles of Economics: Micro ........................ 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 101 General Psychology I: Growth and Development .......... 3</td>
</tr>
<tr>
<td></td>
<td>Food (9 semester hours)</td>
</tr>
<tr>
<td></td>
<td>NUFD 150 Food Composition and Scientific Preparation .......... 3</td>
</tr>
<tr>
<td></td>
<td>NUFD 255 Meal Design and Management .............................. 3</td>
</tr>
<tr>
<td></td>
<td>NUFD 357 Experimental Food Science ................................ 3</td>
</tr>
<tr>
<td></td>
<td>Nutrition (17 semester hours)</td>
</tr>
<tr>
<td></td>
<td>NUFD 192 Nutrition with Laboratory ................................ 4</td>
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<tr>
<td></td>
<td>NUFD 282 Applied Nutrition in the Lifecycle ..................... 4</td>
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<td></td>
<td>NUFD 382 Advanced Nutrition ....................................... 4</td>
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<tr>
<td></td>
<td>NUFD 488 Medical Nutrition Therapy ............................... 4</td>
</tr>
<tr>
<td></td>
<td>NUFD 490 Nutrition and Food Science Professional Seminar .......... 1</td>
</tr>
<tr>
<td></td>
<td>Management Theory and Principles (3 semester hour)</td>
</tr>
<tr>
<td></td>
<td>MGMT 231 Management Processes ..................................... 3</td>
</tr>
<tr>
<td></td>
<td>Communication (9 semester hours)</td>
</tr>
<tr>
<td></td>
<td>SPCM 101 Fundamentals of Speech: Communication Requirement .... 3</td>
</tr>
<tr>
<td></td>
<td>ENWR 105 College Writing I: Intellectual Prose ................... 3</td>
</tr>
<tr>
<td></td>
<td>NUFD 482 Nutrition Counseling ..................................... 3</td>
</tr>
</tbody>
</table>
Learning Theory (3 semester hours)
NUFD 412 Nutrition Education Techniques .............................................. 3

Mathematics and Data Processing/Data Evaluation (6 semester hour)
MATH 109 Statistics ................................................................................... 3
NUFD 304 Introduction to Research .......................................................... 3

Foodservice System Management (8 semester hours)
NUFD 252 Quantity Food Purchasing and Production Laboratory .......... 2
NUFD 253 Quantity Food Purchasing and Production .............................. 3
NUFD 352 Organization and Management of Foodservice Systems ......... 3

Minimum semester hours: 84

Note: All upper level food and nutrition coursework must be taken at MSU, including:
NUFD 412 Nutrition Education Techniques .............................................. 3
NUFD 352 Organization and Management of Foodservice Systems ......... 3
NUFD 357 Experimental Food Science...................................................... 3
NUFD 382 Advanced Nutrition ................................................................. 4
NUFD 488 Medical Nutrition Therapy ...................................................... 4
The Artist Diploma is a unique, conservatory-inspired program focused on developing both the artistry and professionalism of gifted young musicians. Except in unusual and compelling circumstances, the Artist Diploma is limited to areas of performance with substantial and significant solo repertoire.

Candidates for Artist Diploma possess not only great talent, but also the ability and determination to realize that talent in the contemporary musical world. They may have already embarked on solo performing careers, or may be on the brink of such careers.

The two-year program is tailored to their individual needs; working in close collaboration with studio faculty and Graduate Coordinators, Artist Diploma students focus on performance, deepening their artistry in close collaboration with our faculty. The program concentrates on the practical aspects of musical performance, including private instruction, participation in large and small musical ensembles, and solo and chamber music concerts.

In each case, the candidates have opportunities to reflect on their music, to enjoy the support of an educational environment and to feel the freedom to create their music. As part of their program responsibilities, these young artists play an active role in the musical life of the department during the required two-year residency.

ADMISSION REQUIREMENTS

Students must have a baccalaureate degree or equivalent from an accredited institution. Audition information and requirements are available on-line at http://www.montclair.edu/music/pages/audition/audition.html

REQUIREMENTS FOR THE ARTIST DIPLOMA CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses (16 semester hours):</td>
</tr>
<tr>
<td>MUAP 541 Applied Music I ................................................................. 4</td>
</tr>
<tr>
<td>MUAP 542 Applied Music II ................................................................. 4</td>
</tr>
<tr>
<td>MUAP 643 Applied Music III ................................................................. 4</td>
</tr>
<tr>
<td>MUAP 644 Applied Music IV ................................................................. 4</td>
</tr>
<tr>
<td>Ensembles (8 semester hours) Select from the following:</td>
</tr>
<tr>
<td>MUPR 550 Chamber Ensemble Performance I ........................................... 1</td>
</tr>
<tr>
<td>MUPR 551 Chamber Ensemble Performance II ......................................... 1</td>
</tr>
<tr>
<td>MUPR 552 Chamber Ensemble Performance III ....................................... 1</td>
</tr>
<tr>
<td>MUPR 553 Chamber Ensemble Performance IV ....................................... 1</td>
</tr>
<tr>
<td>MUPR 533 Ensemble: Opera Workshop .................................................. 1</td>
</tr>
<tr>
<td>MUPR 535 Ensemble: Band .................................................................... 1</td>
</tr>
<tr>
<td>MUPR 537 Ensemble: Orchestra ............................................................. 1</td>
</tr>
<tr>
<td>MUPR 561 Harry Partch Ensemble ......................................................... 0.5</td>
</tr>
</tbody>
</table>

Minimum semester hours: 24

Graduate course descriptions are listed in the Music section of the catalog. Please refer to the index for the page number.
CHILD ADVOCACY CERTIFICATE PROGRAM

Telephone: (973) 655-4188

The Center for Child Advocacy offers two programs: a Post-Baccalaureate Certificate in Child Advocacy and a Master of Arts in Child Advocacy with an optional concentration in Public Child Welfare. Students completing the Post-BA certificate may apply for the MA in Child Advocacy. Once successfully admitted into the MA program students may transfer the 15 credits from the Post-BA into the master’s program. Students may also elect to complete the Post-BA program and not continue for the MA.

The Post-BA Certificate in Child Advocacy
The Child Advocacy certificate has been designed to provide students with a multidisciplinary understanding of the role of the child advocate as seen through the disciplines of law, social work, and psychology. This unique perspective encompassing these three areas of learning equip graduates with training that will enhance their skills in a variety of settings.

ADMISSION REQUIREMENTS

To be considered for admission into the Child Advocacy Post-Baccalaureate Certificate program, students must have a baccalaureate degree in any discipline. Students must submit to the Office of Graduate Admissions and Support Services a completed Graduate Application, which includes official transcripts from each college/university attended and a statement of objectives. Students can begin the program any semester. Courses are offered during the fall and spring semesters and during summer. These courses may be transferred into the Master of Arts in Child Advocacy provided they meet the requirements for this program and the student is admitted.

REQUIREMENTS FOR THE CHILD ADVOCACY CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses (15 semester hours):</td>
<td></td>
</tr>
<tr>
<td>CHAD 501 Introduction to Applied Child Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 502 Child Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 503 Current Social Issues in Child Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 504 Children and Justice</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 505 Theoretical and Applied Models for Interviewing Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum semester hours: 15

Graduate course descriptions are listed with the Master of Arts in Child Advocacy. Please refer to the index for the page number.
The Department of Political Science and Law offers a twelve credit post-baccalaureate certificate for students interested in enhancing their credentials through education in the theory and practice of conflict management in employment settings. Developing a foundation of knowledge and analytical skills derived from social science and humanities disciplines such as law, psychology, sociology, anthropology, dispute resolution, history, philosophy, the program creates a body of knowledge sets that can be applied in workplace environments.

ADMISSION REQUIREMENTS

To be admitted, applicants must have a baccalaureate degree from an accredited college or university and meet other departmental GPA requirements.

REQUIREMENTS FOR THE CONFLICT MANAGEMENT IN THE WORKPLACE CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Required Courses (12 semester hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>LSLW 551 Mediation .................................................................</td>
</tr>
<tr>
<td>3</td>
<td>LSLW 553 Arbitration and Other Adjudicative Processes ..................</td>
</tr>
<tr>
<td>3</td>
<td>LSLW 556 Dispute Resolution in the Workplace ............................</td>
</tr>
<tr>
<td>3</td>
<td>LSLW 578 Legal Aspects of Human Resource Management ...................</td>
</tr>
</tbody>
</table>

Students who have completed four courses (LSLW 551, LSLW 553, LSLW 556 and LSLW 578) of the Conflict Resolution in the Workplace certificate with a cumulative GPA of 3.0 or greater will have the GRE waived if they apply for the M.A. in Legal Studies, and all four courses may apply to the M.A. in Legal Studies.

Graduate course descriptions are listed with the Master of Arts in Legal Studies. Please refer to the index for the page number.
FOOD SAFETY INSTRUCTOR CERTIFICATE PROGRAM

Telephone: (973) 655-5253

The certificate program is designed for health professionals who are currently involved in or are interested in educating workers in the food industry about the principles and practices of food safety. The program affords the candidates the educational experiences to expand their expertise in developing food safety education programs for different population groups and different settings, selecting or designing effective instructional strategies for the teaching of such programs, and developing appropriate means for measuring and evaluating the effectiveness of their programs. The program flexibility in terms of selection of courses permits the candidates to choose a combination of courses that best meet their professional needs.

ADMISSION REQUIREMENTS

To be admitted into the program an applicant must hold a baccalaureate degree in health education, public health or related health field from an accredited college or university with a grade point average of 2.65 or higher on a 4-point scale or equivalent on a 5-point scale, and meet all the other requirements set by the university.

REQUIREMENTS FOR THE FOOD SAFETY INSTRUCTOR CERTIFICATE PROGRAM

The program consists of 12 semester hours of graduate courses. The applicant must successfully complete a total of four courses (12 semester hours of credit) from the following list with a cumulative grade point average of 2.800 or higher to receive the certificate. A minimum of one course must be taken from each of the following three groups:

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
</tr>
<tr>
<td>HLTH 520 Foundations and Methods in Health Education ....................... 3</td>
</tr>
<tr>
<td>HLTH 526 Curriculum Development and Program Planning in Health Education ................................................................. 3</td>
</tr>
<tr>
<td>Group II</td>
</tr>
<tr>
<td>HLTH 560 Human Diseases ....................................................................... 3</td>
</tr>
<tr>
<td>HLTH 565 Foundations of Epidemiology .................................................. 3</td>
</tr>
<tr>
<td>Group III</td>
</tr>
<tr>
<td>NUFD 557 Food Safety and Sanitation Management ................................ 3</td>
</tr>
<tr>
<td>NUFD 573 Food and Nutrition Regulations and Compliances .................. 3</td>
</tr>
</tbody>
</table>

Minimum semester hours: 12

Graduate course descriptions are listed in the Health and Nutrition Sciences Department section of the catalog. Please refer to the index for the page number.
The certificate program in Geographic Information Science, offered by the Department of Earth and Environmental Studies provides advanced training in the Geographic Information Science, specifically, the application of Geographic Information Systems and Remote Sensing toward analysis and problem solving in diverse environmental, landscape, and urban contexts.

**REQUIREMENTS FOR THE GEOGRAPHIC INFORMATION SCIENCE CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>I. Required Courses (9 semester hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EUGS/GEOS 450 Geographic Information Systems ......................................... 3</td>
</tr>
<tr>
<td></td>
<td>Complete one of the following three courses:</td>
</tr>
<tr>
<td></td>
<td>ENVR 655 Advanced Remote Sensing of the Environment ...................... 3</td>
</tr>
<tr>
<td></td>
<td>ENVR 680 Spatial Analysis ................................................................. 3</td>
</tr>
<tr>
<td></td>
<td>EUGS 770 Advanced Geographic Information Systems ........................... 3</td>
</tr>
</tbody>
</table>

II. Complete a short workshop on a specialized topic, offered by the program. A short workshop entails hands-on practical training on a focused topic (e.g., Real Estate GIS, Remote Sensing for Vegetation Mapping, Land Cover Classification of Remote Sensing Data, GIS Tools in Water Quality Management, Urban Climatology, and others), lasting a week of concentrated exposure to the concepts and procedures. These would be offered during the Winter Break or Summer Sessions. EUGS 504 Pro-Seminar may be designated for such a workshop if college credit is useful to the participants.

Graduate course descriptions are listed with the Master of Arts in Environmental Studies. Please refer to the index for the page number.
The Department of Curriculum and Teaching now offers a certificate (not certification) program in gifted and talented education in order to provide New Jersey’s parents, certified teachers, gifted and talented program coordinators and administrators with:

1. an overview of the issues in and practices of providing an education for gifted and talented students,
2. various definitions of giftedness as well as the related principles of and methods for identifying gifted and talented youth, particularly in under-represented groups,
3. understanding issues of equity associated with gifted and talented education,
4. understanding of the social and emotional development, strengths and needs of gifted and talented students,
5. strategies for making the instructional and curricular modifications for gifted and talented students,
6. knowledge of curricular models and successful programs for gifted and talented students,
7. strategies for implementing acceleration models into the gifted and talented curriculum, and
8. strategies for nurturing the imaginations, creativity, critical thinking and problem solving skills of all students, particularly gifted and talented youth.

The certificate program courses are only offered in the summer sessions. Graduate course descriptions are listed with the department of Curriculum and Teaching course offerings. Please refer to the index for the page number.

ADMISSION REQUIREMENTS

To be considered for admission into the Gifted and Talented Education certificate program, students must have a baccalaureate degree. Students must complete a graduate application which includes official transcripts and a statement of objectives. GRE or MAT examination scores are not required. Students can apply at any time but courses are only offered during the summer sessions. Schools or school districts interested in a cohort program for a group of teachers and/or administrators should contact the Curriculum and Teaching department directly at the telephone number listed above.

REQUIREMENTS FOR THE GIFTED AND TALENTED EDUCATION CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>Required Courses (12 semester hours):</td>
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<tr>
<td>CURR 546</td>
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<td>CURR 547</td>
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<tr>
<td>CURR 548</td>
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<tr>
<td>CURR 549</td>
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</tbody>
</table>
HEALTH EDUCATION
CERTIFICATE PROGRAM

Telephone: (973) 655-4154

The certificate program in Health Education, offered by the Department of Health and Nutrition Sciences, is designed to serve practicing classroom teachers who seek further background in health education in the areas of content and pedagogy. This graduate certificate can be completed in two semesters.

Any student who successfully completes the requirements of the program’s with a cumulative grade point average of 3.00 or higher will be eligible for admission to the health education graduate program without the requirement of taking the GRE (Graduate Record Exam). The student will need to complete a second application for the master’s degree and be accepted into the program. All the health courses (HLTH designation) and one of the nutrition courses (NUFD designation) that the student has completed as part of the requirements of this certificate program will be transferable to the health education graduate program should the student decide to apply for admission to the program.

ADMISSION REQUIREMENTS

Students must have a baccalaureate degree from an accredited institution of higher education with a minimum cumulative grade point average of 2.5 on a 4-point scale or the equivalent on a 5-point scale and a teaching certificate.

REQUIREMENTS FOR THE HEALTH EDUCATION CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
</tr>
<tr>
<td>HLTH 510</td>
<td>Health Education Workshop I .................................................. 3</td>
</tr>
<tr>
<td>HLTH 520</td>
<td>Foundations and Methods in Health Education ............................. 3</td>
</tr>
<tr>
<td>HLTH 526</td>
<td>Curriculum Development and Program Planning in Health Education .......................................................... 3</td>
</tr>
</tbody>
</table>

II. Select three of the following:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 502</td>
<td>Determinants of Environmental Health ............................................. 3</td>
</tr>
<tr>
<td>HLTH 511</td>
<td>Biomedical Psychosocial Perspectives on Drugs ............................. 3</td>
</tr>
<tr>
<td>HLTH 530</td>
<td>Health Issues Seminar ...................................................................... 3</td>
</tr>
<tr>
<td>HLTH 540</td>
<td>Selected Topics in Mental Health ................................................. 3</td>
</tr>
<tr>
<td>HLTH 560</td>
<td>Human Diseases ............................................................................. 3</td>
</tr>
<tr>
<td>HLTH 565</td>
<td>Foundations of Epidemiology ............................................................ 3</td>
</tr>
<tr>
<td>HLTH 575</td>
<td>The Teaching of Human Sexuality .................................................... 3</td>
</tr>
</tbody>
</table>

Minimum semester hours: 12

Graduate course descriptions are listed in the Health and Nutrition Sciences Department section of the catalog. Please refer to the index for the page number.
The graduate certificate program in Human Sexuality Education is designed to serve previously certified teachers or community health educators who want to further their education and skills in the area of human sexuality. The courses have been chosen to provide knowledge based on the New Jersey Core Curriculum Content Standards in Comprehensive Health, specifically Standard 2.4, Human Relationships and Sexuality. The program is a twelve credit sequence of graduate courses, which can be completed in one year.

ADMISSION REQUIREMENTS

To be admitted to the Human Sexuality Education Certificate Program, the applicant must possess a baccalaureate degree from an accredited institution of higher education with a minimum cumulative grade point average of 2.5 on a 4 point scale or equivalent on a 5 point scale and meet all Graduate School requirements for admission.

REQUIREMENTS FOR THE HUMAN SEXUALITY EDUCATION CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Required Courses (12 semester hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 575 Teaching of Human Sexuality .................................................. 3</td>
</tr>
<tr>
<td></td>
<td>HLTH 592 Controversies in Sexuality Education ...................................... 3</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
</tr>
<tr>
<td></td>
<td>HLTH 520 Foundations and Methods of Health Education ....................... 3</td>
</tr>
<tr>
<td></td>
<td>HLTH 526 Curriculum Development and Program Planning in Health Education ........................................ 3</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
</tr>
<tr>
<td></td>
<td>FCST 512 Child Development I: Theories of Child Development ............ 3</td>
</tr>
<tr>
<td></td>
<td>FCST 518 Families, Communities and Schools: Diversity, Culture, and Democracy ........................................ 3</td>
</tr>
<tr>
<td></td>
<td>ELRS 580 Learning: Process and Measurement ....................................... 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 563 Theories of Learning .......................................................... 3</td>
</tr>
<tr>
<td></td>
<td>PSYC 582 Behavior Modification .......................................................... 3</td>
</tr>
<tr>
<td></td>
<td>SOCI 426 Sociology of Sexuality ....................................................... 3</td>
</tr>
<tr>
<td></td>
<td>SOCI 430 Sociology of Gender ............................................................. 3</td>
</tr>
</tbody>
</table>

Graduate course descriptions are listed in the Health and Nutrition Sciences, Family and Child Studies, Educational Foundations and Psychology Departments in the catalog. Please refer to the index for the page number. The undergraduate courses may be found under Sociology in the on-line Course Catalog or the Undergraduate Catalog.
The Molecular Biology certificate is designed for individuals seeking employment in the biotechnology and pharmaceutical industries, those currently employed seeking to learn new techniques or update their skills and for those individuals that want to strengthen their preparation for further postgraduate work. The unique feature of the Molecular Biology certificate program is its focus on laboratory methodologies in molecular biology and biotechnology. The recommended course of study will provide both theoretical and applied instruction in modern, well-equipped biology laboratories. Students in this program will gain expertise in a variety of essential molecular methodologies including PCR, automated DNA sequence analysis, molecular cloning, gene expression, fermentation technology, site-directed mutagenesis, immunology and cell manipulation techniques.

All courses for the certificate program will be offered on evenings and/or weekends in the 60,000 square foot Science Hall which features state-of-the-art biological teaching laboratories. A total of 14 - 15 semester hours (depending on elective course selected) are required for this program.

ADMISSION REQUIREMENTS

Students must have a bachelor’s degree in biology, biochemistry or a related field or approval of the graduate program coordinator. Students must submit the application form and transcripts from all undergraduate institutions attended.

The matriculation program for certificate candidates is prepared in consultation with the graduate program coordinator. Changes in the program can be made only with the written approval of the graduate program coordinator. It is the responsibility of the student to keep the coordinator informed of progress in the program.

REQUIREMENTS FOR THE MOLECULAR BIOLOGY CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
<td>BIOL 547</td>
<td>Molecular Biology I (lecture)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOL 548</td>
<td>Molecular Biology II (laboratory)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOL 592</td>
<td>Graduate Colloquium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOL 598</td>
<td>Selected Techniques in Molecular Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Students take this course twice, for a total of 3 credits)</td>
</tr>
</tbody>
</table>
II. Elective (Select 1 of the following for 3-4 semester hours):

- BICL 405 Cell Culture ................................................................. 4
- BIOL 512 Topics in Modern Genetics ........................................... 3
- BIOL 513 Instrumentation and Techniques for Biological Science ...... 4
- BIOL 533 Advanced Cell Biology ................................................. 3
- BIOL 550 Topics in Microbiology ................................................. 3
- CHEM 570 Selected Topics in Advanced Biochemistry ..................... 3

Minimum semester hours: 14-15

BIOLOGY AND MOLECULAR BIOLOGY

Course Descriptions

**BICL 405 CELL CULTURE**

Theory of and practice in working with living cells: tissue culture techniques, cell communication, differentiation, regeneration and aging in several living cell systems.

*Prerequisites:* Departmental approval. Special fee.

Graduate course descriptions are listed with the Biology M.S. program and the Chemistry M.S. program. Please refer to the index for the page numbers.
NUTRITION AND EXERCISE SCIENCE CERTIFICATE PROGRAM

Telephone: (973) 655-5253

The graduate certificate program in Nutrition and Exercise Science provides students the opportunity to gain knowledge in the closely related fields of nutrition and exercise science. The program is designed to develop and enhance competencies necessary for creating applied nutrition and exercise programs for clients interested in wellness and weight management, as well as athletes striving to optimize performance. Both theoretical and practical approaches are emphasized throughout the program. Students are required to take two courses from each of the content areas and one elective, yielding a total of 15 semester hours. The certificate issued by Montclair State University signifies completion of the specified coursework. This program does not lead to a Master’s degree or certification in the respective fields of nutrition and exercise science. However, students who apply for a master’s degree program after the completion of this certificate may transfer some coursework toward the degree.

ADMISSION REQUIREMENTS

Students must have a baccalaureate degree from an accredited college or university with a minimum cumulative grade point average of 2.5 on a 4-point scale. Applicants must also have evidence of previous coursework in anatomy and physiology, chemistry (including a lab), nutrition, and physiology of exercise. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to entry in the certificate program.

REQUIREMENTS FOR THE NUTRITION AND EXERCISE SCIENCE CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>I. Required Core Courses (12 semester hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUFD 482 Nutrition Counseling ............................................. 3</td>
</tr>
<tr>
<td></td>
<td>NUFD 580 Current Applications in Nutrition ................................ 3</td>
</tr>
<tr>
<td></td>
<td>PEMJ 541 Aerobic Exercise: Testing and Programming ....................... 3</td>
</tr>
<tr>
<td></td>
<td>PEMJ 543 Anaerobic Exercise: Testing and Programming ....................... 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>II. Elective (3 semester hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Must be selected from one of the following or with approval by the graduate program coordinator.)</td>
</tr>
<tr>
<td></td>
<td>NUFD 585 Food and Nutrition Issues ................................................... 3</td>
</tr>
<tr>
<td></td>
<td>NUFD 560 Advanced Nutrition Counseling for Diverse Population Groups ........................................... 3</td>
</tr>
<tr>
<td></td>
<td>PEMJ 539 Advanced Exercise Physiology ................................................... 3</td>
</tr>
<tr>
<td></td>
<td>PEMJ 540 Applied Exercise Physiology ................................................... 3</td>
</tr>
<tr>
<td></td>
<td>PEMJ 542 Applied Cardiac Rehabilitation ................................................ 3</td>
</tr>
</tbody>
</table>

Minimum semester hours: 15
NUFD  482  NUTRITION COUNSELING  3
This course offers practical experience dealing with the principles of marketing, adult learning, helping skills, assessment, documentation, and evaluation as related to weight control and the role of food in promotion of a healthy life-style. Six hours of clinical experience is required.

Prerequisite: NUFD 412 or departmental approval.

NUFD graduate course descriptions are listed with the Health and Nutrition Sciences department and PEMJ graduate course descriptions are listed with the Exercise Science and Physical Education department. Please refer to the index for the page numbers.
OBJECT ORIENTED COMPUTING CERTIFICATE PROGRAM

Telephone: (973) 655-4166

Object Oriented Computing (OOC) integrates C++, JAVA, and UML (Unified Modeling Language) for an object oriented approach to tasks. The student gains experience with Sun Solaris and Windows making the student more valuable as an employee and education consumer. OOC is three required and sequential graduate computer science courses in the fall (CMPT 505), spring (CMPT 507), and extended pre-session (CMPT 585). The first two courses consider object oriented programming through Java and the last course, Special Topics: Design of Distributed Object-Oriented Systems, considers UML and distributed Java Programming.

ADMISSION REQUIREMENTS
Prerequisites for the program include a B.S. or B.A. from an accredited institution, evidence of precalculus knowledge, and a year of programming experience. Permission from the Computer Science chairperson or graduate program coordinator is necessary.

REQUIREMENTS FOR THE OBJECT ORIENTED COMPUTING CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Required Courses (11 semester hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 505 Fundamentals of Computer Science I ...................................... 4</td>
</tr>
<tr>
<td>CMPT 507 Fundamentals of Computer Science III .................................... 4</td>
</tr>
<tr>
<td>CMPT 585 Topics in Computer Science .................................................... 3</td>
</tr>
</tbody>
</table>

(When topic is: Design of Distributed Object-Oriented Systems)

Minimum semester hours: 11

Graduate course descriptions are listed with the Computer Science M.S. program. Please refer to the index for the page number.
PERFORMER’S CERTIFICATE

Telephone: (973) 655-7212

The Performer’s Certificate is a unique, conservatory inspired program focused on developing both the artistry and professionalism of gifted young musicians. Except in unusual and compelling circumstances, the Performer’s Certificate is limited to areas of performance with substantial and significant solo repertoire.

Candidates for Performer’s Certificate possess not only great talent, but also the ability and determination to realize that talent in the contemporary musical world. They may have already embarked on solo performing careers, or may be on the brink of such careers.

The one-year program is tailored to their individual needs; working in close collaboration with studio faculty and graduate program coordinator, Performer’s Certificate students focus on performance, deepening their artistry in close collaboration with our faculty. The program concentrates on the practical aspects of musical performance, including private instruction, participation in large and small musical ensembles, and solo and chamber music concerts.

In each case, the candidates have opportunities to reflect on their music, to enjoy the support of an educational environment, and to feel the freedom to create their music. As part of their program responsibilities, these young artists play an active role in the musical life of the department during the required one-year residency.

ADMISSION REQUIREMENTS

Students must have a baccalaureate degree or equivalent from an accredited institution. Audition information and requirements are available on-line at http://www.montclair.edu/music/pages/audition/audition.html

REQUIREMENTS FOR THE PERFORMER’S CERTIFICATE PROGRAM

Required Courses (8 semester hours):
MUAP 541 Applied Music I ................................................................. 4
MUAP 542 Applied Music II ............................................................... 4

Ensembles (4 semester hours) Select from the following:
MUPR 550 Chamber Ensemble Performance I ............................... 1
MUPR 551 Chamber Ensemble Performance II .............................. 1
MUPR 552 Chamber Ensemble Performance III ............................ 1
MUPR 553 Chamber Ensemble Performance IV ............................ 1
MUPR 533 Ensemble: Opera Workshop ......................................... 1
MUPR 535 Ensemble: Band ............................................................. 1
MUPR 537 Ensemble: Orchestra ................................................... 1
MUPR 561 Harry Partch Ensemble ................................................ 0.5

Minimum semester hours: 12

Graduate course descriptions are listed in the Music section of the catalog. Please refer to the index for the page number.
Philosophy for Children is an internationally recognized program which focuses on cultivating dialogue, inquiry and good judgment in children and adolescents. The Certificate program is designed especially for teachers who are interested in helping young people become better thinkers. This program of study invites candidates to construct a community of inquiry focusing on key issues relating to democratic pedagogy, curriculum, and cognitive, affective, social and ethical development. It will also assist teachers in transforming their own classrooms into communities of inquiry. Such a transformation represents a new paradigm in teaching and learning one which builds upon, but goes beyond those traditionally on offer.

The Certificate Program in Philosophy for Children offers 15 credits and provides New Jersey teachers a total of 225 hours of professional development applicable to the State requirement. The Certificate program is tailored to fit the professional interests and schedules of practicing teachers. Candidates are asked to select from a range of graduate courses — but only one per semester, on average — covering such key areas as critical thinking, personal and social development, reasoning in science, math and language arts, and values education. Additionally, candidates will take two new courses, over two semesters designed to introduce teachers to the theory and practice of teaching philosophy in the classroom, improving the quality of thinking, and building communities of inquiry. These courses will be held after regular school hours at one or more schools of participating teachers, so that participants can receive consultation from Faculty regarding their practice of Philosophy for Children in their own classrooms, and work together in small groups, reflecting on actual classroom practice.

Montclair State University has been the international home of Philosophy for Children since the inauguration of the Institute for the Advancement of Philosophy for Children (IAPC) thirty years ago. IAPC faculty members have international reputations in philosophy for children and the teaching of thinking, and are at the forefront of teaching and research in these areas. Since 1974, students and scholars from all over the world have made their way to Montclair to study together, under the guidance and direction of this outstanding faculty.

The courses offered as part of the Certificate program will encapsulate professional development at its best, blending together outstanding pedagogy and practice with the opportunity to think about some of education’s most interesting and pressing issues, all in an environment of friendly, stimulating collegiality. School districts in and around Montclair have expressed significant interest in our work, rightly perceiving that it addresses key aspects of the New Jersey Core Curriculum Standards. They have offered to provide support to teachers and schools interested in participating in the Certificate program.
ADMISSION REQUIREMENTS

Applicants to the Certificate Program in Philosophy for Children are required to be certified teachers with at least one year of experience. They should also have a B.A. degree.

REQUIREMENTS FOR THE PHILOSOPHY FOR CHILDREN CERTIFICATE PROGRAM

Students will be required to pass the courses with a grade point average of at least 3.00 and with no more than two course grades below a B-minus.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses (6 semester hours):</strong></td>
<td></td>
</tr>
<tr>
<td>PHLC 501</td>
<td>Teaching Children Philosophical Thinking I</td>
</tr>
<tr>
<td>PHLC 502</td>
<td>Teaching Children Philosophical Thinking II</td>
</tr>
<tr>
<td><strong>Elective Courses (9 credits from the following):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Summer (two week, off-campus residential session):</strong></td>
<td></td>
</tr>
<tr>
<td>PHLC 508</td>
<td>Teaching Philosophical Reasoning I</td>
</tr>
<tr>
<td>PHLC 509</td>
<td>Teaching Philosophical Reasoning II</td>
</tr>
<tr>
<td><strong>Fall/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>PHLC 511</td>
<td>Teaching Philosophical Reasoning III</td>
</tr>
<tr>
<td>PHLC 512</td>
<td>Value Inquiry</td>
</tr>
<tr>
<td>PHLC 513</td>
<td>Social Inquiry</td>
</tr>
<tr>
<td>EDFD 522</td>
<td>Pragmatism in Education</td>
</tr>
<tr>
<td>EDFD 581</td>
<td>Critical Thinking, Community and Self</td>
</tr>
<tr>
<td><strong>Summer (two week, off-campus residential session)</strong></td>
<td></td>
</tr>
<tr>
<td>PHLC 614</td>
<td>Scientific Reasoning</td>
</tr>
<tr>
<td>PHLC 615</td>
<td>Foundations of Philosophy for Children</td>
</tr>
</tbody>
</table>

Minimum semester hours: 15

Graduate course descriptions are listed in the Educational Foundations section of the catalog. Please refer to the index for the page number.
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE PROGRAM

Telephone: (973) 655-4286

In 1998, the University reorganized its long-standing, successful credit and non-credit English as a second language (ESL) programs within the Center for Language Acquisition, Instruction and Research (CLAIR). The Institute serves as a center for the teaching and learning of languages. CLAIR also provides a venue for the exploration of innovative language teaching formats as well as a site for training of language teachers. CLAIR offers an 18 credit program leading to a Montclair State university certificate in TESOL. This professional certificate program is designed to provide participants with a background in the principles of linguistics and language education along with an understanding of the classroom applications of these principles. These experiences culminate in an ESL teaching practicum in CLAIR or at another appropriate off-campus site. The entire program is designed to be completed in two semesters of full-time study. For more information about the program, please contact the Linguistics Department at (973) 655-4286.

ADMISSION REQUIREMENTS

Students interested in applying for the TESOL Certificate program should contact the Graduate School to request an application. Applicants must submit a graduate application and official transcripts from all colleges and universities attended. International students must also submit an official Test of English as a Foreign Language (TOEFL) score and have their foreign transcripts evaluated by World Education Services. In addition to TOEFL scores, international students must also take the MSU ESL placement test and complete any ESL courses indicated by this diagnostic procedure.

REQUIREMENTS FOR THE TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Required Courses (18 semester hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>APLN 500 Language and Linguistics ................................................ 3</td>
</tr>
<tr>
<td></td>
<td>APLN 520 Current Theories of Second Language Acquisition .................. 3</td>
</tr>
<tr>
<td></td>
<td>APLN 524 Advanced Structure of American English ................................ 3</td>
</tr>
<tr>
<td></td>
<td>APLN 525 Methodology of Teaching ESL .............................................. 3</td>
</tr>
<tr>
<td></td>
<td>APLN 532 Language and Culture ........................................................ 3</td>
</tr>
<tr>
<td></td>
<td>APLN 529 TESL Practicum ................................................................. 3</td>
</tr>
</tbody>
</table>

Minimum semester hours: 18

Graduate course descriptions are listed with the Linguistics section of the catalog. Please refer to the index for the page number.
The certificate is designed for teachers already certified in a discipline other than mathematics or a closely related field who are either teaching mathematics in the middle grades or preparing for such an assignment. The certificate is offered through the Department of Mathematical Sciences. The program of study increases the mathematical knowledge and related pedagogical skill of middle grades mathematics teachers by providing them with a broad understanding of the fundamental principles that underlie school mathematics while making connections to the mathematics they teach. Teachers who successfully complete the sequence of five courses will be able to make connections across the mathematics curriculum and to other disciplines. Their increased content knowledge and pedagogical skill will result in an observable, enhanced level of enthusiasm and comfort with mathematics, which will in turn foster a deeper understanding and appreciation of mathematics in their students. Students who complete the certificate with a GPA of 3.2 or better, or students who complete four certificate courses with a GPA of 3.4 or better, will have the Graduate Record Exam (GRE) requirement waived if applying for admission to the M.A. in Teaching Middle Grades Mathematics. A complete application of admission will be required.

ADMISSION REQUIREMENTS

To be admitted to the program applicants must hold a baccalaureate or master’s degree from an accredited institution with the equivalent of at least a 2.5 GPA on a four-point scale for the baccalaureate and either have a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing that satisfies the New Jersey Department of Education’s prerequisites for a second endorsement in Teaching Middle Grades Mathematics, or be matriculated into a Master of Arts in Teaching or Initial Instruction Certification program at MSU. The baccalaureate or masters’ degree and the teaching certificate should not be in mathematics or a closely related field. Also required is a recommendation from the applicant’s supervisor.

REQUIREMENTS FOR THE TEACHING MIDDLE GRADES MATHEMATICS CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses (15 semester hours):</td>
<td></td>
</tr>
<tr>
<td>MATH 505 Number and Operations in the Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>MATH 506 Algebra and Algebraic Thinking in the Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>MATH 507 Geometry for Middle Grade Math Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 508 Data Analysis and Probability in the Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>MATH 509 Measurement in the Middle Grades</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum semester hours: 15
The Water Resource Management certificate program, offered by the department of Earth and Environmental Studies, takes advantage of faculty expertise by assembling water-related courses into one coherent program. This certificate will provide an integrated sequence of courses covering drainage basin-scale cycling of water, water contamination, surface and groundwater modeling, and water-related policy and resource management issues.

The certificate program is designed primarily for people employed or seeking employment in a wide array of careers related to water management. These include private environmental engineering and consulting companies; public agencies involved in environmental assessment and regulation enforcement agencies on the federal, state and county levels; manufacturing, transportation, and service industry (both public and private); public and private utilities. The certificate program will provide people already employed in these industries the opportunity to gain new skills directly applicable to their employment.

The required courses are selected to provide students with training in four areas: general surface and ground water hydrology, ground water modeling, drainage basin management (decision-making and policy development) and water quality. The courses will be offered in a sequence that will allow completion of the certificate in two years, provided students enter with the prerequisites required for the certificate course.

ADMISSION REQUIREMENTS

Students must have completed a bachelor’s degree that includes a year each of college chemistry, physics and calculus. At least one college course in geology is also desirable. Students must submit a graduate application and official transcript(s) from all colleges/ universities attended. The graduate program coordinator, who will ascertain whether the student has sufficient background to succeed in the required coursework, must interview students who do not meet the prerequisite criteria. Students may apply to start the program in the fall or spring semester.

REQUIREMENTS FOR THE WATER RESOURCE MANAGEMENT CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
</tr>
<tr>
<td>GEOS 452 Geohydrology</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 454 Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 509 Water Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOS 552 Applied Groundwater Modeling</td>
<td>4</td>
</tr>
<tr>
<td>Minimum semester hours: 13</td>
<td></td>
</tr>
</tbody>
</table>
GEOS 452   GEOHYDROLOGY  
3
The study of ground-water with particular emphasis given to its mode of migration, chemistry and relation to the geographic environment. Particular attention is given to Darcy’s law, soil porosity, soil permeability and the ability to withdraw water for human consumption. Water pollutants and salt water incursions are investigated. Spatial distributions are analyzed and the processes examined. Cross listed with Earth and Environmental Studies, ENVR 452.

Prerequisites: GEOS 112, or 252, or ENVR 252. Special fee.

GEOS 454   ENVIRONMENTAL GEOCHEMISTRY  
3
Chemical principles and methods applied to the study of interactions among lithosphere, hydrosphere and atmosphere. Topics such as water pollution, waste disposal and human impact on global geochemical cycles will be discussed. Laboratory will stress the measurement of chemical properties related to water and soil quality as well as computer modeling of chemical transport in porous media.

Prerequisites: GEOS 112 and CHEM 121. Special fee.

Graduate course descriptions are listed with the Geoscience M.S. program. Please refer to the index for the page number.
POST-MASTER’S CERTIFICATES

ACCOUNTING CERTIFICATE PROGRAM

Telephone: (973) 655-4051

Professionals who hold an MBA have attained the broad-based decision-making skills and functional proficiency to successfully manage and lead in organizations, but especially as the result of changing career responsibilities, may seek to refresh or expand their expertise.

Our post-MBA certificates represent an opportunity to take a select set of advanced courses in specific, targeted areas of business practice. The Post-MBA certificate in Accounting consists of a total of 12 semester hours, 4 courses, selected from the designated MBA elective courses in this subject (MBA electives list A).

Elective courses previously applied to the MBA degree cannot be applied to the post-MBA certificate.

ADMISSION REQUIREMENTS

Candidates must provide an official transcript documenting a Masters of Business Administration (MBA) degree from a regionally-accredited college or university, and a brief personal statement. GMAT scores are not required, but candidates are encouraged to submit a current resume with the application.

Candidates with graduate degrees in other, closely related areas (e.g., Economics, Public Administration, etc.) will be considered for admission, although prematriculation coursework may be required.

REQUIREMENTS FOR THE ACCOUNTING CERTIFICATE PROGRAM

The post-MBA certificate in Accounting is composed of four (4) courses from the following list, for a total of 12 semester hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 508</td>
<td>Governmental and Not For Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 510</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 512</td>
<td>Fundamentals of Federal Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 514</td>
<td>Advanced Taxation for Accountants</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 520</td>
<td>Contemporary Issues in Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 521</td>
<td>Contemporary Issues in Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 523</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 524</td>
<td>Auditing Concepts and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 525</td>
<td>International Taxation and International Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 526</td>
<td>Fraud Examination</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 527</td>
<td>Forensic Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>
ACCT 540 International Accounting and Auditing ................................. 3
ACCT 575 Independent Study in Accounting ............................................ 3
ACCT 577 Selected Topics in Accounting .................................................. 3

Post-MBA certificate students may be eligible for prerequisite waivers, upon review of
their prior academic coursework by the MBA Director.

This review will take place at a pre-registration advising appointment, and
normally will require that the MBA degree was earned from an AACSB-accredited
institution.

Graduate course descriptions are listed in the Business Administration section of the
catalog. Please refer to the index for the page number.
The post-master’s certificate program in Advanced Counseling is designed to fulfill state-level and national standard for Licensed Professional Counselors. This program meets the highest professional standards according to CACREP, The National Board for Certified counselors (NBCC), and the NJ Board of Marriage and Family Therapists. Students completing this program will apply for licensure on their own.

ADMISSION REQUIREMENTS

This is a post-Master’s program, requiring a Master’s in counseling or counselor education from an accredited U.S. college or university. This certificate is designed to supplement a Master’s in Counseling degree with the credit hours necessary in attaining the 60 semester hour minimum required by the Professional Counselor Committee of the NJ Board of Marriage and Family Therapists. Included in the Master’s degree must be a two-semester Counseling Internship experience of 600 total hours (300 each semester) in a non-school setting.

The States of New Jersey, New York, and 47 other states, require status as a Licensed Professional Counselor in order to work as a counselor in those states, in all settings that are non-school based. This certificate will provide the additional courses that are required, with the number and type of required credits being totally dependent upon the number of appropriate credits gained for the initial Master’s degree.

Each matriculated certificate student will be advised on an individual basis in choosing the most appropriate courses for her/him. Students may be required to take additional credits to reflect current State of New Jersey and national requirements for the LPC. Course substitutions may be approved depending on transcript review of the Master’s degree, by the Graduate Program Coordinator and the Office of Graduate Admissions and Support Services.

REQUIREMENTS FOR THE ADVANCED COUNSELING CERTIFICATE PROGRAM

Required Courses:
COUN 604 Case Management and DSM Diagnosis in Counseling .......... 3
COUN 653 Selected Topics in Counseling ................................................. 3
Choose minimum of one, based on state requirements:
COUN 673 Gender Issues in Counseling .................................................... 3
COUN 568 Theories of Consultation .......................................................... 3

Electives (A minimum of 0-9 s.h. from the following):
COUN 540 Introduction to Alcohol/Drug Counseling ......................... 3
COUN 570 Counseling Adults ................................................................. 3
COUN 584 Group Counseling: Theory and Practice ............................. 3
COUN 590  Counseling the Alcoholic and the Substance Abuser .......... 3
COUN 592  Theories of College Student Development .......................... 3
COUN 672  Counseling the Aging ....................................................... 3
COUN 665  Ecotherapy: Applied Ecopsychology .................................. 3

Minimum semester hours: 9-21

INTERNSHIP COMPONENT
Students who have not completed a faculty-approved, 600 hour, community/non-K-12 internship, will also need to complete COUN 654 Internship I and COUN 674 Internship II, in addition to required coursework as stated above. This requirement is a mandate from the State Board of Professional Counselors in NJ. Approval from the Advisor for the Post Master’s Certificate Programs must be given to apply for internship.

Graduate course descriptions are listed in the Counseling, Human Development and Educational Leadership section of the catalog. Please refer to the index for the page number.
Professionals who hold an MBA have attained the broad-based decision-making skills and functional proficiency to successfully manage and lead in organizations, but especially as the result of changing career responsibilities, may seek to refresh or expand their expertise.

Our post-MBA certificates represent an opportunity to take a select set of advanced courses in specific, targeted areas of business practice. The Post-MBA certificate in International Business consists of a total of 12 semester hours, 4 courses, selected from the designated MBA elective courses in this subject (MBA electives list E).

Elective courses previously applied to the MBA degree cannot be applied to the post-MBA certificate.

ADMISSION REQUIREMENTS

Candidates must provide an official transcript documenting a Masters of Business Administration (MBA) degree from a regionally-accredited college or university, and a brief personal statement. GMAT scores are not required, but candidates are encouraged to submit a current resume with the application.

Candidates with graduate degrees in other, closely related areas (e.g., Economics, Public Administration, etc.) will be considered for admission, although prematriculation coursework may be required.

REQUIREMENTS FOR THE INTERNATIONAL BUSINESS CERTIFICATE PROGRAM

INBS 511 Issues in International Management ........................................... 3
INBS 520 Managing The Global Workforce ............................................ 3
INBS 530 Export Management ............................................................... 3
INBS 533 Corporations and International Financial Markets ..................... 3
INBS 540 International Accounting and Auditing ................................... 3
INBS 550 International Business Study Abroad ....................................... 3
INBS 552 International Financial Policy .................................................. 3
INBS 556 Doing Business in Asia ............................................................ 3
INBS 575 Independent Study in International Business ............................ 3
INBS 577 Selected Topics in International Business ................................. 3
INBS 592 International Marketing Management ..................................... 3

Post-MBA certificate students may be eligible for prerequisite waivers, upon review of their prior academic coursework by the MBA Director.

This review will take place at a pre-registration advising appointment, and normally will require that the MBA degree was earned from an AACSB-accredited institution.

Graduate course descriptions are listed in the Business Administration section of the catalog. Please refer to the index for the page number.
MANAGEMENT CERTIFICATE PROGRAM

Telephone: (973) 655-4051

Professionals who hold an MBA have attained the broad-based decision-making skills and functional proficiency to successfully manage and lead in organizations, but especially as the result of changing career responsibilities, may seek to refresh or expand their expertise.

Our post-MBA certificates represent an opportunity to take a select set of advanced courses in specific, targeted areas of business practice. The Post-MBA certificate in Management consists of a total of 12 semester hours, 4 courses, selected from the designated MBA elective courses in this subject (MBA electives list F).

Elective courses previously applied to the MBA degree cannot be applied to the post-MBA certificate.

ADMISSION REQUIREMENTS

Candidates must provide an official transcript documenting a Masters of Business Administration (MBA) degree from a regionally-accredited college or university, and a brief personal statement. GMAT scores are not required, but candidates are encouraged to submit a current resume with the application.

Candidates with graduate degrees in other, closely related areas (e.g., Economics, Public Administration, etc.) will be considered for admission, although prematriculation coursework may be required.

REQUIREMENTS FOR THE MANAGEMENT CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 510</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 511</td>
<td>Issues in International Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 513</td>
<td>Leadership and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 520</td>
<td>Managing The Global Workforce</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 525</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 530</td>
<td>Management of Technology in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 540</td>
<td>Executive Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 575</td>
<td>Independent Study in Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 577</td>
<td>Selected Topics in Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Post-MBA certificate students may be eligible for prerequisite waivers, upon review of their prior academic coursework by the MBA Director.

This review will take place at a pre-registration advising appointment, and normally will require that the MBA degree was earned from an AACSB-accredited institution.

Graduate course descriptions are listed in the Business Administration section of the catalog. Please refer to the index for the page number.
POST-BACCALAUREATE CERTIFICATES

CISCO CERTIFICATE PROGRAM

Telephone: (973) 655-4166

The CISCO program is MSU’s local implementation of the nationally recognized and CISCO developed CISCO Networking Academy. Completion of the program with satisfactory standing prepares students to take the CISCO Certified Network Associate (CCNA) exam. The program includes four required and sequential half semester courses, CISCO I, II, III, and IV through the fall and spring semesters for a total of 4 academic credits. The courses are delivered through lecture and hands-on activities by a CISCO certified instructor.

The CISCO program provides students with classroom and laboratory experiences as a basis for preparation for the CCNA exam, for further education in computing networking and for expanding career opportunities in industry.

ADMISSION REQUIREMENTS

Prerequisites for the program include permission of the Department, Precalculus, a year’s experience with Java, C++, FORTRAN, or Pascal, or in some cases, Visual BASIC, and an undergraduate degree. The department provides a one-time waiver for the CCNA exam fee for students with satisfactory course grades.

REQUIREMENTS FOR THE CISCO CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
</tr>
<tr>
<td>CISCO I ................................................................. 1</td>
</tr>
<tr>
<td>CISCO II ............................................................... 1</td>
</tr>
<tr>
<td>CISCO III ............................................................. 1</td>
</tr>
<tr>
<td>CISCO IV .............................................................. 1</td>
</tr>
</tbody>
</table>

Minimum semester hours: 4

For further information contact the Computer Science department.
THE CERTIFICATE PROGRAM

Telephone: (973) 655-7028

The certificate program in Music Therapy leads to qualification to sit for the examination to become a Board-Certified Music Therapist (MT-BC). For students with a bachelor’s degree in area other than music, this is prerequisite to matriculation in graduate work.

ADMISSION REQUIREMENTS

All candidates must meet the basic admissions requirements for graduate study at Montclair State University. The completion of a major from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required.

REQUIREMENTS FOR THE MUSIC THERAPY CERTIFICATE PROGRAM

The following coursework or the equivalent is needed to complete the necessary requirements for the Music Therapy certification; requirements in primary and secondary instruments and theory (*) are determined at the audition; requirements for courses marked (-) are determined according to the needs of individual students; other requirements are taken from transcript and discussed with the student; substitutions may be made. A minimum grade of C- or better in all core courses must be achieved in order to be eligible for the internship. Students enrolled in the post-baccalaureate course of study are considered non-degree students.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. General Education (12 semester hours):</td>
<td></td>
</tr>
<tr>
<td>BIOL 110 Biology of Human Life</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>An approved anatomy course</td>
<td>3</td>
</tr>
<tr>
<td>An approved sociology course</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 401 Music Therapy Training Group</td>
<td>1</td>
</tr>
<tr>
<td>MUTH 402 Guided Imagery and Music</td>
<td>1</td>
</tr>
<tr>
<td>PEGN 271 Social Dance</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 220 Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>II. Professional Sequence (37 semester hours):</td>
<td></td>
</tr>
<tr>
<td>PSYC 101 General Psychology I: Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201 Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 235 Psychology of Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 365 Abnormal Psychology</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 100 Introduction to Music Therapy</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 260 Methods and Materials in Music Therapy</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 261 Therapy and Observation Skills for Music Therapy</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 463 Psychological Foundations of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 464 Psychological Foundations of Music II</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>MUTH 461</td>
<td>Music Therapy with Children</td>
</tr>
<tr>
<td>MUTH 462</td>
<td>Music Therapy with Adults</td>
</tr>
<tr>
<td>MUTH 262</td>
<td>Music Therapy Practicum I</td>
</tr>
<tr>
<td>MUTH 263</td>
<td>Music Therapy Practicum II</td>
</tr>
<tr>
<td>MUTH 361</td>
<td>Music Therapy Practicum III</td>
</tr>
<tr>
<td>MUTH 362</td>
<td>Music Therapy Practicum IV</td>
</tr>
<tr>
<td>MUTH 363</td>
<td>Music Therapy Practicum V</td>
</tr>
<tr>
<td>MUTH 364</td>
<td>Music Therapy Practicum VI</td>
</tr>
<tr>
<td>MUTH 465</td>
<td>Internship: Music Therapy</td>
</tr>
</tbody>
</table>

### III. General Music (57 semester hours):

- **Primary Instrument I-VI** ................................................................. 12
- **Secondary Instrument I-IV** (non-keyboard majors)

  or

- **Secondary Voice I-II and Keyboard Harmony** ................................. 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 306</td>
<td>Piano Accompanying Techniques for the Music Therapist</td>
<td>1</td>
</tr>
<tr>
<td>MUTH 307</td>
<td>Piano Improvisation for the Music Therapist</td>
<td>1</td>
</tr>
<tr>
<td>MSSN 121</td>
<td>Secondary Instrument Guitar I</td>
<td>1</td>
</tr>
<tr>
<td>MSSN 122</td>
<td>Secondary Instrument Guitar II</td>
<td>1</td>
</tr>
<tr>
<td>MUCP 101</td>
<td>Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUCP 103</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUCP 102</td>
<td>Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUCP 104</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUCP 201</td>
<td>Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUCP 203</td>
<td>Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUCP 202</td>
<td>Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUCP 204</td>
<td>Aural Skills IV</td>
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<tr>
<td>MUCP 141</td>
<td>Musical Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUHS 307</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUHS 308</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUED 306</td>
<td>Percussion Instruments</td>
<td>1</td>
</tr>
<tr>
<td>MUTC 101</td>
<td>Music and Computer Technology I</td>
<td>3</td>
</tr>
<tr>
<td>MUPR 335</td>
<td>Elementary Conducting</td>
<td>2</td>
</tr>
</tbody>
</table>

- **Ensembles** (8 ensembles) .................................................................. 4

- **Non-Western Music Course** (Approved course) ................................. 3
- **Performance Practicum** (8 semesters) .............................................. 0

Minimum semester hours: 106

For undergraduate course descriptions, please refer to the on-line course catalog.
The Department of Justice Studies offers a Paralegal Studies Certificate Program for post-baccalaureate students which includes a balanced and varied background in the legal fundamentals, appropriate skills, and practical field work experience necessary for employment as a legal assistant. The program develops intellectual and analytical skills, educates students for direct employment opportunities in the paralegal field, and provides additional career possibilities in combination with a student’s undergraduate degree.

The Montclair State University Paralegal Studies Program is the first and only program at a state college or university in New Jersey to receive American Bar Association approval. A certificate of completion is awarded to all students who meet program standards, fulfill the 21 credit hours required in the program, and have completed a bachelor’s degree.

**ADMISSION REQUIREMENTS**

Candidates for admission must have a baccalaureate degree from an accredited college or university.

**REQUIREMENTS FOR THE PARALEGAL STUDIES CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses (6 semester hours):</td>
<td>PALG 210</td>
<td>Law and Litigation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 312</td>
<td>Research and Writing for Paralegals</td>
<td>3</td>
</tr>
<tr>
<td>II. Choice of 4 of the following (12 semester hours):</td>
<td>PALG 304</td>
<td>Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 306</td>
<td>Contract Law for Paralegals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 322</td>
<td>Wills, Trusts, and Probate Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 330</td>
<td>Family Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 336</td>
<td>Corporations and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 301</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 305</td>
<td>Immigration Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 308</td>
<td>Negotiation, Mediation and Arbitration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 310</td>
<td>Fundamentals of Patent, Trademark and Copyright Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 317</td>
<td>Evidence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALG 318</td>
<td>Computer-Assisted Research in the Legal Environment</td>
<td>3</td>
</tr>
</tbody>
</table>
PALG 320 Bankruptcy Law ................................................................. 3
PALG 331 Administrative Law .......................................................... 3
PALG 332 Personal Injury Law ............................................................ 3
PALG 339 Computer Applications in the Legal Environment ............ 3
PALG 378 Employment Law ............................................................... 3
PALG 390 Independent Study in Paralegal Studies ......................... 3
PALG 411 Advanced Patent, Trademark and Copyright Law ............. 3
PALG 412 Consumer Law ................................................................. 3
PALG 413 Elder Law ........................................................................... 3
PALG 420 Advanced Civil Litigation .................................................. 3
PALG 437 Entertainment Law .............................................................. 3
PALG 438 Trademark Law ................................................................. 3
PALG 441 Advanced Computer Systems in the Legal Environment ...... 3
PALG 450 Law Office Management and Technology ....................... 3
PALG 499 Selected Topics in Paralegal Studies ............................... 3

C. Students may include one law-related course from the following list:
PALG 316 Skills for Bilingual Legal Personnel ............................... 3
(fluency in Spanish required)
JUST 351 Juries and Justice ............................................................... 3
JUST 360 Rights, Liberties and American Justice ............................... 3

III. Students must complete one of the following:
PALG 497 Paralegal Seminar and Internship .................................. 3
or
PALG 498 Cooperative Education: Paralegal Studies ..................... 4
Minimum semester hours: 21-22

JUSTICE STUDIES
Undergraduate Course Descriptions
Semester Hours

PALG 210 LAW AND LITIGATION 3
An introduction to the legal system with a focus on the New Jersey court system. Review of substantive areas of law and application of procedural concepts from initiation of a civil lawsuit through entry of judgment. The unique role and function of attorney and paralegal in the process of client interviewing, ethical considerations, investigation and preparation for trial. Drafting of pleadings and other documents used in litigation and trial. Introduction to Law (LSLW 200) is a recommended prerequisite.

PALG 301 CRIMINAL LAW AND PROCEDURE 3
Legal concepts of criminal law and their application to criminal procedure. Contrast between civil law and criminal law. Study of crimes against persons, property and the public. Searches and seizure, arrest and interrogation. Students may take LSPR 301 or POLS 321, but not both courses as part of the Paralegal Studies program, the Political Science major or the Criminal Justice Minor.
PALG 304  REAL ESTATE LAW  3
Principles of real estate law and transactions. Contracts, mortgages, surveys, title, RESPA. Conveyances of real property from the standpoint of seller and purchaser. Landlord-tenant relations. Forms and documents utilized by paralegals in real estate law.

PALG 305  IMMIGRATION LAW  3
Basic overview of Immigration and Nationality Act, including historical and sociological perspectives of United States immigration. Practice and procedure of immigration law as it pertains to both administrative agency processing and consular processing. Non-immigrant visas, family-based immigration, employment-based immigration, naturalization, removal, asylum and refugee practice. Recent developments in this continually evolving area of law and practice.

PALG 306  CONTRACT LAW  3
Theoretical foundations and practical applications of contract law in the common law tradition as modified by the Uniform Commercial Code. Drafting of contracts.

PALG 308  NEGOTIATION, MEDIATION AND ARBITRATION  3
An in-depth study of complementary forms of dispute resolution as compared and contrasted with the traditional judicial system. Students study the theoretical background and receive training in mediation, negotiation and arbitration. Students may take LSLW 220 or PALG 308, but not both courses. Students in the Paralegal Studies Program should take PALG 308.

PALG 310  FUNDAMENTALS OF PATENT, TRADEMARK AND COPYRIGHT LAW  3
Substantive principles of patent, trademark and copyright law including categories and standards of patentability, categories of trademarks and categories of copyrightable subject matter. Assignment and licensing of such proprietary rights. Litigation involving acts of infringement including related areas of anti-trust law and unfair competition.

PALG 312  RESEARCH AND WRITING FOR PARALEGALS  3
Study of principles, methods and applications of research and writing as utilized by paralegals in the legal environment. Students will be required to use the library as well as conduct computer-assisted research.
Prerequisite: Not open to freshmen.

PALG 316  SKILLS FOR BILINGUAL LEGAL PERSONNEL  3
Translating, interpreting and cultural fluency as applied to the legal field and in particular to the role of bilingual paralegals.
Prerequisite: Fluency in Spanish required.

PALG 317  EVIDENCE  3
An examination of the basic principles and rules governing trial advocacy in federal and state (NJ) cases. Areas to be examined include: the hearsay rule and its exceptions, examination of witnesses (lay and expert), impeachment, privileges, real and demonstrative evidence, inference, judicial notice and presumptions.
PALG 318 COMPUTER-ASSISTED RESEARCH IN THE LEGAL ENVIRONMENT 3
This course provides students with the theoretical foundations and practical applications of computer-based research in the legal environment. Areas to be covered in computer-assisted legal research include government legal databases and private legal databases such as Westlaw and Lexis. Factual investigation and other law-related internet research will also be explored.

PALG 320 BANKRUPTCY LAW 3
This course prepares paralegal students to assist attorneys representing debtors and creditors in bankruptcy matters. The course emphasizes procedures and their practical applications, including interviewing clients, preparing and reviewing schedules and preparing claims and motions. The course reviews the new Federal bankruptcy code.

PALG 322 WILLS, TRUSTS AND PROBATE LAW 3
Basic concepts, practice, and procedure in wills, probate, and trusts. Includes will drafting, estate planning, probate procedures and estate administration. Forms and questionnaires utilized by paralegals in these areas.

PALG 330 FAMILY LAW 3
Basic concepts of domestic relations law and family law practice. Includes ante-nuptial agreements, formal ties of marriage, separation agreements, and divorce. Familiarization with forms and procedures utilized by paralegals in domestic relations law.

PALG 331 ADMINISTRATIVE LAW AND PROCEDURE 3
This course will employ an integrated approach to the study of administrative law. Students will explore the importance of administrative agencies in the development and implementation of public policies as well as the pervasive ways in which agency actions affect the public.

PALG 332 PERSONAL INJURY LAW 3
Legal concepts and terminology of personal injury law, both substantive and procedural. Negligence, medical malpractice, products liability. Drafting of pleadings and other documents utilized by paralegals in personal injury practice.

PALG 336 CORPORATIONS AND PARTNERSHIPS 3
Legal characteristics and tax aspects related to sole proprietorship, partnership, limited partnership and corporations. Formation, operation and dissolution of the corporate entity. Drafting of legal forms utilized by paralegals in these areas.

PALG 339 COMPUTER APPLICATIONS IN THE LEGAL ENVIRONMENT 3
Applications of computer software in the legal environment. Legal applications of word processing, databases and spreadsheets. Legal software for document generation, document management, financial management, time billing, time and docket management, computer-assisted legal research and information management in the workflow process. **Prerequisite:** Undergraduates must complete the Computer Science General Education Requirement before taking this course.
PALG 378  EMPLOYMENT LAW  3
The goal of this course is to provide students with the theoretical foundations and practical applications of employment law as it has developed and been applied in the United States. The course will utilize a model and method approach which will present theory and procedure in a case problem context. The course will acquaint students with various human resource and compliance procedures in the modern legal environment. Processes such as policy creation and procedural application of modern employment law including wrongful discharge, whistle blower statutes, age discrimination, handicap discrimination, sex discrimination and harassment, race, and religion will be explored as well. Particular emphasis will be placed upon the use of ADR and CDR prior to disputes manifest before federal and state agencies.

PALG 390  INDEPENDENT STUDY IN PARALEGAL STUDIES  3
Guided study of a particular area of Paralegal Studies arranged individually between student and professor. The topic may be a more advanced treatment of a regularly offered course or the exploration of a timely and significant area of Paralegal Studies.

Prerequisite: Departmental approval.

PALG 411  ADVANCED PATENT, TRADEMARK AND COPYRIGHT LAW  3
Procedural principles of patent, trademark and copyright law including prosecution of patent and trademark applications in the United States Patent and Trademark Office, preparation and filing of trademark applications and preparation of applications to register claims to copyright in the United States Copyright Office. Litigation procedures for acts of infringement relating to such proprietary rights.

Prerequisite: PALG 310.

PALG 412  CONSUMER LAW  3
This course provides students with the theoretical foundations and practical applications of consumer law. The course utilizes a model and method approach, which presents theory and procedure in a case problem context. The course acquaints students with various traditional legal theories and compares and contrasts them with law as it has evolved to meet new changes in society. Areas to be covered include compulsory disclosure of information, consumer claims and defenses, abusive collective practice, state and federal regulation of the cost of credit and alternative dispute resolution.

PALG 420  ADVANCED CIVIL LITIGATION  3
Refinement of substantive and procedural principles relating to all stages of a civil law suit from commencement of suit through judgment and appeal as applied in New Jersey. Theoretical foundations and practical applications in the state court system contrasted with the federal court system.

Prerequisites: PALG 210 and 312.
### PALG 437 ENTERTAINMENT LAW

The goal of this course is to provide students with the theoretical foundations and practical applications of entertainment law. The course will utilize a model and method approach, which will present theory and procedure in a case problem context. The course will acquaint students with various traditional legal theories and compare and contrast them with entertainment law as it has evolved to meet the changes in society. Areas to be covered include representing minors, contract preparation, copyright infringement, publishing, theatrical and musical performance, film and television.

### PALG 441 ADVANCED COMPUTER SYSTEMS IN THE LEGAL ENVIRONMENT

Applications of operation of computer systems, including hardware and software, designed specifically to assist in the practice of law or the management of law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application and systems programs which may become available.

*Prerequisites:* PALG 312 and PALG 339.

### PALG 450 LAW OFFICE MANAGEMENT AND TECHNOLOGY

Theoretical foundations and practical applications of law office management and technology. Hands-on and theoretical problems dealing with work product, human resources, and workflow in assembly, case management, database management, human resource management, and technological interfaces with traditional processes.

### PALG 497 PARALEGAL SEMINAR AND INTERNSHIP

Field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations and career options.

*Prerequisites:* PALG 312 with a minimum grade of C- is required; two legal specialty courses; departmental approval.

*Prerequisites or Corequisites:* 2 legal specialty courses selected from courses approved within the Paralegal Studies Program or from the approved departmental list.

### LSPR 498 COOPERATIVE EDUCATION:

Academic study integrated with supervised paid employment situation in the legal environment outside of the formal classroom setting. Part-time (20 hours per week) or full-time (40 hours per week). Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations and career options.

*Prerequisites:* LSPR 210 and LSPR 312 and LSPR 362; a minimum grade of C- is required in LSPR 312 and LSPR 362; two legal specialty courses; departmental approval.

*Prerequisites or Corequisites:* 2 legal specialty courses selected from courses approved within the Paralegal Studies Program or from the approved departmental list.

### LSPR 499 SELECTED TOPICS IN PARALEGAL STUDIES

Exploration of a significant area of Paralegal Studies such as administrative law, bankruptcy, environmental law, as well as new and evolving legal areas. The specific topic will be announced each time the course is offered.
The Translation and Interpretation in Spanish certificate, offered by the department of Spanish and Italian, provides basic preparation for entry-level translating and interpreting positions in government, telecommunications, the judiciary, the helping professions, business and the arts. Designed for students who have good speaking and writing skills in both English and Spanish, the four-course sequence focuses on the specific skills of translation and interpretation.

The certification examination is given in May when the sequence of courses has been completed. Candidates select the language direction in which they will take the examination - English into Spanish or Spanish into English. Successful candidates receive a certificate in translation in the language direction of their examination.

ADMISSION REQUIREMENTS
Students who have a bachelors degree from an accredited college may obtain an application from the Office of Graduate Admissions and Support Services. When completing the application, please follow the instructions for professional non-degree students. International students must also submit an official TOEFL score and have their foreign transcripts evaluated by World Education Services.

REQUIREMENTS FOR THE TRANSLATION AND INTERPRETATION IN SPANISH CERTIFICATE PROGRAM
Prerequisite: SPAN 241 Fundamentals of Spanish Grammar or equivalent.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Required Courses (12 semester hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPAN 350 Translating I</td>
</tr>
<tr>
<td></td>
<td>SPAN 351 Translating II</td>
</tr>
<tr>
<td></td>
<td>SPAN 452 Translating III</td>
</tr>
<tr>
<td></td>
<td>SPAN 450 Introduction to Interpreting</td>
</tr>
</tbody>
</table>

Minimum semester hours: 12
### SPANISH/ITALIAN

#### Undergraduate Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 350</td>
<td>TRANSLATING I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to the techniques of translating Spanish/English and English/Spanish. Students translate actual documents and texts from a wide variety of fields in order to gain experience in methods of analysis, research and verification.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Special fee.</em></td>
<td></td>
</tr>
<tr>
<td>SPAN 351</td>
<td>TRANSLATING II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A continuation of Translating I. Materials chosen for translation reflect the career interests of the students in the class. Emphasis on professional ethics and the rudiments of translation theory.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Special fee.</em></td>
<td></td>
</tr>
<tr>
<td>SPAN 452</td>
<td>TRANSLATING III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Under careful supervision, the student will prepare a translation project, usually consisting of the translation of a text of approximately 50 typewritten pages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: SPAN 350. Special fee.</em></td>
<td></td>
</tr>
<tr>
<td>SPAN 450</td>
<td>INTRODUCTION TO INTERPRETING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course is designed to teach the student the specialized techniques of oral interpreting and to prepare them for a career in the field. Visits to observe professional interpreters at work will be arranged.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Special fee.</em></td>
<td></td>
</tr>
</tbody>
</table>
At MSU, a student with a baccalaureate degree may pursue an initial New Jersey teaching certificate, and a fully certified teacher may obtain additional instructional endorsements or advanced certification. The Center of Pedagogy’s Teacher Education Program includes graduate programs at the University that lead to initial teacher certification. All other programs – i.e., those leading to advanced certification, additional instructional endorsements or other master’s level degrees – are overseen by the College of Education and Human Services and the Office of Graduate Admissions and Support Services and are described elsewhere in this catalog. For information regarding the Ed.D in Pedagogy, see Doctoral Programs.

Dedicated to the art and science of teaching and learning, the Center of Pedagogy enjoys the distinction of being the first such agency in the country to focus its resources on the direction and coordination of the various aspects of the renewal of teacher education both in the university and in the public schools. In 2002 the Program received the American Association of Colleges for Teacher Education (AACTE) Award for Best Practice in Diversity in Teacher Education and in 2005 Teacher Education Program faculty were the first recipients of the Richard W. Clark Award for Exemplary Partner School Work.

Montclair State University’s Teacher Education Program includes a sequence of professional courses and field experiences that emphasize teaching for critical thinking and culturally responsive teaching. The field experiences also emphasize the simultaneous renewal of teacher education and schools via collaboration between the University and a network of partner school districts. These select districts are active participants in the Montclair State University Network for Educational Renewal (MSUNER) and they represent communities near Montclair State that share our vision and mission. The MSUNER in turn is one of over twenty programs in the United States and Canada affiliated with the National Network for Educational Renewal (NNER), based at the University of Washington.

Teacher education at Montclair State University reflects a balance between a liberal arts education and professional preparation. The program combines general education, subject matter (major) specialization, and professional preparation. The commitment of Teacher Education Program faculty and staff is to prepare teachers to exercise responsible stewardship of our schools, provide access to knowledge for all children and youth, forge a caring and effective connection between teacher and students, and foster in the young the skills, dispositions, and knowledge necessary for effective participation in a social and political democracy.

In addition to reading the information provided here, students should obtain a copy of the Center of Pedagogy’s *Teacher Education Program Handbook* for detailed, up-to-date information.
information about the Teacher Education Program as well as further information about the Center of Pedagogy and the many resources it provides to teacher education students. The *Handbook* is available in the Center of Pedagogy (University Hall Suite 1180), at the University bookstore, at the Teacher Education Program Web site (http://cehs.montclair.edu/academic/cop/teacher) and on the Center of Pedagogy Blackboard site. The Blackboard and Web sites also contain important general information, events, and announcements. Students should consult with both their subject area advisor as well as their teacher education advisor for up-to-date information and personalized guidance.

**Overview of Initial Instructional Certificate Programs**

Individuals who hold a bachelor’s degree and who wish to acquire their first teaching certificate have two graduate program options at Montclair State University:

A. **Post-baccalaureate Initial Instructional Certification Program**

In this program, students who have strong academic preparation in the subject they wish to teach are required to complete approximately 30 semester hours of professional education courses, a part-time field experience, and a full-time student teaching experience. Candidates who do not have an undergraduate or graduate degree in the area they wish to teach must complete additional undergraduate coursework in that subject, which could be in excess of 30 credits. These courses may be taken concurrently with the course work in professional education but must be completed prior to student teaching.

B. **Master of Arts in Teaching (M.A.T.) Program**

Students who wish to obtain a master’s degree and teacher certification simultaneously may consider this program, which requires additional graduate level courses and passing a comprehensive exam. With careful planning students pursuing a subject area certification may be able to obtain certification before the completion of the master’s degree. Course requirements and admissions requirements for M.A.T. programs are provided on the following pages and in the appropriate department sections of this Catalog. Early Childhood (P-3 and P-3 dual certification) and Elementary Education (K-5 and K-5 dual certification) candidates should refer to the Department of Early Childhood, Elementary, and Literacy Education section of the Catalog, and all other candidates should refer to the Department of Curriculum and Teaching section of the Catalog.

Upon successful completion of all of the requirements for a post-baccalaureate or M.A.T. program and with the approval of the University’s certification officer, students are recommended to the New Jersey Department of Education for a Certificate of Eligibility with Advanced Standing (CEAS). This lifetime certificate enables the holder to seek employment in a New Jersey public school and to be legally qualified to teach in other member states of the Interstate Certification Compact. In New Jersey, a candidate must
then successfully teach for one year as a Provisional teacher (i.e., as a first-year teacher) before receiving a standard permanent instructional certificate. Note that the requirements for certification are subject to changes in state regulation and University policy.

**Admissions Criteria for Initial Instructional Certificate Programs**

In selecting students for the post-baccalaureate and M.A.T. programs, Montclair State University uses a set of Institutional Standards which are related to the kinds of knowledge, abilities, dispositions and character we expect graduates of our programs to possess. These Standards can be found in the *Teacher Education Program Handbook* and on the Program’s Web site, and are the basis of the Portrait of a Teacher, shown below. In making decisions on acceptance to the programs, faculty consider such criteria as GPA, knowledge of content of major area of study, commitment to teaching and its varied responsibilities, and communication abilities, both written and oral. These criteria enable faculty to assess the likelihood that candidates will achieve the goals inherent in the Portrait of a Teacher and thereby the Institutional Standards.

**Portrait of a Teacher**

The Montclair State University community is committed to the continuing development of teachers who exemplify the dispositions, knowledge, and skills reflected in this portrait. They:

1. Have expert knowledge of the disciplines they will teach and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.

2. Understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students’ intellectual, social, and personal development.

3. Understand the practice of culturally responsive teaching. They understand that children bring varied talents, strengths, and perspectives to learning; have skills for learning about the diverse students they teach; and use knowledge of students and their lives to design and carry out instruction that builds on students’ individual and cultural strengths.

4. Plan instruction based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.

5. Understand critical thinking and problem solving, and create learning experiences that promote the development of students’ critical thinking and problem solving skills and dispositions.

6. Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.
7. Understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.

8. Create a community in the classroom that is nurturing, caring, safe, and conducive to learning.

9. Are reflective practitioners who continually inquire into the nature of teaching and learning, reflect on their own learning and professional practice, evaluate the effects of their choices and actions on others, and seek out opportunities to grow professionally.

10. Build relationships with school colleagues, families, and agencies in the community to support students’ learning and well-being, and work to foster an appreciation of diversity among students and colleagues.

11. Possess the literacy skills associated with an educated person; can speak and write English fluently and communicate clearly.

12. Develop dispositions expected of professional educators. These include belief in the potential of schools to promote social justice; passion for teaching; and commitment to the ethical and enculturating responsibilities of educators, to ensuring equal learning opportunities for every student, to serving as agents of change and stewards of best practice, and to critical reflection, inquiry, critical thinking, and life-long learning.

Candidates for admission to post-baccalaureate and M.A.T. programs must file an Application for Graduate Admission to the Office of Graduate Admissions and Support Services, including all supporting materials. Be sure to complete essay option #3 in the application. Requirements include:

1. For M.A.T. applicants: an undergraduate GPA of at least 2.7 overall as well as in the teaching field. For post-baccalaureate applicants: an undergraduate GPA of at least 2.5 overall as well as in the teaching field. Some departments may require a higher GPA in the teaching field than indicated here.

2. Submission of the appropriate Praxis II Subject Assessment test(s) scores or proof of test registration. It is important to note that students are not permitted to student teach until they have submitted passing Praxis II scores for all required Praxis II tests. Students should carefully review the Teacher Education Program Handbook and Web site for specific details about Montclair State University’s Praxis policy.

3. Transcripts from all institutions attended.

4. Two recommendations from school or college faculty, or administrators.

5. For M.A.T. applicants only: submission of qualifying scores on the general Graduate Record Exam.

6. For Early Childhood/Elementary Education applicants in particular: evidence of substantial and meaningful experience with groups of children over time or equivalent.
Additional requirements which must be met as part of the student’s program if not satisfied prior to admission include:

1. Demonstration of proficiency in the use of the English language. This is typically satisfied by taking a speech course.
2. A course in general psychology and a course in educational psychology.
3. A course which meets the state’s Physiology and Hygiene requirement, or submission of test results from the state-administered test that can be taken in lieu of a course.
4. In some cases, additional credits in the teaching field, as required by the department. For example, Teacher of English as a Second Language program candidates must also satisfy the requirements for a linguistics major, which may add 36 semester hours to their programs.

Students who are accepted into a post-baccalaureate or M.A.T. program who need to fulfill one or more of these additional requirements will be notified of such upon admittance to the program.

After the admissions deadline, a preliminary review of the student’s credentials is conducted. Applicants are then notified by mail about next steps in the process, which may include interviews by graduate program coordinators and/or admissions committee, writing samples, portfolio review, and/or audition.

Note that the culminating field experiences taken by all initial certification program students require an additional application that is separate from admission to the University and the Teacher Education Program. This application must be submitted well in advance so that the Center of Pedagogy Fieldwork Department can secure a school-based placement for appropriate field experiences. Currently students who wish to take Fieldwork in Education or Clinical I in the fall must submit their fieldwork application by the previous March 1st. Students who wish to take Fieldwork in Education or Clinical I in the spring must submit their fieldwork application by the previous October 1st. These deadlines are subject to change and students should refer to the Center of Pedagogy’s Blackboard site and Web site for up-to-date deadlines. Due to the timeline of the placement process, late applications cannot be accepted. Therefore, it is critical that students plan their courses of study well in advance with their advisors so that they know when to apply for fieldwork.

**Retention Criteria for Initial Instructional Certificate Programs**

Students in the post-baccalaureate and M.A.T. initial instructional certificate programs are evaluated periodically using the Teacher Education Program’s Institutional Standards to ensure that they are on track to complete their program successfully and be recommended to the state for certification. Please review the Teacher Education Program Handbook and Web site to learn more about these evaluations and for an outline of the Institutional Standards. It is particularly important to note that it is up to the discretion of the Center of Pedagogy as to a student’s readiness for student teaching, and that it is up to the discretion of the University’s certification officer to determine whether a student should be recommended to the state for certification.
Initial Instructional Certificates Course Requirements
For all programs except Early Childhood (P-3) or Elementary Education (K-5)

Students should note that admission to the University to take courses does not guarantee admission to the Teacher Education Program, and that any courses taken prior to admission to the Program are taken at the student’s own risk. Students admitted to the Program can access their certification/degree requirements through the Web Enrollment Services for Students (WESS) system.

A. Prerequisites:
   It is expected that students in the Program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include at least 60 semester hours of general education, distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete a written examination in physiology and hygiene, as described above.

B. Social Behavioral Science Component
   PSYC 101 General Psychology I: Growth and Development ......................... 3
   PSYC 200 Educational Psychology

   OR

   PSYC 560 Advanced Educational Psychology ............................................... 3
   Human and Intercultural Relations Elective ....................................................... 3

C. Professional Education Component
   CURR 599 Curricular and Social Dynamics of Schooling .............................. 3
   EDFD 520 Development of Educational Thought ........................................... 3
   CURR 5_ _ Educational Elective ...................................................................... 3
   Major Departmental Methods Course(s) ....................................................... 2 - 4 min.
   CURR 500 Fieldwork in Education ................................................................. 2
   A course in teaching reading 3
   A course in teaching for critical thinking ........................................................... 3

D. Teaching Field Requirements
   Course requirements in teaching field (major) to be determined by departmental advisor.

E. Professional Semester
   To be eligible for the professional (student teaching) semester, students must pass a pre-student teaching retention review by the Teacher Education Program. Criteria include successful completion of all teaching field and professional education courses with a 2.75 GPA (minimum) overall, in teaching field, and in professional education courses. (Some departments require a higher GPA in the teaching field. Consult graduate program coordinator.) Students must also pass the required Praxis II test(s) to be eligible for student teaching. See Teacher Education Program Handbook for additional retention criteria. Students who are currently employed as full-time teachers may qualify for In-Service status and may be able to substitute In-Service Student Teaching for regular Student Teaching. Interested
students should consult the Teacher Education Program Handbook and an advisor to determine eligibility. In-Service candidates must submit an In-Service Fieldwork Application to the Center of Pedagogy following the fieldwork application deadlines shown in above.

CURR 511 Supervised Student Teaching
OR
CURR 514 In-Service Supervised Graduate Student Teaching ............... 8
CURR 502 Seminar in Professional Education ........................................ 1
CURR 528 Teaching for Learning ....................................................... 3
Departmental (major) Seminar (if required) ........................................ 1

(Applicants interested in the course requirements for the M.A.T. should consult with the Department of Curriculum and Teaching.)

Initial Instructional Certificates Course Requirements for Early Childhood (P-3) or Elementary Education (K-5)
(Students must select one of these programs.)

Complete outlines of the requirements for Early Childhood (P-3) and Elementary Education (K-5) are listed under the Early Childhood, Elementary, and Literacy Education Department.

Students should note that admission to the University to take courses does not guarantee admission to the Teacher Education Program, and that any courses taken prior to admission to the Program are taken at the student’s own risk. Students admitted to the Program can access their certification/degree requirements through the Web Enrollment Services for Students (WESS) system.

A. Prerequisites:
   It is expected that students in the Program will be able to demonstrate proficiency in the use of the English language. In addition, their academic backgrounds should include a course in general psychology, two semesters of Child Development, and at least 60 semester hours of general education distributed among the arts, humanities, mathematics, science, technology and the social sciences. Those students who have not had a course in human biology or health must successfully complete a written examination in physiology and hygiene, as described above.

B. Core Courses (9 semester hours):
   ECEL 501 Models of Early Childhood and Elementary Education .......... 3
   ECEL 518 Families, Communities and Schools: Diversity, Culture, and Democracy ................................................................. 3
   READ 500 The Nature of Reading .................................................... 3

C. Content/Methods (Select one course):
   MATH 577 Mathematics Education in the Elementary Schools .......... 3
   ECEL 516 Social Studies and the Arts: Understanding Democracy in Elementary Classrooms ...................................................... 3
   ECEL 517 Integrating Science and Technology in Early Childhood and Elementary Classrooms .............................................. 3
D. Professional Sequence (12-13 semester hours)

ECEL 528 Early Childhood Development and Learning
(required for P-3 only) .......................................................... 3

OR

ECEL 522 Curriculum Development and Assessment in Diverse
Elementary Classrooms (required for K-5 only) ..................... 3

AND

ECEL 510 Clinical Experience I in Inclusive Early Childhood and
Elementary Settings ............................................................... 2

ECEL 502 Seminar I: Inclusive Early Childhood and
Elementary Classrooms ........................................................... 1

ECEL 511 Clinical Experience II in Inclusive Early Childhood and
Elementary Settings ............................................................... 5

ECEL 504 Seminar II: Inclusive Early Childhood and
Elementary Classrooms ........................................................... 1

OR

ECEL 514 In-Service Supervised Graduate Teaching .................. 5
(ECEL 514 replaces ECEL 510/511 for those in full-time teaching positions.)

Note: To be eligible for Clinical Experience II in Inclusive Early Childhood and
Elementary Settings (student teaching), students must pass a pre-student teaching
retention review by the Teacher Education Program. This includes successful
completion of all teaching field and professional education courses with a 2.75
GPA (minimum) overall, in teaching field, and in professional education courses.
Students must also pass the required Praxis II test(s) to be eligible for student
teaching. See the Teacher Education Program Handbook for additional retention
criteria. Students who are currently employed as full-time teachers may qualify for
In-Service status and may be able to substitute In-Service Student Teaching for
regular Student Teaching. Interested students should consult the Teacher Educa-
tion Program Handbook and an advisor to determine eligibility. In-Service
candidates must submit an In-Service Fieldwork Application to the Center of
Pedagogy following the fieldwork application deadlines shown above.

(Applicants interested in the course requirements for the M.A.T. should consult
with the Early Childhood, Elementary, and Literary Education Department.)
Programs are available in the following certification areas:

**INSTRUCTIONAL CERTIFICATES:**
- Art
- Biological Science
- Chemistry
- Elementary School Teacher in Grades K-5
- Earth Science
- English
- French
- Health Education
- Italian
- Latin
- Mathematics
- Music
- Physical Education
- Physical Science
- Physics
- Psychology
- Social Studies
- Spanish
- Teacher of English as a Second Language
- Teacher of Preschool Through Grade 3
- Teacher of Reading (only available as an additional certification with an M.A. in Reading)
- Teacher of Students with Disabilities (only available as M.A.T. dual certification with Teacher of Preschool Through Grade 3 or Elementary School Teacher in Grades K-5)

**ADMINISTRATIVE CERTIFICATES:**
- Principal
- Supervisor

**EDUCATIONAL SERVICES CERTIFICATES:**
- Associate School Library Media Specialist
- Learning Disabilities Teacher-Consultant
- Reading Specialist
- School Counselor (Post-Masters only)
- Speech-Language Specialist*
- Substance Awareness Coordinator

*Available only to students in the M.A. program leading to Speech Language Specialist certification
Title II Report Summary 2005-2006

As reported to the NJ Department of Education under Title II of the Higher Education Act as the “summary pass rate”, 98% of students who completed Montclair State University’s programs for initial teacher certification in AY 2005-2006 passed the PRAXIS test required for licensure by the state of New Jersey. For comparison, the statewide summary pass rate is 96%. An aggregate pass rate of 98% was calculated for the academic content areas (math, English, biology, etc.).

The percentages of students who passed the individual (“single”) PRAXIS assessments are as follows (the statewide pass rate for each is in parentheses):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>100 (97)</td>
</tr>
<tr>
<td>Biology</td>
<td>100 (90)</td>
</tr>
<tr>
<td>Elementary Education: content knowledge</td>
<td>99 (98)</td>
</tr>
<tr>
<td>English language, literature &amp; composition</td>
<td>96 (92)</td>
</tr>
<tr>
<td>General Science I</td>
<td>100 (97)</td>
</tr>
<tr>
<td>General Science II</td>
<td>100 (99)</td>
</tr>
<tr>
<td>Health &amp; Physical Education:</td>
<td></td>
</tr>
<tr>
<td>content knowledge</td>
<td>100 (99)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>91 (92)</td>
</tr>
<tr>
<td>Music</td>
<td>100 (97)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>97 (89)</td>
</tr>
<tr>
<td>Spanish</td>
<td>100 (99)</td>
</tr>
</tbody>
</table>

As required under Title II, pass rates were reported only for assessments with more than 10 test-takers. Students completing programs who took assessments with less than ten test-takers passed at the following rates (the statewide pass rate, if available, is in parentheses):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education</td>
<td>100 (100)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>100 (90)</td>
</tr>
<tr>
<td>Earth Science</td>
<td>100 (100)</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>100</td>
</tr>
<tr>
<td>French</td>
<td>100 (100)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>100 (97)</td>
</tr>
<tr>
<td>Physics</td>
<td>50 (70)</td>
</tr>
<tr>
<td>Technology Education</td>
<td>(100)</td>
</tr>
</tbody>
</table>

The following information about the teacher preparation program at Montclair State University in AY 2005-2006 was also reported under Title II:

Total number of students enrolled in teacher preparation programs: ...................... 1631
Average number of students enrolled in student teaching experiences: ................. 339
Average number of full-time faculty appointed in professional education who supervised student teachers: ............................................................ 18
Average number of faculty appointed part-time in professional education and full-time in the institution who supervised student teachers: ......................... 17
Average number of faculty appointed part-time in professional education, not otherwise employed by the institution, who supervised student teachers: .................. 105
Total average number of supervising faulty ....................................................... 140
Student/faculty ratio: ................................................................. 2.4/1

The average number of hours per week in student teaching was 35 hours. The total number of weeks required is 15, for a total of 525 hours of student teaching. The program is approved by the NJ Department of Education. The full Title II report may be obtained from the Center of Pedagogy.
APPENDIX OF ALPHA COURSE CODES

This appendix identifies each school and department/special program at Montclair State University, the academic subject areas and the alpha codes used as a prefix to each course number. This enables the student to locate the course, its description and prerequisites.

College of the Arts

Art and Design

Art/Ceramics ARCE
Art/Criticism ARCR
Art/Drawing ARDW
Art/Education ARED
Art/Fibers ARFI
Art/Film Making ARFM
Art/Graphic Design ARGD
Art/General Studies ARGS
Art/History ARHS
Art/Metalwork and Jewelry ARMJ
Art/Museum Studies ARHM
Art/Photography ARPA
Art/Papermaking ARPG
Art/Photography ARPH
Art/Printmaking ARPM
Art/Sculpture ARSC
Art/Studio ARST
Art/Therapy ARTH

Broadcasting

Broadcasting BDCS

Communication Studies

Speech Communication SPCM

John J. Cali School of Music

Music/Applied MUAP
Music/Education MUED
Music/History MUHS
Music/Performance MUPR
Music/Technology MUTC
Music/Theory/Composition MUCP
Music/Therapy MUTH

Theatre and Dance

Theatre THTR
College of Education and Human Services

Center of Pedagogy
  Pedagogy

Counseling, Human Development and Educational Leadership
  Counseling, Human Services and Guidance
  Educational Administration

Curriculum and Teaching
  Curriculum and Teaching
  Special Education

Early Childhood, Elementary, and Literacy Education
  Early Childhood and Elementary Education
  Early Childhood Special Education
  Educational Media
  Reading

Educational Foundations
  Educational Foundations
  Educational Research

Exercise Science and Physical Education
  Physical Education/Major

Family and Child Studies
  Family and Child Studies

Health and Nutrition Sciences
  Health Professions
  Nutrition

College of Humanities and Social Sciences

Classics and General Humanities
  Classics/Latin
  General Humanities

Communication Sciences and Disorders
  Communication Sciences and Disorders

English
  English
  English/Literature
  English/Writing

History
  History

Justice Studies
  Justice Studies
  Paralegal Studies

Linguistics
  Applied Linguistics

Modern Languages and Literatures
  French

Political Science and Law
  Legal Studies/Law

Psychology
  Psychology
Sociology
  Sociology SOCI
Spanish/Italian
  Spanish SPAN

**College of Science and Mathematics**

*Biology and Molecular Biology*
  Biology BIOL

*Chemistry and Biochemistry*
  Chemistry CHEM

**Computer Science**
  Computer Science CMPT

*Earth and Environmental Studies*
  Environmental Studies ENVR
  Geoscience GEOS
  Marine Sciences PHMS
  Urban & Geographic Studies EUGS

*Environmental Education—New Jersey School of Conservation*
  Conservation/Field Studies CNFS

**Mathematical Sciences**
  Mathematics MATH
  Statistics STAT

**School of Business**

*Accounting, Law and Taxation*
  Accounting ACCT
  Business Law BSLW

*Economics and Finance*
  Economics ECON
  Finance FINC

*International Business*
  International Business INBS

*Management and Information Systems*
  Information and Decision Sciences INFO
  Management MGMT

**Marketing**
  Marketing MKTG

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  Philosophy for Children PHLC
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Coccia Institute for the Italian Experience in America
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JILL DOMBROWSKI, B.A., Producer
ERIC PARIS, B.F.A., Associate Producer
ALFRED FREDEL, MM, MBA., Marketing and Media Manager
J.RYAN GRAVES, B.A., Production Manager
LISA CAMPBELL, M.A., Creative Services Manager
ROBERT HERMIDA, B.A., Director, Audience Services
GENE LOTITO, M.A., Facilities Manager
CAROLE SHAFFER, B.A., Fiscal Manager
Broadcasting
PATRICIA PIROH, M.A., Producer/Director
DuMont Television Center
JEFFREY FRIEDMAN, B.F.A., Director
JEFFREY JONES, A.A., Television Engineer
<table>
<thead>
<tr>
<th>Department</th>
<th>Title</th>
<th>Name</th>
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<tbody>
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<td>Summer Sessions and Curriculum Administration</td>
<td>Director</td>
<td>JOHN H. LEFFLER, Ed.D.</td>
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<td>Teaching and Learning Resource Center</td>
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<td>Budget Analyst</td>
<td>PATTI D’ANGELO, M.B.A.</td>
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<td>Budget Analyst</td>
<td>DEBORAH FERNBACHER, B.S.</td>
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<td>Budget Analyst</td>
<td>MARILYNN KIND, Budget Analyst</td>
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<td>FINANCE AND TREASURER</td>
<td>Vice President</td>
<td>DONALD D. CIPULLO, B.B.A., C.P.A.</td>
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<td></td>
<td>Executive Assistant</td>
<td>SHERI WALTERS, B.S.</td>
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<td></td>
<td>Director, Financial Systems Administration</td>
<td>CATHERINE RUSH, M.P.A., M.S.</td>
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<td>Director, Conference Center</td>
<td>PHILLIP CARDILLO, B.A.</td>
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<td>Associate Director</td>
<td>KAITLIN KURDYLA, B.S.</td>
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<td>Construction Accounting</td>
<td>Director, Capital Project Accounting</td>
<td>DANIEL ROCHE, M.A.</td>
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<td>Controller</td>
<td>University Controller</td>
<td>CATHARINE A. CORYAT, M.B.A., C.P.A.</td>
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<td>Financial Analysis</td>
<td>Director of Fiscal Reporting</td>
<td>GORGE HARTMAN, B.S.</td>
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<td>Accounting and Financial Services</td>
<td>Assistant Controller</td>
<td>ANGELO M. PARENTE, M.B.A.</td>
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<td>Director</td>
<td>CHERI JEFFERSON, B.S.</td>
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<td>Assistant Director</td>
<td>LINDA MIOZZI, B.S.A.</td>
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<td>MARION CAGGIANO, B.S., Dinora GONAZLEZ, B.S.</td>
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<td>Financial Administration</td>
<td>Director</td>
<td>NANCY G. CARVER, B.A.</td>
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<td>Director, University Store</td>
<td>RICHARD AMMERMAN, Director</td>
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<td>Financial Systems Administration</td>
<td>Director</td>
<td>CATHARINE RUSH, M.P.A., M.S.</td>
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<td>System Administrator</td>
<td>KLAVDIA HAMMOND, B.A.</td>
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<td>Procurement Services</td>
<td>Director</td>
<td>JOSEPH B. REILLY, Esq., M.A.</td>
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<td>Assistant Director</td>
<td>HALYNA HOTSKO, M.S.</td>
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<td>HUMAN RESOURCES</td>
<td>Vice President for Human Resources</td>
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<td>Position Control Analyst</td>
<td>JOANNE WALSH, B.S.</td>
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<td>Assistant Vice President for Employee Relations and Compensation</td>
<td>GILBERT RIVERA, M.P.A.</td>
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<td>Director of Employee Services for Payroll and Benefits</td>
<td>PATRICIA KELLY, B.S.</td>
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<td>Equal Opportunity/Affirmative Action and</td>
<td>Equal Opportunity/Affirmative Action and Diversity</td>
<td>BARBARA J. MILTON, M.H.S.</td>
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<td>Diversity</td>
<td>Organizational Development and Training</td>
<td>CHARLES MATTEIS, M.B.A.</td>
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<td>University Staffing Services</td>
<td>President for University Staffing Services</td>
<td>CATHERINE BONGO, M.B.A.</td>
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<td>Director of Classified Staffing</td>
<td>KEESHA CHAVIS, M.A.</td>
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<td></td>
<td>Manager of Technology Training</td>
<td>PATRICIA KAHN, M.B.A.</td>
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<td></td>
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<td>STACIA ZELICK, B.A.</td>
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<td>Systems, Networking and Telecommunications</td>
<td>Interim Director, Systems and Security</td>
<td>JEFFREY GIACOBBE, M.S.</td>
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<tr>
<td></td>
<td>Manager Systems, Networks, and Communications</td>
<td>MINTO GILL, B.S.</td>
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<tr>
<td>Management Information Systems</td>
<td>Database Administrator</td>
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<td>Director</td>
<td>ARATHI NATARAJAN, M.S.</td>
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<td>Institutional Research</td>
<td>Associate Director</td>
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<td>Executive Assistant</td>
<td>KAREN L. PENNINGTON, Ph.D.</td>
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<td>Assistant Director</td>
<td>LOUIS ANDERSON, M.A.</td>
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To Be Announced, Director
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TARA MORLANDOZURLO, M.A., Academic Advisor

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ANITA KUBICKA, M.S., Assistant Director/Head Softball Coach
MICHAELE J. SCALA, B.A., Director, Sports Information
STEPHANIE SABALIAUSKAS, B.S., Assistant Director, Sports Information
EILEEN BLAIR, B.A., Head Coach Women’s Soccer/Assistant Compliance Coordinator
JOHN DAVIS, M.S., Head Athletic Trainer
CYNTHIA DORMAN, B.S., Assistant Athletic Trainer
TED FIORE, M.A., Head Coach, Men’s Basketball
ENRICO GIANCOLA, B.A., Head Coach, Football
BETH GOTTUNG, M.A., Head Coach, Field Hockey

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KARA MORILLO, M.A., Coordinator, Equity and Diversity Programs

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ANITA KUBICKA, M.S., Assistant Director/Head Softball Coach
MICHAELE J. SCALA, B.A., Director, Sports Information
STEPHANIE SABALIAUSKAS, B.S., Assistant Director, Sports Information
EILEEN BLAIR, B.A., Head Coach Women’s Soccer/Assistant Compliance Coordinator
JOHN DAVIS, M.S., Head Athletic Trainer
CYNTHIA DORMAN, B.S., Assistant Athletic Trainer
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TROY SESSOMS, B.S., Equipment Manager

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ARIKA EASLEY, M.A., Director, Russ/Free- man Complex
To Be Announced, M.A., Director, Bohn
GRACE JABLON, B.A., Technical Project Specialist
PATRICIA LELLI, M.Ed., Director, Village at Little Falls
To Be Announced, Director, Blanton
JEAN W. LWOHL, M.A., Director, Stone/Webster
To Be Announced, Director, Clove Road Apartments
KEVIN GRAVES, B.S., Technical Program Assistant

Sports Information
MICHAEL J. SCALA, B.A., Director, Sports Information
STEPHANIE SABALIAUSKAS, B.S., Assistant Director, Sports Information

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To Be Announced, Assistant Director for Student Activities
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JULIE FLEMING, B.A., Evening and Weekend Program Coordinator
HAYDEN GREENE, B.B.A., Advisor for Fraternities and Sororities

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MARSHA CAMPBELL-YOUNG, B.S., Associate Director for Student Programming

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BARIACKERSON, R.N.
D’JUANACLARK, R.N.
LYNN FRYER, N.P.
EILEEN L. MARY NEILAN-SNEE, N.P.
MARYANN SHARPE, N.P.
JACLYN FRIEDMAN-LOMBARDO, Psy.D., Director of Counseling and Psychological Services
CHRISTOPHER DROST, Ph.D., Assistant Director
NANCY FRIEDMAN, Psy.D., Psychologist
KRITINE DE JESUS, Psy.D., Psychologist
To Be Announced, Psy.D., Psychologist
TANYAPURDY, B.A., Program Assistant, Peer Education Coordinator
JENNIFER VOGEL-DAVIS, Psy.D., Psychologist

Services for Students with Disabilities
LINDA SMITH, M.A., Coordinator

University Police
PAUL CELL, B.S., Chief
BOYD LYONS, Lieutenant
MICHAEL POSTASKI, Lieutenant
HARRY McKENZIE, Lieutenant

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CYNTHIA LEPRE BARNES, B.A., Assistant Vice President for University Advancement

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BONITA KATES, Stewardship Coordinator
KAREN RAMSDEN, M.P.A., Coordinator of Prospect Research
ANA SANCHEZ, Coordinator of Donor/Prospect Records

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WINSOME WYNTER, B.S., Program Assistant

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MARALYN LEWIN KINCH, L.P.C., M.A., Director, Career Counseling and Information Services
BRYAN MURDOCK, M.P.A., Director, Experiential Education
ADAM C. MAYER, M.A., Director, Career Development
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Directions to campus
Montclair State University is on Valley Road and Normal Avenue, Montclair, N.J. one mile south of the junction of Routes 3 and 46.

By Car From:
Bloomfield Avenue, Montclair: North on Valley Road, 3.3 miles to Normal Avenue light, turn left.
Route 46 (East and West): Valley Road, Montclair exit (at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right.
Route 3: Valley Road, Montclair exit (at Route 46 junction), south for approximately one mile to Normal Avenue light, turn right.
Garden State Parkway North: Exit 153B (left lane) to Route 3 West to Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right.
Garden State Parkway South: Exit 154 to Route 46 West, to Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right.
New Jersey Turnpike: Exit 16W to Route 3 West, Valley Road, Montclair exit, south one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike south of Exit 11 may exit there to Garden State Parkway North.
Lincoln Tunnel: Follow to Route 3 West.
George Washington Bridge: Route 80 West to Garden State Parkway South.

By Public Transportation* From:
New York City (by train): Take PATH Service to Hoboken, transfer to NJ Transit Boonton Line, and get off at Montclair Heights Station at southwest corner of campus. (Service available only on weekdays in the afternoon and evening.)
New York City (by bus): DeCamp Bus No. 66 leaves from the Port Authority Bus Terminal; get off at Mt. Hebron and Valley Roads, turn right (north) on Valley Road, and walk one block to the Normal Avenue traffic light, then turn left to campus entrance.
Newark: NJ Transit Bus No. 28 originates at Macy’s, Washington and Hill Streets, and terminates its run on campus.
Paterson: NJ Transit Bus No. 72 originates at Broadway Terminal, Paterson, and goes to Broad Street, Bloomfield. Change to No. 28 at Bloomfield Center.
The Oranges: Take One Bus Co. No. 44 to Main and Day Streets in Orange. Connect to NJ Transit Bus No. 92 to Glenwood and Bloomfield Avenues. Change to NJ Transit Bus No. 28.
Passaic: NJ Transit Bus No. 705 originates at Main Street and Passaic Avenue in Passaic and travels through Clifton to Montclair State University.
Wayne: NJ Transit Bus No. 704 originates at Willowbrook Mall and travels to Montclair State University.

* Schedules subject to change without notice.