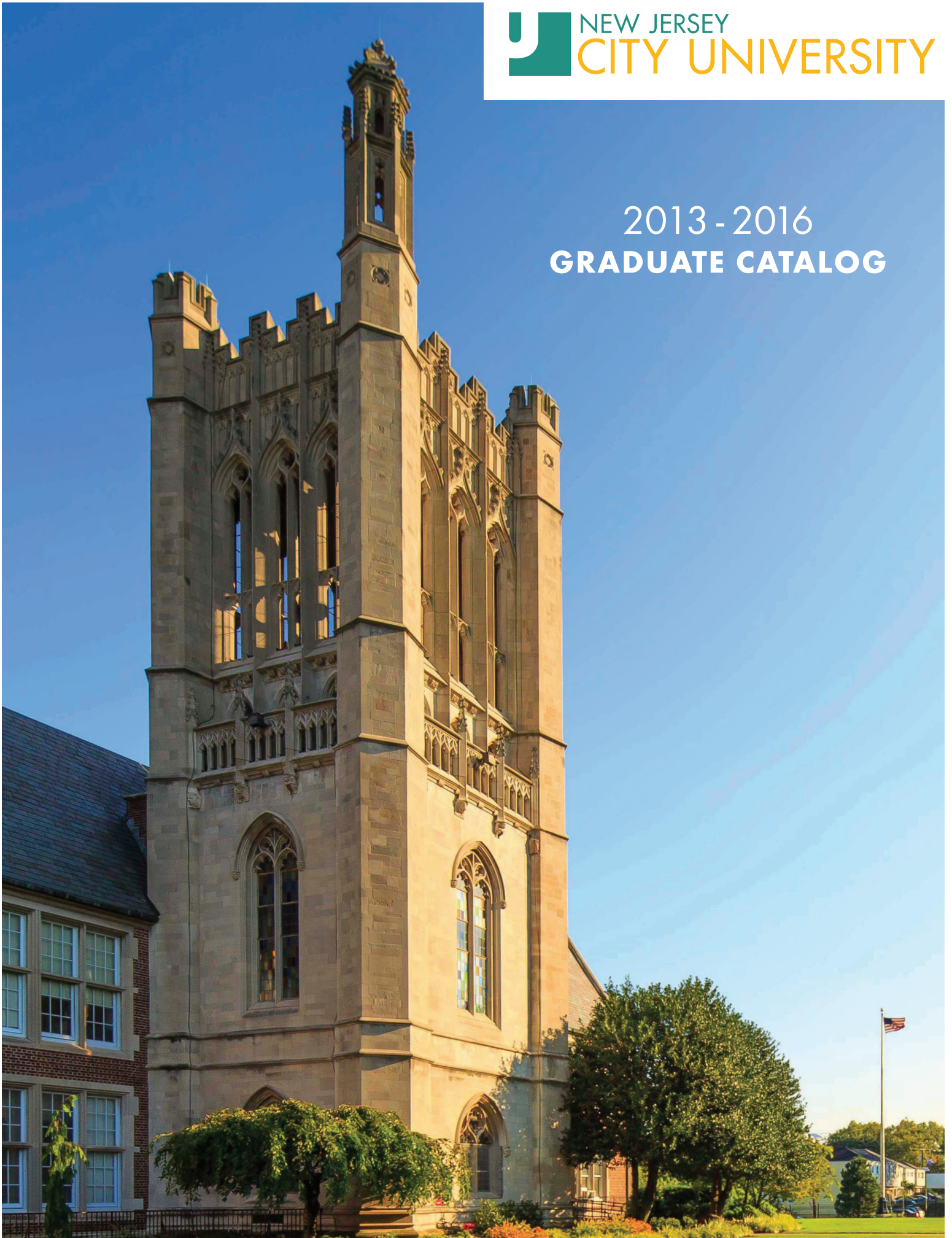


2013 - 2016
GRADUATE CATALOG



LOCATION

The University campus is located in Jersey City, a highly urbanized area, with a population of over 240,000. The University is within thirty minutes of the cultural and entertainment centers of New York City and within easy reach of both summer and winter recreation areas. The Statue of Liberty, Liberty State Park, and Liberty Science Center are very near the campus.

**EQUAL OPPORTUNITY/
NON-DISCRIMINATION STATEMENT**

New Jersey City University embraces the diversity of urban experiences and seeks to attract talented faculty, staff, and students from a variety of backgrounds. In compliance with relevant federal and state civil rights legislation, New Jersey City University does not discriminate on the basis of race, creed, religion, color, national origin, nationality, ancestry, sex/gender (including pregnancy), age (except where gender or age is a bona fide occupational qualification), affectional or sexual orientation, marital status, civil union status, familial status, domestic partnership status, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability in the operation of its educational program and activities (admission, scholarships and loan awards, access to programs and course offerings, competitive and intramural athletics, counseling, student and other employment, use of facilities, and campus sponsored extracurricular activities).

**EQUAL EMPLOYMENT OPPORTUNITY/
AFFIRMATIVE ACTION STATEMENT**

New Jersey City University is committed to ensuring that all its educational programs (including recruitment, admission, and retention of students), personnel actions (including application, hiring, promotion, compensation benefits, transfers, layoffs, training, and tuition assistance), and its social and recreational programs are administered according to the principle of affirmative action and in compliance with relevant federal and state civil rights legislation. The University community consists of a diverse population of men and women who represent various racial, ethnic, and economic backgrounds. The University continues to strive to maintain and extend that diversity not only to comply with the law but also to provide an educationally

desirable environment. The University adopted the policies and reporting procedures on nondiscrimination and affirmative action to assist the University in fulfilling its educational mission, meet its ethical and legal obligations, and foster a productive environment for learning, teaching, scholarship, work, and community service. Questions or complaints from students with regard to these policies should be directed to the Office of the Dean of Students, 201-200-3525. Questions or complaints from other members of the University community should be directed to the Office of Equal Employment Opportunity/Affirmative Action (EEO/AA), Hepburn 306, 201-200-3075.

IMPORTANT NOTICE TO STUDENTS

The Graduate Catalog of New Jersey City University is published on a regular basis, and presents announcements regarding general information, general academic regulations, and/or academic programs 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.

Further, this information does not constitute a contract, and the University reserves the right for any reason to cancel or modify any course or program listed herein, or to make changes in any of the material contained herein at any time. Individual course offerings and programs may vary from year to year as circumstances dictate.

Correspondence and information:

Office of Graduate Studies and
Continuing Education
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597
grad_dept@njcu.edu

Each student will be governed by the specific program requirements that are in effect at the time of matriculation. The graduate procedures, policies, regulations, and fees are subject to change. The University will endeavor to keep students informed of changes in policies and procedures. Each student, however, is responsible for keeping informed of and complying with policies and procedures. For the most current information about course offerings, academic programs, policies, and regulations, students are directed to the University Web site at www.njcu.edu, and the most recent Gradu-

ate Course List (GCL).

Failure to read the Graduate Catalog, the Graduate Course List, and information at the University's Web site does not excuse a student from the requirements and regulations described therein.

The Office of Graduate Studies and Continuing Education and the Office of Academic Affairs are responsible for the preparation of the content of this publication in cooperation with the Office of Communications and Marketing (CAM).

TELEPHONE NUMBERS**University's Main Number**

201-200-2000

Graduate Studies Admission

201-200-3409

Graduate Studies Matriculation

201-200-3306

Graduation Clearance

201-200-3333

Bursar

201-200-3045

Financial Aid

201-200-3173

Library

201-200-3016

**Office of Academic Services for Evening
Students (OASES)**

201-200-2234, 2233

Records

201-200-3333

Security

201-200-3128

University Bookstore

201-200-3503, 201-435-6607

For other telephone numbers, see various departments and disciplines throughout the Catalog, or log onto the University directory at <http://www.njcu.edu/it/campus-directories/>



2013-2016
GRADUATE CATALOG

**FAILURE TO READ THE GRADUATE CATALOG DOES NOT EXCUSE A STUDENT
FROM THE REQUIREMENTS AND REGULATIONS AS DESCRIBED HEREIN.**

Board of Trustees 2012-2013

Mr. Rafael Perez, Chairperson
Ms. Marilyn Williams Bennett
Mr. Gerald Cameron
Ms. Cynthia Maner Campbell
Dr. T. Steven Chang
Dr. Henry A. Coleman
Ms. Karen DeSoto
Mr. Vij Pawar
Mr. Carlos Rendo
Mr. Owen Ryan
Ms. Wanda Webster Stansbury
Dr. Edward Whittaker
Dr. Sue Henderson, *ex officio*

University Administration

Dr. Sue Henderson, President
Dr. Joanne Z. Bruno, Vice President for
Academic Affairs
Dr. Aaron Aska, Vice President for
Administration & Finance
Mr. William Fellenberg
Vice President for Advancement (Interim)
Dr. John Melendez, Vice President for
Student Affairs
Dr. Barbara J. Feldman, Dean, William J.
Maxwell College of Arts and Sciences
Dr. Sandra Bloomberg, Dean, College of
Professional Studies
Dr. Allan De Fina, Dean, Deborah
Cannon Partridge Wolfe College of
Education
Dr. William Bajor, Acting Director,
Graduate Studies and Continuing
Education
Dr. Lyn Hamlin, Dean of Students

**Office of Graduate Studies and
Continuing Education**

Dr. William Bajor, Acting Director
Hepburn Hall, Room 206
Mercedes Vargas, Assistant Director
Videsh Bahadur, Assistant Director
Queen Gibson, Assistant Director
Sachie Tsumura-Tmart, Program
Coordinator, New Pathways to Teaching
in NJ

CONTENTS

History of New Jersey City University	2
Accreditations.....	2
Alumni Relations	3
GothicNet	3
Directory	4
University Calendar	6
Office of Graduate Studies and Continuing Education	8
Admissions Information.....	10
Academic Standards	13
Student Rights and Responsibilities.....	17
Graduate Assistantships/Financial Aid	21
Tuition and Fees	23
The Campus	24
Student Affairs.....	27
Academic Support Programs.....	32
William J. Maxwell College of Arts and Sciences.....	37
Art	38
International Studies	42
Mathematics	43
Modern Languages	47
Music, Dance and Theatre.....	49
Psychology	54
Deborah Cannon Partridge Wolfe College of Education.....	59
Early Childhood Education	60
Educational Leadership and Counseling.....	66
Educational Technology.....	78
Elementary and Secondary Education.....	88
Literacy Education	94
Multicultural Education	99
Special Education	106
College of Professional Studies	118
Business Administration	119
Criminal Justice.....	131
Health Sciences.....	133
Professional Security Studies.....	140
Special Graduate Courses.....	146
Emeriti, Faculty and Staff	149
Index.....	163
Campus Map and Directions to the University.....	166

HISTORY OF NEW JERSEY CITY UNIVERSITY

New Jersey City University opened its doors as the New Jersey Normal School of Jersey City on September 12, 1929, with 331 students and one building on campus, Hepburn Hall. Eighty years later, more than 10,000 students enjoy the forty-six acre campus which now features fourteen buildings and distant learning opportunities (via the Web).

The University has been fortunate to have had at its helm, through the years, dynamic and caring presidents. They are Dr. Chris C. Rossey, Dr. Forrest Irwin, Dr. Michael Gilligan, Dr. William Liggitt (acting), Dr. James Mullen, Dr. William J. Maxwell, Dr. Carlos Hernández, and the current president, Dr. Sue Henderson.

The history of the University reflects a development of degree programs, support services, and facilities, which support a strong commitment to its urban mission. In 1935, the Normal School became the Jersey City State Teachers College and awarded its first Bachelor of Science degree in education. The name was changed to Jersey City State College in 1958 when authorization was granted to award the Bachelor of Arts degree. In 1959, Jersey City State College began to offer the Master of Arts degree in elementary education.

The A. Harry Moore Laboratory School became an integral part of the institution in 1962, making the College one of the few in the country to have a laboratory school for the physically challenged.

In 1968, the College revised its mission and became a multipurpose institution offering degrees not only in education but also in the liberal arts and professional studies. In 1985, the College was awarded a \$5.7 million Cooperative Education Challenge Grant, making it the premier cooperative education college in New Jersey.

In May of 1998, in recognition of the success of its graduate programs, the New Jersey Commission of Higher Education granted the institution university status and its name was changed to New Jersey City University. As of this publication, New Jersey City University offers 41 undergraduate and 29 graduate degree programs.

In July 2012, the University began to offer doctoral studies, with the first cohort of the Doctor of Science (D.Sc.) in Civil Security Leadership, Management and Policy, followed by the offering of the Doctor of Education degree (Ed.D.) in Educational Technology Leadership.

Since 1929, the University has provided

academic excellence and access to students who often are the first in their families to attend college.

MISSION

The New Jersey City University mission is to provide a diverse population with an excellent university education. The University is committed to the improvement of the educational, intellectual, cultural, socio-economic, and physical environment of the surrounding urban region and beyond.

VISION STATEMENT

New Jersey City University will become a nationally recognized leader in urban public higher education.

IMPLEMENTATION

New Jersey City University proves commitment to its urban mission by:

- Sustaining, celebrating, and promoting academically an understanding of community diversity;
- Tapping the rich resources of the urban setting and cultures for the benefit of its learners; and,
- Employing its knowledge resources, via faculty and students and with partner organizations, to identify and solve urban challenges.

New Jersey City University prepares its students to demonstrate proficiency in learning outcomes that include:

- Effective written and oral communication;
- Quantitative literacy;
- Critical thinking;
- Information and technology literacy;
- Responsible citizenship in a culturally-complex world; and,
- Knowledge of their disciplinary or interdisciplinary fields.

To achieve this mission, New Jersey City University:

- Extends opportunity to college-ready and motivated learners;
- Delivers high-quality educational programs;
- Emphasizes experiential as well as theoretical learning;
- Provides effective services to support learner success;
- Sets high expectations for learner accomplishment;
- Maintains a safe, pleasant environment that is conducive to learning; and,
- Promotes an institutional culture which

values excellent teaching, scholarly achievement, creative activity, and life-long learning.

ACCREDITATION

New Jersey City University is accredited by the **Middle States Commission on Higher Education**, 3624 Market Street, Philadelphia, PA 19104 (ph: 267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Programs in the College of Education, at the undergraduate and graduate levels, are accredited by the **Teacher Education Accreditation Council**, One Dupont Circle NW, Suite 320, Washington, DC 20036 (ph: 202-466-7236). The arts and media arts programs are approved by the **National Association of Schools of Art and Design**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248 (ph: 703-437-0700). The music education program is accredited by the **National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190 (ph: 703-437-0700). The business administration program is accredited by the **Accreditation Council for Business Schools and Programs** 11520 West 119th Street, Overland Park, KS 66213 (ph: 913-339-9356). The nursing program is accredited by the **National League for Nursing Accrediting Commission**, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326 (ph: 404-975-5000). All education programs are approved by the **New Jersey State Department of Education**, P.O. Box 500, Trenton, NJ 08625 (ph: 877-900-6960). The program in School Psychology at New Jersey City University is Approved/Nationally Recognized by the **National Association of School Psychologists** (NASP), 4340 East West Highway, Suite 402, Bethesda, MD 20814 (ph: 301-657-0270). NASP is one of the specialized professional associations (SPAs) of the **National Council for Accreditation of Teacher Education** (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036 (ph: 202-466-7496). The University is a member of the **New Jersey Association of Colleges and Universities**, a member of the **Hispanic Association of Colleges and Universities**, and a member of the **National Collegiate Athletic Association**.

OFFICE OF ALUMNI RELATIONS

Hepburn Hall, Rm. 315
201-200-3196
<http://www.njcu.edu/alumni>
alumni@njcu.edu

With more than 85% of New Jersey City University Alumni residing within the tri-state area, the University's Office of Alumni Relations is committed to community outreach, involvement, and interaction. Housed in the Division of University Advancement, the Office of Alumni Relations supports the mission of New Jersey City University by strengthening bonds among alumni, and between alumni and the University; creating an ongoing relationship between alumni and students; upholding and extending the

influence of the University and its alumni; and fostering support for the University.

Alumni are offered an array of educational, social, athletic, and cultural activities aimed at promoting the University, its programs, and its people. Through a variety of events and publications, alumni are encouraged to continue personal and intellectual growth and to nurture their lifelong relationship with New Jersey City University.

The Office also provides opportunities for alumni to recruit, mentor, and advise current students, and facilitates networking among alumni to promote professional advancement.

NJCU's new online community, the Gothic Alumni Connection, enables

graduates to create and customize their own online profile, post pictures, and reach out to other NJCU graduates. To access the Gothic Alumni Connection, go to www.njcu.edu/alumni. You'll need your NJCU identification number to login for the first time.

The Office of Alumni Relations provides benefits and services for alumni. From discounts on financial services, insurance, tax preparation, electronics and more, to information about events on campus and continuing education.

GOTHICNET

<http://gothicnet.njcu.edu>

New Jersey City University makes available to all members of its community a state-of-the-art web portal, called *GothicNet*, that will allow you to connect with the University at any time and from any place. *GothicNet* is your gateway to information and services at New Jersey City University. Free yourself from paperwork, avoid waiting on long lines, and benefit from many self-service tools at your convenience! With *GothicNet*, you'll be able to access your own personalized web page with services and information tailored to your needs and interests.

What is *GothicNet*?

GothicNet is a web portal that integrates information and utilities from a variety of sources, and delivers them through a user-friendly, role-based gateway that presents only what is relevant to the individual who logs in. You can access *GothicNet* from your workplace, home, or anywhere you can connect to the Internet.

What can *GothicNet* do for Me?

Students have access to information and enrollment services anytime, anywhere. With *GothicNet*, you can:

- Enroll in a class
- View your current schedule of classes
- View your grades
- Request a transcript
- Apply for financial aid

- View your financial aid and scholarship information
- Accept or decline your financial aid awards
- Choose a lender for your loans
- View your account in detail, total charge due, tuition and fees
- Make payments via online check, credit card and /or debit card
- View any holds on your records and any "To do" items (required by the University)
- View and update your address, telephone and email information
- Review course catalog information and look for specific classes
- View your progress toward degree completion (undergraduate students have access this feature; graduate students will have this feature in the future)
- Apply for graduation

How Do I Connect to *GothicNet*?

In order to log into *GothicNet*, you need to have a valid *GothicNet* ID and Password. Open your Internet browser and go to <http://gothicnet.njcu.edu> and enter your *GothicNet* ID and password.

Need Help?

Please click on the link "Need Help Signing In" if you don't know your ID or password, or have forgotten them. This link is found on the *GothicNet* Welcome page in the Sign In window. Internet access and compatible information may also be found here.

NJCU WiFi

Wireless access to the NJCU network is available everywhere across the campus including classrooms, dormitories, campus buildings and outdoor spaces. The wireless network is called NJCUWIFI and provides secure access to the internet and campus network resources. All NJCU students, faculty, and staff can access the wireless network using their *GothicNet* ID and password.

For information and instructions for connecting to the NJCUWIFI wireless network with various devices and operating systems, please visit <http://www.njcu.edu/wifi>

Please feel free to contact the IT Help Desk at x4357 or helpdesk@njcu.edu for assistance.

DIRECTORY

OFFICES

University's Main Number

201-200-2000
888-441-NJCU
<http://www.njcu.edu>

Office of the President

201-200-3111

Office of Academic Affairs

201-200-3003, 2033
<http://web.njcu.edu/dept/academicaffairs>
http://www.njcu.edu/academic_affairs.aspx

Office of University

Advancement

201-200-3344
<http://www.njcu.edu/ua>

Office of Administration and Finance

201-200-3035

Office of Student Affairs

201-200-3507
<http://web.njcu.edu/sites/studentaffairs>
<http://www.njcu.edu/dept/studentaffairs>

COLLEGES

William J. Maxwell College of Arts and Sciences, Dean's Office

201-200-3001
<http://web.njcu.edu/dept/cas>
http://web.njcu.edu/college_of_arts_and_sciences.aspx

Deborah Cannon Partridge

Wolfe College of Education, Dean's Office

201-200-2101
http://www.njcu.edu/academics/college_education.asp
http://web.njcu.edu/college_of_education.aspx

College of Professional

Studies, Dean's Office

201-200-3321
<http://web.njcu.edu/sites/profstudies>
http://web.njcu.edu/college_of_professional_studies.aspx

ACADEMIC, ACADEMIC SUPPORT, AND STUDENT SUPPORT DEPARTMENTS

Academic Career Planning and Placement

201-200-3005, 3006

<http://web.njcu.edu/dept/acp>
<http://www.njcu.edu/dept/acp>

Academic Computing

201-200-3218
<http://www.njcu.edu/ac>

Academic Services for Evening Students (OASES)

201-200-2233
oases@njcu.edu
<http://web.njcu.edu/sites/oases>

Actors Shakespeare Company

201-200-2390
<http://www.ascnj.org>
info@ascnj.org

Admissions (Graduate)

201-200-3409
grad_dept@njcu.edu
http://www.njcu.edu/graduate_students.aspx

Admissions (Undergraduate)

201-200-3234
admissions@njcu.edu
http://www.njcu.edu/undergraduate_students.aspx

A. Harry Moore School

201-200-3138
(Principal's Office)
<http://web.njcu.edu/dept/ahmoore>
sgoldberg@njcu.edu

Alumni Relations

201-200-3196
<http://www.njcu.edu/alumni>

Assessment

201-200-3042
<http://www.njcu.edu/academicaffairs/assessment-office>

Athletics, Intramurals, and Recreational Services

201-200-3317
<http://www.njcugothicknights.com>

Bookstore

201-200- 3503
201-435-6607
<http://njcu.bncollege.com>

Bursar

201-200-3045
http://web.njcu.edu/sites/controller/Content/bursar_office.asp

Business Development

Incubator
201-200-2313
<http://web.njcu.edu/sites/profstudies/bdi>

bdi@njcu.edu

Campus Life

201-200-3585
<http://web.njcu.edu/sites/campuslife>

Center for Community Services and Volunteerism

http://www.njcu.edu/center_for_community_sevice_end_volunteerism.aspx
201-200-3585

Center for Student Success

http://www.njcu.edu/center_for_student_success.aspx
201-200-3583

Center for Teacher Preparation and Partnerships

<http://www.njcu.edu/coe/ctpp>
201-200-2079

Center for Teaching and Learning

201-200-3100
<http://web.njcu.edu/dept/centerfortl>

Children's Learning Center

201-200-3342
<http://web.njcu.edu/sites/eclc>

Continuing Education

201-200-3089
<http://web.njcu.edu/dept/continuinged>
http://www.njcu.edu/continuing_ed

Counseling Center

201-200-3165
<http://web.njcu.edu/dept/counselingcenter>

Dean of Students

201-200-3525
<http://web.njcu.edu/sites/deanofstudents>

Development and Annual Giving

201-200-3489
<http://www.njcu.edu/ua/development-and-annual-giving>

Facilities and Construction Management

201-200-3191
fcm@njcu.edu
<http://web.njcu.edu/dept/dfcm>

Financial Aid

201-200-3173
http://www.njcu.financing_your_education.aspx

Food Services

201.200.2107
http://web.njcu.edu/sites/food_services.aspx

Graduate Studies and Continuing Education

Dean's Office
201-200-3409
Graduate Studies
201-200-3409
grad_dept@njcu.edu
http://www.njcu.edu/graduate_students.aspx

Continuing Education

201-200-3089
<http://web.njcu.edu/dept/continuinged>
http://www.njcu.edu/continuing_ed

Graduation Clearance (Graduate)

201-200-3333
registrar@njcu.edu
http://web.njcu.edu/dept/registrar/Content/graduate_graduation_clearance.asp

Grants and Sponsored

Programs
201-200-3364
<http://web.njcu.edu/dept/ogsp>
http://www.njcu.edu/grants_and_sponsored_ptograms.aspx

Health and Wellness Center

201-200-3456
<http://web.njcu.edu/dept/hwc>
<http://www.njcu.edu/dept/hwc/>

Housekeeping Services

201-200-3195
fcm@njcu.edu

Human Resources

201-200-2335
<http://web.njcu.edu/sites/hr>
http://www.njcu.edu/human_resources.aspx

Information Technology

Services
201-200-3350
201-200-4357 (HELP Desk)
<http://www.njcu.edu/dept/it>

International Students

and Study Abroad
201-200-2089
<http://web.njcu.edu/dept/oissa>

John J. Moore Athletics and Fitness Center

201-200-3317
<http://www.njcugothicknights.com>

Lee Hagan Africana Studies Center

201-200-3524
<http://www.njcu.edu/hagancenter>

Library, Congressman Frank J. Guarini

201-200-3030 Circulation
 201-200-3033 Reference
 201-200-3518 Periodicals
 201-200-3137 US Government Documents
 201-200-3471 Education Services
libraryref@njcu.edu
<http://www.njcu.edu/guarini>

New Pathways to Teaching In New Jersey (NPTNJ)

201-200-3168
<http://www.nptnj.org>

Online Learning

201-200-3449
online@njcu.edu
http://www.njcu.edu/online_learning.aspx

Opportunity Scholarship Program

201-200-3355

<http://web.njcu.edu/dept/osp>
http://www.njcu.edu/opportunity_scholarship_program.aspx

Public Information and Community Relations

201-200-3426
<http://www.njcu.edu/ua/public-information-community-relations>

Public Safety

201-200-3127
publicsafety@njcu.edu
<http://web.njcu.edu/sites/publicsafety>

Registrar

201-200-3333
registrar@njcu.edu
<http://web.njcu.edu/dept/registrar>
<http://www.njcu.edu/dept/registrar>

Residence Life Program

201-200-2338
<http://web.njcu.edu/sites/reslife>

Specialized Services for Students with Disabilities

201-200-2557

<http://web.njcu.edu/programs/oss>

Speicher-Rubin Women's Center

201-200-3189
<http://web.njcu.edu/dept/womenscenter>

Student Government Organization (SGO)

201-200-3591
<http://web.njcu.edu/sites/sgo>

Transcripts

201-200-3333
registrar@njcu.edu
<http://web.njcu.edu/dept/registrar>
<http://www.njcu.edu/dept/registrar>

TRiO Learning Communities (TLC)

201-200-2204
<http://web.njcu.edu/sites/tlc>
<http://www.njcu.edu/programs/tlc>

University Advisement Center

201-200-3300
http://www.njcu.edu/academic_advisement.aspx

University Service Center

201-200-2552
http://www.njcu.edu/university_service_center.aspx

Veterans' Affairs

201-200-2157
<http://web.njcu.edu/dept/veterans>
<http://www.njcu.edu/veteransr.aspx>

M. Jerry Weiss Center for Children's and Young Adult Literature

201-200-3548
weisscenter@njcu.edu
<http://web.njcu.edu/programst/mjwc>

Writing Center

201-200-2015
http://web.njcu.edu/dept/english/content/open_writing_lab.asp
http://www.njcu.edu/writing_center.aspx

UNIVERSITY CALENDAR

2012–2013**2012 Fall Semester***Labor Day: University closed*

Monday, September 3, 2012

Fall Semester classes begin

Tuesday, September 4, 2012 8:00 am

Opening Convocation

Monday, September 10,

2012 3:00–4:30 pm

All-University Meeting

Monday, September 17,

2012 3:00–4:00 pm

Fall Open House

Saturday, October 27, 2012

Thanksgiving Recess: no classes

Thursday, Friday & Saturday,

November 22, 23, 24, 2012

Fall Semester Last Day of Classes

Friday, December 14, 2012

Fall Semester Exam Week

Saturday–Friday,

December 15–21, 2012

Fall Semester ends

Friday, December 21, 2012

Winter Recess: University closed

Wednesday–Tuesday,

December 26, 2012–January 1, 2013

2013 Winter Intersession

Wednesday–Tuesday,

January 2–15, 2013

2013 Spring Semester*Martin Luther King Day: University Closed*

Monday, January 21, 2013

Spring Semester Classes begin

Tuesday, January 22, 2013 8:00 am

Presidents' Day: University closed

Monday, February 18, 2013

Spring Recess: no classes

Monday–Saturday,

March 11–March 16, 2013

Good Friday: no classes

Friday & Saturday, March 29, 30, 2013

Spring Open House

TBA

Spring Semester Last Day of Classes

Monday, May 6, 2013

Spring Semester Exam Week

Tuesday–Monday, May 7–13, 2013

Spring Semester ends

Monday, May 13, 2013

*Undergraduate and**Graduate Commencement*

TBA 9:30 am

2013 Summer Semester**Four– Day Work Week begins*

Monday, May 20, 2013

8:00 am–5:15 pm,

Monday thru Thursday

Memorial Day: University closed

Monday, May 27, 2013

Summer Session I classes begin

Tuesday, May 28, 2013 8:30 am

Summer Session I ends

Monday, July 1, 2013

Independence Day: University closed

Thursday, July 4, 2013

Summer Session II classes begin

Monday, July 8, 2013 8:30 am

Summer Session II ends

Thursday, August 8, 2013

**Four-Day Workweek ends*

Friday, August 23, 2013

** Designated University offices are open on Fridays from 8:30 am to 4:00 pm. University reserves the right to cancel or change the four-day workweek, May 20–August 23, 2013.***2013–2014****2013 Fall Semester***Labor Day: University closed*

Monday, September 2, 2013

Fall Semester classes begin

Tuesday, September 3, 2013 8:00 am

Opening Convocation

Wednesday, September 11, 2013

3:00 – 4:30 pm

All University Meeting

Monday, September 16, 2013

2:30 – 3:30 pm

Fall Open House

TBA

Thanksgiving Recess: no classes

Thursday, Friday & Saturday,

November 28, 29, 30, 2013

Fall Semester Last Day of Classes

Friday, December 13, 2013

Fall Semester Exam Week

Saturday - Friday,

December 14–20, 2013

Fall Semester ends

Friday, December 20, 2013

Winter Recess: University closed

December 26, 2013 – January 1, 2014

2014 Winter Intersession

January 6 – 17, 2014 (in person course)

January 6 – February 21, 2014

(online course)

2014 Spring Semester*Martin Luther King Day: University Closed*

Monday, January 20, 2014

Spring Semester Classes begin

Tuesday, January 21, 2014 8:00 am

Presidents' Day: University closed

Monday, February 17, 2014

Spring Recess: no classes

March 10– March 15, 2014

Good Friday: no classes

Friday & Saturday, April 18, 19, 2014

Spring Open House

TBA

Spring Semester Last Day of Classes

Monday, May 5, 2014

Spring Semester Exam Week

Tuesday – Monday, May 6–12, 2014

Spring Semester ends

Monday, May 12, 2014

*Undergraduate and**Graduate Commencement*

TBA 9:30 am

2014 Summer Semester**Four- Day Work Week begins*

Monday, May 19, 2014

8:00 am – 5:15 pm

Monday thru Thursday

Memorial Day: University closed

Monday, May 26, 2014

Summer Session I classes begin

Tuesday May 27, 2014 8:30 am

Summer Session I ends

Monday, June 30, 2014

Independence Day: University closed

Friday, July 4, 2014

Summer Session II classes begin

Monday, July 7, 2014 8:30 am

Summer Session II ends

Thursday, August 7, 2014

**Four- Day Workweek ends*

Friday, August 22, 2014

Designated University offices are open on Fridays from 8:30 am to 4:00 pm. University reserves the right to cancel or change the four-day workweek, May 19, thru August 22.*2014–2015****2014 Fall Semester***Labor Day: University closed*

Monday, September 1, 2014

Fall Semester classes begin

Tuesday, September 2, 2014 8:00 am

Opening Convocation

Wednesday, September 10, 2014
 3:00 – 4:30 pm
All University Meeting
 Monday, September 15, 2014
 2:30 – 3:30 pm
Fall Open House
 TBA
Thanksgiving Recess: no classes
 Thursday, Friday & Saturday
 November 27, 28, 29, 2014
Fall Semester Last Day of Classes
 Friday, December 12, 2014
Fall Semester Exam Week
 Saturday - Friday,
 December 13-19, 2014
Fall Semester ends
 Friday, December 19, 2014
Winter Recess: University closed
 December 26, 2014 – January 1, 2015

2015 Winter Intersession

January 5 – 16, 2015 (in person course)
 January 5 – February 20, 2015
 (online course)

2015 Spring Semester

Martin Luther King Day: University Closed
 Monday, January 19, 2015
Spring Semester Classes begin
 Tuesday, January 20, 2015 8:00 am
Presidents' Day: University closed
 Monday, February 16, 2015
Spring Recess: no classes
 March 9– March 14, 2015
Good Friday: no classes
 Friday & Saturday, April 3, 4, 2015
Spring Open House
 TBA
Spring Semester Last Day of Classes
 Monday, May 4, 2015
Spring Semester Exam Week
 Tuesday – Monday, May 5-11, 2015
Spring Semester ends
 Monday, May 11, 2015
*Undergraduate and
 Graduate Commencement*
 TBA 9:30 am

2015 Summer Semester

**Four- Day Work Week begins*
 Monday, May 18, 2015
 8:00 am – 5:15 pm
 Monday through Thursday

Memorial Day: University closed
 Monday, May 25, 2015
Summer Session I classes begin

Tuesday May 26, 2015 8:30 am
Summer Session I ends
 Monday, June 29, 2015
Independence Day: University closed
 Friday, July 3, 2015
Summer Session II classes begin
 Monday, July 6, 2015 8:30 am
Summer Session II ends
 Thursday, August 6, 2015
**Four- Day Workweek ends*
 Friday, August 21, 2015

**Designated University offices are open on
 Fridays from 8:30 am to 4:00 pm.
 University reserves the right to cancel or
 change the four-day workweek,
 May 18 thru August 21.*

GRADUATE STUDIES AND CONTINUING EDUCATION

Dr William Bajor, Acting Director

Hepburn Hall, Room 206
201-200-3409
Fax: 201-200-3411
wbajor@njcu.edu
<http://www.njcu.edu/graduate/grad/>

OFFICE OF GRADUATE STUDIES

Mercedes Vargas, Assistant Director
Videsh Bahadur, Assistant Director
Queen Gibson, Assistant Director
Sachie Tsumura-Tmart, Program
Coordinator, New Pathways to
Teaching in NJ

OBJECTIVE

The purposes of graduate and continuing education at New Jersey City University are to enhance the student's knowledge and skills at an advanced level and to serve the broader community. Graduate study at New Jersey City University offers students of all backgrounds in Northern New Jersey and throughout the state the opportunity to:

- Enroll in affordable graduate programs in fields such as education, counseling, health, business, criminal justice, security and the arts, thus providing access to careers and ongoing professional development;
- Develop a spirit of intellectual inquiry, research skills, and independent thought and expression, as a path to leadership positions;
- Develop creativity and imagination through art and music.

DEGREE AND CERTIFICATION PREPARATION PROGRAMS OFFERED

DOCTORAL PROGRAMS

- Doctor of Education (Ed.D.) in Educational Technology Leadership
- Doctor of Science (D.Sc.) in Civil Security Leadership, Management and Policy (CSLMP)

MASTER OF ARTS

- Counseling
- Educational Psychology
- Educational Technology
- Elementary School Reading
- Mathematics Education
- Music Education
- Reading Specialist
- Secondary School Reading

- Special Education
- Studio Art
- Urban Education
 - Educational Administration and Supervision
 - Bilingual/Bicultural Education
 - English as a Second Language
 - Teaching and Learning in Urban Schools
 - World Languages (Spanish)

MASTER OF ARTS IN TEACHING

- Early Childhood Education
- Early Childhood Education/Special Education
- Elementary Education
- Secondary Education
- Special Education

MASTER OF FINE ARTS

- Art
 - Painting and Drawing
 - Printmaking
 - Sculpture
 - Photography
 - Computer Arts
 - Graphic Design
 - Illustration
 - Jewelry
 - Metalsmithing
 - Clay

MASTER OF BUSINESS ADMINISTRATION

- Finance
- Marketing
- Organizational Management and Leadership

MASTER OF MUSIC PERFORMANCE

- Classical—Instrumental
- Classical—Voice
- Jazz
- Multiple Woodwinds

MASTER OF SCIENCE

- Accounting
 - Accounting Bridge Program
- Finance
 - Financial Planning
 - Financial Analysis
 - Financial Management
- Criminal Justice
- Health Sciences
 - Community Health Education
 - Health Administration
 - School Health Education

- National Security Studies
 - National Security
 - Corporate Security
 - Information Assurance/Cyber Security

PROFESSIONAL DIPLOMA IN SCHOOL PSYCHOLOGY

ALTERNATE ROUTE DEGREE PROGRAMS

- Early Childhood Specialized P-3
- Early Childhood/Special Education
- Urban Education-World Languages (Spanish)

NEW PATHWAYS TO TEACHING IN NEW JERSEY (NPTNJ)

CERTIFICATION/ENDORSEMENT ELIGIBILITY PROGRAMS

- Associate School Library Media Specialist
- Bilingual/Bicultural Teacher
- Driver Education
- Elementary Education
- English as a Second Language Teacher
- Learning Disabilities Teacher Consultant
- P-3 Certification
- Principal and Supervisor
- Secondary Education
- School Library Media Specialist
- School Nursing
- School Counselor
- School Psychology
- Teacher of Students with Disabilities

NJCU CERTIFICATE PROGRAMS

- Graduate Certificate in Professional-Financial Planning
- Graduate Certificate in Investment Analysis
- Graduate Certificate in Portfolio Management
- Graduate Certificate in Professional Financial Management
- Graduate Certificate in Professional Management Accounting
- Career Education Specialist Certificate
- Distance Learning Specialist Certificate
- Assistive Technology Specialist Certificate
- National Security Agency Certificate for Information Systems Security Officers (ISSO)

CURRICULUM AND INSTRUCTION

Degree programs at the University are characterized by flexibility and an interrelationship between major fields of learning. The student, with the help of an advisor, is expected to plan a unified course of study appropriate to previous education, experience and professional goals. Programs are generally flexible enough to permit specialization in the major department and yet encourage involvement in courses offered by other departments.

Graduate study presupposes that students are mature individuals whose academic habits, capacity for critical thinking and research and investigative skills permit them to profit from courses that include advanced material and curricula which are intellectually more demanding than undergraduate courses. Research papers, integral requirements of all graduate courses, must meet high standards of written work. It is expected that students will present, orally and in writing, well organized, clear research.

FACULTY

In general, the faculty is composed of full-time staff members with the rank of professor, associate professor or assistant professor. All faculty are prepared, through their education and experience, to direct graduate work. Ordinarily, members of the faculty have earned doctorates or appropriate terminal degrees in their areas. The graduate program is administered by the Dean of Graduate Studies and Continuing Education in accordance with the general policies, procedures, and regulations of the University.

NJCU GRADUATE STUDENTS

New Jersey City University graduate students come to the University as graduates of colleges and universities throughout the United States and several foreign countries. Some of these colleges and universities are listed below:

Adelphi University
Alfred University
Anatolian University (Turkey)
Berkeley College
Brooklyn College
Bucknell University
Caldwell College
California State University
Centenary State College
Central State University

Chan-Won National University
(South Korea)
City College of New York
Clarion State College
Clemson University
The College of New Jersey
Colgate University
Colorado State University
Columbia University
Cornell University
Dartmouth College
Duke University
East Stroudsburg University
Elmira College
Empire State University
Emporia State University
Fairleigh Dickinson University
Felician College
Georgian Court College
Harvard University
Hofstra University
Howard University
Hunter College
Kansas State University
Kean University
Long Island University
Mansfield University
Massey University (New Zealand)
Mercy College
Monmouth University
Montclair State University
Morgan State University
Muhlenberg College
National Taiwan University
New Jersey City University
New Jersey Institute of Technology
New York University
Notre Dame of Maribel College
(Philippines)
North Carolina A&T University
North Carolina Central University
Ohio University
Old Dominion University
Pace University
Pacific University
Pacific Lutheran University
Penn State University
Princeton University
Queens College
Ramapo College
Rider University
Rowan University
Rutgers University
Seoul Woman's College (South Korea)
Seton Hall University
Shaw University
Spelman College
St. Francis College
St. Joseph's College

St. Peter's College
Stevens Institute of Technology
The Richard Stockton College of NJ
Susquehanna University
Syracuse University
Temple University
Thomas Edison State College
Trinity State College
University of California
University of Connecticut
University of Chicago
University of Delaware
University of Hawaii
University of Manila
University of Maryland
University of Miami
University of Notre Dame
University of Pennsylvania
University of Philippines
University of South Carolina
University of Texas
University of Toledo
University of Vermont
Vassar College
Villanova University
Wayne State University
West Chester University
William Paterson University

ADMISSIONS INFORMATION

ADMISSION STATUS

A graduate of a fully accredited college or university may apply to be admitted to graduate study for different purposes:

- to earn a degree;
- to achieve eligibility for state certification in certain professional fields, particularly education; certification eligibility may be combined with degree study or may stand alone as non-degree study;
- as a non-degree student to pursue an NJCU certificate program, which may be combined with degree study or may stand alone;
- as a non-degree student taking courses only, for personal or professional development, or as a visiting student.

DEGREE STUDENTS

Degree students must meet the General Admission Requirements as detailed below, for matriculation into any of the approved degree programs that are described in this Catalog.

Departments, by agreement with the Office of Graduate Studies and Continuing Education, may admit students on a conditional basis prior to matriculation.

Conditional students are those who do not yet meet all the Graduate Studies' general admission requirements (see below). However, such students must still provide official transcripts of their bachelor's degree. Departments may set additional requirements (such as necessary prerequisite courses, at the undergraduate or graduate level) for a student who is admitted on a conditional basis. A conditionally accepted student may or may not be permitted in his or her graduate program in the future. A student may complete up to twelve (12) graduate credits as a conditional student.

CERTIFICATION ELIGIBILITY

Students may be admitted to take courses that will qualify them for state certification only, particularly in areas of education. A student who wishes to change his/her status from certification only to degree seeking must meet all the general admission requirements for degree seeking students. Any and all programs leading to eligibility for an initial teaching certificate require a minimum baccalaureate degree cumulative GPA of 2.75. Any and all programs leading to eligibility for a teaching certificate

require students to maintain a minimum 2.75 cumulative GPA throughout the student's graduate study at the University. Falling below 2.75 will result in removal from the program with no recourse for readmission into the program. Some combination degree and certification programs cannot be separated; in these cases, dismissal from the certificate portion results in dismissal from the degree portion as well. A student in a certification eligibility program will be limited to the number of credits required by the program.

NJCU CERTIFICATES

Several NJCU departments have created certificates that a student may pursue without enrolling for a degree. A non-degree student is normally limited to twelve (12) credits unless the student is pursuing a defined certificate or certification eligibility program. A student in an NJCU certificate program will be limited to the number of credits required by the program.

COURSES ONLY (NON-DEGREE)

Students who do not seek to be in a degree or certification program may also study at NJCU on a courses-only (non-degree) basis. A non-degree student admitted for courses only may apply to the Dean of Graduate Studies for approval to register for additional courses beyond 12 credits. However, should such a student later seek and be granted admission into a degree or certification program, no more than 12 credits may be counted in the student's program.

VISITING STUDENTS

Visiting students are graduates of an accredited college or university who are currently enrolled in graduate study at another institution and who wish to take courses at New Jersey City University for transfer purposes. A visiting student must submit an Application for Admission to Graduate Study and an approval letter from the Dean or Department Chairperson of the home institution to the Office of Graduate Studies by the respective deadline date. The visiting student will follow regular registration procedures.

INTERNATIONAL STUDENTS

New Jersey City University welcomes applications from graduates of colleges and universities of other countries. However, it should be noted that most degree programs

require either a thesis or a passing grade on a comprehensive exam. These must be written with a command of the English language commensurate with graduate-level instruction. International applicants seeking a Form I-20 to apply for an F-1 Visa must satisfy all admission requirements, not later than May 1st to be considered for Fall semester admission, and by November 1st to be considered for Spring semester admission.

SENIOR CITIZEN CREDIT COURSE ENROLLMENT AND TUITION WAIVER

Senior citizens, age 65 years or older, who are residents of New Jersey, may be eligible for admission to enroll in courses for graduate credit. He/she is required to file an "application for senior citizen tuition waiver." The tuition waiver form is available at the Registrar's Office where proof of age must be presented.

A senior citizen who wishes to enroll for graduate credit qualifies for a waiver of tuition only, but must pay fees. He or she must follow the same processing steps as any other student (admission, registration, etc.), except that at the time of billing, the student brings the bill and the waiver form to the Bursar's Office, pays the fees only and is enrolled officially. He/she is a student in the same status as any other student, and is subject to all regular policies.

Senior citizen tuition waivers are not applicable for doctoral and cohort/learning community courses and programs.

NOTE: Senior citizens wishing to enroll for credit using a tuition waiver cannot enroll until the 3rd day of the semester.

SENIOR CITIZEN INFORMAL COURSE ENROLLMENT (NON-CREDIT)

Senior citizens, age 65 years or older, who are residents of New Jersey, may attend courses without charge on a non-credit, space-available basis by obtaining a letter of introduction to the course instructor from the Registrar's Office, H-214.

Doctoral and cohort/learning community programs and courses do not apply.

Current information on senior citizen enrollment is available online at: http://web.njcu.edu/sites/controller/content/senior_citizen_tuition_waiver.asp

ADMISSION REQUIREMENTS

DOCTORAL PROGRAM ADMISSION REQUIREMENTS

See individual program requirements specified in the Educational Technology and National Security Studies department sections in this catalog.

GENERAL ADMISSION REQUIREMENTS FOR MASTER'S DEGREE-SEEKING STUDENTS

The following requirements apply to all degree-seeking students and those pursuing a combination degree and certification eligibility or NJCU certificate program.

- An Application for Admission to Graduate Study and an Application for Matriculation.
- A non-refundable Application Fee of \$55.
- A 250-500 word essay discussing your goals and objectives for pursuing admission to the degree program for which you are applying. Counseling programs require a minimum of 500 words, the Professional Diploma program – minimum 1,000 words, LDTC programs 3-4 pages.
- Official transcripts from all colleges attended; an undergraduate cumulative GPA of 2.75 or better on a 4.00 point scale is required for admission.
- Two letters of recommendation, preferably from previous instructors.
- A résumé is also required for all degree programs offered by the College of Professional Studies and for Counseling degree programs.
- **Test Scores**
 - MM-Performance, M.F.A. and M.A. in Studio Art applicants are not required to submit any standardized test scores.
 - Official scores from either the Graduate Record Examination (GRE) - Verbal + Quantitative Total minimum score of 290 (new version) or 900 (old version), and minimum Analytical Writing score of 4.0 (either old or new version), or the Miller Analogies Test (at least the 25th percentile for the Total Group).
 - All College of Education programs and the M.A. in Educational Psychology and the Professional Diploma in School Psychology programs only accept the GRE examination.

- For applicants to the MBA, M.S. in Accounting and M.S. in Finance programs, an appropriate GMAT score (at least 450 Total and 4.00 on the Analytical Writing portion). **NOTE:** Test scores over five years old are not acceptable
- For MAT-Elementary or Secondary Education only, PRAXIS

TEST WAIVER REQUEST POLICY

The appropriate standardized test may be waived if the candidate holds an advanced degree from an accredited institution of higher education in the United States or the evaluated equivalent of foreign academic credentials. Other test waivers may be offered. Applicants should check for the latest test waiver policy at the Graduate Studies Home Page: http://www.njcu.edu/Graduate_Students.aspx

ADDITIONAL REQUIREMENTS FOR DEGREE-SEEKING STUDENTS IN CERTAIN DEPARTMENTS

Students seeking admission to a master's degree program with a performance component (currently in music and in art) should note that the department offering the program may require a performance or presentation which meets the approval of at least three members of the department in which the student is applying to take graduate work, namely:

- the Department Chairperson
- the Department Coordinator of Graduate Studies
- a department specialist in the area of the performance/presentation.

The student should request transmittal to the Office of Graduate Studies and Continuing Education of a written statement of approval of the performance or portfolio, signed by the members of the Department Evaluating Committee, no later than six months after the project has been submitted.

Other departments may have additional requirements for entrance into their programs, such as interviews or prerequisite courses. Applicants should carefully read their department's section in this catalog. Admission to these departmental programs is contingent upon meeting the additional requirements.

GENERAL ADMISSION REQUIREMENTS FOR CERTIFICATION ONLY STUDENTS

- An Application for Admission to Graduate Study
- A non-refundable Application Fee of \$55.
- A 250-500 word essay discussing your goals and objectives for pursuing admission to the certification eligibility or certificate program for which you are applying.
- Official transcripts from all colleges attended. An undergraduate cumulative GPA of 2.75 or better on a 4.00 point scale is required for admission.

GENERAL ADMISSION REQUIREMENTS FOR COURSES ONLY STUDENTS

- An Application for Admission to Graduate Study
- A non-refundable Application Fee of \$55.
- Official transcripts from all colleges attended. An undergraduate cumulative GPA of 2.75 or better on a 4.00 point scale is required for admission.
- Counseling licensure course work applicants must submit a 500-word essay.

REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students must meet general and departmental requirements as stated above for matriculation into an NJCU degree. Thus, an applicant seeking F-1 status must submit the following to the Office of Graduate Studies:

- An application for admission to graduate studies including a \$55 non-refundable application fee (check or money order payable to "NJCU".)
- A 250-500 word essay discussing your goals and objectives for pursuing admission to the degree program for which you are applying.
- A passport sized photograph (approximately 2" by 2" with applicant's name on back.)
- Two official copies of all U.S. transcripts. Transcripts from other than U.S. schools must be evaluated (course-by-course with final Grade Point Average-GPA).
- Evaluation of transcripts by World Education Services, Inc. P.O. Box 745, Chelsea Station, New York, N.Y. 10113-0745, showing achievement comparable to a cumulative grade point average of 2.75 or better on a 4.00 point scale
- Applicants to the Master of Science

in Accounting or Master of Science in Finance program must have a course-by-course evaluation of undergraduate work conducted by Educational Credential Evaluators, Inc. (ECE), showing achievement comparable to a cumulative Grade Point Average of 2.75 or better on a 4.00 point scale

- Professional résumé (required for: Accounting, Criminal Justice, Finance, Health Science and Professional Security Studies).
- Sealed official copy of appropriate program test scores (GRE, MAT, or GMAT.)
- Official scores of the Test of English as a Foreign Language (TOEFL) to include the Test of Written English (TWE). The minimum TOEFL score is 500 for the paper test or 60 for the Internet-based test. The IELTS is also accepted, with a Total Band Score of at least 5.5.
- Completed "Request for Matriculation" form.
- Two recommendation letters, preferably from previous instructors.
- Other required standardized test scores as specified.
- An original notarized statement from the parent, guardian or other sponsor, guaranteeing financial support as required.
- Copy of Immunization Records
- Photocopies of all current or previous I-20s, I-94s, passports, and Employment Authorization Card (EAC).
- Applicants for Art or Music programs should see additional application requirements (portfolio or audition)
- Applicants currently attending another U.S. school must also submit a transfer authorization from that school upon acceptance to NJCU.

It is expected that a student with F-1 status will comply, at all times, with the requirements as set down by the United States Citizenship & Immigration Services (USCIS). Only upon official acceptance into a graduate degree program and receipt of an official, notarized Affidavit of Financial Support, will the applicant be issued the United States INS Form I-20 AB. When the student has completed twelve credits, his/her academic record will be reviewed, and only if an average of "B" or better has been maintained will the student be permitted to continue a program of study.

APPLICATION MATERIALS AND PROCEDURES

A graduate of an accredited college or university in the United States or its territories, or applicants holding degrees from international institutions which have been evaluated as being equivalent to at least a baccalaureate degree from an American institution, may apply to be admitted to graduate study to pursue a certification preparation program, for the pursuit of "courses only," to earn a degree, or to achieve certification eligibility and a degree.

An accredited college or university is an institution recognized as such by either the Council for Higher Education (CHEA) or the United States Department of Education (USDE). Degrees from institutions outside the United States or its territories must be evaluated by the World Evaluation Services, Inc. (WES) for all programs other than Accounting, which requires evaluation by Educational Credential Evaluation, Inc. (ECE).

Application materials for admission are available in the Office of Graduate Studies (Hepburn Hall, Rm. 206) and may be picked up by, or mailed to, the applicant. Applications and related forms are also available online. Go to <http://gothicnet.njcu.edu>, and click on the link for Graduate Admissions Info. (This link currently appears on the far right side of the page, under the major section heading "Learn More About NJCU," and the sub-section "Apply for Admissions." For admission materials and general information, call 201-200-3409)

All applications submitted are carefully evaluated with the purpose of selecting qualified students. Each applicant is notified in writing of the decision regarding admission at the earliest possible time.

Validation by New Jersey City University of academic credentials presented and application entries made is a process that may continue throughout a student's tenure. Failure to provide full documentation, or falsification of credentials, may result in cancellation of admission to the University or administrative dismissal.

Deadline dates for filing admission materials are:

- August 1st for the Fall Semester
- December 1st for the Spring Semester
- May 1st for the Summer Sessions Admission for International students differs.

International applicants seeking a Form I-20 to apply for an F-1 Visa must satisfy all admission requirements, not later than May 1st to be considered for Fall semester admission, and by November 1st to be considered for Spring semester admission.

APPLICATION FEE

New applicants and former students who are reapplying must pay a non-refundable Application Fee of \$55. The fee is waived for applicants who have already received a master's degree, professional diploma or doctoral degree from New Jersey City University.

APPEAL

Applicants who are not approved for admission to graduate study at the University have the right to appeal the decision if they believe there are significant factors that may alter the decision. The appeal must be made in writing to the department chair/graduate program coordinator (as appropriate) which offers the program within two weeks of the mailing of the decision.

READMISSION

Any student who is not enrolled for at least one graduate course for three years will be discontinued as an active graduate student and must request readmission. The student will have to submit an application for readmission and transcripts of any college work taken elsewhere in the interim. The student must also qualify under the admissions policy in the current Graduate Catalog. Readmitted students should note that graduate students are required to complete their program of study within seven years of starting (see Seven-Year Limit on Credits below).

IMMUNIZATION

Each New Jersey City University student **MUST** submit an Entrance Health Form. The Entrance Health Form is sent to all new students as part of the admission process with instructions to return it to the Health and Wellness Center (HWC) located in Vodra Hall, Suite 107.

This information is used to establish a student's medical file and documents compliance with state immunization regulations. New Jersey State Law requires all students to comply with current immunization regulations by submitting proof of immunization, immunity, or filing a valid

exemption.

Detailed information about the required immunizations or valid exemptions can be found on page 3 and 4 of the Entrance Health Form which can be obtained at Graduate Admissions (Hepburn Hall Rm. 206), the HWC office, or from the HWC web page. Failure to comply will result in a "hold" being placed on all future registration as well as blocking eligibility for campus housing.

For further information call 201-200-3456.

OTHER IMMUNIZATION OR HEALTH TESTS

NJCU reserves the right to require additional immunizations or health tests as dictated by current public health concerns in our campus or local communities. In addition, health testing such as a tuberculin skin test, or other requirements, may be mandated for the fulfillment of internships or clinical rotations.

ACADEMIC STANDARDS

MAINTENANCE OF MATRICULATION STATUS

It is the policy of the Office of the Graduate Studies and Continuing Education to review the student's academic performance at the completion of twelve credits. Students who fail to maintain a cumulative GPA of "B" (3.00) or higher in graduate work may not be permitted to continue in a graduate program.

It is expected that a matriculated student will register each fall and spring semester from the date of matriculation forward.

A matriculated student should notify the Dean of Graduate Studies and Continuing Education, in writing, if prevailing circumstances prevent him or her from registering for a fall or spring semester.

COURSE LOAD

Full-time (nine or more credits)
Half-time (6-8 credits)
Part-time (less than 6 credits)

Graduate courses require a concentration of effort and time on the part of the student. Therefore:

- any student employed full-time will be permitted to enroll for no more than six credits of graduate study per semester
- full-time study is permitted for the

student who is either not employed or employed not more than twenty hours a week

- foreign students holding an I-20 must be enrolled for a minimum of nine credits per regular semester
- the maximum summer session course load is six graduate credits per term
- a student may not register for credits in excess of those mentioned above except with the approval of the chair of the major department and the Dean of Graduate Studies and Continuing Education.

SEVEN-YEAR LIMIT ON CREDITS

This policy applies to all graduate students:

- a) students have seven years within which to complete their degree; b) only credits not older than seven years at the time a student is first registered for graduate study may be considered for transfer (see "Transfer Credit"); c) only credits not older than seven years at the time for which a student requests graduation (clearance) are valid, unless these are transfer credits which meet the previous standard.

ACADEMIC PROGRESS*

The continued pursuit of graduate study at New Jersey City University is dependent upon the maintenance of an acceptable level of academic performance:

1. A student who earns more than three course grades below "B" (3.00) may be dismissed from further graduate study, even if the student's GPA is 3.00 or higher.
2. Courses in which the student earns an "F" grade are not counted toward degree requirements. **NOTE:** "F" grades are counted into the student's cumulative GPA and are not replaced by any higher grade earned if the course is repeated.
3. A minimum cumulative grade point average of 3.00 is required for graduation from a graduate degree and/or diploma program.
4. The policies stated above establish minimum university-wide requirements for the degree.

***NOTE:** Students should check their specific certificate or degree requirements under the department's program descriptions both in this catalog and at the department's Web site for exceptions to the above, with respect to course grades and overall GPA.

POLICIES AND PROCEDURES

ATTENDANCE POLICY

Each faculty member has full responsibility for determining the purposes of class meetings of courses for which he or she is responsible. At the first meeting of the class, each student shall receive a written statement of the requirements for the course including those of attendance as demanded by the nature and purposes of the course.

Each student is expected to fulfill the attendance requirements as determined by the faculty member. Failure to attend classes without a valid excuse as determined by the faculty member may be factored into the evaluation of the student's performance and achievement for the course.

Absence from class due to illness or personal reasons should be handled by the student and faculty member on an individual basis. Students who will be absent for a prolonged period of time shall contact the Dean of Graduate Studies and Continuing Education, who will notify the faculty of the student's situation.

An absence of any length requires that the student discuss with his/her professor(s) what impact the absence may have on the student's academic progress.

NOTE: Non attendance does not constitute withdrawal from a course(s).

Each student shall be required to take all examinations on the days scheduled for such, provided these schedules are announced in advance by the faculty member responsible for the course.

To ensure compliance with Federal and State aid requirements, instructors are required to keep such records as will enable them to complete the monthly Veterans Attendance Rosters and the Mid-Semester Audit Report forms and to certify the last date of attendance of students receiving aid.

GRADING SYSTEM

Letter grades are used to reflect the academic achievement of a student. They are determined by the instructor at the completion of each course. The following grades and values are used:

A	(4.00)	C	(2.00)
A-	(3.70)	C-	(1.70)
B+	(3.30)	P	(Pass)
B	(3.00)	F	(0.00)
B-	(2.70)	W	(Withdrawal)
C+	(2.30)	IN	(Incomplete)

“IN” (INCOMPLETE) GRADE

This grade, used only in extraordinary circumstances, grants a student further time to complete required course work.

The final deadline date for the revision of an “IN” is six weeks after the beginning of the subsequent semester, e.g.:

1. “IN” grade for the fall semester must be satisfied by the sixth week of the following spring semester.
2. “IN” grade for the spring semester or the summer sessions must be satisfied by the sixth week of the following fall semester.

“IN” grades that are not resolved by the deadline date are automatically converted to “F” grades.

“W” (OFFICIAL WITHDRAWAL) GRADE

This option is available between the time add/drop ends and the deadline dates identified in the Graduate Course List (GCL) each semester. For further information on refunds and grades of “W,” see the section in this document on “Withdrawing from a Class.”

CALCULATING A GRADE POINT AVERAGE

The numbers above represent index values used to compute grade point averages. The credits (or semester hours) related to W (Withdrawal) and P (Pass) do not affect the grade point average.

The number of credits assigned to the course multiplied by the grade index received gives the number of grade points earned for that course. The sum total of grade points earned divided by total credits attempted constitutes the student’s grade point average; example, a student enrolled in five three-credit courses, received an “A,” three “Bs,” and a “C.” The grade point average is determined as follows:

- A 4.00 x 3 credits = 12.00
- B 3.00 x 3 credits = 9.00
- B 3.00 x 3 credits = 9.00
- B 3.00 x 3 credits = 9.00
- C 2.00 x 3 credits = 6.00
- Total 15 credits = 45.00 grade points

Divide 45.00 grade points by 15 credits. The grade point average is 3.00, or “B.” The cumulative grade point average reflects all grades earned for all semesters. It is determined by dividing the sum total of all grade points by the sum total of

all credit hours attempted. (**NOTE:** The grades “W” and “P” do not affect the grade point average.)

CHANGE OF GRADE REQUESTS

Requests for Change of Grade must be submitted through the College Dean to the Registrar’s Office prior to the posting of a student’s degree. Grade changes will not be approved once a degree has been posted. Change of grade five years or older, must be approved by the Vice President of Academic Affairs.

PASS/FAIL OPTIONS

Up to eight credits of graduate courses may be taken as Pass/Fail and applied to a graduate degree. To register with a Pass/Fail option, a student must receive the approval of the instructor, advisor, and the Dean of Graduate Studies and Continuing Education. Approval must be received during the registration period for the following:

- P/F grading in a course utilizing the A – B – C – F- grading system
- A-B-C-F grading in a course utilizing the P/F grading system

No more than one course a semester may be elected under either option.

INDEPENDENT STUDY

Independent Study is to be used judiciously. Graduate students may pursue independent study/research for 1-3 credits, when appropriate:

1. The student must be a matriculated student, in a graduate degree program, with a 3.00 cumulative GPA.
2. An independent study may be requested for the following reasons:
 - a. to provide an exceptional student with specialized study or to respond to exceptional circumstances, such as:
 - b. to substitute for a course that is not offered by the department, when the study of such a topic on an independent basis would enhance the student’s education in the field of study
 - c. to substitute for a required course for the degree when that required course is not offered in time for the student’s graduation in cases where the student is not at fault
3. Approval for the independent study is required from:
 - a. the graduate advisor
 - b. the department chair
 - c. the college dean

4. In a total program of study, no more than 6 credits of independent study will be allowed.
5. Exceptions to the eligibility criteria will be determined by the college dean’s office, in consultation with the Dean of Graduate Studies and Continuing Education.
6. Grading will be governed by the standard University academic regulations.
7. At a minimum, the student will enter into a learning contract with the faculty member detailing the purpose of the study, the product to be accomplished, the number of contacts with the faculty member, and specific requirements for grading.

REGISTRATION**COURSE NUMBERING**

The course numbering system applies to all departments and curricula at the University.

Courses are numbered as follows:

Undergraduate: 100-400

Undergraduate senior and graduate level: 500

Graduate level only: 600 – 900.

GRADUATE MASTER COURSE LIST (MCL)

Graduate registration is held in accordance with procedures established by the Registrar’s Office and the Office of Graduate Studies and Continuing Education.

All students who have been admitted to graduate study at New Jersey City University should familiarize themselves with the Master Course List for each semester’s registration. The schedule provides information about registration dates and procedures, as well as which courses are being offered.

A copy of the Master Course List (MCL) for each semester can be downloaded and viewed/printed from *GothicNet*. A number of printed copies are also available at the Office of Graduate Studies, Hepburn Hall 206.

However, students are encouraged to use the “Class Search” procedure through the *GothicNet* portal, which will indicate the most current, up-to-date class listings, and will reflect all “real-time” changes to the printed Master Course List (MCL).

WAITLISTED CLASSES

A select number of courses allow a student to place his/her name on a “Waitlist” to

be enrolled once a seat becomes available. Courses offering this option are designated in the Graduate Master Course List document both in a “Waitlisted Course Index” as well as in the “Class Notes” for each of these courses.

They are also designated through *GothicNet* when either doing a “Class Search”(under “Class Notes”), or when enrolling online. When enrolling online, a yellow triangle for the status indicates waitlist. For a quick tutorial go to www.njcu.edu/dept/registrar and click on the registration link.

LATE REGISTRATION

Students registering after the closing date of registration, as indicated in the University calendar or Master Course List (MCL), must pay a late registration fee, currently \$75.00. Students registering late must include the late fee with their remittance of tuition and fees. Registration for a class will not be possible after the second week of classes.

CANCELLATION OF CLASSES OFFERED

A graduate class will be cancelled if a minimum number of students have not registered for it. Those who have registered for such a class will be notified immediately of its cancellation and their semester bills will be adjusted.

DROPPING OR ADDING A CLASS

The last dates for dropping or adding classes for each semester are listed in the Master Course List (MCL) document, as well as online at each graduate student’s *GothicNet* home page. Students can drop and add classes through *GothicNet* until the date specified for *Final Registration*.

- In general, no classes may be added to a student’s schedule after the second class meeting.
- A student who drops a course through the date specified for *Final Registration* will receive a full refund for that course.
- Separate dates may be established for classes that do not follow the normal start/end schedule.

NOTE: Non-attendance does not constitute a drop or a withdrawal. Refunds will not be made on this basis. If a student does not officially drop or withdraw from a class (by following the procedures outlined

in this catalog, the Master Course List (MCL) document, and elsewhere), an automatic grade of “F” will be issued as a final grade.

WITHDRAWING FROM A CLASS

The “withdrawal” period each term begins the day after the day specified for *Final Registration*. Withdrawals cannot be made through the *GothicNet* enrollment process, and must be done by submitting a form that may be downloaded at each graduate student’s *GothicNet* home page by clicking on the link for the form, or by obtaining the form at the Office of Graduate Studies and Continuing Education, Hepburn Hall 206. (**NOTE:** Separate dates may be established for classes that do not follow the normal start/end schedule.)

It is to the student’s disadvantage to withdraw from classes indiscriminately. Please allow up to 30 days to process refunds. The grade of “W” will be officially assigned only to the student who formally withdraws from a class by filing a completed official withdrawal form with the Office of Graduate Studies and Continuing Education.

Deadlines for withdrawing from classes for each semester are listed in the Master Course List (MCL) document, as well as online at each graduate student’s *GothicNet* home page. A 50% refund will be made for withdrawals until a specified date, at which time there will be no refund for withdrawals. Finally, a date will be specified after which no withdrawals with a grade of “W” can be requested.

INACTIVE GRADUATE RECORDS

If a graduate student does not register for classes for a time period of three years or more, the student’s status will be changed from “active” to “discontinued” in the NJCU database, “and the student’s records in the Graduate Office will be removed from the active files to the archives holdings. It will be necessary for the student to formally re-apply if additional study is desired. Discontinued files are held for seven years and then shredded.

For further information, call the Office of Graduate Studies and Continuing Education (Hepburn Hall, Room 206) 201-200-3409.

CHANGE OF ACADEMIC PROGRAM

Once students are admitted to a degree program, they are not expected to change

to another degree program. Curriculum patterns are generally sufficiently flexible to permit a student, with the assistance and approval of an advisor, to select a wide range of courses in a program of study appropriate to the student’s own professional goals. In order to effect a change from one degree program to another, a student must fulfill the prerequisites of admission to the new degree program and submit a written request (to include the student’s *GothicNet* ID) and a new 250-500 word essay discussing his/her goals and objectives for the new program to the Director of Graduate Admissions to approve the change.

CONCURRENT STUDY IN TWO DEGREE PROGRAMS

Concurrent (or simultaneous) study in two graduate degrees is rare, but not impossible. Students wishing to complete two graduate degrees must be separately matriculated into each, even if both degrees may be offered by the same department. Students must complete all of the requirements for each degree program, and must apply for graduation in each degree for the semester in which each is expected to be completed. Credits earned towards one degree may not be counted towards the second degree. Students working on two degrees at the same time should seek appropriate academic advisement for each.

GRADUATE COURSES OPEN TO UNDERGRADUATE SENIORS

Undergraduate New Jersey City University seniors are eligible to enroll in 500-level courses, unless they cannot satisfy, for a given course, the special requirements for that course (see course descriptions within this Catalog). Such special requirements may include completion of other courses, co-requisites, certain academic grades, permission of the instructor, etc. Credits for undergraduate students in 500-level courses are applied in the following way:

- Undergraduate credit: All credits for 500-level courses satisfactorily completed by an undergraduate student may be counted toward the 128 semester-hour requirements of a curriculum leading to a bachelor’s degree.
- Graduate credit: An excess of credits (beyond 128), earned with a grade of “B” or better by a New Jersey City University undergraduate student in 500-level courses, may be considered for advanced standing (graduate credit), if

the student is matriculated in a graduate program at New Jersey City University no later than seven years after receiving credits for these courses.

- c) Graduate students may apply no more than nine credits of 500-level courses toward the fulfillment of the requirements for a master's degree.
- d) Undergraduate students are not eligible to enroll in 600- or higher level courses, with the exception of undergraduate students admitted to the M.S. in Accounting Bridge degree program, which requires these students to complete three specified 600-level classes in their senior year.

COMPLETING A GRADUATE PROGRAM

TRANSFER CREDIT

For the purpose of transfer credit, courses taken at another accredited college or university (see discussion of "accredited" in the "Admissions Information" section of this catalog), must be approved by the Dean of Graduate Studies and Continuing Education. Students who wish to have courses considered for transfer credit must submit the following items to the Office of Graduate Studies and Continuing Education, Hepburn Hall 206:

- 1) an official copy of the transcript(s) indicating the successful completion of each course to be considered for transfer;
- (2) a copy of the description of each course from the applicable school catalog(s);
- (3) a completed "Student Request for Transfer Credit" form (available both online at <http://www.njcu.edu/graduate/PDF/gradtransfer.pdf> and at the Office of Graduate Studies and Continuing Education, Hepburn Hall 206).

Transfer of credits from another college or university may be considered only when the student is fully matriculated in a degree program. Requests will be reviewed by the appropriate department Graduate Program Coordinator, who will make a recommendation for approval/disapproval to the Dean of Graduate Studies and Continuing Education.

Should credits be accepted for transfer, the student's advisor will submit a "Graduate Studies Transfer of Credit Form" to the

Office of Graduate Studies.

A maximum of one quarter of the number of credits required for a master's degree may be accepted as transfer credits from an accredited college or university, if the courses for which they were earned are similar in purpose and content to those offered at NJCU, and are clearly integrated with the student's program as judged by the student's advisor and the Dean of Graduate and Continuing Education. Transfer credits must carry a grade of "B" (3.00) or higher; pass/fail credits are not transferable.

Credits which are seven years old, or older, are not applicable to transfer to a graduate program at New Jersey City University.

Credits earned to complete a previous master's degree may not be applied toward a second master's degree at New Jersey City University. However, up to thirty graduate credits in psychology earned at an accredited college or university other than New Jersey City University may be accepted as transfer credits toward the combination program offering a professional diploma in school psychology and school psychology certification eligibility.

After matriculation, the student is not expected to enroll for a course at another institution except for very compelling reasons, and then only with the written approval of the student's advisor. The research component of any major must be taken at New Jersey City University.

THESIS AND OTHER CREATIVE ACTIVITIES

Opportunities for graduate students to engage in research and other creative activities are available and are an integral aspect of the total learning experience in all graduate programs at the University. While the various academic disciplines differ in the type and amount of research and creative activity deemed appropriate for master's degree candidates, they generally subscribe to the following objectives:

1. Graduate students should receive training in the basic methods of knowing, investigating and discovering that are relevant to their particular academic discipline.
2. Students should be encouraged and provided with opportunities to engage directly in independent scientific and/or creative work within the framework of their particular discipline.

Students should note the specific departmental research requirement(s) for their master's degree programs. If a student is required, or elects, to complete a research report or thesis, it must be approved by the department chairperson/graduate coordinator and a Thesis Committee. Four approved hard copies of the thesis or research report (the original and three copies, bound) are required and must be filed in the Office of Graduate Studies and Continuing Education on or before May 1, August 1, or December 15 for the following graduation. The Office distributes the original hard copy to the University's library, a copy to the thesis director, and a copy to the student.

GENERAL DEGREE REQUIREMENTS

A minimum cumulative Grade Point Average of 3.00 is required for graduation from all graduate degree programs. Students completing programs which do not lead to a degree but to teacher certification eligibility are required to maintain and complete their programs with a minimum cumulative grade point average of 2.75.

GRADUATION

New Jersey City University has one formal commencement each year for awarding the Doctorate of Science, Doctorate of Education, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Science, Master of Fine Arts, Master of Music and the Professional Diploma. Students planning to complete degree requirements during the school year must request graduation clearance by filing a "Graduation Clearance Application" form with the Registrar's Office, Hepburn Hall, Room 214/219, by the respective deadline dates listed below. Application forms are available online to be downloaded, at www.njcu.edu/dept./Registrar or may be obtained at the Registrar's Office, Hepburn Hall 214/219.

FILING DEADLINES

Filing for graduation clearance must be completed by the following deadlines:

- Mid June for Summer - August 15 clearance
- End of September for Fall - January 31 clearance
- Mid December for May clearance Students who submit a *Graduation Clearance Application* will be sent a *Notification Letter* according to the following schedule:

- Spring candidates – by April 1
- Summer I & II candidates – by August 1
- Fall candidates – by December 1

Those students who have completed their requirements during the summer, fall and spring semesters will be invited to participate in the spring commencement ceremony.

TRANSCRIPTS

To request a transcript the student or graduate has three options:

1. In person: at the Registrar’s Office, Hepburn 214 on a form supplied by the office.
2. By mail: Send a signed letter to: Registrar’s Office, Attn.: Transcripts New Jersey City University 2039 Kennedy Blvd. Jersey City, NJ 07305-1597
3. By the Internet: www.njcu.edu/dept/registrar or <https://gothicnet.njcu.edu>.

Students may request separate undergraduate and graduate transcripts, but no portion of the undergraduate and graduate transcript record may be deleted.

Procedures for the issuance of transcripts are governed by the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended (41 Fed. Reg. 24662 399.33). Transcripts are prepared by the Registrar’s Office in accordance with the policies of the American Association of Collegiate Registrars and Officers of Admission.

Where New Jersey City University transcripts show credit hours earned at other institutions, the official transcripts of those institutions have become part of the student’s permanent file in the Registrar’s Office. New Jersey City University does not make copies of another institution’s transcripts.

To obtain transcripts from institutions other than New Jersey City University, the student must contact the other institution directly. Transcripts should be requested at least ten days prior to the time needed. No transcript shall be granted to any student or sent to a specified organization until all fees have been paid and other University obligations have been met.

Effective Fall 2005, a one-time transcript fee of \$25.00 is charged to all students whose first term at New Jersey City University is Fall 2005 or later. The Registrar’s Office has the right to deny a transcript request to any student who abuses this service.

Limit of transcript request per year is 10 transcripts for regular service. A \$10.00 fee will be charged for one-hour service. Same-day service is provided until 4:00pm.

CONTINUING GRADUATE STUDY BEYOND DEGREE COMPLETION

POLICY

Students completing a master’s degree or professional diploma program who wish to continue their graduate studies must apply and be accepted for admission to pursue a subsequent degree, certificate or certification eligibility, or courses only.

Graduating students may not enroll in any classes in a subsequent term until they have received a letter of admission for their new program.

SIMPLIFIED APPLICATION REQUIREMENTS

Students completing a master’s degree or professional diploma program are not required to resubmit any documentation already provided that may be required for admission to a new program (e.g., transcripts, test scores). Please contact the Office of Graduate Studies and Continuing Education for requirements for specific programs.

POSSIBLE FINANCIAL AID IMPLICATIONS

If a student received financial aid while enrolled in a current or previous degree or certificate program at New Jersey City University, please note that this eligibility for financial aid ends upon completion of that program of study.

If a student wishes to continue to be eligible for financial aid for courses taken after completion of his/her of study, the student must first matriculate (be accepted into) the new program of study.

For any questions about your eligibility for financial aid for subsequent programs of study, please contact your financial aid counselor at 201-200-3173.

STUDENTS’ RIGHTS AND RESPONSIBILITIES

GENERAL STATEMENT ON STUDENTS’ RESPONSIBILITIES

In accepting admission to graduate study at New Jersey City University, a public institution of higher learning, students assume the responsibilities and behavior patterns stipulated by the University. Graduate students at the University are expected to have a serious

interest in their intellectual growth. Students are expected to meet problems with intelligence and resourcefulness and to have respect for the rights of others. Students are expected to comply with federal laws and ordinances of the State, county, and city, as well as the regulations of the University. Any student who commits a breach of State, county or city law or ordinance or university regulation shall be subject to such reasonable disciplinary action as deemed appropriate by the University. This may include suspension, dismissal or expulsion (see Student Code of Conduct online at http://web.njcu.edu/sites/deanofstudents/Uploads/code_of_conduct_9_19_11.pdf).

ACADEMIC INTEGRITY POLICY

The following excerpts are drawn from the New Jersey City University Academic Integrity Policy, adopted February 17, 2004. The complete and most up-to-date Academic Integrity Policy is available at <http://www.njcu.edu/dept/senate/policies/Academic%20INTEGRITY%20POLICY%20FINAL%202-04.pdf>.

An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service.

New Jersey City University (NJCU) is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in its students. Academic integrity is central to this growth and is defined as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

The University maintains that all students are expected to embrace the highest standards of academic integrity in their course work. Any violation of such may be subject to a penalty based on the infraction that may include a reprimand, reduction in grade, failing grade, suspension or dismissal from the University.

Faculty, students and administrators must report all violations of academic integrity, other than Level I; such violations represent serious infractions and undermine the University’s mission.

Definitions of Violations of Academic Integrity

Cheating: Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise.

Examples of cheating include, but are not limited to the following:

- Copying from another student's work;
- Allowing another student to copy from one's work;
- Using unauthorized materials such as a textbook or notebook during an examination;
- Using specifically prepared unauthorized materials such as notes written on clothing, formula lists, etc., during an examination;
- Unauthorized collaboration with another person during an examination or an academic exercise;
- Unauthorized access to or use of someone else's computer account or computer files, for any purpose, without the permission of the individual;
- Possessing or obtaining an examination without the professor's authority or prior knowledge.

Plagiarism: Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete and accurate references. All verbatim statements must be acknowledged by means of quotation marks.

Examples of plagiarism include, but are not limited to the following:

- One person quoting another's words directly without acknowledging the source;
- Using another's ideas, opinions or theories without acknowledging the source, even if they have been completely paraphrased in one's own words;
- Using facts, statistics or other illustrative material taken from a source, without acknowledging the source, unless the information is common knowledge;
- Using words or work of others taken from the Internet without acknowledging their source(s).

Fabrication: Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive.

Examples of fabrication include, but are not limited to the following:

- Citing information not taken from the source indicated;
- Listing sources in a bibliography or other report that are not used in one's project;
- Fabricating data or source information in experiments, research projects or other academic exercises;
- Taking a test for another person or asking or allowing another to take a test for one's self;
- Misrepresenting oneself or providing misleading and false information in an attempt to access another user's computer account.

Other Examples of Academic Misconduct:

- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose;
- Stealing, buying, selling, giving away or otherwise obtaining all or part of any unadministered test/examination or entering any University office or building for the purpose of obtaining an unadministered test/examination;
- Submitting written work to fulfill the requirements of more than one course without the explicit permission of the instructors;
- Coercing any other person to obtain an unadministered test;
- Altering test answers and then claiming instructor inappropriately graded the examination;
- Unauthorized collaboration with any other person in preparing work offered for credit (e.g., purchased term papers*).

**NJSA 18A: 2-3 (c) prohibits the preparation for sale of any term paper, thesis, dissertation, essay, report or other written, recorded, pictorial, artistic or other assignment knowing that it is intended to fulfill requirements for a degree, diploma, certificate or course at any educational institution. The law specifies up to a \$1,000 fine for violations of its provisions.*

Penalties of Violations for Academic Integrity

Level I

- Level I penalties apply in circumstances involving ignorance or inexperience on the part of the person(s) committing the violation and ordinarily include a minor portion of the course work.
- The imposition of these penalties is considered an academic issue and not disciplinary.

- *Example:* Improper documentation of sources or unauthorized collaboration on an academic exercise.
- Possible Penalties: Make-up assignment, assignment of no-credit for the work in question, or a required assignment on preparation of term papers.
- These penalties are subject to the discretion of the faculty member. Faculty will meet with the student offender to discuss the allegation and possible penalties.

Level II

- Level II penalties involve incidents of a more serious nature and affect a significant aspect or portion of the course.
- *Example:* Copying from or giving assistance to others on a mid-term, final or other examination; plagiarizing major portions of an assignment; using unauthorized material on an examination; or altering a graded examination for the purposes of re-grading.
- *Possible penalties:* A failing grade on the assignment and/or in the course, whichever is applicable, may be given subject to the discretion of the faculty member. Violations at this level will be reported to the department chair and the Academic Dean (for major courses, the report will be made to the corresponding Academic Dean, for general studies courses, the report will be made to the Dean of Arts and Sciences, in the case of an undergraduate student). A notation of plagiarism shall be placed in the student's record following this offense, and the student will not be allowed to expunge the grade of F from his/her GPA should he or she re-take the course. Confidential copies of the report will also be sent to the Vice President for Academic Affairs and the Dean of Students or the Dean of Graduate and Continuing Education. Should the Vice President for Academic Affairs upon receipt of a report of plagiarism, find that a student has a prior record of plagiarism, the offense will be upgraded to Level III, and the Vice President for Academic Affairs will notify the instructor, the chair and the academic dean so that appropriate action can be taken. Any violation that involves repeat offenses at Level I is considered a Level III violation.

Level III

- Level III penalties apply to offenses that are even more serious in nature and involve pervasive dishonesty on a significant portion of course work, such as a major paper,

mid-term, final exam or other examination.

- *Example:* Using a purchased term paper presenting the work of another as one's own; having a substitute take an examination; or possessing or obtaining an examination without the professor's authority or prior knowledge.
- *Possible Penalties:* A failing grade on the assignment and/or in the course, whichever is applicable, may be given subject to the discretion of the instructor. Violations at this level will be reported to the department chair and the academic dean (for major courses, the report will be made to the corresponding Academic Dean, for general studies courses, the report will be made to the Dean of Arts and Sciences). In the case of an undergraduate student, a notation of plagiarism shall be placed in the student's record following this offense, and the student will not be allowed to expunge the grade of F from his/her GPA should he or she re-take the course. Confidential copies of the report will also be sent to the Vice President for Academic Affairs and the Dean of Students or the Dean of Graduate and Continuing Education. Should the Vice President for Academic Affairs or the Dean of Graduate and Continuing Education discover, upon receipt of a report of plagiarism, that a student has a prior record of plagiarism, the Vice President for Academic Affairs or the Dean of Graduate and Continuing Education will notify the faculty member, the chair and the academic dean so that appropriate action can be taken.

In the event the faculty member determines that the violation is severe, she/he may recommend to the department chair/academic dean that the student be placed on probation, suspension, or expulsion for one or more semesters with a notation of "disciplinary suspension" indicated on the student's record, or that the student be permanently dismissed from the University in case of repeat offenses. The Academic Dean, in consultation with the faculty member, will be responsible for deciding the additional penalty.

ACADEMIC GRIEVANCE/APPEAL PROCEDURES

The following procedure is available to resolve grievances regarding grading, course requirements, attendance, academic integrity, and other academically related

complaints:

- Step 1. Meeting and discussion with the faculty member involved to resolve the situation in question must take place within forty-five (45) days of the last day of the semester on which the grievance is based. At the conclusion of the meeting the faculty member will inform the student of a decision.
- Step 2. The student may initiate a written appeal with the faculty member within ten (10) calendar days of notification of the decision of the faculty member; the faculty member will respond in writing within ten (10) calendar days of the date of receipt of the written appeal. Should the faculty member fail to respond within ten (10) calendar days, the student may present his/her written appeal to the next level of review, the department chairperson, within ten (10) calendar days.
- Step 3. Written appeal to the appropriate department chairperson within ten (10) calendar days of notification of a decision pursuant to the previous step or upon failure of the faculty member to respond within the prescribed ten (10) calendar days.
- Step 4. Written appeal to the appropriate Academic Dean within ten (10) calendar days of notification of a decision pursuant to the previous step. The appropriate dean shall provide the student with a written decision within ten (10) calendar days of receipt of the appeal from Step 3.
- Step 5. Written appeal to the University Senate Student Affairs Committee within ten (10) calendar days of notification of a decision pursuant to the previous step.

Grievances that are not resolved at the Dean's level may be referred to the Student Affairs Committee of the University Senate for review and decision, which will be forwarded to the Vice President for Academic Affairs for final decision.

The Student Affairs Committee of the University Senate shall deal with grievances involving grading, course requirements, attendance, academic integrity, and other academically related complaints after Steps 1–4 above have been exhausted. The committee shall include at least one faculty or professional staff member from each of the Colleges and one student. The Vice President for Student Affairs or Associate Vice President for Student Affairs will serve as

a non-voting, ex-officio member of this Committee. The Student Affairs Committee shall deal with grievances initiated by students. The Committee may choose to invite parties involved to meet with the committee to present their positions or to proceed on the written record generated from the appeal process detailed above.

Within (20) twenty days of receipt of a written appeal from a student, the committee shall (a) determine that the appeal has basis in fact; (b) inform the complainant of the legal and administrative limitations of the committee in resolving grievances; and (c) determine that all normal avenues of appeal resolution, between the parties involved, and the applicable department chair and dean, have been exhausted. It shall provide notice of its decision, made on a review and advise basis, to the Vice President for Academic Affairs, who renders a final decision within thirty (30) calendar days of receiving the Student Affairs Committee's recommendation.

Final Appeal

Only cases that result in expulsion may be appealed to the President. In these cases, the decision of the President is final and there is no further recourse at the University. The charged student will have ten (10) calendar-days from the date of the decision by the Vice President for Academic Affairs to file an appeal with the President of the University. All appeals must be in writing. In cases resulting in expulsion, the President of the University shall render a final decision within twenty (20) calendar-days of receiving the appeal.

Reasonable Accommodation Grievance Procedure for Students with Disabilities

If you are a student with a documented disability and have a grievance regarding access to reasonable accommodations, you must file a written complaint with the Director of the Office of Specialized Services. The director will initiate the academic grievance procedures as outlined on page 40 of the undergraduate catalog. The director will inform the student in writing of the decision. Complaints about or appeals from reasonable accommodation determinations of the Office of Specialized Services should be addressed with the Office of the Vice President for Academic Affairs. The Vice President will review such matters in consultation with the Equal Employment Opportunity/Affirmative Action (EEO/AA) office.

STUDENT RECORDS

New Jersey City University maintains academic and health records of all students enrolled in the University. Additionally, financial records, as required by federal and state regulations, are maintained on all students who receive financial assistance through the University.

ACCESS TO STUDENT RECORDS

For the purposes of compliance with the Family Educational Rights and Privacy Act (FERPA), the University considers all students enrolled in the University as independent.

The Family Educational Rights and Privacy Act of 1974 afford students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 30 (thirty) calendar days of the day the University receives a request for access. Graduate students should submit to the Director of Graduate Studies and Continuing Education, or to other appropriate officials, written requests that identify the records(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want to change, and specify why it is inaccurate or misleading.

FERPA was not intended to provide a process to be used to question substantive judgments which are correctly recorded. The rights of challenge are not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned. If the University decides not to amend the record as requested by the student, the appropriate office in the University will notify the student of the decision and advise the student of his or her right to a

hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. In most cases, students must consent to the disclosure of personally identifiable information to a third party, in writing. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, or official of the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The University may disclose education records in certain other circumstances:
 - a. to appropriate parties to comply with a judicial order or a lawfully issued subpoena (Unless a court order has ordered that the existence of the subpoena not be disclosed, the University will attempt to inform the student of the subpoena, by letter to his/her last known address, prior to the requested documents being released.);
 - b. to appropriate parties in a health or safety emergency;
 - c. to officials of another school, upon request, in which a student seeks or intends to enroll;
 - d. to University and other appropriate officials in connection with a student's request for or receipt of financial aid, to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid;
 - e. to certain officials of the U.S. Department of Education, the Comptroller
- General's office, or to state and local educational authorities, in connection with certain state or federally supported education programs;
- f. to accrediting organizations to carry out their functions;
 - g. to organizations conducting certain studies for or on behalf of the University;
 - h. to the alleged victim of a crime of violence or a non-forcible sex offense when the crime was allegedly committed by the student; the University may disclose the results of an institutional disciplinary proceeding with respect to the crime which shall include only the name of the student, the violation committed, the sanction imposed and the name of another student, such as victim or witness, only with the consent of the student;
 - i. to the parent(s) or legal guardian the violation of any law or University rule or policy governing the use or possession of alcohol or a controlled substance if the student is under 21 years of age and the University determines that the student has committed a disciplinary violation with respect to use or possession.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC, 20202-4605.

DIRECTORY INFORMATION

The University may disclose the following categories of student information, designated as public information: the student's name, address, phone number, e-mail, age, major field of study, degree sought, expected date of completion of degree requirements and graduation, degrees and awards received, dates of attendance, full- or part-time enrollment status, the previous educational agency or institution attended, participation in officially recognized activities and sports, weight and height of athletic team members, and other similar information and photographs.

Students may restrict the release of public information, except to school officials with legitimate educational interests. To do so, a student must make the request in writing

to the Dean of Students. Once filed, this request becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed.

RECORD OF ACCESS

A record must be kept in the education record of each student which indicates the individuals or organizations, other than University personnel, which have requested or obtained access to the student's records and the legitimate education interest of the individual or organization in obtaining the information. The record of access may be released only to the student, University personnel, or state or federal officials as means of auditing the system of reporting access to student records. Subpoenas, where the court has ordered that their existence not be disclosed, will not be released except within the parameters of the court order. Educational records or personally identifiable information in the records may be released as specified above under item 3 above.

CHANGE OF NAME, ADDRESS, TELEPHONE NUMBER

In order to ensure the prompt receipt of communications and bulletins from the University, a graduate student who has a change of address or telephone number can update this information online by login to his/her *GothicNet* account or by submitting a "NJCU Change of Personal Data" form to the Office of Graduate Studies and Continuing Education, Hepburn Hall 206. A graduate student requesting a change of name must submit a "NJCU Change of Personal Data" form accompanied by a copy of the legal document that authorized the change to the Office of Graduate Studies and Continuing Education, Hepburn Hall, Room 206 or to the Office of the Registrar, Hepburn Hall, Room 214.

GRADUATE ASSISTANTSHIPS AND FINANCIAL AID

GRADUATE ASSISTANTSHIPS

NJCU offers a limited number of Assistantships each year to qualified graduate students. The appointment is for the academic year (September through May), and in some years assistantships become available in January for the spring semester only. For the full academic year, the initial deadline

is April 1. For spring semester assistantships only, the deadline is December 1.

The Graduate Assistantship covers tuition and fees for full-time study (minimum nine credits). Graduate Assistants are required to work in a University department or office for 18 hours/week, for which they receive a stipend of \$3,500 over the academic year (\$1,750 per semester). Graduate Assistants may not hold a full-time job either inside or outside the University, and they may not be Graduate Assistants during a semester when they are doing student teaching.

Applicants must be matriculated in an NJCU graduate degree program, which includes the following requirements:

- A regular application for graduate admission
- Official transcripts from all colleges attended
- Two letters of recommendation
- Official score reports for the standardized test required by the student's department (MAT, GRE or GMAT – see the Standardized Test Requirements at http://www.njcu.edu/graduate/grad/test_require.asp for details)
- A copy of any teaching certificates the applicant may hold

In addition to these matriculation requirements, applicants should write a letter to the Dean of Graduate Studies and Continuing Education and attach a résumé. The letter should discuss the educational goals the student would like to achieve through the Assistantship and through full-time degree study, and the resume should indicate work experience and skills as well as academic background.

The applicant may specify an office or department that would be of particular interest for employment, but this is not required. Graduate Assistants are assigned by the Dean of Graduate Studies and Continuing Education, not appointed by the departments themselves, and it is possible that students will be assigned to different offices or departments than the ones in which they are studying.

STIMULUS SCHOLARSHIP

The Stimulus Scholarship provides up to \$400 for new graduate students who are admitted for a degree or certification program and who are enrolling in their first graduate class at NJCU. Students who are qualified can receive a \$200 discount or credit for their first graduate class and

another \$200 discount or credit for their second class. The scholarship can only be used during the student's first semester. Students whose tuition is paid through tuition waivers or grants are not eligible for this scholarship. Once they register online through *GothicNet* for their first classes, eligible students may apply for this scholarship at the link that will be provided at their NJCU Home Page.

NJCU ALUMNI SCHOLARSHIP

The Alumni Scholarship was created for bachelor's degree recipients of NJCU. It provides a \$100 tuition discount for each of their first two classes. Note that alumni may not receive both the Legacy Scholarship and the Stimulus Scholarship on their first two classes, so normally students will prefer to receive the larger Stimulus Scholarship. However, alumni may use the Alumni Scholarship instead of the Stimulus Scholarship if they prefer to take only one class in their first semester. They can request a Stimulus Scholarship for that class in their first semester, and then request the Alumni Scholarship for their second class in whichever is their second semester of enrollment. Students whose tuition is paid through tuition waivers or grants are not eligible for this scholarship. Once they register online through *GothicNet*, eligible students may request the Alumni Scholarship by sending an e-mail to grad_dept@njcu.edu.

VETERANS AFFAIRS

The Coordinator of Veterans Affairs is located in the University Advisement Center. S/he assists veterans and eligible dependents of veterans with:

- Certification of veterans to the Veterans Administration for education benefits.
- Processing of tuition credit waivers for members of the New Jersey National Guard.

Veterans should schedule an appointment with the Coordinator of Veterans Affairs each semester to discuss benefits and their academic status.

For additional information on Veterans Affairs, please contact the Coordinator of Veterans Affairs in the University Advisement Center, Vodra Hall, Rm. 101, or call 201-200-2157.

EDUCATIONAL OPPORTUNITY FUND/OPPORTUNITY SCHOLARSHIP GRADUATE BENEFITS

Mr. Andrew Platizky, Director

Mr. Andrew Platizky, Director

aplatzky@njcu.edu

Opportunity Scholarship Program

Vodra Hall, Rm. 211

201-200-3355

<http://www.njcu.edu/dept/OSP>

The Educational Opportunity Fund (EOF) Program, known at New Jersey City University as the Opportunity Scholarship Program (OSP), provides financial assistance to full-time graduate students who meet eligibility requirements. It provides students who are admitted to Graduate Studies at NJCU and fit EOF eligibility requirements with grants worth up to \$2,300 per year.

To be eligible to receive an EOF Graduate Grant at NJCU, you must be:

- A matriculated student or a student who has the intention to matriculate
- Registered full time (9 or more credits)
- A citizen or permanent resident
- Financially eligible according to EOF guidelines (Guidelines and the EOF Graduate Program Payment Request and Information Form can be found in the EOF/OSP office.) Upon receipt of your acceptance letter from the Office of Graduate Studies at NJCU:
- Complete and submit the Free Application for Federal Student Aid (FAFSA)
- Complete the EOF Graduate Program Payment Request and Information Form. These documents should then be submitted to Mr. Andrew Platizky, Vodra Hall, Room 211.

FINANCIAL ASSISTANCE (LOANS)

Matriculated students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for Federal Direct Stafford Loans.

In addition to completing the FAFSA for the appropriate year, the student must:

1. Enroll as a matriculated student in a degree or certification eligibility program on at least a half-time basis (a minimum of six credits in the Fall, six credits in the Spring, and a minimum of six credits between Summer I and Summer II);
2. Maintain satisfactory progress toward the completion of a degree or certification;
3. Be a citizen or permanent resident of the United States, or eligible non-citizen;

4. Not be in default of any loan made, insured, or guaranteed under the Perkins Loan Program, the FFEL Program, the Federal Direct Student Loan, or the PLUS/SLS Program;
5. Not owe a refund on a previous Federal Pell grant or Federal Supplemental Educational Opportunity Grant Program (SEOG); and
6. Show need of financial assistance as demonstrated by the completed FAFSA.
7. Meet all other requirements of the federal financial aid programs.

Non-matriculated students are not eligible to receive federal or state financial aid or loans, but may apply for certain private education student loans. Please feel free to contact the Office of Financial Aid for additional information.

The Federal Direct Student Loan Program enables graduate students to borrow long-term, low interest loans to finance their education. A graduate student may borrow up to \$20,500 annually from the Unsubsidized Stafford Loan depending on his/her costs and family contribution. The interest rate is fixed and depends upon when the student first received loan funds. The borrower is responsible for all interest payments on disbursed amounts while in school.

The Federal Graduate PLUS Loans are federally sponsored loans for independent students attending graduate school at least half time (6 credits) and matriculated in a degree program. Students must submit a FAFSA and apply for their maximum allowable federal Direct Student Loan programs prior to applying for a Graduate PLUS Loan. A credit check is required.

Students in certification programs may be eligible to receive the Federal Direct Subsidized and the Federal Direct Unsubsidized Loans. The Federal Direct Subsidized Stafford Loan amount is \$5,500 and the Federal Direct Unsubsidized Loan amount is \$7,000. The Federal Direct Subsidized Stafford Loan is a loan for certification students that demonstrate financial need. Interest is paid while the student is in school at least half-time or during a period of deferment. The interest rate is reassessed every July 1st. The actual interest will depend upon when a student first took out a Federal loan. The Federal Unsubsidized loan follows the same rules outlined above.

EMPLOYMENT PROGRAM

Work-study through the Federal Work-Study program allows students enrolled in at least 6 credits to earn their award by working part-time at the University. Job opportunities at different departments and offices at the University are available. Students may also choose to be a reading tutor in the NJCU America Reads Program.

To apply for Federal Work-Study, students must complete the Free Application for Federal Student Aid (FAFSA), be a matriculated student, be enrolled in at least 6 credits, and have financial need.

GRADUATE TUITION AND FEES *

The tuition and fees listed below are for the 2012-2013 academic year. Please note that the University reserves the right to make necessary adjustments or changes at any time.

Total Credits	In-State** Tuition	General Service Fee	Student Center Fee	Student Activity Fee	Technology Fee	Facility Fee	In-State Total Charges	Non Resident/ Out of State Charges
1.0	513.75	49.60	20.50	2.50	16.75	10.40	613.50	1,047.50
2.0	1,027.50	99.20	41.00	5.00	33.50	20.80	1,227.00	2,095.00
3.0	1,541.25	148.80	61.50	7.50	50.25	31.20	1,840.50	3,142.50
4.0	2,055.00	198.40	82.00	10.00	67.00	41.60	2,454.00	4,190.00
5.0	2,568.75	248.00	102.50	12.50	83.75	52.00	3,067.50	5,237.50
6.0	3,082.50	297.60	123.00	15.00	100.50	62.40	3,681.00	6,285.00
7.0	3,596.25	347.20	143.50	17.50	117.25	72.80	4,294.50	7,332.50
8.0	4,110.00	396.80	164.00	20.00	134.00	83.20	4,908.00	8,380.00
9.0	4,623.75	446.40	184.50	22.50	150.75	93.60	5,521.50	9,427.50
10.0	5,137.50	496.00	205.00	25.00	167.50	104.00	6,135.00	10,475.00
11.0	5,651.25	545.60	225.50	27.50	184.25	114.40	6,748.50	11,522.50
12.0	6,165.00	595.20	246.00	30.00	201.00	124.80	7,362.00	12,570.00

* Tuition and fees are subject to change without notice by action of the Board of Trustees of New Jersey City University.

** A student shall be classified as a "New Jersey Resident" for tuition purposes upon admission to a public institution of Higher Education in the State of New Jersey if the student or the parent(s) or guardian(s) upon whom the student is financially dependent, has been a bonafide domiciliary of New Jersey for at least one year before first enrolling at a public higher education institution in the State. Visa students must become permanent resident aliens before they can be considered New Jersey residents.

SENIOR CITIZENS

A senior citizen who wishes to enroll for graduate credit qualifies for a waiver of tuition only, but must pay fees.

PLEASE NOTE:

A. Students who register after January 10 will NOT be sent a bill. Students must pay their tuition and fees using GothicNet, or directly to the Bursar's Office, Hepburn Hall, Room 106. You may view your account balance online through GothicNet.

- B.** A \$25.00 one time mandatory transcript fee is charge to all new students.
C. \$75.00 late payment fee, not refundable, begins December 10 for continuing students.
D. Internship Fees: Student Teaching Internship: \$150.00 Museum Internship: \$150.00 School Nursing Internship: \$150.00 Practicum Fee: \$65.00
E. Lab Fees: Fees are determined by the academic departments
F. Transcript Fee Regular Service, no fee, provided within 4 working days. Same day service, provided until 4:00 p.m., \$10.00 per transcript. Call (201) 200-3333 for detailed instructions. Internet, <http://www.njcu.edu/dept/registrar> or <http://gothicnet.njcu.edu>

Refunds will be processed approximately 30 days after the end of the add/drop period regardless of the method of payment.

Please Note: Non-attendance does not constitute a drop or withdrawal. Refunds are only made when a student officially withdraws. If a student does not officially withdraw, an automatic grade of "F" will be issued as a final grade.

PAY ONLINE BY CREDIT CARD OR CHECK

You can save time by making payments by credit card or check through GothicNet. At your "Student Center" screen, under "Finances," click on the "Account Inquiry" link. At the next screen, at the top, right, click on the purple "Make a Payment" tab, follow the easy instructions, and you're done!

New Jersey City University, in partnership with Tuition Management Systems, offers the Interest-Free Monthly Payment Option to help students more easily afford education expenses. Instead of large annual or semester payments, this option enables you to pay-as-you-go on a monthly basis, like most other bills. Use savings and income to your advantage by spreading education expenses over 4 or 5 manageable monthly payments. Enrolling in this option is quick and easy. Simply enroll on-line at <http://www.afford.com/njcu>. If you prefer to speak to a professional educational payment counselor, call toll free, 1-888-713-7239.

THE CAMPUS

CONGRESSMAN FRANK J. GUARINI LIBRARY

201-200-3033

<http://www.njcu.edu/guarini/>

Fall/Spring Semester

Monday - Thursday 7:30 AM - 10:00 PM

Friday 7:30 AM - 5:00 PM

Saturday 9:00 AM - 5:00 PM

Sunday 11:00 AM - 5:00 PM

Intersession Hours (varies)

Monday - Thursday 8:30 AM - 4:30 PM

Friday 8:30 AM - 4:30 PM

Saturday Closed

Sunday Closed

Summer Sessions

Monday - Thursday 7:30 AM - 10:00 PM

Friday Closed

Saturday Closed

Sunday 11:00 AM - 5:00 PM

The Library is closed on all major holidays.

Extensively renovated for two years and costing 13 million, the Congressman Frank J. Guarini Library re-opened in September 1999. The Library's collections and services have been developed to promote classroom teaching and to enable students to meet course requirements successfully. In addition, learning to locate, evaluate, and use information called Information Literacy, provides students with the skills necessary for lifelong learning.

The library resources number approximately 293,000 volumes, 1.8 million microforms, over 3,000 videos and other materials. There are over 200 reference e-books and over 3,000 other e-books. Over 104,000 complete, online or full-text government documents may also be read through the OSCAR online catalog. To check out library materials, students must present a New Jersey City University (NJCU) *GothicNet* identification card for the current academic semester to the staff at the Circulation Department. Faculty reserved books and articles, as well as copies of New Jersey City University master's theses, can also be requested at the Circulation Desk. Inquiries should be directed to 201-200-3030.

The Reference Department offers numerous encyclopedias, dictionaries, handbooks, bibliographies, directories,

periodical indexes, and abstracts, in print or electronic format. Students are encouraged to call the Reference Department at 201-200-3033 for advice on accessing the online catalog OSCAR (Online System Catalog for Academic Reference), and over 150 electronic databases, as well as for compiling a bibliography, or instruction on any research or other topic.

The library provides, through the Reference Department, Information Literacy/ bibliographic instruction using library resources in the state-of-the-art John Victor Machuga Technology Center on the first floor. An e-mail reference service is available by using libraryref@njcu.edu, as well as ASK A LIBRARIAN, In Person/ By Phone/By E-mail/Texting. On the Homepage, please click on "Information Literacy at NJCU," and Google Voice Text a Librarian.

The Periodicals and U.S. Government Documents Department currently subscribes to print and online journals. Inquiries regarding periodicals should be directed to 201-200-3518, and for U.S. Government Documents, calls should be directed to 201-200-3137.

Education Services, includes curriculum materials on the fourth floor such as courses of study, elementary and secondary textbooks, juvenile encyclopedias, and other teacher education materials as well as juvenile fiction on the third floor. Inquiries about Educational Services should be directed to 201-200-3471.

The library is technology-based, user friendly, and aesthetically appealing. Each floor has carrels wired for Internet access via personal laptop computers. There is wireless access on all floors for students. Numerous computers are strategically located on each floor and all have the same menu access to the automated catalog, periodical holdings, electronic indices, full-text databases, Internet, etc. Databases are accessible to students from outside the library through the library home page, actually from anywhere in the world. Students can borrow from the library and access databases off campus using their *GothicNet* I.D. numbers. These databases which are updated continuously are accessible in campus and in the library without using Gothic ID numbers. Printed, phone, and online instructions are also available at the library.

The Circulation and Reference desks are located on the main floor, along with the Library Information KIOSK and the Machuga Technology Center. The second floor has periodicals, government documents, Education Services, and media services. The third and fourth floors contain the circulating collections and the education services collections, library administration, and technical services. Each floor provides study carrels, study tables, and comfortable reading areas.

CO-OP RESIDENCE HALL AND 2040 UNIVERSITY APARTMENTS

Co-Op Hall houses approximately 100 students. The most modern of the three residence buildings, Co-Op Hall is a traditional corridor-style student residence with double-occupancy rooms, kitchens, laundry, bathrooms, and study and social lounges for freshmen and some transfers. The 2040 University Apartments accommodates approximately 57 upper level students 21 years of age and above within apartment-style suites. The building has adjacent parking, 24 hour security, social lounge, computer lab, and a laundry facility.

EDUCATION AND PROFESSIONAL STUDIES BUILDING

Opened in 1994, the Education and Professional Studies Building, houses the Office of the Dean of the College of Professional Studies, the Office of the Dean of the Deborah Cannon Partridge Wolfe College of Education, the Electronic Learning Laboratory, and the Office for Teacher Preparation and Partnerships. There are also classrooms, as well as the departmental and faculty offices for the Departments of Business Administration, Criminal Justice, Early Childhood Education, Elementary and Secondary Education, Fire Science, Health Sciences, Literacy Education, The Multicultural Center, Office of Specialized Services for Students with Disabilities, and Special Education. The Department of Educational Leadership and Counseling, although a graduate academic department that reports to the Dean of the College of Education, is located separately in Rossey Hall.

FRIES HALL

Fries Hall is home to NJCU's Media Arts Department, which occupies the 22,000

square feet of space and is one of the most advanced Media Arts facilities in the State of New Jersey. The Department houses a full color, broadcast-quality television studio, a radio and audio production studio, and a complete 16mm production studio. The film production facilities have all the necessary equipment and technical support to produce feature-length 16mm motion pictures from conception to print. Non-sync sound films, short subjects and animated productions are also produced regularly at the department.

The department has a studio/classroom for multi-image production and two large projection/seminar rooms for weekly screenings. Completing the Media Arts Department is an animation laboratory, a computer graphics production studio, 1/2" and 3/4" video editing suites, and film editing suites.

The department is the official home of the Black Maria Film and Video Festival, and is a co-sponsor of the New Jersey Young Film and Videomakers Festival.

GEORGE KARNOUTSOS ARTS AND SCIENCES HALL

Opened in the spring of 2006, the George Karnoutsos Arts and Sciences Hall meets the growing needs of the William J. Maxwell College of Arts and Sciences. Designed by the renowned architect, Michael Graves, this 77,000-square foot facility is a seven-story structure featuring 14 general use classrooms and 10 computer labs. In addition to providing the campus community with state-of-the-art classrooms and labs, this facility houses twelve academic departments, The Writing Center, and the Office of the Dean of the William J. Maxwell College of Arts and Sciences. The departments include:

- African and African/American Studies
- Computer Science
- Economics
- English
- English as a Second Language (ESL)
- History
- Latin American/Caribbean/Latino Studies
- Mathematics
- Modern Languages
- Philosophy and Religion
- Political Science
- Women's and Gender Studies

GROSSNICKLE HALL

Grossnickle Hall, a four-story arts and sciences building, opened in 1962. It

includes classrooms, lounges, laboratories, and an auditorium which seats 180 people. The office of International Students and Study Abroad, the pre-collegiate programs College Bound, Gear-Up, and Upward Bound, and the office of the Actors Shakespeare Company at New Jersey City University, theater-in-residence, are also housed in Grossnickle Hall.

HEPBURN HALL

Hepburn Hall, the only campus building for the first twenty-five years of the University's existence, is the administrative center of the University. In addition to housing the University's The Children's Learning Center (day care) and The Learning Communities (TLC) Program, Hepburn Hall includes the Offices of the President, the Vice President for Academic Affairs, the Vice President for Administration and Finance, the Vice President for Advancement, the Vice President for Student Affairs, Admissions, Financial Aid, Registrar, Controller, Bursar, Human Resources, Graduate Studies and Continuing Education, New Pathways to Teaching in New Jersey (NPTNJ), and Affirmative Action.

The Margaret D. Williams Theatre, at the north end of Hepburn Hall, is a showcase for the productions of the Media Arts and Music, Dance and Theater Departments, as well as for numerous other University and community events. The Gothic Tower, at the front of the theatre, is the inspiration for the nickname of New Jersey City University's athletic teams, the "Gothic Knights."

JOHN J. MOORE ATHLETICS AND FITNESS CENTER

Fall and Spring Semester Hours:

Monday -Thursday 7:00 a.m. to 9:30 p.m.
 Friday 8:00 a.m. to 6:30 p.m.
 Saturday 9:00 a.m. to 2:30 p.m.
 Sunday 4:00 p.m. to 7:30 p.m.

The John J. Moore Athletics and Fitness Center (JMAC) serves as the headquarters for intercollegiate athletics, intramural athletics, and recreation. Located on Culver Avenue, just off West Side Avenue, the JMAC gives the University one of the finest indoor facilities in the State. The Center features a 2,000 seat basketball/volleyball arena, a state-of-the-art fitness center, a 25-meter pool, a racquetball court, spinning court, study lounge, an elevated

1/10 mile jogging track, locker rooms and shower facilities for students and staff. The Athletic Hall of Fame is located on the main level. A more complete description of the Center appears on page 30.

MICHAEL B. GILLIGAN STUDENT UNION (GSU)

The Michael B. Gilligan Student Union is the focal point of student activities and recreation. This facility was recently renovated and modernized to create a friendly and vibrant center for student life on campus. The interior of the building was reconfigured as an open atrium. The first floor includes key student support services; specifically, the Offices of the Dean of Students, and Campus Life, a commuter lounge, the University Service Center, a cyber lounge, lecture theatre, campus bookstore, and art gallery. Located on the second floor, is the renovated cafeteria, a multi-purpose room, and the Center for Student Success. The Counseling, and Speicher-Rubin Centers, student clubs, and additional conference rooms are located on the third floor.

ROSSEY HALL

Rossey Hall, opened in 1970, houses the University's Information Technology Department and the primary data center, the K. Elizabeth Ingalls Recital Hall, the Peter Sozio Rehearsal Studio, the Abigail Hoffman Electronic Music Studio, music rehearsal rooms, classrooms, computer science labs, and geoscience laboratories. Departmental and faculty offices for the departments of Education Leadership and Counseling, Geoscience/Geography, Music, Dance and Theater, Nursing, and Sociology and Anthropology, are also located in Rossey Hall.

The Department of Information Technology (IT) oversees the operation and management of information technology resources and provides comprehensive customer-focused technology support services for all members of the New Jersey City University community. As the primary technology resource for the University, IT provides technology leadership in the planning, implementation and support of academic and administrative initiatives. Comprehensive technology support is offered through a centralized Help Desk that provides effective technology support services for students, faculty and staff. In addition to providing and managing

centralized data and telephone services, IT supports over 1700 desktop and laptop computers distributed throughout the campus.

The primary data center accommodates over 150 servers and 15 Terabytes of storage capacity, that provide processing power for all academic and administrative applications utilized by approximately 10,000 users. The data center also houses the core data net-work routers that provide the NJCU community with high-speed connectivity to the Internet all web-based services. A secondary data center, located at an alternate location shares these resources in a redundant configuration to assure business continuity in the event of a disruption of services in the primary data center.

SCIENCE BUILDING

The five-story Science Building, with its adjoining lecture halls, was opened in September 1973. This facility houses departmental and faculty offices for the Departments of Biology, Chemistry, Physics and Psychology, in addition to teaching, research and computer laboratories, classrooms, a greenhouse, and a large lounge area.

THE THOMAS M. GERRITY ATHLETIC COMPLEX

The Thomas M. Gerrity Athletic Complex is home to Gothic Knight men's and women's soccer, baseball, and softball. The Complex is located less than a mile southwest of the main campus on Newark Bay. The Robert L. McNulty Memorial soccer stadium, a 3,000-seat venue, is the centerpiece of the complex. A more complete description of the Complex appears on page 31.

THE UNIVERSITY ACADEMY CHARTER HIGH SCHOOL AT NEW JERSEY CITY UNIVERSITY

The University Academy Charter High School is a separately incorporated program housed at the University. The school opened with its first class of 125 high school freshmen in September 2002 on the University campus. The University renovated a building on West Side Avenue, which opened in September 2003, to house the Charter High School. The school has grown to enroll approximately 500 students each year.

The University Academy is the result of

an initiative led by the Office of Academic Affairs. The unique charter high school has designed an academic curriculum for high school students from Jersey City that emphasizes a liberal arts education in the context of service learning experiences.

For more information about the University Academy Charter High School, contact the Dean of the Deborah Cannon Partridge Wolfe College of Education at 201-200-2101.

VISUAL ARTS BUILDING

Opened in the fall 2003 semester, this 60,000-square foot building was constructed on the northern edge of the campus, across from the John J. Moore Athletics and Fitness Center. The building houses the Art Department and its faculty offices, ceramics, drawing, jewelry, painting, photography, printmaking, and sculpture studios, computer graphics labs, classrooms, and an gallery. In addition, a 110-seat auditorium is available for large class sessions, lectures, performances, and conferences. The facility also provides classroom space for the entire University community. The entrance to the Visual Arts Building is highlighted by a sculpture by the world-renowned artist Maya Lin, which honors the diversity of the University community.

VODRA HALL

Opened in 1963, Vodra Hall houses the Academic Career Planning and Placement Office (Cooperative Education and Graduate Placement), the University Advisement Center, the Health and Wellness Center, the Public Safety Office, the Residence Life Office, a student computer lab, the Center for Teaching and Learning, and the Vodra Dining Hall on its first floor. The upper three stories provide double-occupancy Residence Hall space for 100 resident upper-class students. In addition, the Opportunity Scholarship Program/Educational Opportunity Fund Program (OSP/EOF) is located on the second floor.

A. HARRY MOORE CENTER FOR SPECIAL EDUCATION

The A. Harry Moore Laboratory School, the A. Harry Moore Special Education Camp at Stokes Forest, New Jersey, and the Department of Special Education, comprise the A. Harry Moore Center for Special Education. These units provide

programs for graduate and undergraduate students studying special education. The facilities offer many opportunities for linking class with observation and experience.

STUDENT AFFAIRS

Hepburn Hall, Rm. 303
201-200-3507
<http://web.njcu.edu/sites/studentaffairs>

Dr. John Melendez, Vice President for Student Affairs
jmelendez@njcu.edu

Ms. Susan Bauer, Administrative Assistant to the Vice President for Student Affairs
sbauer@njcu.edu

Dr. Lyn Hamlin, Dean of Students
lhamlin@njcu.edu

Mr. Demond T. Hargrove, Assistant Vice President for Student Affairs
dhargrove@njcu.edu

Under the direction of the Vice President, the Division of Student Affairs is responsible for articulating the objectives of the University, providing student programs and services, assisting in the identification of the aspirations of the student community, and serving as student advocates.

The specific administrative departments of the division include the following: Dean of Students, Undergraduate Admissions, Financial Aid, Children's Learning Center, Counseling Center, Health and Wellness Center, Office of Campus Life, Registration Services, Residence Life, Speicher-Rubin Women's Center, the Learning Communities (TLC) Program, University Service Center, Athletics, and Center for Student Success.

OFFICE OF THE DEAN OF STUDENTS

Gilligan Student Union, Rm. 127
201-200-3525
Fax: 201-200-3583
<http://web.njcu.edu/sites/deanofstudents>

Dr. Lyn Hamlin, Dean of Students
lhamlin@njcu.edu

The Office of the Dean of Students is a resource for New Jersey City University undergraduate and graduate students in all programs, colleges, and departments. Devoted to promoting a safe, welcoming campus community, the major purpose of this office is to provide programming that enables and encourages students to achieve success in their intellectual and personal development at New Jersey City University.

ty. Fostering the intellectual, physical, and social development of students through direct services, the Office of the Dean of Students:

- Oversees both the Student Government Organization and the Greek Senate
- With the exception of Academic Foundations courses, notifies and advises students with regard to academic progress (probation, suspension, and dismissal) and maintains records of their status
- Oversees and administers the Student Code of Conduct
- Investigates all student behavioral issues and determines appropriate sanctions
- Provides access to students' disciplinary records in accordance to the Family Educational Rights and Privacy Act Regulations (FERPA)
- Develops and maintains an online Student Handbook
- Apprises appropriate faculty and staff with regard to students' extended absences and maintains related records

Through these services, the students are supported in their efforts to acquire the attitudes, abilities and skills necessary for life-long learning within the global environment. To that end, the staff collaborates with six departments that report to the Dean of Students: Counseling and Health and Wellness Services, Children's Learning Center, Residence Life, Speicher-Rubin Women's Center for Equity and Diversity, Office of Campus Life, and TRiO Learning Communities program.

OFFICE OF THE REGISTRAR

Hepburn Hall, Rm. 214
201-200-3333
Fax: 201-200-2062
<http://web.njcu.edu/dept/registrar>

Ms. Miriam Laria, University Registrar
mlaria@njcu.edu

The Office of Registration Services is responsible for the maintenance of academic records and grading operations, the production of the Graduate and Undergraduate Master Course Lists, the coordination of course schedules and registration, the supervision of degree audits, transcript requests, and Graduate and Undergraduate Graduation Clearance. This department plays an integral role in the retention of

New Jersey City University students and partners with key departments, across all divisions, in the accomplishment of its goals.

The Office is open Monday through Thursday, 8:30 a.m. to 7:00 p.m. and Friday 8:30 a.m. to 5:00 p.m. when classes are in session during fall and spring semesters.

COUNSELING CENTER

Gilligan Student Union, Rm. 308
201-200-3165
Fax: 201-200-2558
web.njcu.edu/dept/counselingcenter

Dr. Abisola Gallagher-Hobson, Director
agallagher@njcu.edu

Monday - Friday

8:30 a.m. to 4:30 p.m.,
evening hours by appointment

The Counseling Center provides short-term individual, group and couples counseling to all New Jersey City University students. Students are provided up to 12 sessions per academic year (September 1 – August 31). The Center offers support and assistance to individuals experiencing minor situational difficulties or major emotional conflicts. All services are FREE and CONFIDENTIAL. No information is released to anyone without the student's written consent, except when there exists a threat of harm to self or another.

All decisions are made by the students with the counselors serving as catalysts for students to view their situations as objectively and clearly as possible. Counseling sessions explore such topics as: depression, anxiety, adjustment to the University, relationship and family concerns, note taking, study skills, test taking, test anxiety, substance abuse, education and life options, insecurity, and assertiveness. Additionally, the Counseling Center staff serves as consultants for students, faculty, staff and administrators, conduct theme-oriented workshops, provide learning and study strategies assessment and vocational interest testing.

Appointments can be made by calling (201-200-3165) or stopping by the Counseling Center. The Center is open Monday through Friday, 8:30 a.m. to 4:30 p.m., and evening hours are available by appointment.

HEALTH & WELLNESS CENTER

Vodra Hall, Rm. 107
 Student Affairs
 201-200-3456
 Fax: 201-200-2011
www.njcu.edu/dept/hwc

Dr. Abisola Gallagher-Hobson, Director
agallagher@njcu.edu

Ms. Carolyn Hunter, Supervisor
chunter@njcu.edu

Monday - Friday

8:30 a.m. to 4:30 p.m.

The NJCU Health & Wellness Center (HWC) is an outpatient facility providing FREE and CONFIDENTIAL health care services for our students. The HWC is staffed by registered nurses and is open 12 months a year. The University physician is available part-time for students during the fall and spring semesters only. A monthly schedule of Doctor's Hours is available at the HWC and in various locations across campus. Bills for outside lab tests, x-rays, and prescriptions are the sole responsibility of the student.

Confidentiality

The medical records and health care transactions of all patients including immunization records are maintained in a confidential manner and cannot be released to another party without the patient's written authorization.

Entrance Health & Immunization Requirements

In addition to providing health care, the HWC oversees the University's health requirements for all entering students. Each New Jersey City University student MUST submit an Entrance Health Form. The form is sent to all new graduate students as part of the admission process.

This information is used to establish a student's medical file and documents compliance with state immunization regulations. New Jersey State Law requires all students, both undergraduate and graduate, to comply with current immunization regulations by submitting proof of immunization, immunity, or filing a valid exemption.

Detailed information about the required immunizations or valid exemptions can be found on page 3 and 4 of the Entrance

Health Form which can be obtained at Graduate Admissions (Hepburn Hall Rm. 206), the HWC office, or from our web page. Failure to comply will result in a "hold" being placed on all future registration as well as blocking eligibility for campus housing.

Other Immunization or Health Tests

NJCU reserves the right to require additional immunizations or health tests as dictated by current public health concerns in our campus or local communities. In addition, health testing such as a tuberculin skin test, or other requirements, may be mandated for the fulfillment of internships or clinical rotations.

Student Health Insurance

The State of New Jersey requires that every full-time college student must maintain basic health/hospitalization insurance throughout the period of their enrollment. To assist students in meeting this requirement, a discounted Student Health Insurance plan will be selected and made available to NJCU students annually. The premium for the health insurance is automatically added to the tuition bill of full-time students by the Bursar's Office. Students not wishing to participate in the plan may waive out of the student insurance policy by providing proof of coverage by a comparable insurance plan. Waiving the insurance must be done by the individual student (online) before the required waiver deadlines. Details for the current student insurance policy and the link to waiving the insurance can be found on the HWC webpage. Questions about insurance waivers, waiver deadlines, or the insurance fee must be directed to the Bursar's Office (Hepburn Hall, Room 109; 201-200-3045).

CHILDREN'S LEARNING CENTER

Hepburn Hall, Rm. 101
 201-200-3342
 Fax-201-200-3050
web.njcu.edu/sites/eclc

Dr. Keri Giordano, Director
kgiordano@njcu.edu

Fall and Spring Semester Hours:

Monday - Thursday 7:00 a.m. to 7:30 p.m.
 Friday 7:00 a.m. to 6:00 p.m.

Summer I Session Hours:

Monday -Thursday
 7:00 a.m. to 5:00 p.m.

Summer II Session Hours:

Monday - Thursday
 8:00 a.m. to 5:00 p.m.

The Children's Learning Center is open to children of undergraduate and graduate students, staff, and alumni. The Center offers a preschool class, a pre-kindergarten class, and an after-school program. The Center provides flexible schedules that are responsive to the needs of student-parents. The Center also serves as a training site, providing high quality field experiences for New Jersey City University students. The daytime program accepts children between the ages of 2.5 and 5 years, and the after school program accepts children between the ages of 2.5 and 8 years old. Registration forms may be obtained at the Children's Learning Center. Registration is on a first come, first served basis. The Children's Learning Center is accredited by the National Association for the Education of Young Children (NAEYC).

OFFICE OF CAMPUS LIFE

Gilligan Student Union, Rm. 111
 201-200-3585
 Fax: 201-200-2329
web.njcu.edu/sites/campuslife

The Office of Campus Life, located in the Gilligan Student Union, provides a wealth of social, cultural, recreational, community service, and educational co-curricular activities including cultural celebrations, experiential learning opportunities, workshops, community service projects and art exhibits. In addition to hosting the undergraduate New Student Orientation program, and coordinates the Annual Leadership Retreat for student leaders.

The staff serves as liaisons to the Student Government Organization, coordinates the Center for Student Success, and assists student organizations in the planning and presentation of student events.

RESIDENCE LIFE PROGRAM

Vodra Hall, Rm. 123
 Phone: (201) 200-2338
 Fax: (201) 200-2251
www.njcu.edu/reslife

Tamar Lawson-McPherson,
 M.B.A. Director
tlawson@njcu.edu

The Residence Life Program at New Jersey City University offers more than a place to sleep. It is a thriving community of approximately 260 students with services and activities designed to foster academic, personal, and social growth. The University operates three residence halls: Co-Op Hall, a traditional corridor-style dormitory with community bathrooms, study, and social lounges for freshmen and some transfer students; Vodra Hall, a traditional corridor-style facility with shared bathrooms between rooms for upper-classmen and individuals with special needs; and 2040 University Apartments, a residence hall for seniors, graduate students, and mature residents; consisting of single room, apartment-style suites for two or three individuals.

All Halls have 24-hour security and staff coverage, on-site laundry facilities, kitchenettes with microwaves, study lounges, telephone access, computer labs and wireless capabilities for each resident student. All residents participate in the continuous dining meal program operating from our Vodra hall dining facility. With a strong commitment to all of its students, Residence Life provides more than just a place to sleep. We provide living-learning quality service programs designed to create an atmosphere that encourages and supports academic achievement, leadership development, civility and good citizenship.

Housing is available to all full-time matriculated students. Application can be made online at www.njcu.edu/reslife

SPEICHER-RUBIN WOMEN'S CENTER FOR EQUITY AND DIVERSITY

Gilligan Student Union, Rm. 318
 201-200-3189

www.njcu.edu/dept/womenscenter

Venida M. Rodman Jenkins, Coordinator
vrodman@njcu.edu

Monday - Friday
 8:30 a.m. to 4:30 p.m.,
evening hours by appointment

The New Jersey City University Speicher-Rubin Women's Center for Equity and Diversity provides training and educational programming related to women and other under-represented groups, as well as crisis intervention, referral services, and educational support services to all members of the University and surrounding community. Career information, assistance with returning to school and access to a resource library are available. Programs on Bystander Intervention, Domestic Violence, Sexual Assault Prevention, and many other initiatives are offered throughout the year.

UNIVERSITY SERVICE CENTER

Gilligan Student Union, Rm. 109
 201-200-2552
 Fax: 201-200-2551
www.njcu.edu/dept/usc

Mr. Rafael Gajilan, Coordinator
rgajilan@njcu.edu

Fall and Spring Semester Hours:

Monday - Friday 9:00 a.m. to 4:45 p.m.

Summer I and II Session Hours:

Monday - Thursday
 8:00 a.m. to 5:15 p.m.

The NJCU University Service Center (USC) serves as the "one-stop shop" for the University community. The USC was created to provide students a convenient location to submit documents, retrieve forms and brochures, and conduct general enrollment and auxiliary related business transactions.

Services provided by the USC include GothicCard issuance and maintenance; parking information and registration, shuttle information, copy center management, and vending machine refunds. The USC houses staff members that have been trained to provide many of the services offered to students at offices they visit most frequently, including Advisement, Financial Aid, Registrar, Parking, and the University Bursar.

MICHAEL B. GILLIGAN STUDENT UNION (GSU)

The Michael B. Gilligan Student Union is the focal point of student activities and recreation. This facility was recently renovated and modernized to create a friendly and vibrant center for student life on campus. The interior of the building

was reconfigured as an open atrium. The first floor includes key student support services; specifically, the Offices of the Dean of Students, and Campus Life, a commuter lounge, the University Service Center, a cyber lounge, lecture theatre, campus bookstore, and art gallery. Located on the second floor, is the renovated cafeteria, a multi-purpose room, and the Center for Student Success. The Counseling, and Speicher-Rubin Centers, student clubs, and additional conference rooms are located on the third floor.

BOOKSTORE

Gilligan Student Union
 201-200-3503, 201-435-6607
<http://njcu.bncollege.com>

Fall and Spring Semester Hours:

Monday through Thursday
 9:00 a.m. to 7:00 p.m., with extended hours during the first two weeks of classes
 Friday 9:00 a.m. to 4:30 p.m.
 Saturday 10:00 a.m. to 2:00 p.m.

Summer I and II Session and Intersession Hours:

Monday through Thursday
 9:00 a.m. to 5:00 p.m.
 Friday 9:00 a.m. to 2:00 p.m.

The New Jersey City University Bookstore, operated by Barnes and Noble College Bookstores, is located on the first floor of the Gilligan Student Union.

The store stocks all textbooks (new and used) and school supplies you will need while attending New Jersey City University. You will also find a wide variety of reference books, emblematic clothing and giftware, snack and other food items, health and beauty aids, newspapers and magazines, greeting cards and much more.

Purchases may be paid for with cash, check, Visa, MasterCard, Discover, American Express or New Jersey City University GothicCard. When you are purchasing merchandise via check, a valid student ID and driver's license is required.

STUDENT GOVERNMENT ORGANIZATION (SGO)

The Student Government Organization is the parent body to all other student organizations. It is administered by the Student Council, which is composed of the student government executive board, class representatives and club presidents.

SGO charters and regulates all student clubs and organizations on campus and is responsible for the presentation of student activities including films, comedy shows, lectures, off-campus trips, and formal dinner dances.

SGO holds biweekly meetings to discuss issues pertaining to student life. At these meetings, students can express their concerns about academics, extracurricular activities, and social events.

Students interested in participating or obtaining more information about Student Government may contact the SGO office at 201-200-3591 or visit the website at web.njcu.edu/sites/sgo

GOthic TIMES

The Gothic Times is the student newspaper. It covers the varied aspects of student life and New Jersey City University campus events. It reflects students' feelings on issues of interest to the University community. All interested students may participate in the production of the Gothic Times by contacting the office at 201-200-3575.

WGKR - RADIO

WGKR – Radio 540AM is operated by New Jersey City University students and broadcast with in the Gilligan Student Union and the Residence Halls. Programming is free form and reflects the musical diversity of the campus community. The radio's music library contains thousands of records, tapes, and CDs which include the following music styles: Club, classical, country, folk, heavy metal, hip-hop, jazz, Latin, pop, reggae, rhythm and blues and rock. Students interested in joining WGKR should contact the radio station by calling 201-200-3556.

CENTER FOR COMMUNITY SERVICE AND VOLUNTEERISM

The Center for Community Service and Volunteerism (CCSV) aims to create and foster an ethic of lifelong service within the New Jersey City University community by encouraging students to participate in campus, city, county, state, national, and international outreach efforts. Participants through the CCSV engage in meaningful service projects and have the opportunity to make a positive impact in communities that have limited means to care for themselves within Jersey City, the Greater Hudson County area and other locations,

throughout the United States and the world. The program is available to New Jersey City University undergraduate students, graduate students, faculty and staff. The goals for all participants engaged in the New Jersey City University Service Program are to: develop an increased sense of civic responsibility and academic self-confidence; achieve higher grades; enhance leadership ability; develop critical thinking skills; and deepen understanding of national and community problems.

By combining formal study with service to the community, students find that their learning takes on greater depth and meaning.

For additional information on the Center for Community Service and Volunteerism and how to get involved, please visit the CCSV website at: web.njcu.edu/sites/campuslife

ATHLETICS, INTRAMURALS AND RECREATIONAL SERVICES

John J. Moore Athletics & Fitness Center (JMAC)
201-200-3317
www.njcugothicknights.com

Ms. Alice DeFazio, Director
adefazio@njcu.edu

Mr. Ira P. Thor,
Sports Information Director
ithor@njcu.edu
JMAC, Rm. 206
201-200-3301

Intercollegiate athletics, intramurals and recreational activities at New Jersey City University are an integral part of the institution's total academic and student activities program. They operate on the premise that they must develop, in fact and theory, the sound moral values that are basic to the goals of every quality educational program. They are designed to assist students in developing the skills, understanding, knowledge and attitudes vital to the enhancement of personal growth and development.

The program offers every student the opportunity to engage in physical activity at the level of his/her capability while stressing sound academics and a sense of pride and teamwork. The highest commitment

is to develop the highest possible degree of excellence for both individuals and teams.

The University holds memberships in the National Collegiate Athletic Association (NCAA Division III); Eastern College Athletic Conference (ECAC); New Jersey Athletic Conference (NJAC); the New Jersey Association of Intercollegiate Athletics for Women (NJAIW); and affiliate membership in the Northeast Conference (NEC) for women's bowling and the Skyline Conference for men's volleyball.

JOHN J. MOORE ATHLETICS & FITNESS CENTER (JMAC)

Fall and Spring Semester Hours:
Monday through Thursday

Monday - Thursday 7:00 a.m. to 9:30 p.m.
Friday 8:00 a.m. to 6:30 p.m.
Saturday 9:00 a.m. to 2:30 p.m.
Sunday 4:00 p.m. to 7:30 p.m.

The John J. Moore Athletics & Fitness Center (JMAC) gives the University one of the finest indoor recreation facilities in the area. The 72,000-square-foot, state-of-the-art building features a 2,000-seat basketball and volleyball arena home of the Coach Charlie Brown Court, a fully-equipped exercise and fitness center, a 25-yard pool, a racquetball court, a spinning court, a study lounge, a tenth of a mile elevated jogging track, a multipurpose room for aerobics and classes, and locker room space for students, faculty and staff. Men's and women's varsity basketball and volleyball teams compete and practice in the facility. The Athletic Hall of Fame is located on the main level.

Administrative offices for the Department of Athletics, Intramurals and Recreation are housed on the mezzanine level of the JMAC, as well as the offices of the Department of Fitness, Exercise and Sports.

The Fitness Center rivals most health clubs and features Paramount weight training equipment, an extensive set of free weights stations, Stairmasters, rowing machines and treadmills. Personal training programs can be developed for students and members of the Fitness Center.

For recreation and practice, the main gymnasium features three full basketball/volleyball courts when the arena's bleacher seats are retracted. The locker room facilities on the main level provide direct access

to the pool area. A wide range of aquatics classes are offered, from scuba diving to beginners swimming courses.

A varsity team, lower level houses a modern athletic training facility, locker rooms for the basketball and volleyball programs, and an equipment/laundry facility.

THE THOMAS M. GERRITY ATHLETIC COMPLEX

Located less than a mile southwest of the main campus on Newark Bay, the Complex opened in the late 1970s and had undergone constant upgrading ever since. The Thomas M. Gerrity Athletic Complex is utilized for practice and games by the men's soccer, women's soccer, baseball, and softball teams. The Robert L. McNulty Memorial soccer stadium, a 3,000-seat venue, is the centerpiece of the complex.

The Gothic Knight Baseball team competes on the adjacent diamond, which also features a press box. Formerly known as the Tideland Athletic Complex, the facility was named in memory of Thomas M. Gerrity on October 21, 1995. Gerrity, who served as Athletic Director at then-Jersey City State College from 1958-77, was instrumental in the acquisition and development of the land for the multi-sport outdoor facility. He is a charter member of the New Jersey City University Athletic Hall of Fame.

MISCELLANEOUS ATHLETICS FACILITIES

Nearby Lincoln and Bayonne parks serve as the main training area for the men's and women's cross country teams. Hudson Lanes in Jersey City are the main practice facility for the women's bowling team, which competes in events around the country.

Intercollegiate Sports:

Baseball
Basketball (men & women)
Bowling (women)
Cross Country (men & women)
Golf (men)
Soccer (men & women)
Softball
Volleyball (men & women)

ACADEMIC CAREER PLANNING AND PLACEMENT OFFICE

Vodra Hall, 101

The Academic Career Planning and Placement Office provides comprehensive services to assist graduate students in preparing for meaningful professional careers. The services include career counseling, internship information, job placement assistance, workshops, and online career resources. Professional staff are also available to provide individualized career counseling, by appointment.

Graduate students are asked to view the web site at <http://web.njcu.edu/dept/acp> for additional services and resources and to visit the Career Center.

The office hours are:

Monday, Tuesday, Thursday
8:30 a.m.-7:00 p.m.
Wednesday 8:30 a.m.-5:00 p.m.
Friday 8:30 a.m.-4:30 p.m.

For additional information, please feel free to contact Dr. Jennifer Jones, Director of Academic Career Planning and Placement at 201-200-3005/6 or 1-800-624-1046.

ACADEMIC SUPPORT PROGRAMS

GRADUATE STUDENT ADVISEMENT

Students admitted as non-matriculated (conditional) degree-seeking, certification/certificate and/or for courses only should contact the academic department offering the courses in their respective areas of interest for advisement.

When a student is formally admitted to a degree program (matriculated), a faculty advisor is appointed to the student by the Office of Graduate Studies (as per selection by the Graduate Coordinator of the student's degree program).

The faculty advisor has the following responsibilities:

1. Assist students in the selection of courses within the framework of course and credit requirements that will meet their needs and interests.
2. Approve all course selections and recommend substitutions or waivers, if any. All changes must be approved by the Dean of Graduate Studies and Continuing Education.
3. Certify to the appropriate department chairperson that the candidate has met all requirements for graduation.
4. Refer to the appropriate department chairperson any questions regarding the curriculum and policies of the department's graduate program.

OFFICE OF ACADEMIC SERVICES FOR EVENING STUDENTS (OASES)

Gilligan Student Union Building, Rm. 109
201-200-2233
<http://web.njcu.edu/sites/oases>
oases@njcu.edu

Ms. Luceand Cuba, Coordinator
lcuba@njcu.edu

Fall and Spring Semester Hours:

Monday through Thursday
2:00 p.m. to 10:00 p.m.
Friday 8:30 a.m. to 4:30 p.m.

Winter Intersession Hours:

Monday through Friday
8:30 a.m. to 4:30 p.m.

Summer I and Summer II Session Hours:

Monday through Thursday
12:45 p.m. to 10:00 p.m.

The Office of Academic Services for Evening Students (OASES) serves as the

evening administrative office and provides evening students and full-time and adjunct faculty a centrally located resource center. The office assists students in accessing academic support services, provides access to general University information, makes available various administrative forms, and coordinates telephone inquiries to the University after 4:30 p.m. In an effort to respond to the changing needs of evening students, OASES relates the concerns of evening students to the appropriate managerial administrator.

The office hours above are subject to change in response to the needs of evening students. Please contact OASES to confirm hours of availability or for further information.

OFFICE OF CONTINUING EDUCATION

Hepburn Hall, Rm. 201
201-200-3089
conted@njcu.edu
<http://www.njcu.edu/dept/continuinged/>

Ms. Queen Gibson, Assistant Director

The Office of Continuing Education in the Office of Graduate Studies and Continuing Education provides non-credit courses and workshops for adults and children. Non-credit courses for adults include courses in computer applications, web development and design, sign language, test preparation and other topics. In addition, non-credit course sequences leading toward professional certification and/or licensure are offered. These include courses leading toward certification in alcohol and drug counseling and real estate. The Office of Continuing Education also creates opportunities for the auditing of NJCU undergraduate courses (especially in ESL and modern languages), and administers various off-campus locations for both credit and non-credit courses.

Through its "Kids on Campus" program, the Office provides educational and enrichment opportunities for children in grade kindergarten through grade 8. Offerings for children include courses in computers, creative arts, math, reading, science, Spanish enrichment, swimming, and courses geared toward preparation for various standardized tests.

Several non-credit workshops for K-12 educators are offered through our Profes-

sional Development Institute for Educators (PDIE). These workshops are offered on campus, off campus, and online. The Office of Continuing Education is registered with the New Jersey Department of Education as a New Jersey professional development provider.

The Office of Continuing Education welcomes suggestions from individuals and groups regarding potential offerings. Suggestions and comments should be sent via e-mail to conted@njcu.edu.

OFFICE OF INTERNATIONAL STUDENTS AND STUDY ABROAD

Grossnickle Hall, Rm. 303
(201) 200-3022
<http://web.njcu.edu/dept/oissa>

Craig Katz, Director
internationalstudents@njcu.edu

New Jersey City University welcomes a growing community of graduate students from around the world. The Office of International Students and Study Abroad provides support services for F-1 visa students. Our mission is to make your experience at NJCU a rewarding one by providing a wide range of services, including help in maintaining your F1 student status and adjusting to life in the U.S. If you have any questions, please feel free to contact us.

OFFICE OF SPECIALIZED SERVICES AND SUPPLEMENTAL INSTRUCTION (OSS/SI)

Karnoutsos Hall Room 102
201-200-2091 (OSS)
201-200-2557 (SI)
<http://web.njcu.edu/programs/oss/>

Jennifer Aitken, Director
jaitken@njcu.edu

Jazmin Zegarra, Coordinator
jzegarra@njcu.edu

Joan Serafin,
Supplemental Instruction Coordinator
jserafin3@njcu.edu

Fall and Spring Semesters, Winter Intersession Hours:

Monday through Friday
8:30 a.m. to 5:00 p.m., *by appointment*

Summer I and II Sessions:

Monday through Thursday

8:00 a.m. to 5:15 p.m., *by appointment*

NJCU students with disabilities are provided equal access to college programs through the Office of Specialized Services (OSS). The OSS serves as a resource for students with mobility, vision, hearing, learning, and other disabilities that may require campus/ classroom accommodations. The OSS assists students in securing reasonable accommodations supported by documentation. Reasonable accommodations include, but are not limited to, alternate testing arrangements, adaptive/assistive technology, and assistance in arranging for sign language interpreters, books in alternate format, and peer note-takers. It is the student's responsibility to self-identify and to request services. Students requesting accommodations are required to submit appropriate and recent documentation of their disabilities.

All disability documentation should include the following:

- the credentials of the evaluator(s);
- a diagnostic statement identifying the disability;
- description of the diagnostic methodology used;
- description of the current functional limitations;
- description of the expected progression or stability of the disability;
- current and/or past accommodations, services and/or medications;
- recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

Students with learning disabilities are required to submit the most recent Individualized Education Program (IEP), Educational Evaluation and Psychological Evaluation.

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders", students who have previously done well in the course and who attend all class lectures,

take notes, and act as model students. SI is a "free service" offered to all students in a targeted course. SI is a non-remedial approach to learning as the program targets high-risk courses rather than high-risk students. All students are encouraged to attend SI sessions, as it is a voluntary program.

Reasonable Accommodation Grievance Procedure for Students with Disabilities

If you are a student with a documented disability and have a grievance regarding access to reasonable accommodations, you must file a written complaint with the Director of the Office of Specialized Services. The director will initiate the academic grievance procedures as outlined on page 40 of the undergraduate catalog. The director will inform the student in writing of the decision. Complaints about or appeals from reasonable accommodation determinations of the Office of Specialized Services should be addressed with the Office of the Vice President for Academic Affairs. The Vice President will review such matters in consultation with the Equal Employment Opportunity/Affirmative Action (EEO/AA) office.

CENTER FOR TEACHER PREPARATION AND PARTNERSHIPS

Education and Professional Studies Building, Rm. 203A
201-200-2079

Dr. Joanne Mecca, Director
jmecca@njcu.edu

Ms. Cynthia Vazquez, Assistant Director and Certification Administrator
cvazquez@njcu.edu

Students seeking a New Jersey Department of Education certificate must apply for their certificate at the same time that they apply for graduation. Certification forms are available at the Center for Teacher Preparation and Partnerships. The Certification Office within the Center for Teacher Preparation and Partnerships processes teaching certification applications and related forms. Requests by students to complete forms for verification of enrollment in, or completion of, teaching certification or endorsement programs are processed by this office. This office also provides letters of completion of teaching programs for students upon request. Cer-

tification inquiries should be forwarded to ctppcert@njcu.edu. Telephone inquiries may be made to 201-200-2079.

LEE HAGAN AFRICANA STUDIES CENTER

Congressman Frank J. Guarini Library, Rm. 225

201-200-3524 / 201-200-3544 (fax)

<http://www.njcu.edu/hagancenter>

Dr. Antoinette Ellis-Williams, Director
aellis@njcu.edu

The Lee Hagan Africana Studies Center educates faculty, students, and the surrounding community about issues related to peoples across the African Diaspora. Through workshops, speakers, research projects, seminars, exhibitions, and performances it helps develop and support cultural, political and educational growth. The Center also houses educational and multimedia materials that are available for research.

The Center annually awards the Martin Luther King Jr. Scholarship, and the Lee Frank and Melvania Rhymes Scholarship.

M. JERRY WEISS CENTER FOR CHILDREN'S AND YOUNG ADULT LITERATURE

Grossnickle Hall, Rm.103

201-200-3548

<http://web.njcu.edu/programs/mjwc/>

Lynn G. Zisa, Acting Director
lzisa@njcu.edu

Monday through Friday

8:30 a.m. to 4:30 p.m.

New Jersey City University established the M. Jerry Weiss Center for Children's and Young Adult Literature in honor of Dr. M. Jerry Weiss, Emeritus Distinguished Service Professor of Communications. Dr. Weiss is a nationally recognized expert in the field of children's and adolescent literature. The Center was dedicated and officially opened on October 5, 2006.

The M. Jerry Weiss Center for Children's and Young Adult Literature houses recently published books from a number of publishers. Members of the NJCU community, as well as local teachers and community members, are encouraged to visit the Center and are invited to browse, borrow, and review the latest children's

and young adult books. Selected reviews will be published in the Center's periodical publication, the Weiss Word, and on the Center's website.

Books in the circulating collection were donated by publishers, Dr. Weiss, or by friends and relatives of Dr. Weiss in his name. The reference (non-circulating) part of the collection, consisting of autographed books, is located in Special Collections on the first floor of the library.

**DR. DOROTHY E. DENNING
CENTER OF ACADEMIC
EXCELLENCE IN INFORMATION
ASSURANCE EDUCATION**

Education and Professional Studies
Building, Professional Security Studies
Department, Rm. 448
201-200-2275

<http://web.njcu.edu/sites/profstudies/securitystudies/Content/cae.asp>

Dr. John W. Collins, Jr., CPP, Director
jcollins2@njcu.edu

The Dr. Dorothy E. Denning Center of Academic Excellence in Information Assurance Education is a multidisciplinary Center that supports New Jersey City University's mission as an institution that provides its diverse population of students, faculty and community with scholarship and pragmatic approaches to the field of Information Assurance. Information Assurance is generally defined to include cyber security, cyber forensics, data quality, data completeness, data accuracy, privacy and issues associated with the storage, communication and sharing of data and information. Dr. Dorothy E. Denning is the namesake of the Center in recognition of her pioneering work in the field, during a period of our nation's history when women were severely underrepresented in the sciences. The Center involves faculty and students from across the University in teaching and learning, service projects and research. The Center aligns itself with faculty and students at other institutions such as community colleges and other four-year colleges. The overall mission is to enhance the security and integrity of information within the geographical region, with future plans to extend nationally and beyond.

The Information Assurance Program at NJCU takes on a leadership role within information assurance and cyber security by contributing to the Homeland Defense

initiative. The Center is a central repository of all of Dr. Denning's works in the field in addition to being a meeting place. Future plans are to make the Center a mobile computer laboratory – an initiative consistent with Dr. Denning's theories and applications of Information Assurance. Additionally, because of NJCU's strategic location in proximity to urban settings, the Center promotes the field of Information Assurance and cyber security consistent with the United States Homeland Security Department.

ACADEMIC COMPUTING

Education and Professional
Studies Building, Rm. 103
201-200-3218
http://www.njcu.edu/academic_computing.aspx

Dr. Charles Pratt, Director
cpratt@njcu.edu

The University provides over 600 personal computers in a variety of computer lab settings for student use. Some of these computers are in large, public computer labs. Others are in smaller computer labs whose major function is to provide access to computers and specific software for its departmental majors.

New Jersey City University has identified a number of different applications as "University Standard." Most computers on campus have Microsoft Office® installed as the productivity application suite. E-Mail and the Internet can be accessed from most computer labs by using one of the standard Internet browsers such as Internet Explorer.

The University provides two different types of computer labs: public and departmental computer labs. The list of computer labs below is arranged under these two categories. Updated computer lab information can be found at the Department's Web site, listed above. Knowledgeable, trained student and/or professional staff members are available in all of the public and most of the departmental computer labs. If you need assistance with the computer, just ask one of these individuals.

ADAPTIVE/ASSISTIVE TECHNOLOGY AT NEW JERSEY CITY UNIVERSITY

Adaptive/Assistive technology includes, but is not limited to, books in alternate format, screen readers, CCTVs, FM systems, and specialized software. Some of this specialized software is available in the Academic Computing (P-103), The Writing Center (K-115), and in the Congressman Frank J. Guarini Library. For further information regarding adaptive/assistive technology, contact Jennifer Aitken in the Office of Specialized Services and Supplemental Instruction, K-102, or call 201-200-2091.

PUBLIC COMPUTER LABS are available for all New Jersey City University community members (registered students, faculty, and staff of the University). New Jersey City University Identification is required for access.

DEPARTMENT	LAB NAME	LOCATION	CONTACT PERSON
Academic Computing	Academic Computing	P-103	Dr. Charles Pratt cpratt@njcu.edu
Academic Computing	ACS Computer Lab	L-101	Dr. Charles Pratt cpratt@njcu.edu
Congressman Frank J. Guarini Library*		Throughout the library*	Mr. Ashraf Elbaz aelbaz@njcu.edu

**The Congressman Frank J. Guarini Library has many clusters of computers on each floor of the building. The major purpose for these computers is to conduct library research on one of the many online databases to which the Library subscribes, or to search the Internet. Computers dedicated for word processing are located in a special section on the fourth floor of the Library.*

DEPARTMENTAL COMPUTER LABS

Departmental computer labs support specialized software and hardware. These are usually small labs with no access for public use. Only student majors in the academic department or those officially enrolled in a department course are allowed to use these computer labs.

DEPARTMENT	LAB NAME	LOCATION	CONTACT PERSON
Art	Open Lab Class Labs	A-218 A-201 & A-209	Mr. Tim Stuckey tstuckey@njcu.edu
Biology/Chemistry	Science Lab	S-312	Dr. John Grew jgrew@njcu.edu & Dr. Kenneth Yamaguchi kyamaguchi@njcu.edu
Computer Science	K-428 K-430 K-425	K-428 K-430 K-425	Mr. Jonathan Hromy jhromy@njcu.edu
English	Journalism Lab	K-108	Dr. Charles Pratt cpratt@njcu.edu
English	The Writing Center	K-109 & K-115	Dr. Ann Wallace awallace@njcu.edu
English as a Second Language (ESL)	ESL Lab	K-224	Dr. Anne Mabry amabry@njcu.edu
Modern Languages	Modern Languages Lab	K-224	Dr. Alberto Barugel abarugel@njcu.edu
Geography & Geoscience	GIS Lab	R-602	Dr. William Montgomery wmontgomery@njcu.edu
Karnoutsos Hall	Multi-Department Departments Lab	K-427	Mr. Jonathan Hromy jhromy@njcu.edu
Mathematics	Math Lab	K-504	Dr. Yi Ding yding@njcu.edu
Media Arts	Mac Lab Animation Lab	F-203 F-128	Mr. James Wallace jwallace@njcu.edu
Music, Dance & Theater	Computer Music Lab	R-315	Dr. Donna Connolly dconnolly@njcu.edu & Dr. Min Kim mkim@njcu.edu
Physics	Physics Lab	S-114	Ms. Tannella Veal tveal@njcu.edu

WILLIAM J. MAXWELL COLLEGE OF ARTS AND SCIENCES

Dr. Barbara J. Feldman, Dean
bfeldman@njcu.edu

Dr. Francis Moran III, Associate Dean
fmoran@njcu.edu

Ms. Sarah Roman, Assistant to the Dean
sroman1@njcu.edu

Ms. Ella Rue, Assistant to the Dean
erue@njcu.edu

Karnoutsos Hall, Room 605
201-200-3001

http://www.njcu.edu/College_of_Arts_and_Sciences.aspx

The William J. Maxwell College of Arts and Sciences is a community of teachers and learners committed to cultivating the life of the mind and engendering a passion for knowledge. Seeking to help students achieve their personal academic and career goals, the Maxwell College of Arts and Sciences provides an intellectual setting for the development of scholarship, creativity, and the fundamental cross- and interdisciplinary skills that are the hallmark of a liberal education.

The objective of the William J. Maxwell College of Arts and Sciences of New Jersey City University is to graduate students who have a well-developed liberal arts education as well as professional knowledge and competence within their major academic disciplines. The College is committed to creating lifelong, reflective learners who are socially responsible and critically responsive to diverse peoples and cultures.

Education programs offered by the College are accredited both by the National Council for Accreditation of Teacher Education (NCATE) and by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and approved by the New Jersey Department of Education. The Art Department is accredited by the National Association of Schools of Art and Design (NASAD). The Music Education program is accredited by the National Association of Schools of Music.

The College offers programs leading to master of fine arts, master of music, and master of arts degrees. A sixth year professional diploma (P.D.) is offered as part of two school psychology programs.

Programs offered by the College of Arts and Sciences include the following:

Art (M.F.A.)
Studio Art (M.A.)
Educational Psychology (M.A.)
Educational Psychology (M.A.)
& School Psychology (P.D.)
& School Psychology Certification
Mathematics Education (M.A.)
Music Education (M.A.)
Music Performance (M.M.)
School Psychology (P.D.)
& School Psychology Certification
Urban Education with a specialization in
World Languages (Spanish) (M.A.)

In addition to the general graduate study admission requirements, programs may have their own requirements for admission, e.g., for admission to certification programs and degree/certification programs. Students seeking an initial instructional certificate, through graduate study, must meet all matriculation requirements at the time of application and must submit passing scores on the appropriate PRAXIS content area exam as established by the State of New Jersey prior to admission. All students are expected to review their program and department requirements as specified in this catalog.

Students seeking a New Jersey Department of Education certificate must apply for their certificate at the same time that they apply for graduation. Certification applications and current information on certification requirements can be obtained in the Center for Teacher Preparation and Partnerships located in the Education and Professional Studies Building.

ART DEPARTMENT

Prof. Martin Kruck, MFA Chairperson
mkruck@njcu.edu
201-200-3241

Graduate Coordinator
Graduateart@njcu.edu
201-200-3214

Visual Arts Building
<http://www.njcu.edu/dept/art/programs/>

Master of Fine Arts

The Master of Fine Arts program is an intensive 60-credit interdisciplinary studio art program that results in the terminal degree. Studio practice and the study of critical theory are employed to foster intellectual growth and individual achievement. The primary emphasis is the development of a personalized, professional, art-making practice that may be carried through to a lifetime career. By focusing on art production along with historical and critical studies, the MFA program stresses artistic skill, critical thinking and awareness of cultural and social frameworks as intrinsic parts of the curriculum. Students may work in any single or combination of studio areas including: Painting/ Drawing, Graphic Design, Printmaking, Photography, Computer Arts, Sculpture, Illustration, Clay, or Jewelry/Metalsmithing. MFA students work closely with faculty mentors and culminate their studio thesis in a solo exhibition.

PREREQUISITES FOR ADMISSION

Transcripts of previous college study, a professional resume, two letters of recommendation, a two-page statement of purpose relative to interest in a direction of study, and a portfolio of artwork demonstrating abilities in studio art and/or design. The portfolio must contain 20 images of finished work and sent to the Graduate Art Coordinator as jpegs on CD/DVD, a PDF portfolio, or URL link to a website. For each specific studio program, a graduate faculty committee assesses and evaluates all submitted materials for evidence of individual capability and demonstrated capacity for creative and professional work.

The Art Department may require undergraduate courses it deems necessary to satisfy the prior requirements for participation in the MFA program. Forty-five credits

of the MFA program must be completed at NJCU.

Transfer applicants must fulfill the application requirements requested of those wishing to enter the MFA program for the first time.

ADVISEMENT

The Graduate Coordinator performs preliminary advisement in charting initial curriculum choices tailored to the needs and backgrounds of each admitted applicant. Once enrolled in the MFA program, the student works with faculty advisors who guide the student through the program, mentor the student's independent studio work, and provide career guidance and counseling to achieve comprehensive development of the student's professional potential. It is possible for students to request a change of advisors during their programs, but it is recommended they remain with the same faculty for the last two semesters while they are working on their exhibition and thesis.

REVIEW/EVALUATION

To assure proper guidance of the student's progress, periodic reviews take place in the MFA program. At the completion of twelve credits of specified course work, an Art Department faculty committee reviews the development of the MFA thesis-exhibition and critiques the student's progress. Successful evaluations permit the student's continuation in the program. Interim progress evaluations occur at the end of each semester.

PROGRAM REQUIREMENTS

Code	Title	Credits
	Studio Art	18
	Master Critique	12
	Art electives	9
	Art History/ Theory courses	9
ART 660	Master Thesis Seminar I	3
ART 661	Master Thesis Seminar II	3
	Graduate electives <i>or</i> Cooperative Education course	6

Final, successful completion of specified course work in a given studio program requires a 3.00 GPA and the presentation of a master's thesis project (exhibition) and verbal defense for assessment by a fac-

ulty committee which determines degree completion.

The master's thesis project is expected to be of comparable quality to professional work in the field by demonstrating studio talent, conceptually and technically strong approaches, and informed research.

The thesis exhibition must give evidence of the student's ability to produce a professionally significant visual body of work and to present his/her aesthetic ideas competently in written and verbal form.

Master of Arts in Studio Art

The Master of Arts in Studio Art is a 39-credit degree program designed to provide continued professional development in a selected specialized area of the visual arts: Fine Arts, Design and Crafts, or Communication Design.

Augmented by studies in art history, aesthetics, other art electives or art education, the program may also serve as a foundation for advanced work at the MFA or doctoral levels. Of the 39 credits required for the degree, 18 must be taken in an area of studio specialization, with an additional 9 credits in other studio areas. Six credits in art history, aesthetics, and theoretical studies enhance the studio program. Three credits in graduate courses, education courses, or cooperative education placements broaden the focused studio program.

Under faculty supervision, a culminating master's research project is developed, which is assessed by a faculty committee.

PREREQUISITES FOR ADMISSION

Transcripts of previous college study, a professional resume, two letters of recommendation, a two-page statement of purpose relative to interest in a direction of study, and a portfolio of studio work of 15-20 jpeg images on CD/DVD, PDF, or website link must be sent to the Graduate Art Coordinator.

Students admitted without matriculation in a conditional status may complete up to twelve credits in art (nine credits in studio). Students wishing to then apply for matriculation must have earned a 3.00 GPA in the twelve credits taken. Studio work completed during the conditional/non-matriculation period will be reviewed by the Graduate Committee before continuation in the program is permitted.

ADVISEMENT

The Graduate Coordinator performs preliminary advisement in charting initial curriculum choices tailored to the needs and backgrounds of each admitted applicant. Once enrolled in the M.A. program, the student works with faculty advisors who may guide the student through the program, mentor them in their studio work, and provide guidance and counseling to achieve comprehensive development of the student's potential. It is possible for students to request a change of advisors during their programs, but it is recommended they remain with the same faculty for the last semesters while they are working on their exhibition and thesis.

MASTER'S RESEARCH PROJECT

Final, successful completion of specified course work in a given studio program requires a 3.00 GPA and the presentation of a master's research project. The master's project may be composed of research into studio art practices, technical processes and applications, and/or a written paper on historical or contemporary art/art theory perspectives. The master's research project will be assessed by a committee of art department faculty who determine degree completion. The master's project is expected to demonstrate a high level of conceptually and technically strong approaches, and informed scholarly research.

The master's research project should be evidence of the student's ability to produce a edicated body of work and to present his/her artistic ideas competently in written and verbal form.

PROGRAM REQUIREMENTS

Code	Title	Credits
	Studio Specialization courses	18
	Studio Art electives	9
	Art History/theory courses	6
	Graduate electives, Art Education, or Co-operative Education Assignment	3
ART 660	Master Thesis Seminar I	3

ELECTIVES/COOPERATIVE EDUCATION

In preparation for a profession, students may be interested in a cooperative education experience or master's-level academic classes, including Art education.

As many master's graduates will seek teaching positions or work in the business

world as independent artists, designers, or participants in larger arts organizations, the cooperative education experience provides an opportunity, in a professional setting, for development and application of special skills for a variety of career plans appropriate to the student's particular area of emphasis.

COURSE DESCRIPTIONS

**No more than three 500-level courses may be counted towards any master's degree.*

***ART 510 Case Studies in Art Therapy I (3)**

Through the analyses of written cases of key practitioners of art therapy, relevant information is discussed and absorbed into one's own methods for writing and presenting case studies. (*Prerequisites:* ART 250 Introduction to Art Therapy and PSYC 110 Introduction to Psychology)

***ART 520 Foundations and Goals in Art Education (3)**

This course develops an understanding of teaching art and its procedures in the area of curriculum, materials, and art appreciation. Children's perceptual and creative development is covered.

***ART 530 Professional Practices in Art Education (3)**

This course is designed to introduce the future art teacher to the responsibilities and functions of the educator in the contemporary secondary school. Emphasis is placed on the effective structuring of subject matter and the development of analytical skills in determining course content. The course encourages the cultivation of diagnostic skills in the identification of students' perceptual, artistic and aesthetic problems. The historical development of art education and the interactive role of the teacher, student, school and community are also discussed.

ART 606 The History of Modern Art (3)

This course offers a study of the fine arts from 1800 to the early twentieth century, exploring the relationship of the fine arts to the philosophic, historical, and cultural movements of the period.

ART 607 Art of Diverse Cultures (3)

This course explores a comparative analysis of multiple artistic traditions and their contemporary manifestations in art and art

history. Using the thread of art, various international and multicultural developments interweave to provide a rich tapestry of human creativity in the visual arts representing world cultures from Alaska to Zambia.

ART 608 Contemporary Art Seminar (3)

This seminar is a theory course that gives the student an understanding of the current theory, practice, and discourse in art. This course presents the systematic and practical application of a wide variety of art historical and theoretical concepts in fine art. Through readings, discussions, field trips, papers, and student presentations of individual research, the student becomes conversant with the defining issues that have shaped contemporary art. Stress is placed on the student's development of a diverse and global view of the key issues and trends in art theory and studio practice since World War II.

ART 610 Independent Study in Art (1-3)

Graduate students may pursue independent study/research for 1-3 credits, when appropriate: see *Policies and Procedures* section of the Graduate Catalogue, for further information and eligibility.

ART 612 Aesthetic and Critical Perspectives in Art (3)

This course examines the theoretical study of aesthetics and criticism concerning philosophical problems of describing, analyzing, interpreting and evaluating art. The purposes, approaches, and methods of art criticism and aesthetics are considered, as well as their contemporary and historical sources, forms, and effects.

ART 616 Advertising Design I (3)

This course offers a study of modern visual communication through studio projects in lettering, layout, typography, use of photography and illustration, including exploring and executing solutions to problems encountered in advertising as well as conception, design and execution of ads for magazines, newspapers, direct marketing and other media.

ART 617 Advanced Advertising Design (3)

This is an advanced course to further develop skills in advertising design. Students design an entire promotion campaign for a single product by researching the market including conceiving, designing and executing ads, packaging, displays, billboards, and

commercials, resulting in a professional portfolio. (*Prerequisite:* ART 616 Advertising Design)

ART 618 Ceramic Sculpture (3)

Technical and aesthetic problems of ceramic sculpture are resolved in studio production.

ART 621 Painting/Drawing Studio I (3)

This course is concerned with the development of technical skills and creative discovery in painting and drawing media. Working from observation and personal exploration, students learn techniques to control media, evolve a personal style, and articulate individual concepts.

ART 622 Art of Latin America (3)

The art historical examination of Latin American painting, sculpture, architecture, crafts, and other visual media from the 16th century to the 21st century, focusing on visual artistic developments in Mesoamerica, Central America, South America, and the Caribbean, as well as studying manifestations of Latina/o art in the United States. Knowledge of the Spanish language is highly recommended.

ART 626 Sculpture Studio (3)

The sculpture studio provides the student with the opportunity to select an area of particular interest and upon approval complete a series of related projects. The student is encouraged to experiment with various materials and analyze their potential for expressing three-dimensional concepts.

ART 627 Printmaking I (3)

This course provides an introduction to the graphic arts through the exploration of various printing techniques. Instruction is centered on the graphic translation of digital, photographic, drawing and painting techniques into creative forms and applications. Rapid layering and multicolor printing will be applied to wide range of image possibilities in the production of original prints and artist and designer's multiples.

ART 628 Advanced Printmaking and Book Arts (3)

This course provides the opportunity for advanced students to pursue in-depth one of the printmaking areas of Lithography, Intaglio (etching), Serigraphy (screen printing), Relief, photo-printmaking processes, Book Arts, or a combination of these areas. Students develop individual, creative ap-

proaches to graphic art applications and expanded their understanding of their selected medium.

ART 630 Art of Spain (3)

This course is a study of the historical and aesthetic developments in Spanish painting, sculpture, architecture, craft, and other visual media from the Prehistoric Age to the 21st Century.

ART 633 Ceramics I (3)

Ceramics I investigates the principles and practices of using clay as a medium for creating three-dimensional form. The basic hand-forming methods are stressed: the technique of "throwing" is covered on an individual basis in relation to the student's experience and needs. Instructions also include glaze preparation and firing procedures.

ART 634 Ceramics II (3)

Ceramics II stresses wheel throwing and individual developments in pottery and ceramic sculpture.

ART 635 Jewelry I (3)

This individualized course provides the opportunity to explore the technical and design problems involved in making jewelry as an art form.

ART 637 Photography I (3)

This course is designed to give an overview of the medium of photography. Students are instructed in the use of the 35mm camera, black & white film processing, printing from negatives, and other technical matters. The significance and meaning photographs have as personally expressive, communicative media objects are explored.

ART 638 Advanced Photography (3)

This course is designed to reinforce and expand the information and ideas covered in Photography I and to give personal direction to the efforts of the student to evolve as an image maker in the photographic medium. Technical choices and presentation of images are discussed in relation to the student's ideas and concerns, augmented by reading assignments in photographic theory.

ART 639 Technical Drawing (3)

This course increases the ability of students to use graphic media for visual communication. Students learn to analyze and simplify complex forms for the purpose of making

accurate drawings. Concentrated work develops skills to construct complete visual statements.

ART 641 Life Drawing (3)

Drawing is enhanced in this course by the ability to communicate ideas based upon a thorough understanding of the human body.

ART 645 Lettering Design (3)

This course explores letterforms including analysis and rendering of basic alphabets, their history and their letter structure. Students move on to basic type design for use in the design of logotypes, alphabets and other design projects.

ART 647 Honors in Studio Art (1-3)

This is a concentrated studio course designed to allow in-depth studio work, the conception and technique of which has evolved in previous courses. A maximum of six credits may be earned this way. Offered each semester. (*Prerequisites:* Permission of instructor. Open to matriculated students only)

ART 652 Electronic Works (3)

This course explores digital media and imaging techniques and builds knowledge about input/output methods and materials. Emphasis will be placed on the development and refinement of each project as it relates to the topic at hand and to the creative intent of the individual artist/designer.

ART 656 Conceptual Expression (3)

This course focuses on the exploration of conceptual approaches to painting. Installations and creative strategies to studio painting techniques and applications are extensively explored. Experimentation and the development of expressive representations in paint underlie the studio practice.

ART 659 Experimental Drawing (3)

Through experimentation with ideas, techniques and materials, Experimental Drawing encourages the student to synthesize visual expression with innovation. Research into the genre of drawing from local to national and international levels will inform the student's experimentation and production of work.

ART 660 Master Thesis Seminar I (3)

This seminar is an aesthetic, critical, and artistic investigation in which the student begins either: a master's exhibition thesis

(MFA) or a master's research project (MA). The thesis is developed under the supervision of the student's primary mentor and the student's faculty advisors.

ART 661 Master Thesis Seminar II (3)

In this seminar the student continues the aesthetic, critical, and artistic investigation that culminates in either a master's exhibition thesis (MFA) or a master's research thesis (M.A.). The thesis is developed under the supervision of faculty and the student's mentor, and is verbally defended by the student at the final, oral review. This course focuses on finishing the written document that accompanies the exhibition or serves independently (M.A. only) as the culminating activity of the degree program. (*Prerequisite:* ART 660 Master Thesis Seminar I)

ART 662 Preparation of Art for Printing (3)

This is a studio course designed to explore the materials, tools, methods, and vocabulary of pre-press production. Its emphasis is on computer production. Students will learn to prepare their design projects for output at a service bureau or printer. Documents are prepared in popular layout software programs providing a thorough grounding in current print requirements.

ART 663 Typography (3)

This course covers typography as a means of communication and design. It teaches students how to choose typefaces that work together and plan an effective design with text and images. Students acquire knowledge through hands-on design projects incorporating the learning of various software used in type development and design for a variety of purposes.

ART 664 Illustration (3)

Various media, techniques and illustration genres are explored to solve the problems of visualization and distillation of ideas used in editorial and advertising illustration. Narrative problems and unique visual artistic statements are encouraged. Students will produce professional illustration portfolios.

ART 665 Advanced Illustration (3)

The theoretical and technical aspects of Advanced Illustration will be examined using current software programs employed by professional illustrators as an additional medium. Advanced concepts and problems will be investigated producing a professional illustration portfolio.

ART 667 Advanced Ceramics (3)

Advanced Ceramics is based on student direction either as a potter or ceramic sculptor. Development of studio techniques, glaze calculations, and concepts are supplemented by lectures, discussions and field research.

ART 668 Advanced Jewelry (3)

This advanced study in jewelry is intended to provide an opportunity to enhance skills, further explore fabrication, casting, anodizing and enameling techniques, as well as creative approaches to technical and aesthetic uses of unusual materials, research into historical methods, and designs and marketing strategies.

ART 669 Metalsmithing I (3)

This course includes metalsmithing, the art of three-dimensional metal forming, studio work, slide lectures, design and technical research, and demonstrations and experience in forging, raising, key seam construction, sinking, stretching, casting, finishing, etc. These components provide students with the technical for designing and constructing aesthetically pleasing and functional hollow-ware such as vessels and flatware.

ART 670 Advanced Metalsmithing (3)

This is an advanced course in metalsmithing emphasizing aesthetic, functional, and technical dimensions of designing and forging fine, hand-crafted hollow-ware. Historical and cultural approaches to metalwork will be reviewed in the context of developing individual approaches to metalware design. (*Prerequisite:* ART 669 Metalsmithing I)

ART 672 Honors in Studio Art II (3)

This is a concentrated studio course designed to allow in-depth studio work, the conception and technique of which has evolved in previous courses. A maximum of six credits may be earned this way. Offered each semester. (*Prerequisites:* Permission of instructor. Open to matriculated students only)

ART 701 Master Critique I (3)

Co-requisite: ART 711 Studio I.

ART 702 Master Critique II (3)

Co-requisite: ART 712 Studio II.

ART 703 Master Critique III (3)

Co-requisite: ART 713 Studio III.

ART 704 Master Critique IV (3)

Co-requisite: ART 714 Studio IV.

The four courses above are applied theory courses, which utilize historical and theoretical concepts. Students' artwork is discussed weekly in group- or individual-sessions. Emphasizing conceptual understanding and its application to art making, these discussions give students experience in participating in art discourse and promote in them an attitude of investigation and inquiry. Students are encouraged to place their work in a cultural and historical context and to relate their work to the art of student peers, as well as current art world trends and movements. Each section will emphasize a variety of topics and readings conducted by different faculty.

ART 711 Studio I (3)

In this course the student is directed toward an exhibition thesis project that is unique to the student, that fires the imagination, and that galvanizes the student to commitment and work. The student consults with her/his faculty mentor on the development of a personal vision.

ART 712 Studio II (3)

In this course the student is engaged in research and experimentation in an effort to find the best possible way to manifest his/her personal vision. The student continues to work with her/his faculty mentor on the development of that vision as evidenced by the conceptual, technical and aesthetic approach to the work. (*Co-requisite:* ART 702 Master Critique II)

ART 713 Studio III (3)

In this course the student is engaged in clarifying both theoretically and technically the elements of his/her personal vision. The refinement of materials and resolution of execution is accomplished. The student continues to work with the faculty mentor on the fulfillment and resolution of the exhibition thesis. (*Co-requisite:* ART 703 Master Critique III)

ART 714 Studio IV (3)

In this course the student completes the exhibition thesis, presents it, and defines it. The student continues to work with the faculty mentor on the finalization of the exhibition thesis. (*Co-requisite:* ART 704 Master Critique IV)

INTERNATIONAL STUDIES

Dr. Louise Stanton, Director
lstanton@njcu.edu

Department of Political Science
Karnoutsos Hall, Room 640
201-200-3574

<http://www.njcu.edu/aca/international/G/isd.html>

COURSE DESCRIPTIONS

INTL 600 Independent Study and Research I (3)

The purpose of this course is to enable the student to focus on global or specialized issues within International Studies. Each course is individualized under the guidance of a supervisor who helps the student to pursue his or her own interests and to expand into areas not otherwise covered by any other course in the University. Along with the content of the course, it offers an opportunity to become proficient in one or more methods of research in the field of international study.

INTL 601 Independent Study and Research II (3)

The purpose of this course is to enable the student to focus on global or specialized issues within International Studies. Each course is individualized under the guidance of a supervisor who helps the student to pursue his or her own interests and to expand into areas not otherwise covered by any other course in the University. Along with the content of the course, it offers an opportunity to become proficient in one or more methods of research in the international field.

INTL 603 Science, Society and Civilization (3)

This seminar emphasizes the interrelationships of emerging developments in science and social science and the impact of this new knowledge on American society. Topics such as automation and the individual, public health, space technology, reproduction and heredity, and food resources and the population explosion illustrate the content of the seminar.

INTL 610 Area Study (3)

This course offers a field study of the geography, demography, and social, cultural, and or country. An appreciation of the political significance of that area on the international scene is emphasized.

INTL 612 Field Study in European Civilization (6)

This course offers a field study of European countries to give the student special insight into the civilization and cultures of selected countries through lectures by European and American professors and observation of European institutions at work.

INTL 614 Field Study in World Civilization (6)

This course exposes the student to the understanding and importance of human behavior in various civilizations around the world. Students study the total behavior patterns of cultures through first-hand experience and observation on location.

INTL 691 Middle East Institute I (3)

Middle East Institute I is an analytical study of the impact of social, economic, and political factors on human relations in the Middle East. The institutions of the Middle East—the family, school, government, and religious institutions are studied in detail.

INTL 692 Middle East Institute II (3)

This course offers a field study conducted in the Middle East to provide students an understand the historic, sociological, and anthropological context. Emphasis is placed on social, economic, and cultural problems which have bearing on politics and diplomacy.

INTD 697 Caribbean Science Tour (3)

This course offers a “science tour” of the Caribbean. The trip is especially designed for in-service teachers, to increase their knowledge of tropical ecology and geology. (*Prerequisite:* One semester college biology or geology)

MATHEMATICS DEPARTMENT

Dr. Beimnet Teclezghi

Chairperson
201-200-3139
bteclezghi@njcu.edu

Dr. James Camacho, Jr.

Graduate Coordinator
201-200-2267
jcamacho@njcu.edu

Karnoutsos Hall, Rm. 506

<http://www.njcu.edu/grad/mathematics/>

Master of Arts in Mathematics Education

The Master of Arts in Mathematics Education is designed to increase the effectiveness of teachers of mathematics at all levels of the K-12 educational program by deepening their knowledge of mathematics and some mathematics related fields while providing opportunities for obtaining information about the latest developments and programs in the field. This program also provides strong preparation in pure mathematics and computer related topics. The use of technology, computers and calculators, is stressed when appropriate.

PREREQUISITES FOR ADMISSION

In addition to fulfilling the general graduate studies requirements for admission, the applicant must also submit evidence of a BA/BS in mathematics or the equivalent of a NJCU mathematics BA.

REQUIREMENT FOR MATRICULATION

Requirements for matriculation in the Masters of Arts in Mathematics Education are the general graduate studies requirements.

COMPLETING THE PROGRAM

To complete the M.A. in Mathematics Education a student must perform a culminating activity. There are two options. The first is to complete 32 credits, including a thesis (3 of the 32 credits); the second, to complete 35 credits of course work and achieve a passing grade on a comprehensive exam (see Culminating Activity for details of each option). Each option requires that the student receive approval by a mathematics graduate advisor for the sequence of courses to be taken.

CULMINATING ACTIVITY

Thesis Option: The student selecting this option selects a topic of research and applies acquired research skills in completing a creditable thesis, research report or project. Each student works with a faculty advisor and must register for MATH 661 during the semester(s) that the thesis, research report, or project is being completed. MATH

660 must have been successfully completed previously. Exceptions can only be approved by the department chairperson. Students who do not complete the thesis in MATH 661 may register one time for MATH 665 with permission of the department chairperson in order to finish. This option requires 32 credits in a sequence approved by a mathematics graduate advisor.

REQUIREMENTS FOR THESIS OPTION

Code	Title	Credits
MATH 660	Research Seminar in Mathematics	2
MATH XXX	Any graduate level mathematics courses	21
MATH 661	Research Credit in Mathematics	3

Restricted Electives (select either pair of courses)

Code	Title	Credits
MATH 620	Selected Topics in Advanced Calculus I AND	3
MATH 621	Selected Topics in Advanced Calculus II OR	3
MATH 622	Selected Topics in Abstract Algebra AND	3
MATH 623	Selected Topics in Linear Algebra	3

Total Degree Credits 32

NOTE: No more than three 500-level courses can be counted towards the M.A. in Mathematics Education.

Non-Thesis Option: The student electing this option is required to pass a comprehensive examination of topics and skills. A choice of questions is allowed in recognition of the fact that not all students take the same courses. Registration for this exam occurs early in the spring semester and, if needed, the exam is administered in early April of each academic year. This option requires 35 credits in a sequence approved by a graduate mathematics advisor.

REQUIREMENTS FOR NON-THESIS OPTION

Code	Title	Credits
MATH 660	Research Seminar in Mathematics	2
MATH XXX	Any graduate level mathematics courses	27

Restricted Electives (select either pair of courses)

Code	Title	Credits
MATH 620	Selected Topics in Advanced Calculus I AND	3
MATH 621	Selected Topics in Advanced Calculus II OR	3
MATH 622	Selected Topics in Abstract Algebra AND	3
MATH 623	Selected Topics in Linear Algebra	3

Total Degree Credits 35

NOTE: No more than three 500-level courses can be counted towards the M.A. in Mathematics Education.

COURSE DESCRIPTIONS

The Department offers three types of courses. "Professionalized subject matter" courses generally approach mathematics in a way that enhances the depth of understanding and teaching, of mathematics in the elementary, middle, or secondary school. "Pure mathematics" courses encourage the student to strengthen the knowledge of mathematics with a possible goal of pursuing an additional advanced degree. "Computer-related" courses provide students with a mathematical approach to computational processes.

MATH 501 Math Content

Praxis Review (1)

This course provides a review of the mathematical topics tested for secondary certification.

**No more than three 500-level courses below can be counted towards the M.A. in Mathematics Education. (MATH 501 Math Content Praxis Review is not counted in this total.)*

***MATH 503 Computers in Mathematics (3)**

This course provides students, who have basic computer literacy and some elementary knowledge of computer programming, specific skills in using mathematical software. Problems and projects are taken from a variety of mathematical subjects including: pre-calculus, calculus, number theory, geometry, linear algebra, abstract algebra, and statistics. Explanations and introductions to these subjects are provided.

***MATH 508 Professionalized Subject Matter in Arithmetic (3)**

This course offers a study of procedures in arithmetic. Attention is given to concepts in manipulative and problem solving areas. The student is required to show evidence of the ability to use these concepts and skills in a classroom.

***MATH 510 Professionalized Subject Matter in Algebra (3)**

This course provides the student with a reappraisal of the fundamental concepts of algebra. Emphasis is placed on the manner in which these concepts can be used to teach algebra more effectively. The student is required to show evidence of the ability to use these concepts and skills in a classroom.

Topics include: number, set, relations, functions, operation structure, and problem solving.

***MATH 511 Professionalized Subject Matter in Middle School Mathematics (3)**

This course stresses mathematical concepts and skills required of children entering the middle school curriculum in recent years. The student is required to show evidence of the ability to use these concepts and skills in a classroom. Topics include: modular arithmetic, numeration, geometry, descriptive statistics, algebra, and mathematical games.

***MATH 512 Professionalized Subject Matter in Geometry (3)**

This course provides a review of fundamental concepts of geometry and an investigation of their significance in the teaching of secondary school mathematics. Concepts to be analyzed include: logic, proof, and axiomatic systems; physical and geometric models; sets, relations, and transformation; non-metric and metric concepts, and coordination of spaces. Attention is given to: historical considerations bearing on the teaching of geometry; integration of geometry with algebra and science; and significant literature on the subject. The student is required to show evidence of the ability to use these concepts and skills in a classroom.

***MATH 514 Professionalized Subject Matter in Pre-calculus Mathematics (3)**

This course presents pre-calculus topics, particularly trigonometry and matrix operations. Attention is given to historical considerations and to current trends in teaching this content. The student is required to show evidence of the ability to use these concepts and skills in a classroom.

***MATH 515 Math Manipulatives 1 (3)**

This course explores the use of manipulatives such as geoboards, Cuisenaire rods, number lines, software and CD ROM materials in the teaching of mathematics in elementary and middle schools. Both commercial and teacher-made manipulatives are utilized. The student is required to show evidence of the ability to use these concepts and skills in a classroom.

***MATH 516 Math Manipulatives 2 (3)**

This course continues the exploration of using manipulatives to teach mathematics. The student is required to show evidence of the ability to use these concepts and skills in

a classroom.

***MATH 517 Calculators in the K-8 Classroom (3)**

This course explores the use of calculators in the teaching of mathematics K-8. Topics include using calculators to reinforce the elementary and middle school mathematics curriculum and constructing student projects that make use of the calculator.

***MATH 518 Calculators in the Secondary Classroom (3)**

This course explores the use of graphing calculators in the teaching of secondary school mathematics. The use of calculators is demonstrated for algebra, pre-calculus, geometry, statistics, trigonometry, and calculus. Student projects are constructed which make use of the calculator.

***MATH 526 Algorithmic Number Theory (3)**

This course presents number theory from an historical point of view and emphasizes significant discoveries from ancient to modern times, as well as presenting unsolved problems and areas of current interest. Topics include: prime numbers and related theorems; Euclidean algorithm and quadratic reciprocity; Pythagorean numbers and continued fractions.

***MATH 531 Numerical Analysis (3)**

Topics include iterative methods of solving equations; interpolation and polynomial approximation; numerical differentiation and integration; numerical solution of differential equations; solution of linear systems by direct and iterative methods; matrix inversion and calculation of eigenvalues and eigenvectors of matrices. Selected algorithms may be programmed.

***MATH 536 Mathematical Modeling (3)**

The main objectives of this course are: to explore mathematical models of real world situations, to set up such models, and to review the mathematics needed to treat such models. Analysis of computer simulations of the models plays a major role in this course.

***MATH 540 Graph Theory (3)**

Topics studied in this course include paths, walks, networks, trees, connected graphs, subgroups and related applications.

MATH 602 Elements of Modern Mathematics (3)

This course includes an introduction to sets; elementary work with unordered fields, finite fields, and ordered fields; elements of number theory; systems of numeration; introduction to logic; nonmetric and informal geometry; and growth of the number system.

MATH 604 Math in the Urban Schools (3)

This course, designed primarily for inservice elementary urban school teachers, stresses the study of modern mathematics its organization, its underlying psychological and philosophical principles, and creative teaching techniques important to the teacher of mathematics. Students are exposed to some of the significant research programs currently being undertaken by mathematics educators.

MATH 606 Survey of Modern Mathematics (3)

This course offers a review of modern trends in mathematics, with emphasis given to experimental programs. Topics in discrete mathematics are also included. Analyses are made of recommendations for new mathematics curricula.

MATH 607 Mathematics in the Secondary School (3)

A presentation of objectives and techniques in major areas of secondary school mathematics is provided. Topics include: basic approaches to arithmetic; teaching of algebra; formal and informal geometry; status of general mathematics, senior (12th grade) mathematics; and current literature on the teaching of mathematics.

MATH 608 Seminar in Modern Elementary School Mathematics (3)

This course includes classroom applications of the following ideas: distinction between number and numeral structure in arithmetic; the use of set ideas in understanding the fundamental operations in arithmetic; and a modern approach to the solution of verbal problems, open sentences, number families, patterns in arithmetic, geometry, and informal proofs. (The admission requirement of at least a B in Precalculus does not apply and this course does not count towards the MA in Math Education.)

MATH 609 Statistics for Classroom Teachers (3)

This course is designed to develop an appreciation and general understanding of statistics. It offers an interpretation of fundamental statistical concepts as applied in the fields of education. A mathematics background (i.e., advanced mathematics courses) is not required.

MATH 614 Calculus for Teachers I (3)

This course is designed for teachers to investigate the concepts, techniques, and applications of elementary calculus. Topics include: the foundations of calculus, differentiation, and integration of both algebraic functions and transcendental functions, and applications of calculus to the arts and sciences, professional studies and education.

MATH 615 Calculus for Teachers II (3)

This course studies: integration techniques, improper integrals, L'Hopital's Rule, conic sections, polar coordinates, parametric equations, three-dimensional spaces, vectors, vector valued functions, partial derivatives, multiple integration, and applications of calculus to the arts and sciences, professional studies and education. (*Prerequisite:* MATH 614 Calculus for Teachers I)

MATH 620 Selected Topics in Advanced Calculus I (3)

Prefaced by a careful examination of the foundations of calculus, this course provides an extension of fundamental concepts of calculus that are taught in undergraduate calculus courses. Topics include: generalized mean value theorem, functions of several variables, partial differentiation, transformation, and mappings. (*Prerequisite:* Completion of the entire undergraduate calculus sequence or MATH 615)

MATH 621 Selected Topics in Advanced Calculus II (3)

This course studies: vectors, multiple integrals, curves and surfaces, theory of integration, and infinite and power series. (*Prerequisite:* MATH 620 Selected Topics in Advanced Calculus I)

MATH 622 Selected Topics in Abstract Algebra (3)

This course is an introduction to abstract algebra. Topics include: finite and infinite groups, rings, ideals, and integral domains and fields.

MATH 623 Selected Topics in Linear Algebra (3)

This course studies vector spaces, Euclidean space, sets of linear transformations and matrices, and bilinear and quadratic forms.

MATH 624 Selected Topics in Modern Geometry (3)

This course is prefaced by a careful examination of the foundations of geometry. Major topics include: finite geometry, synthetic and coordinate-projected geometry, hyperbolic geometry, elliptic geometry, differential geometry, and topology. Considerable attention is given to the modern alliance of geometry with linear and abstract algebra.

MATH 626 Differential Equations (3)

This is a course in ordinary and partial differential equations including topics such as separating variables, linear first and higher order differential equations and applications. In addition to many applications, the course includes an examination of the theory supporting various techniques for solution. Computer software is used as needed.

MATH 627 Probability and Statistics (3)

This course is an introduction to the elements of probability and statistics. Topics include: random variables, discrete and continuous probability distributions, expectation, law of large numbers.

MATH 629 Selected Topics in Topology (3)

This course stresses the merging of fundamental ideas of analysis, algebra, and geometry. Topics include: continuous transformation, invariants, compactness, local compactness, and open and closed sets.

MATH 630 Complex Variables (3)

This course extends the concepts of elementary calculus to include the domain of complex numbers. Topics include: differentiation and integration of complex functions, analytic function, analytic continuation, and Cauchy's theorems.

MATH 638 Mathematical Principles of Computer Graphics (3)

Topics include: two dimensional algorithms; transformations, scaling, translations, rotations, matrix notation, line clipping, b-spline curve fitting, and recursion. Geometric tools for three-dimensional algorithms, and affine and projective geometry are included. Viewing and perspec-

tive transformations, wire frame models, algorithms for the triangle decomposition of polygons and hidden-line elimination are included. Object-oriented programming using C++ is included.

MATH 639 Structured Programming in C Language (3)

This course includes: fractal geometry, basic definitions, metric spaces, classification of subsets, and the space of fractals. Other topics covered are: transformations on metric spaces; contraction mappings; construction of fractals; recursion and fractals; Sierpinski triangle; Hilbert curve; dragon curves; trees; chaotic dynamics on fractals; and fractal dimension. Object oriented programming principles using C++ are included.

MATH 640 History of Mathematics (3)

This course is a survey of the present state of mathematics, its origins, and its probable future development. Topics cover the content, methods, and meaning of the different mathematical disciplines. Readings include biographies of many of the contributors to mathematics in both the distant and more recent past.

MATH 660 Research Seminar in Mathematics (2)

This seminar may involve the student in experimentation and research in mathematics. Emphasis is placed on skills and techniques appropriate for mathematics education. Each student may formulate and complete a classroom experiment involving the presentation of new material, analysis of student difficulties, or some other similar activity. Some initial work on a thesis may begin in this course. Student must be matriculated to take this course.

MATH 661 Research Credit in Mathematics (3)

The candidate may elect to do independent research by enrolling in this course. The research will often be the completion of a thesis. (*Prerequisite:* MATH 660 Research Seminar in Mathematics or permission of the chairperson)

MATH 665 Research Credit in Mathematics (1)

The candidate who did not finish a thesis while enrolled in Math 661 may enroll in this course one time only to finish the thesis. (*Prerequisite:* MATH 661 and permission of the chairperson)

MODERN LANGUAGES DEPARTMENT

Dr. Alberto Barugel, Chair
 abarugel@njcu.edu

Dr. Grisel López-Díaz, Graduate Advisor
 glopezdiaz@njcu.edu

(201) 200-3176
 Karnoutsos Hall, Room 202

The Department of Modern Languages offers a Master of Arts in Urban Education with a Specialization in World Language Education (Spanish). This Master's Program is designed to provide content and skills that will help world language teachers to:

- focus on second language acquisition theory and the application of these theories in the classroom;
- gain a deep understanding of the language and culture of the Spanish-speaking world, including its perspectives, products and practices;
- develop standards-based curriculum and assessment practices;
- reflect upon their instructional practices;
- become valuable members of learning communities;
- develop the practices and dispositions as described by the National Board of Professional Teaching Standards in Languages other than English, ACTFL and the State of New Jersey Professional Standards for Teachers; and
- become researchers in the classroom.

Master of Arts in Urban Education with a Specialization in World Languages (Spanish)

PROGRAM DESCRIPTION

New Jersey City University's Master of Arts in Urban Education with a specialization in World Languages (Spanish) is a comprehensive preparation program for world language teachers of Spanish that includes strong components in methodology, linguistics, Spanish language and the culture of the Spanish-speaking world.

The program consists of 12 credits in Spanish Language and Culture and 24 credits in Second Language Acquisition and Methodology. After completion of these 36 credits, students will be awarded an "M.A. in Urban Education" degree with a specialization in World Languages. The program includes the course Second Language

Methodology I, required by the New Jersey State Department of Education for World Language Certification. Twenty-four credits will be recognized by the New Jersey State Department of Education towards Spanish Certification.

The program is aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for beginning world languages teachers developed in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL), and the New Jersey Professional Standards for Teachers.

The goal of this graduate-level teacher preparation program is to develop teacher leaders with a high level of Spanish proficiency, a knowledge and appreciation of

languages and cultures, strong pedagogical preparation in second language acquisition theory and methodology, and an understanding of action research.

ENTRANCE REQUIREMENTS

In addition to the general requirements for degree-seeking students at the graduate level, students in this program must:

- have a passing score on the PRAXIS in Spanish;
- have achieved a minimum level of Advanced Low on the Oral Proficiency Interview (OPI) in Spanish administered by ACTFL;
- submit a writing sample in English and Spanish that meets established criteria.

Methodology and Linguistics (24 credits)

Code	Title	Credits
LANG 510	Second Language Methodology I	3
LANG 610	Second Language Methodology II	3
MCC 603	Applied Linguistics	3
MCC 627	Hist. & Background of the LEP Child	3
LANG 611	Assessment in the Second Language Classroom	3
EDTC 633	Technology in the World Language Classroom	3
LANG 615	Action Research I	3
LANG 616	Action Research II	3

Language and Culture (12 credits)

Code	Title	Credits
LANG 603	Spanish Children's Literature	3
LANG 602	Advanced Spanish Grammar and Linguistics	3
	OR	
LANG 604	U.S. Latino/a Literature and Performance	3
	OR	
LANG 606	Latin American Women's Testimonials and Films	3
LANG 621	The Music of Latin America	3
	OR	
LANG 622	The Music of Spain	3
ART 622	The Art of Latin America	3
	OR	
ART 630	The Art of Spain	3

In addition, candidates will present a Professional Portfolio during their last semester in the program that meets the departmental criteria.

****Alternate Route Linked to the Master's Degree (3 additional credits)***

The Alternate Route Program for World Language teachers has been approved by the New Jersey State Department of Education and it is linked to the Master's in Urban Education with a World Languages Specialization (Spanish). Successful completion of the Alternate Route program results in eligibility to apply for a Certificate of Advanced Standing for Teachers of Spanish. If a candidate is accepted for matriculation, all credits from the Alternate Route Program will be accepted towards the graduate degree requirements in the M.A. in Urban Education with a specialization in World Languages.

This program is designed to expand the options for high quality teachers to enter the workforce in New Jersey. It will allow teachers with a Certificate of Eligibility to attain permanent certification. The program provides the overall content of the traditional Alternate Route Program with respect to the State of New Jersey Professional Standards and time equivalent. In addition, particular emphasis is placed on second language acquisition, as well as standards-based curriculum and assessment practices in the world languages classroom. The program consists of 15 semester hours. Twelve of those credits can be applied to the Master's Program. Prospective teachers must qualify for a Certificate of Eligibility as issued by the New Jersey State Department of Education before entering the Internship Phase.

ADMISSION INTO THE PROGRAM

Students are required to have a minimum 2.75 GPA from their undergraduate degree or from a post-graduate degree program. In order to complete the Alternate Route Requirements, all students must have achieved:

- A qualifying score on the Praxis II exam in Spanish Language;
- A minimum score of Advanced-low on the Oral Proficiency Interview (OPI) in Spanish developed by the American Council on the Teaching of Foreign Languages (ACTFL); And must qualify and have applied for:
- A Certificate of Eligibility from the New Jersey State Department of Education.

PROGRAM REQUIREMENTS

Code	Title	Credits
LANG 510	Second Language Methodology I	3
LANG 610	Second Language Methodology II	3
LANG 603	Spanish Children's Literature	3
LANG 611	Assessment in the Second Language Classroom	3

The above 12 credits can be applied towards the M.A.

*EDU 500	Classroom Management	1
*EDU 2655	Student Teaching Internship and Seminar	2

**These courses are completed during the first year of employment as a Spanish teacher. The teacher will be supervised by a faculty member in the Modern Languages Department.*

NEW PATHWAYS TO TEACHING IN NEW JERSEY (NPTNJ) STUDENTS

Students who have completed this Program for graduate credit and who hold a Certificate of Eligibility in Spanish may apply 15 graduate credits towards the M.A. in Urban Education-World Language Specialization (Spanish). For more information, please go to: <http://www.nptnj.org/>

COURSE DESCRIPTIONS

*(*Approved courses for Alternate Route)*

***LANG 510 Second Language Methodology I (3)**

This course provides an introduction to the theories, methods, and materials used in the teaching of World Languages K-12, focusing on the national (ACTFL) standards and the NJ World Languages Standards. Students will create and assess thematic units for standards-based world language classrooms.

***LANG 603 Spanish Children's Literature (3)**

In this course, students will explore, review, and critique authentic texts in children's literature representative of numerous Spanish speaking countries. Different genres will be examined with a focus on author's style, illustrations, and cultural perspectives. Emphasis will be placed on integrating communicative skills and cultural knowledge reflected in the New Jersey World Language Standards as well as important aspects of literacy instruction.

LANG 604 U.S. Latino/a Literature and Performance (3)

This course is designed to examine Latino literature and performance as ways of

redefining and questioning racial, gender, and sexual orientation identities in the United States. The course explores written/performed texts in Spanish and English that illuminate the processes through which the self is constructed from a Latino/a cultural reference point.

LANG 606 Latin American Women's Testimonials and Films (3)

This course focuses on modes of defining cultural differences. The course explores Latin America and U.S. Latina cultural identities through the study of testimonial texts and films produced by women from various countries in Latin America, as well as the United States.

***LANG 610 Second Language Methodology II (3)**

This course expands the knowledge and skills acquired in Methodology I and focuses on the analysis and application of the theories, methods, and materials used in standards-based World Languages K-12 classrooms. The emphasis will be on the development, use, and evaluation of world language curricula and assessment practices based on different levels of proficiency.

***LANG 611 Assessment in the Second Language Classroom (3)**

This course provides the theoretical and the practical bases for the analysis, use, and creation of appropriate strategies and instruments used to evaluate second language proficiency. Various types of assessments will be examined and particular emphasis will be placed on assessments used to determine particular levels of language proficiency. Students will develop an integrated performance assessment that includes the different modes of communication.

LANG 615 Action Research I (3)

This course provides an overview of action research models and options and culminates with the selection of a research topic on a specific research problem related to second language acquisition. A review of the literature will be completed. Students will select topics, subjects and an approved methodology for their project and will plan their data collection during this semester.

LANG 616 Action Research II (3)

This is the capstone experience for the Master's Program. Students will organize and analyze the data gathered for their second language acquisition research project. They will write their conclusions and educational implications based on their findings. The completed action research will be submitted for approval and students will present their findings to an audience.

LANG 621 The Music of Latin America (3)

This course addresses the music of selected Latin American countries, offering students perspectives into the musical traditions of this multifaceted region. The music will be discussed in Spanish and English in terms that accommodate non-specialists.

LANG 622 The Music of Spain (3)

A survey of the classical traditions and the folklore from the varied regions of Spain. This course offers music majors and language educators an introduction to the many musical styles and products from this most influential country. Analysis of the music will be discussed in Spanish and English in terms that accommodate non-specialists.

MUSIC, DANCE AND THEATRE DEPARTMENT

Dr. Min Kim, Chairperson
201-200-2025
mkim@njcu.edu

Rossey Hall, Rm. 234

http://www.njcu.edu/graduate/academics/grad_music.asp

Graduate Music Coordinators

Dr. Ana Maria Rosado
201-200-2099
arosado@njcu.edu

Dr. Donna Connolly, Advisor,
Vocal Studies
201-200-2018
dconnolly@njcu.edu

Dr. Edward Joffe, Advisor,
Jazz Performance, Woodwind Doubling
201-200-3091
ejoffe@njcu.edu

Dr. Min Kim, Advisor,
Piano & Instrumental Studies
201-200-2025
mkim@njcu.edu

Dr. Maredia Warren, Advisor,
Music Education
201-200-2158
mwarren@njcu.edu

The Music, Dance, and Theater Department offers two master's degree programs:

1. Master of Arts in Music Education
2. Master of Music in Performance

The music unit of NJCU's Music, Dance and Theater Department is a full member of the National Association of Schools of Music (NASM). Candidates should consult with the graduate music coordinator regarding advisement, matriculation, graduation clearance, and arrangements for departmental exams and auditions.

MASTER OF ARTS IN MUSIC EDUCATION

In addition to the general graduate study admission requirements, an applicant for admission to this degree program is required to satisfy the following pre-requisites:

1. An undergraduate degree with a major in music or, in exceptional cases, a proven equivalency in music theory, music history, and repertory.
2. Certification for teachers (K-12).
3. Proficiency in performance as demonstrated by an audition on a major instrument or voice.

MASTER OF MUSIC IN PERFORMANCE

In addition to the general graduate study admission requirements, an applicant for admission to this degree program is required to satisfy the following:

1. An undergraduate degree with a major in music or, in exceptional cases, a proven equivalency in music theory, music history, and repertory.
2. Proficiency in performance as demonstrated by an audition on a major instrument or voice.

SPECIALIZATIONS

The four areas of specialization in the Master of Music in performance program include the following:

- Classical - Instrumental
- Classical - Vocal
- Jazz
- Multiple Woodwinds

Master of Arts in Music Education (32 credits)**PROGRAM REQUIREMENTS**

Code	Title	Credits
MDT 601	Graduate Musicianship	3
MDT 602	Curriculum Development in Music Education	3
MDT 603	Administration and Supervision in Music Ed.	3
MDT 604	Research in Music Education	3
MDT 605	Thesis Seminar	3
MDT 616	Graduate Applied Music Minor I	1
MDT 621	Graduate Applied Music Major I	3
MDT 624	Graduate Ensemble I	1
	Select Electives from list below	6

Select two Music History courses from the following:

Code	Title	Credits
MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 506	Music in America	3

Electives (6 credits)

Select six (6) additional elective credits from the MDT 500- or 600-level MDT offerings 6

NOTE: No more than three 500-level courses can be counted towards a master's degree.

Master of Music in Performance Classical - Instrumental (33 credits)**PROGRAM REQUIREMENTS**

Code	Title	Credits
MDT 507	Computer Music	3
MDT 525	Application of Theory in Performance	3
MDT 601	Graduate Musicianship	3
MDT 610	Performance Seminar	3
MDT 621	Graduate Applied Music Major I	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Graduate Applied Music Major III	3
MDT XXXX	Music Elective	

OR

MDT 629	Graduate Applied Music Major IV	3
MDT 624	Graduate Ensemble I	1
MDT 625	Graduate Ensemble II	1
MDT 626	Graduate Ensemble III	1

Select two music history courses from the following:

Code	Title	Credits
MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3

NOTE: No more than three 500-level courses can be counted towards a master's degree.

Master of Music in Performance Classical - Vocal (33 credits)**PROGRAM REQUIREMENTS**

Code	Title	Credits
MDT 525	Application of Theory in Performance	3
MDT 601	Graduate Musicianship	3
MDT 610	Performance Seminar	3
MDT 621	Graduate Applied Music Major I	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Graduate Applied Music Major III	3
MDT 624	Graduate Ensemble I	1
MDT 625	Graduate Ensemble II	1
MDT 626	Graduate Ensemble III	1
MDT 627	Vocal Literature	3
MDT 628	Diction for Singers	3

Select two music history courses from the following:

Code	Title	Credits
MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 511	Vocal Pedagogy	3

NOTE: No more than three 500-level courses can be counted towards a master's degree.

Master of Music in Performance Jazz (33 credits)**PROGRAM REQUIREMENTS**

Code	Title	Credit
MDT 509	Advanced Jazz Improvisation	3
MDT 526	Jazz Arranging	3
MDT 610	Performance Seminar	3
MDT 612	Jazz History I (Early Jazz to the Swing Era)	3
MDT 613	Jazz History II (Bebop to Contemporary)	3
MDT 621	Graduate Applied Music Major I	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Graduate Applied Music Major III	3
MDT 624	Graduate Ensemble I	1
MDT 625	Graduate Ensemble II	1
MDT 626	Graduate Ensemble III	1
	Music Electives (see list below)*	6

Select two courses from the following:

Code	Title	Credit
MDT 507	Computer Music	3
MDT 524	Jazz Pedagogy	3
MDT 633	Independent Study in Music	3
MDT 614	Jazz Composition	3
MDT 620	Jazz Compositional Styles	3

NOTE: No more than three 500-level courses can be counted towards a master's degree.

Master of Music in Performance Multiple Woodwinds (34 credits)

PROGRAM REQUIREMENTS

Performance (16 credits)

Code	Title	Credits
MDT 621	Graduate Applied Music Major I	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Graduate Applied Music Major III	3
MDT 629	Graduate Applied Music Major IV	3
MDT 624	Graduate Ensemble I	1
MDT 625	Graduate Ensemble II	1
MDT 626	Graduate Ensemble III	1
MDT 634	Graduate Ensemble IV	1

Core (12 credits)

Code	Title	Credits
MDT 508	Woodwind Literature and Performance	3
MDT 525	Application of Theory in Performance	3
MDT 610	Performance Seminar	3
MDT 611	Woodwind Doubling Lab	3

Electives (6 credits)

Code	Title	Credits
MDT 505	Contemporary Music	3
MDT 507	Computer Music	3
MDT 509	Advanced Jazz Improvisation	3
MDT 612	Jazz History I	3
MDT 613	Jazz History II	3

NOTE: No more than three 500-level courses can be counted towards a master's degree.

COURSE DESCRIPTIONS

***NOTE:** No more than three 500-level courses below can be counted towards a master's degree.

*MDT 501 Baroque Music (3)

This course offers a study of 17th and 18th century music with particular emphasis on the works of Johann Sebastian Bach, Dietrich Buxtehude, Arcangelo Corelli, Francois Couperin, Andrea and Giovanni Gabrieli, George Frederick Handel, Jean-Baptiste Lully, Claudio Monteverdi, Jean-Philippe Rameau, Alessandro and Domenico Scarlatti, Gerog Telemann, and Antonio Vivaldi.

*MDT 502 Classical Music (3)

This course offers a study of the major works of Ludwig van Beethoven, Muzio Clementi, Franz Joseph Haydn, Wolfgang Amadeus Mozart, Franz Schubert and Carl Maria von Weber with emphasis on sonatas, symphonies, choral works, masses, instrumental, vocal and chamber music.

*MDT 503 Romantic Music (3)

This course covers a study of the major orchestral and solo instrumental composi-

tions written during the 19th century with particular emphasis on the works of Berlioz, Brahms, Bruch, Bruckner, Chopin, Grieg, Liszt, Mahler, Mendelssohn, Paganini, Rimsky-Korsakoff, Schumann, Tchaikovsky, and Wolf.

*MDT 504 The Opera (3)

This is a study of the major standard operatic masterpieces including works by Adams, Bartok, Beethoven, Bellini, Berg, Bizet, Britten, Debussy, Donizetti, Gluck, Gounod, Leoncavallo, Mascagni, Massenet, Monteverdi, Mozart, Ponchielli, Prokofiev, Puccini, Purcell, Ravel, Rossini, Verdi, Wagner, Weber, as well as more recent examples from the modern repertory.

*MDT 505 Contemporary Music (3)

This is a study of the major works and compositional techniques and innovations developed since 1945. Some of the composers will include Prokofiev, Bartok, Berg, Hindemith, Dalla Piccola, Adams, Schoenberg, Webern, Shostakovich, Copland, Gershwin, Bloch, Rochberg, Poulenc, Milhaud, Stravinsky, Reich and others.

*MDT 506 Music in America (3)

This course engages in an appraisal of American music and its contributions to the cultural, social, and religious life of our country.

*MDT 507 Computer Music (3)

This is a lab course for the study of MIDI (Musical Instrumental Digital Interface) as a performance, composition and musical education tool. Students learn various notation, sequencing and recording techniques using programs such as Sibelius, Home Studio, Sonar and Reason.

*MDT 508 Woodwind Literature and Performance (3)

This course is a survey of the most important Western European Classical literature written for woodwinds from the Baroque to the present. These works will be analyzed in detail and examined within the context of instrumental development. Class performances involving students and faculty will occur throughout the semester.

*MDT 509 Advanced Jazz Improvisation (3)

This course is devoted to exploring the linear and intervallic approaches to improvising over a wide variety of jazz standards. These methodologies are examined as they apply to compositions in bebop, post-bop, modal and fusion styles. Students are encouraged to create original works as vehicles for practicing these techniques. (**Prerequisite:** MDT 327 Jazz Improvisation III or its equivalent)

*MDT 511 Vocal Pedagogy (3)

This course will provide the voice student with a deeper understanding of the vocal process, physiology, and nature of the vocal mechanism. We will explore the anatomical structure of the larynx and its function, as well as historical methods of teaching. Each student will learn to codify a practical knowledge of the techniques for teaching voice.

*MDT 524 Jazz Pedagogy (3)

This course examines the rationale for a jazz curriculum, reviews the methodologies and materials currently used throughout the country for presenting this curriculum, and explores how to implement a jazz program as part of high school and college music department offerings. This course is designed for music educators who will be working in secondary education. (**Prerequisites:**

MDT 327 Jazz Improvisation III, MDT 451 Music Methods and Materials in the Secondary School)

***MDT 525 Application of Theory in Performance (3)**

Students analyze and examine music of the standard repertory utilizing various analytical techniques and thus discover how a piece of music has been constructed. Students then relate this knowledge to the style of the composition they are studying. Students demonstrate their findings in a lecture-recital format. (*Prerequisite:* MDT 337 Form and Analysis)

***MDT 526 Jazz Arranging (3)**

This course offers a study of small and large ensemble arranging techniques. Students produce scores and parts in conjunction with weekly assignments and conduct rehearsals of their works with the University's jazz ensembles. (*Prerequisites:* An undergraduate orchestration course equivalent to Music 338)

MDT 601 Graduate Musicianship (3)

This course offers a review of traditional harmony and 18th century counterpoint, as well as ear-training (dictation and sight-singing), this course also includes the study of musical styles and techniques as well as score analyses and experiments in original composition and scoring.

MDT 602 Curriculum Development in Music Education (3)

This course offers a study of music curriculum construction, the development of goals and objectives, and the consideration of various approaches and strategies for the development of concepts and skills through participation in musical experiences in grades K-12.

MDT 603 Administration and Supervision in Music Education (3)

This course offers a study of current practices and techniques of music supervision with an emphasis on the problems relating to specific administrative positions and music programs.

MDT 604 Research in Music Education (3)

This course prepares students to undertake research on their own, to interpret the research of others, and to understand how research fits into advanced training in music education and into professional life

in general.

MDT 605 Thesis Seminar (3)

Registration is limited to matriculated students who are ready to graduate. Each candidate completes a thesis based on the techniques and skills learned in Music 604 Research in Music Education. In addition, the student is required to pass the Graduate Comprehensive Exam as part of this course's requirements.

MDT 610 Performance Seminar (3)

This Graduate Project is for M.M. candidates in performance. This seminar calls for a 20 page paper on an approved topic and the final evaluation will include an oral presentation, a performance and a Q&A forum before a panel of three Faculty members. Co-requisite; Grad Applied Music III.

MDT 611 Woodwind Doubling Lab (3)

This course will prepare multi-instrumentalist woodwind performers for the demands of today's music business. Students will perform excerpts from a wide variety of commercial styles which involve switching music, between saxophones, clarinets, flutes, oboes, and bassoons Classroom recordings and performances with faculty members will occur throughout the semester.

MDT 612 Early Jazz to The Swing Era (3)

This course explores the sociological and cultural conditions that led to the origins of jazz in the United States. Extensive listening and analysis during and outside the class is required. An in-depth study of the major composers and performers serves as the basis for defining the stylistic periods. (*Prerequisite:* MDT 106 Jazz History or its equivalent)

MDT 613 Jazz History II (Bebop-Contemporary) (3)

This course offers a study of the development of the post-World War II jazz style periods, the major innovators, and their masterpieces. Comparative analytical studies of selected works from different eras are used to emphasize the changes that have occurred during the second half of the 20th century.

MDT 614 Jazz Composition (3)

This course engages in an analysis of jazz compositions with regard to harmonization techniques, chord progressions, melodic, and rhythmic aspects. These works serve as

a basis for students' original compositions that will then be performed by student ensembles. (*Pre-requisites:* Music 106, 233 and 259 or equivalents)

MDT 616 Graduate Applied Music Minor (1)

This introductory course involves performance studies in an area other than a student's major instrument or voice. A half semester's work (about eight weeks) is involved. (*Pre-requisite:* Matriculation)

MDT 617 Graduate Applied Music Minor II (1)

This intermediate course involves performance studies in an area other than a student's major instrument or voice. A half semester's work (about eight weeks) is involved.

MDT 618 Graduate Applied Music Minor III (1)

This advanced course involves performance studies in an area other than a student's major instrument or voice. A half semester's work (about eight weeks) is involved.

MDT 620 Jazz Compositional Styles (3)

This course examines jazz compositions and arrangements for ensembles of all sizes. Students will study, in detail, the great works of many of the foremost jazz composers and arrangers. Students will hear and see music that, in some cases, is no longer in print or has never been published (provided by the instructor). (*Prerequisites:* Jazz Arranging MDT 526; Early Jazz to the Swing Era MDT 612; Jazz History II - Bebop to Contemporary, MDT 613).

MDT 621 Graduate Applied Music Major (3)

This introductory course involves the study of a major instrument or voice. There is a performance requirement in final jury exam. (*Pre-requisite:* Matriculation)

MDT 622 Graduate Applied Music Major II (3)

This intermediate level course involves the study of a major instrument or voice. There is a performance requirement in final jury exam.

MDT 623 Graduate Applied Music Major III (3)

This advanced level course involves the study of a major instrument or voice. There

is a performance requirement in final jury exam.

MDT 624 Graduate Ensemble I (1)

The student is required to register in a music ensemble in which he/she is qualified to participate.

MDT 625 Graduate Ensemble II (1)

This course is a continuation of MDT 624.

MDT 626 Graduate Ensemble III (1)

This course is a continuation of MDT 625.

MDT 627 Vocal Literature (3)

This is a required course for all Performance majors in the Classical-Vocal area of specialization; the course surveys the standard art song repertory that covers a variety of styles and languages. Emphasis is on song research and study that includes class lectures and performances.

MDT 628 Diction for Singers (3)

This is a required course for all Performance majors in the Classical-Vocal area of specialization; this course addresses the basics of English, Italian, German, and French diction specifically as they apply to the singer's art. Emphasis is on the International Phonetic Alphabet and performance-based applications of diction rules.

MDT 629 Graduate Applied Music Major IV (3)

This course is a continuation of MDT 623.

MDT 631 Independent Study in Music (1)

This course involves the completion of a previously approved project under the supervision of a qualified faculty member. The student may register for independent study as an elective or, in special circumstances, to fulfill a course requirement (e.g., if a course is cancelled). In all cases, registration for this course must have prior approval of the graduate coordinator or the department chairperson.

MDT 632 Independent Study in Music (2)

This course involves the completion of a previously approved project under the supervision of a qualified faculty member. The student may register for independent study as an elective or, in special circumstances, to fulfill a course requirement (e.g., if a course is cancelled). In all cases, registration for

this course must have prior approval of the graduate coordinator or the department chairperson.

MDT 633 Independent Study in Music (3)

This course involves the completion of a previously approved project under the supervision of a qualified faculty member. The student may register for independent study as an elective or, in special circumstances, to fulfill a course requirement (e.g., if a course is cancelled). In all cases, registration for this course must have prior approval of the graduate coordinator or the department chairperson.

MDT 634 Graduate Ensemble IV (1)

This course is a continuation of MDT 626.

MDT 642 Orff-Schulwerk Level I (3)

This course offers a 60-hour comprehensive and intensive survey of basic music concepts, skills, and pedagogical techniques for teaching music. This course focuses on the unique aspects of the Orff-Schulwerk approach that includes speech, echoing, body percussion, playing pitched/unpitched instruments, singing, movement, reading notation, and improvisation.

MDT 643 Orff-Schulwerk Level II (3)

This course offers a 60-hour comprehensive and intensive continuation of Orff-Schulwerk Level I concept, skills, and pedagogical techniques for teaching music with the Orff-Schulwerk approach—which includes speech, echoing, body percussion, playing pitched/unpitched instruments, singing, movement, reading music notation, and improvisation. The emphasis in Level II is on teaching improvisation in the diatonic scales and modes, using shifting chords, moving bordun, and pedal point. Rhythm training includes irregular and mixed meters, African and Latin American rhythms, augmentation and diminution.

PSYCHOLOGY DEPARTMENT

Dr. David Hallerman, Chairperson
201-200-3063
dhallerman@njcu.edu

Dr. James Lennon
Coordinator, Professional Diploma in
School Psychology,
M.A. in Educational Psychology Program
201-200-3309
jlennon@njcu.edu

Science Building, Rm. 431

<http://www.njcu.edu/grad/psychology/>

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

The Department of Psychology offers a broad education in psychology leading to the Master of Arts in Educational Psychology. The program of courses and field experiences serve as preparation for entry into doctoral or certification programs (such as school psychology certification) and is geared towards students who are interested or already involved in human services.

PREREQUISITES FOR ADMISSION

1. Completion of the general graduate studies admission requirements.

2. Verbal and quantitative Graduate Record Examination (GRE) scores are required.
3. Satisfactory completion of at least nine (9) undergraduate credits in psychology. (Additional graduate and/or undergraduate work may be considered necessary for admission. In such instances, an individual program must be planned by the student in consultation with an assigned graduate advisor).
4. Formal review of the applicant's credentials by the coordinator of the Educational Psychology program and the Office of the Dean of Graduate Studies and Continuing Education.
5. Two letters of recommendation attesting to the candidate's potential for graduate study are required.

THESIS OPTION

Students who wish to complete a research thesis as part of their M.A. degree requirement must make arrangements with a specific faculty member for supervision. Successful completion of the thesis option allows a student to fulfill the M.A. degree requirements with 33 instead of 36 credits with an additional 3 credits awarded for the thesis. A student who chooses not to write a thesis is required to complete 36 credits of course work.

Professional Diploma in School Psychology

The school psychology program is a 74-credit integrated and sequenced course of study leading to a M.A. in Educational Psychology and a Professional Diploma in School Psychology. It is a "Nationally Recognized Program" by the National Association of School Psychologists. Candidates complete 300 hours of field experience during the course of study and 1200 hours of externship, taken as a culminating experience after coursework is complete. The program's mission is to prepare candidates for the challenges of urban schools. Program graduates are eligible for certification as school psychologists in New Jersey and New York and, as graduates of a "NASP Approved Program," for national certification as school psychologists (NCSP).

Candidates enter either directly from undergraduate programs in psychology or after completing an appropriate master's degree. Candidates entering with a master's degree transfer appropriate credit in consultation with the graduate office and the program coordinator at the time of matriculation into the program.

Thus, the Professional Diploma is offered in two ways:

- 1) for entering graduate students seeking an M.A. in Educational Psychology and school psychology certification, and
- 2) for students entering with an appropriate master's degree, seeking school psychology certification.

Students with strong undergraduate records in psychology are encouraged to apply directly to the M.A. in Educational Psychology/Professional Diploma program. Students with an appropriate master's degree and strong record of accomplishment in graduate course work (grade point average of 3.50 on a 4.00 scale) are encouraged to apply to the Professional Diploma program. Up to 30 credits of transfer credit may be awarded upon review by the program coordinator and the Office of the Dean of Graduate Studies and Continuing Education.

Master of Arts in Educational Psychology

PROGRAM REQUIREMENTS (36 CREDITS OR 33 CREDITS AND A THESIS)

Code	Title	Credits
PSYC 601	Psychology of Learning and Cognition	3
PSYC 602	Psychology of Personality	3
PSYC 603	Developmental Psychology	3
PSYC 604	Tests and Measurements	3
PSYC 606	Research Methodology I	3
PSYC 675	Statistics	3
PSYC 626	Seminar: Ethics, Law and the Profession	3
	Education courses (with advisor's approval)	6

Restricted electives (select 9-12 credits from the following)

Code	Title	Credits
PSYC 608	Interviewing and Counseling	3
PSYC 609	Personality Maladjustments of Children and Adolescents	3
PSYC 616	Therapeutic Intervention Tech. II: Consultation	3
PSYC 623	Research Thesis	3
PSYC 625	Group Process	3
PSYC 629	Multicultural Counseling	3
PSYC 631	Psychopharmacology	3

Master of Arts in Educational Psychology, Professional Diploma in School Psychology, and School Psychology Certification

PREREQUISITES FOR ADMISSION

1. Completion of the general graduate studies admission requirements
2. A minimum of nine undergraduate credits in psychology.
3. Students are admitted for entry into the program for Spring and Fall semesters of each year. All application materials should be submitted to the Office of Graduate Studies and Continuing Education by November 1 or April 1 to be considered for admission for the Spring or Fall semesters, respectively.
4. A letter of intent (500 to 1,000 words) describing the candidate's interest in the field of school psychology, sent to the Office of Graduate Studies and Continuing Education with the student's application, is required.
5. The Graduate Record Examination (Verbal and Quantitative sections) is required; an MAT score is not an option

for applicants to this program.

6. An individual interview with the Coordinator of the School Psychology Program should be arranged prior to November 1 or April 1.
7. Two letters of recommendation attesting to the candidate's potential for graduate study are required.

ADMISSION PROCEDURES

1. The completed application materials are reviewed by a committee of the graduate faculty two times per year during the months of November and April.
2. Applicants receive notice of the graduate committee's decision by December 15 and April 15.
3. Successful candidates receive a contract of agreement detailing the conditions of their admission to the program. Return of these materials marks their formal entry into the program.

PROGRAM REQUIREMENTS

Code	Title	Credits
PSYC 601	Psychology of Learning and Cognition	3
PSYC 602	Psychology of Personality	3
PSYC 603	Developmental Psychology	3
PSYC 604	Tests and Measurements	3
PSYC 609	Personality Maladjustments	3
PSYC 606	Research Methodology I	3
PSYC 608	Interviewing and Counseling	3
PSYC 616	Therapeutic Intervention Techniques II: Consultation	3
PSYC 626	Seminar: Ethics, Law and the Profession	3
PSYC 627	Role and Function of the School Psychologist	3
PSYC 631	Psychopharmacology	3
PSYC 675	Statistics	3
PSYC 704	Cognitive Assessment and Intervention	3
PSYC 2704	Assessment Laboratory	2
PSYC 705	Practicum in the Psychological Evaluation of The Special Needs Child	3
PSYC 706	Personality Assessment	3
PSYC 708	Seminar in School Psychology Externship I	3
PSYC 709	Seminar in School Psychology Externship II	3
PSYC 710	Clinical Externship I	3
PSYC 715	Consultation and Program Evaluation	3

Required courses in Education

EDLD 601	School Law	3
EDLD 662	Principles of Curriculum Development	3

Required courses in Special Education

SPEC 600	Introduction to Learning Disabilities	3
SPEC 640	Behavior Disorders in Children	3

COURSE DESCRIPTIONS

PSYC 601 Psychology of Learning and Cognition (3)

This course teaches theories of cognition and learning. The implications of these theories as they relate to intellectual functioning are presented.

PSYC 602 The Psychology of Personality (3)

The significance of different personality theories and their relation to practice in the mental health disciplines are studied. The implications for personality assessment and intervention procedures are emphasized. PSYC 603 Developmental Psychology (3) Theories and processes of human development are evaluated with emphasis on the relationships between physical, intellectual, social, and emotional aspects. This course integrates concepts derived from learning, clinical, cultural, and sociological studies with general behavior theory.

PSYC 604 Tests and Measurements (3)

This course trains students in the principles of educational and psychological testing. Opportunities for studying the administration, scoring, and evaluation of group tests of intelligence, achievement, aptitude, and personality are provided. Emphasis is placed on the interpretation of psychological and educational tests and the implications of their findings.

PSYC 605 Introduction to Counseling (3)

The work of the counselor in a variety of settings is examined. The history, philosophy, principles, and systems of individual and group counseling are explored. Local resources and community agencies are identified. Selected counseling theories and intervention strategies are discussed with reference to actual case material.

PSYC 606 Research Methodology and Applications (3)

This is an introductory course in both descriptive and inferential statistics. Topics discussed include: measures of central tendency and variability; minimal and normal probability models; elementary correlational techniques; sampling distribution theory and tests of significance, chi square and other introductory nonparametric techniques; and introduction to analysis of variance.

PSYC 608 Interviewing and Counseling (3)

In this course students develop interviewing and counseling skills which enable them to identify an individual's needs within a broad, life-history framework. Its aim is to show how such skills can help establish an atmosphere conducive to productive counseling.

PSYC 609 Personality Maladjustments of Children and Adolescents (3)

This course studies the major topics of abnormal psychology with special reference to school-age children and youth. It covers the broad areas of identification, causation, treatment, and the educational problems of the emotionally and socially maladjusted child.

PSYC 611 Psychology of Human Relations (3)

An in-depth examination of the dynamic forces that affect group relationships is offered. Historic, psychological and socio-logical factors are considered. In a seminar atmosphere, students are helped to examine their own attitudes as well as to study forces operating in inter-group relations in their own communities today.

PSYC 612 Principles of Behavior Modification (3)

This course offers a study of the basic concepts of behavior modification systems, which apply the principles of learning theory to behavioral problems. (*Prerequisite:* PSYC 601 Psychology of Learning and Cognition)

PSYC 614 Techniques of Group Dynamics (3)

This course introduces the principles and practices of group process experience and techniques with particular application to the educational and clinical setting.

PSYC 615 Therapeutic Intervention Techniques I: Alcohol and Substance Abuse (3)

This course provides an advanced survey of the methods, interventions, and treatment paradigms currently employed in the counseling of children, adolescents, and their families with alcohol and/or substance abuse-related problems.

PSYC 616 Therapeutic Intervention**Techniques II: Consultation in Educational Settings (3)**

This course enables students to explore the various techniques and pragmatic approaches employed by psychologists in educational settings. This course includes parameters of various consultation models in reference to groups and cognitive behavioral areas as they relate to school environs, administrative issues, and practice-related concerns applicable to students, teachers, interdisciplinary child study team members and parents. The organization and culture of a school are addressed as the context for pragmatic approaches within the practitioner-scientist model of service intervention. Applied psychotherapeutic techniques, cognitive-behavioral approaches, and classroom practice are reviewed. In terms of the Reflective Urban Practitioner Model, students acquire knowledge to enable them to refine their pragmatic intervention skills.

PSYC 617 Poverty and Human Development (3)

In this course students investigate the impact of poverty on the psychological aspects of development. Particular attention is given to the development of self-esteem, intelligence, and attitudes toward parenting.

PSYC 618 Adolescent Development (3)

This course offers a study of the physical, intellectual, and cultural backgrounds of adolescent behavior. Adolescent attitudes, character and morals, and motivations are analyzed in relation to their implications for learning.

PSYC 621 Applied Social Psychology (3)

This course serves as an introduction to the field of applied social psychology. Special attention is paid to the methods of social research and how they have been used in the design and evaluation of programs that have been implemented to facilitate productive changes in various types of groups.

PSYC 623 Research Thesis (3)

Scientific projects (empirical and/or case studies) are customarily required for this course. Students are assigned a thesis advisor with expertise in research methodology and the area under study.

PSYC 624 Counseling in the Elementary School (3)

Philosophy, functions, research, and orga-

nization of counseling in elementary education are studied. The specific role of the elementary school specialist as counselor, consultant, and coordinator in elementary school guidance is developed. Special emphasis is given to the team approach. Case studies are utilized to illustrate theoretical background and practical application. Concepts, dimensions and current practices are investigated through relevant and current research.

PSYC 625 Group Process and Procedures: Group Counseling (3)

This course increases students' understanding of growth processes that occur in different types of group settings, particularly in group counseling. Group procedures are part of the course and the goal is to enable students to function as group counselors. Emphasis is placed on the dynamics in dealing with students at all levels of school settings. (*Prerequisite:* Permission of instructor)

PSYC 626 Ethics, Law and Professional Issues (3)

This course focuses on the Ethical Principles of Psychologists of the American Psychological Association, as well as standard providers of psychological services and codes of ethics from other mental health professionals. State and federal laws as well as case law affecting the work of psychological service providers are considered. Considerations of social justice, equity, and human diversity (central to the Ethical Principles of Psychologists) are given special emphasis. In addition, this course teaches the process of ethical decision-making, taking into consideration real-life situations faced by psychologists. Students become aware of the nature of the ethical dilemmas they face; integrate a knowledge of laws and ethical codes; develop an awareness of issues faced by psychologists in treatment settings; and advance their skills in ethical decision making.

PSYC 627 Role and Function of the School Psychologist (3)

This course is an entry-level introduction to the profession for students admitted to the School Psychology program. Students gain an understanding of the role and functions of the school psychologist, education law, special education regulations, and issues related to multiculturalism and diversity. Students gain up to 45 hours of practicum

experience as participant/observers in school psychology practice.

PSYC 628 Psychology of Learning for the Helping Professions (3)

Basic, generally accepted principles and concepts from the broad field of learning theory are studied with emphasis on their usefulness as a guide to planning, teaching, and educational counseling.

PSYC 629 Multicultural Counseling (3)

This course introduces counselor trainees and practicing counselors to issues related to working with a culturally diverse clientele. In this course, students discuss the sociopolitical issues related to cross-cultural counseling and gain knowledge of the theory and skills that are needed to be effective cross-cultural counselors.

PSYC 631 Psychopharmacology (3)

The overall goal of this course is to provide the student with introductory psychopharmacology of various medications, drugs, and alcohol. Agents to be covered include antidepressants, anti-psychotics, anxiolytics (anti-anxiety agents), anticonvulsants, stimulants, narcotic analgesics (opiates), hallucinogens (psychedelics), sedatives, and alcohol. The course will presume knowledge of introductory biological concepts and basic pharmacological concepts.

PSYC 632 Family Therapy and Referral Networks (3)

This course introduces the student to the historical development of family systems therapy, its concept and practice. Specific techniques and family/system assessment and intervention are discussed and practiced. Special problems of family therapy are considered. Other concerns include feminist and multicultural issues, AIDS counseling, and family therapy with stepfamilies.

PSYC 636 Advanced Practices in Group Counseling: Supervision (3)

This course provides a generic framework for supervision of group counselors. It is intended for students already involved, or soon to be engaged in facilitating groups. Clinical supervision is typically viewed as the integration of professional identity and competency. We will address modern day dilemmas facing facilitators of groups.

PSYC 638 Career Education and Career Development (3)

This course discusses the introduction, growth, and spread of career education and its ramifications. It also includes the contributions of psychology, sociology, and economics to the understanding of the processes and determinants of vocational choice and adjustments. Emphasis is placed on life stages and career patterns in personal and vocational development.

PSYC 650 Psychology of Alcohol and Substance Abuse (3)

This course provides an introductory level survey of the concepts, issues, and research on prevention, diagnosis, and treatment of alcohol and substance abuse-related issues.

PSYC 663 Career Counseling and Development (3)

This course familiarizes the potential counselor with the reference materials, resources and procedures needed to guide students in educational and vocational decision making. The wide range of possibilities from which students at all levels must make their choices is explored. Techniques for helping individuals assess their own potential and make realistic decisions are studied. Theories of career development and choice are examined in detail. Various methods of motivating students to become involved in career selection are studied.

PSYC 675 Statistics (3)

This course describes the statistical tools used in psychological research and their application in experimental design. The course reviews basic statistical concepts, including probability, variance, and standard deviation in sample distributions, as well as the application of basic analytical tools, such as correlation, Chi square and t-tests. Students also learn about factorial design, analysis of variance, post hoc tests, analysis of covariance, multiple regression, and factor analysis, which are regularly used in empirical studies. Students will learn how to organize data using statistical software for efficient and comprehensive analysis of variables.

PSYC 686 Counseling Case Studies (3)

This course offers an overview of diagnostic concepts for counselors with emphasis on differentiating between normal and abnormal behavior. Case studies are used to help students analyze major concepts and patterns that help account for human behavior.

Special issues pertaining to assessment and diagnosis will be discussed. This course will introduce students to the Diagnostic and Statistical manual 4th ed. (DSM-IV).

PSYC 690 Practicum in Counseling (3)

This course is designed to provide students with an intensive counseling practicum experience. Students will be provided with an opportunity to observe, first-hand, the roles and responsibilities inherent in the work of counselors; thereby enabling them to apply the skills and knowledge gained in prior coursework.

PSYC 694 Internship I (3)

For the Counseling Program, Internship I is a 300-hour counseling internship that occurs in a counseling setting, under the supervision of a certified site supervisor. The requirement includes a minimum of 240 direct service clock hours. Students are placed in a wide range of counseling internships with respect to stated interests and career options. The internship provides students with a realistic assessment of the work of the counselor. Students are expected to integrate the various components of the M.A. in Counseling Program and to demonstrate skill through a host of assessment techniques. Experiences include planning, placement and follow-up; counseling on different levels, career and educational counseling, self-assessment, program assessment, and professional development.

PSYC 695 Internship II (3)

For the Counseling Program, Internship I is a 300-hour counseling internship that occurs in a counseling setting, under the supervision of a certified site supervisor. The requirement includes a minimum of 240 direct service clock hours. Students are placed in a wide range of counseling internships with respect to stated interests and career options. The internship provides students with a realistic assessment of the work of the counselor. Students are expected to integrate the various components of the M.A. in Counseling Program and to demonstrate skill through a host of assessment techniques. Experiences include planning, placement and follow-up; counseling on different levels, career and educational counseling, self-assessment, program assessment, and professional development. (*Prerequisite:* PSYC 694 Internship I)

PSYC 702 Advanced Research Methods in Psychology (3)

In this course, students explore the tools and techniques of research, as well as descriptive and experimental methods of research. A portion of the course is also devoted to the pragmatic application of research theory to a broad range of topics in the area of psychology. A scientific project is required for this course.

PSYC 703 Independent Study in Psychology (1-3)

This is a specialization and research course. (*Prerequisite:* Matriculation and membership in the School Psychology Program)

PSYC 704 Cognitive Assessment and Intervention (3)**PSYC 2704 Assessment laboratory (2)**

These courses introduce standard measures of human intelligence and academic functioning and provide corrective feedback in the administration, scoring and interpreting of cognitive and academic measures. Theories of intelligence are evaluated with emphasis on the interplay of cultural factors with school learning. Additionally, students will design and evaluate appropriate interventions to remediate identified academic deficits. The course is offered in association with the Assessment Laboratory, meant to ensure rigorous compliance to standardization procedures. (*Prerequisite:* Advanced standing in the Professional Diploma in School Psychology program; *co-requisite:* PSYC 706 Personality Assessment)

PSYC 705 Practicum in the Psychological Evaluation of the Special Needs Child (3)

This course presents various methods of evaluating the intellectual functioning of the blind, the deaf, and the neurologically impaired. It also includes methods of evaluating the intellectual functioning of the non-English speaking individual and measures of adaptive behavior. Laboratory experiences form an integral part of the course. (*Prerequisite:* Advanced standing in the Professional Diploma in School Psychology Program. (*Prerequisites:* Advanced standing in the Professional Diploma in School Psychology program, PSYC 704 Cognitive Assessment and Intervention, and PSYC 706 Personality Assessment)

PSYC 706 Personality Assessment (3)

This course covers the theories underlying

personality assessment and gives an overview of some of the more commonly used objectives and projective techniques. (*Prerequisite:* Advanced Standing in the Professional Diploma in School Psychology program; *co-requisite:* PSYC 704 Cognitive Assessment and Intervention)

PSYC 708 Seminar in School Psychology Externship I (3)

In this sequence of externship/seminar courses, students learn how to integrate testing, interviewing, and counseling skills learned in preceding courses. Students work under supervision with children and adolescents. In addition to developing diagnostic skills, students learn how to relate diagnostic findings to educational recommendations, counseling with parents, and remedial procedures. They are guided in an appropriate selection of tests, write clinical reports, and attend child study team conferences with other professionals. In conjunction with this sequence, students are placed in approved school settings. (*Prerequisite:* Advanced standing in the Professional Diploma in School Psychology program)

PSYC 709 Seminar in School Psychology Externship II (3)

In this sequence of externship/seminar courses, students learn how to integrate testing, interviewing, and counseling skills learned in preceding courses. Students work under supervision with children and adolescents. In addition to developing diagnostic skills, students learn how to relate diagnostic findings to educational recommendations, counseling with parents, and remedial procedures. They are guided in an appropriate selection of tests, write clinical reports, and attend child study team conferences with other professionals. In conjunction with this sequence, students are placed in approved school settings. (*Prerequisite:* Advanced standing in the Professional Diploma in School Psychology program)

PSYC 710 Clinical Externship I (3)

Students work during the summer in an approved hospital or other clinical facility. Two separate settings are required: an infant stimulation program servicing children 0-3 years of age and a substance abuse program servicing adolescents and/or young adults. (*Prerequisite:* Advanced standing in the Professional Diploma in School Psychology program)

PSYC 715 Consultation and Program Evaluation (3)

This course will prepare students to: (a) develop instructional, behavioral, and organizational consultation skills in educational and human service settings, (b) utilize research and statistical evaluation tools, and (c) apply these tools to program evaluation in educational and human service settings. Students will gain experience in using consultation and evaluation skills in applied settings, with up to 35 clock hours of practicum experience. (*Prerequisite:* PSYC 616 Therapeutic Intervention Techniques II: Consultation in Educational and Applied Settings)

DEBORAH CANNON PARTRIDGE WOLFE COLLEGE OF EDUCATION

Dr. Allan A. De Fina, Dean
 adefina@njcu.edu
 201-200-2101

Dr. Lourdes Sutton, Assistant Dean
 lsutton@njcu.edu
 201-200-2101

Education and Professional Studies Building,
 Rm. 303

http://www.njcu.edu/College_of_Education.aspx.

The Deborah Cannon Partridge Wolfe College of Education at New Jersey City University provides leadership in meeting the educational and professional needs of students preparing for careers as teachers and other school personnel. The College is committed to building and sustaining a learning community that provides high quality instruction for persons seeking careers in urban educational environments. As such, the College of Education is dedicated to preparing reflective urban practitioners with the knowledge, skills, and dispositions to help all children learn. In 1998, after Jersey City State College became New Jersey City University, the administration created a separate College of Education with the following 7 academic departments:

- Early Childhood Education
- Educational Leadership and Counseling
- Educational Technology
- Elementary and Secondary Education
- Literacy Education
- Multicultural Education
- Special Education

The College of Education also includes the Center for Teacher Preparation and Partnerships which manages all clinical and field placements, Professional Development Schools, certification, and other P-12 partnership activities. Additionally, the A. Harry Moore School is part of the College of Education and serves as a demonstration school for children with multiple disabilities.

The College of Education serves as the professional education unit and also takes responsibility for the following programs housed in the College of Arts and Sciences and the College of Professional Studies: Mathematics Education, Music Education, Health Education, School Nurse, School

Psychology, and World Languages (Spanish).

The College of Education is accredited by the Teacher Education Accreditation Council (TEAC) and all certification eligibility programs are approved by the New Jersey Department of Education.

DEGREE/CERTIFICATION/ENDORSEMENT ELIGIBILITY PROGRAMS

The College offers master's degree programs, degree and certification eligibility programs, and certification eligibility only programs. It should be noted that some degree programs can only be taken in conjunction with certification eligibility programs. The variety of programs offered include:

Master of Arts (M.A.)

- Counseling
- Counseling with School Counselor Certification
- Educational Technology
- Elementary School Reading
- Reading Specialist
- Secondary School Reading
- Special Education*
- Urban Education
 - Administration and Supervision
 - Bilingual/Bicultural
 - English as a Second Language
 - Teaching and Learning in Urban Schools

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

- Early Childhood Education
- Early Childhood Education/Special Education
- Elementary Education
- Secondary Education
- Special Education

Alternate Route Degree Programs

- Early Childhood Specialized P-3

New Pathways to Teaching in New Jersey (NPTNJ)

NPTNJ is offered in partnership with 15 community colleges and the New Jersey Department of Education. For information, contact the NPTNJ Office, Hepburn Hall, Room 208A, or visit their web site: <http://web.njcu.edu/sites/nptnj/Content/default.asp>

Certification/Endorsement Eligibility Programs

- Associate School Library Media Specialist

Endorsement

- Bilingual/Bicultural Teacher Endorsement
- Early Childhood Teacher Certification
- Elementary Education Certification
- English as a Second Language Teacher (Certification or Endorsement)
- Learning Disabilities Teacher Consultant Endorsement
- P-3 Certification
- Principal Certification
- Secondary Education Certification
- School Library Media Specialist Endorsement
- Supervisor Certification
- Teacher of Students with Disabilities Endorsement

NJCU Certificate Programs

- Assistive Technology Specialist
- Career Education Specialist
- Distance Learning Specialist

In addition to the general graduate study admission requirements, programs may have their own requirements for admission; e.g., for admission to certification programs and degree/certification programs, and for students seeking an initial instructional certificate. Students must meet all matriculation requirements at the time of application and must submit GRE test results prior to matriculation.** All students are expected to review their program and department requirements as specified in this Catalog.

Students seeking a New Jersey Department of Education certificate must apply for their certificate at the same time that they apply for graduation. Certification forms are available at the Center for Teacher Preparation and Partnerships (Professional Studies Building, Room 203A). Certification information can be found by visiting <http://www.njcu.edu/coe/ctpp/>. Inquiries can be sent to ctppcert@njcu.edu.

**Effective May 28, 2013, applications for matriculation in the M.A. in Special Education will not be accepted, pending completion of program review. For current status, contact the Graduate Studies Office at 201-200-3409 or grad_dept@njcu.edu.*

***Some degree programs waive the GRE if the student already holds a graduate degree from an accredited U.S. institution.*

EARLY CHILDHOOD EDUCATION DEPARTMENT

Dr. Regina M. Adesanya

Chairperson
radesanya@njcu.edu
201-200-3192

Professional Studies Building, Rm. 329

<http://www.njcu.edu/eced/grad>

Graduate Faculty and Advisors:

Dr. Lila Carrick
lcarrick@njcu.edu

Dr. Matthew Caulfield
mcaulfield@njcu.edu

Dr. Basanti Chakraborty
bchakraborty@njcu.edu

Dr. Kenneth Counselman
kcounselman@njcu.edu

Dr. Saigeetha Jambunathan
sjambunathan@njcu.edu

Dr. Muriel Rand
mrand@njcu.edu

The Early Childhood Education Department provides leadership in meeting the educational and professional needs of students preparing for careers as preschool and primary grade teachers and other school personnel. The department is committed to building and sustaining a learning community that provides high quality instruction for persons seeking careers in urban educational environments.

The Early Childhood Education Department offers the following programs and certifications:

• **Masters of Arts in Teaching Early Childhood Education, includes Pre-school-3 (P-3) certification**

This program leads to initial P-3 certification (33 credits) and to an M.A.T. degree upon completion of an additional 3 credits. The certification courses focus on developmentally appropriate practices, curriculum and the knowledge, skills and dispositions needed to be an effective early childhood teacher. Candidates who successfully complete this program, and pass the Early Childhood Content Knowledge Praxis II Test (0022), will be eligible for the

New Jersey Preschool through Grade Three Certificate of Eligibility with Advanced Standing.

• **Masters of Arts in Teaching Early Childhood/Special Education, includes P-3 and Teacher of Students with Disabilities (TOSD) certification/endorsement eligibility)**

This degree prepares candidates to teach in inclusive settings for young children with exceptional needs. Candidates focus on developmentally appropriate practices and the requisite modifications needed in inclusive or special education settings. Candidates who successfully complete this program and pass the Early Childhood Content Knowledge Praxis II Test (0022) will be eligible for the New Jersey Preschool through Grade Three Certificate of Eligibility with Advanced Standing and the Teacher of Students with Disabilities endorsement.

• **Specialized P-3 Alternate Route**

This program is designed for candidates who have the New Jersey Department of Education Preschool through Grade Three Certificate of Eligibility and are required to complete the NJDOE approved 15 credit course of study. The courses focus on developmentally appropriate practices, curriculum and the knowledge, skills and dispositions needed to be an effective early childhood educator. Candidates are observed in their workplace as a requirement of the program. A letter of completion or NJDOE program verification form can be obtained by the candidate upon completion of the courses.

• **Introduction to Teaching-P-3 (24 Hour course offered through the Office of Continuing Education)**

This course provides an overview of the skills needed for teaching preschool and primary grade children. The essential attitudes and dispositions needed to be effective as novice teachers in diverse communities are reviewed. The course's primary intention is to provide a snapshot of teaching. This course incorporates an overview of classroom management, lesson planning, authentic child assessment and an introduction to New Jersey's Core Curriculum Content Standards (P-3). In addition, the course will address concerns related to personal expectations and actualities. As part

of the 24 hours, the program will provide the participant with a "clinical" opportunity through structured observations in a pre-school or primary grade school setting.

DEPARTMENT GOALS

The goals of all of the Early Childhood Education Department programs are as follows:

- To provide both pre-service and in-service P-3 teachers and other education professionals with the skills necessary for meeting and serving the broad diversity of teaching/learning needs in an urban community.
- To enable early childhood educators to develop proficiency in developmentally appropriate curriculum and subject specific content pedagogy across the birth-third grade age span.
- To provide pre-service teachers with the skills necessary for meeting the instructional needs of children with physical, communicative, cognitive, behavioral, and specific learning disabilities
- To familiarize early childhood educators with assessment approaches across the birth-third grade age span.
- To support young children's development and learning by having early childhood educators analyze, collect and use data from instruction to reflect on student outcomes.
- To demonstrate the use of research and technology to support young children's learning and development.
- To demonstrate the importance of supporting families and community involvement.
- To provide opportunities for early childhood educators to model best professional practices in teaching, to assess their own effectiveness and reflect on ways of growing professionally.

The graduate Early Childhood programs are based upon a reflective urban practitioner model that seeks to develop teachers who are effective in current and future urban classrooms and who are adaptable to societal changing demands. The reflective urban practitioner model brings together the dimensions of theory, practice, community resources and reflective practice.

Applicants should be aware that programs may be revised in response to changes in state certification requirements and/or

changes in accrediting agency standards. Substitution of courses should only be done with the approval of one's officially assigned graduate advisor and/or department chairperson. The department should be contacted for the most up-to-date information and requirements.

EARLY CHILDHOOD EDUCATION DEPARTMENT ADMISSION REQUIREMENTS

In addition to meeting the requirements for admission to graduate study at NJCU, admission to all Early Childhood Education Department graduate certification eligibility and degree programs, the following criteria must be met prior to, or concurrent with, placement in the first field experience:

- Minimum 2.75 cumulative undergraduate degree grade point average.
- Liberal arts undergraduate major or minimum number of liberal arts credits as determined by NJDOE;
- Completed the following undergraduate course pre-requisites or equivalents:

Code	Title	Credits
BIO 103	Human Sexual Biology	3
	OR	
BIO 104	The Human Body	3
	OR	
	Passing the NJDOE Physiology And Hygiene test	N/A
INTD 149	Human and Intercultural Relations	3
MATH 205	Problem Solving	3
PSYC 150	Development: Birth through adolescent	3

Master of Arts in Teaching in Early Childhood Education (including P-3 certification eligibility) (36 credits)

Undergraduate pre-requisites must be met prior to or, concurrent with, acceptance into the first field experience. This program includes a 33-credit certification sequence and an additional 3 credits to complete the Master of Arts in Teaching in Early Childhood Education. Prior to placement into the internship, candidates must pass the Early Childhood Content Knowledge Praxis II (0022). Those candidates who successfully complete this program will be eligible for the New Jersey Preschool through grade Three Certificate of Eligibility with Advanced Standing.

P-3 Certification Sequence (33 credits)

Phase I (9 credits)

Code	Title	Credits
ECE 624	Introduction to Urban Early Childhood Special Education	3
ECE 631	Early Childhood Curriculum and Programs	3
ECE 610	Child Study as a Basis for Educational Planning	3

Phase II (9 credits)

Code	Title	Credits
ECE 638	Theory into Practice, Language Acquisition and Meaning Across the Curriculum Pre-K -K (offered Fall only)	3
ECE 604	Building Meaningful Curriculum/Developmentally Appropriate Practices in the Creative Arts and Social Studies (including field experiences)	3
ECE 656	Building Meaningful Curriculum/Developmentally Appropriate Practices in Mathematics and Science (including field experiences)	3

Phase III (7 credits)

Code	Title	Credits
ECE 639	Theory into Practice Language Acquisition and Meaning Across the Primary Grades (offered Spring only)	3
ECE 634	Family, Child and School Interaction	3
ECE 623	Early Childhood Field Experience II	1

NOTE: All candidates must pass the EC Content Knowledge Praxis II (0022) prior to Phase IV

Phase IV (8 credits)

Code	Title	Credits
SPEC 679	Classroom Management/Classroom Behavior and Positive Behavior Support	3
ECE 650	Internship	4
ECE 651	Internship Seminar	1

To complete the M.A.T., teacher candidates must complete the following 3 additional credits:

Code	Title	Credits
ECE 635	Research Seminar in Early Childhood Education (offered Fall only)	3

Total Degree Credits 36

NOTE: Teachers with a Standard certificate in another area who wish to add a P-3 Certificate of Eligibility with Advanced Standing should meet with the Department Chairperson.

***Master of Arts in Teaching in Early Childhood/Special Education
(P-3 and Teacher of Students with Disabilities) (36 credits)***

This degree prepares candidates to teach in inclusive settings for young children with exceptional needs. Candidates must pass the Early Childhood Content Knowledge Praxis II (0022) assessment prior to being accepted for the internship. Candidates who successfully complete this program will be eligible for both the Preschool through Grade Three (P-3) Certificate of Eligibility with Advanced Standing and the Teacher of Students with Disability(TOSD) Endorsement.

Phase I (9 Credits)

Code	Title	Credits
ECE 624	Introduction to Urban Early Childhood Special Education: Establishing a Positive Urban Educational Environment for All Young Children	3
ECE 634	Family, Child, and School Interaction	3
ECE 610	Child Study as a Basis for Educational Planning	3

Phase II (9 Credits)

Code	Title	Credits
SPEC 620	Early Childhood Special Education Curriculum and Program Development I (including Clinical Field Experience)	3
ECE 638	Theory into Practice, Language Acquisition and Meaning Across the Curriculum Pre-K -K	3
SPEC 669	Developing Communication Skills in the Atypical Child	3

Phase III (10 Credits)

Code	Title	Credits
ECE 606	Early Childhood/Special Education Field Experience II, Including Portfolio Development	1
ECE 639	Theory into Practice: Language Acquisition and Constructing Meaning Across the Curriculum Grade 1-3	3
SPEC 656	Curriculum Development for Early Primary Grades: Modifications and Materials for Students with Disabilities	3
ECE 631	Early Childhood Curriculum and Programs	3

NOTE: All candidates must pass the EC Content Knowledge Praxis II (0022) prior to Phase IV

Phase IV (8 Credits)

Code	Title	Credits
SPEC 679	Classroom Management/Classroom Behavior and Positive Behavior Supports	3
ECE 605	Field Internship for Early Childhood/Special Educators	4
ECE 608	Student Teaching Seminar in Early Childhood Education/Special Education	1

Total Degree Credits **36**

NOTE: Teachers with a Standard certificate in another area who wish to add a P-3 Certificate of Eligibility with Advanced Standing should meet with the Department Chairperson.

The Early Childhood Specialized P-3 Alternate Route Program (15 credits)

This program is designed for candidates who have the New Jersey Department of Education Preschool through Grade Three Certificate of Eligibility, and who are required to complete the NJDOE approved 15 credit course of study. The courses focus on developmentally appropriate practices, curriculum and the knowledge, skills and dispositions needed to be an effective early childhood educator. Candidates are observed in their workplace as a requirement of the program. A letter of completion or NJDOE program verification form can be obtained by the candidate upon completion of the courses.

Code	Title	Credits
ECE 610	Child Study as a Basis for Educational Planning	3
ECE 631	Early Childhood Curriculum and Programs	3
LTED 606	Literacy Learning in the Early Childhood Classroom	3
ECE 634	Family, Child and School Interaction	3
ECE 500	Early Childhood Classroom Management	1
ECE 623	Early Childhood Practicum	1
ECE 651	Early Childhood Internship Seminar	1
Total Credits		15

COURSE DESCRIPTION

**No more than three 500-level courses may be counted towards any master's degree.*

***ECE 500 Early Childhood Classroom Management (1)**

This course addresses classroom management in settings that serve children from birth through third grade. Using the Reflective Urban Practitioner Framework, the course content covers establishing a positive social climate, designing appropriate physical environments, establishing classroom rules and routines, and discussing techniques for handling challenging behaviors. As candidates explore the elements of classroom management, they reflect on what they also learned about classroom management in their previous field experiences.

ECE 603 Science and Mathematics in the Early Childhood Classroom (3)

This course explores appropriate scientific and mathematical pedagogy for children pre-K through Third Grade. Candidates study the theory of science and mathematics instructions and observe practical models in early childhood classrooms and other settings. Candidates will demonstrate specific lessons in the University classroom.

ECE 604 Building Meaningful Curriculum/ Developmentally Appropriate Practices in the Creative Arts and Social Studies (3)

In this course candidates learn to design developmentally appropriate lessons in the creative arts and social studies for young children in diverse, urban early childhood settings. Candidates analyze and evaluate lessons based on theories, research, implementation of lessons, and state and national standards. This course includes a 15-hour field experience.

ECE 605 Early Childhood Special Education Student Teaching Internship (4)

This is a full-time, full-semester internship for teacher candidates pursuing P-3 and Teacher of Students with Disabilities certifications. Placements include preprimary and primary urban inclusive settings. Reflective practice is emphasized.

ECE 606 Early Childhood/Special Education Field Experience II, including Portfolio Development (1)

This is a pass/fail field/seminar experience for early childhood special education teacher candidates. A university supervisor visits students in an urban early childhood inclusive field setting. Emphasis is placed on the modification and reframing knowledge and putting theory into practice.

ECE 607 Assessment Strategies for the Primary Grades II: Best Practices in Diverse Urban Environments (3)

Teacher candidates learn to use ongoing assessment for planning programs that respond to the needs, interests, and abilities of all children in diverse, urban classrooms. Teacher candidates learn to use tools to collect information and analyze children's progress. To ensure positive outcomes for children, teacher educators need to manage and analyze data in multiple ways to make informed programmatic decisions.

ECE 608 Student Teaching Seminar in Early Childhood Special Education (1)

Teacher candidates reflect upon what they learned in prior courses, field experiences and what they are experiencing in their internship. Planning, implementing, assessing, and managing the teaching/learning environment are stressed.

ECE 610 Child Study as a Basis for Educational Planning (3)

The course deals with the analysis of children developmentally, psychologically, physically to help the teacher educate the whole child. Readings done by the students as well as situations in their classrooms will serve as the basis for class discussions. Motivation, basic needs, developmental tasks as well as other areas will be considered and related to the school situation and the various age levels involved.

ECE 622 Constructs of Early Childhood Education and Field Experience I (3)

This course is required of those candidates at the graduate level who are seeking certification as elementary teachers and may be taken as an elective for other students in the Master's program. All undergraduate prerequisites for certification must be met prior to or concurrently with this first Field Experience requirement. The focus for this course is the history, philosophies, and theories that underlie early childhood education. Students arrange six one-hour-long observations in appropriate early childhood settings with the approval of the professor. They also conduct six interviews with a young child's community and family members. Discussions and reflections concerning those experiences are the focus of small- and whole-group activities throughout the semester. A paper that integrates the classroom lectures, discussion activities, and interviews of community and family members, with the field

experiences is the culminating project.

ECE 623 Early Childhood

Field Experience II (1)

This course takes place during the entire semester and consists of a once-a-week, all-day focused field experience and seminars. Students are placed in an early childhood/elementary setting, or, if they are employed in an appropriate early childhood/elementary setting, they may use their own classroom as their laboratory. It consists of observations of young children and guided reflection. Students will document interactions with parents which encourage and enhance their involvement in their young child's development and education.

ECE 624 Introduction to Early Childhood/Special Education: Establishing a Positive Urban Educational Environment for All Young Children (3)

Teacher candidates explore the early childhood special education knowledge, skills, and dispositions needed to respond effectively to all young children. Teacher candidates examine and identify developmentally appropriate practices, appropriate physical environments, early childhood special education program models, developmental patterns, disabilities and accommodations, assessment, standards, laws and urban influences.

ECE 626 Writing Development:

Theory into Practice in the Early Childhood Classroom (3)

Theories, research, and practice of the development of writing are examined. The role of parents and teachers, learning environment, assessment and evaluation, and fostering children to become writers are investigated. Teaching writing to children with special needs, integrating writing across the curriculum, writing genres, and the reading/writing connection are explored.

ECE 627 Child Advocacy and the Early Childhood Educator (3)

This course will explore contemporary trends in child welfare policy and current social issues related to early childhood. Students will receive child abuse and neglect training to understand NJ law, and to determine appropriate courses of action required to protect children and help families acquire the services and supports needed in a crisis.

ECE 628 Integrating the Creative, Visual, and Performing Arts across the Curriculum (3)

Integrating art, drama, dance, music, and literature students gain knowledge and techniques that promote the construction and communication of meaning where young children select, manipulate, and combine the spoken, written, visual, auditory, and kinesthetic components (i.e. rhythm, movement, color, oral expression) into appropriate forms to enhance instruction across the curriculum.

ECE 629 Constructing Meaning in the Early Childhood Curriculum: Research to Practice (3)

The focus of this class is to develop and evaluate strategies proven effective in the research to promote the construction of meaning across the disciplines. Assessment, family involvement, and professional responsibility are explored. The integration of technology and children's literature in the curriculum to enhance instruction across the curriculum is examined.

ECE 630 Integrated Curriculum I: Early Childhood Creative Arts and Social Studies (3)

In this course, candidates learn to design developmentally appropriate lessons in the creative arts and social studies for urban early childhood students. Candidates analyze and evaluate practice on the bases of theories, research, and state and national standards. Candidates complete a video portfolio of their own teaching in creative arts and social studies during the fall semester. (*Prerequisites:* ECE 661 Advanced Theories and Research Methods in Child Development II and ECE 660) *Offered Fall only.*

ECE 631 Early Childhood Curriculum and Programs (3)

This course focuses on developmentally appropriate curriculum for all areas of child development through an integrated approach. The physical environment, program organization, teacher roles, early childhood programs and models, parental involvement are studied.

ECE 632 Advanced Early Childhood Curriculum and Programs (3)

This course approaches curriculum from a process approach looking at meaning, problem solving, critical thinking, thinking skills. Various curriculum models are evaluated. Curriculum is related to assessment,

measurement and evaluation measures which are appropriate for use in early childhood classrooms.

ECE 633 Seminar and Practicum in Early Childhood Education (3)

This course combines field experiences in various types of early childhood programs with a seminar approach relating theory and research to practice. It focuses on developing reflective practitioners who become more aware of their own teaching styles in relation to curriculum planning and children's group and individual needs.

ECE 634 Family, Child and School Interaction (3)

Attitudes and involvement of parents and children and teachers are studied to develop specific techniques and materials for expanding the collaborative role of parents in the educational process. Emphasis is placed on conducting parent-teacher conferences, group meetings, child study groups, and workshops with community and human resources, i.e., guidance specialists, pediatricians, nurses and health departments.

ECE 635 Research Seminar in Early Childhood Education (3)

A seminar designed to emphasize the principles of scientific research. The completion of a study demonstrating the candidate's ability to employ sound research techniques in a useful field investigation is the significant requirement to the seminar.

ECE 636 Advanced Theories of Child Development and Learning (3)

This course will include an in-depth/comparative examination of learning theories and implications for practice in early childhood classroom settings.

ECE 637 Research Methods in Early Childhood Education I (3)

This course is designed to emphasize the basic principles of scientific research in early childhood education. This course will provide the basic skills for reading, understanding, and interpreting qualitative and quantitative research. The students in this course will develop a research proposal that will be developed into a research project in Research Methods II.

ECE 638 Theory into Practice: Language Acquisition and Constructing Meaning Across the Curriculum Pre-K-K (3)

The course explores language development and constructing meaning across the curriculum in the Pre-K and kindergarten classrooms primarily through tasks or activities that reflect best practices and strategies proven effective in the research, and are grounded in theory.

ECE 639 Theory into Practice: Language Acquisition and Constructing Meaning Across the Curriculum Primary Grades (3)

This course examines language development and constructing meaning across the curriculum. Theories, best practices and strategies proven effective in the research are incorporated in the planning of instruction in the primary grades.

ECE 640 Families, Communities, and Social World of Children (3)

Early Childhood educators acquire a clear understanding of the families, communities, and social worlds of children and the impact of each entity on schools and in classrooms. Practitioners will use this understanding to create respectful, reciprocal relationships that support, empower, and involve families in their children's development and learning.

ECE 643 Observation, Documentation and Assessment of Young Children (3)

Students will learn formal and informal assessment measures and how to communicate the assessment results to parents. This course will prepare the early childhood educator to conduct ethical, developmentally appropriate assessments. The student will learn to document, analyze, interpret and use the information gained to support daily curricular activities.

ECE 646 Research Methods in Early Childhood Education II (3)

Teacher candidates implement qualitative and/or quantitative research designs, analyze data generated from various designs, and interpret findings resulting from data analysis. A significant requirement of the course is the completion of a research thesis based on a completed and approved research proposal. (*Prerequisites or Co-Requisites:* Research Methods in Early Childhood Education I)

ECE 647 Observing and Understanding Young Children and Families I

This course focuses on observation and other methods of assessments used to study and understand young children in the context of families and society. Emphasis will be on documentation, portfolios, informal and formal evaluations. The candidate will work with the families to develop an appropriate research based performance based assessment for the children. *Offered Fall only.*

ECE 649 Advanced Theories and Research Methods in Child Development I

This course will provide in-depth knowledge and insight to examine families of learning theories. This course will also emphasize the basic principles of scientific research in early childhood education and will provide the basic skills for reading, understanding and interpreting qualitative and quantitative research. *Offered Fall only.*

ECE 650 Internship (5)

Students will observe, participate, and work with children in two supervised student teaching settings. Students will plan for and evaluate instruction. They will plan for and conduct assessment of student learning. Students will assume full responsibilities of the classroom teacher during the course of the semester and will be responsible for both in-class and out-of-class activities normally assigned to teachers.

ECE 651 Internship Seminar (1)

This one-credit course is designed to help the student to analyze and evaluate his/her own student teaching experience and progress. Curriculum concerns of school systems involved are addressed in terms of the teaching experience. Special attention is devoted to methodology unique to developmentally appropriate curriculum using an integrated approach as well as to various subject areas, i.e., learning other languages, science, math, English, social studies, art, music and health. Planning, implementing, assessing and managing unique instructional methods and activities such as field trips, laboratories, workshops and other alternate learning sites are examined.

ECE 656 Building Meaningful Curriculum/Appropriate Practices in Mathematics and Science (3)

This course addresses developmentally appropriate scientific and mathematical pedagogy for young children in Pre-K through

Third Grade. Candidates focus on children's play, projects, and activities as opportunities for curriculum development. Candidates plan, implement and evaluate creative, integrative, and project-based learning experiences. The course includes a 15-hour field experience. (*Course Prerequisite or Co-Requisites:* Completion of Phase I of Master of Arts Teaching Program in Early Childhood Education.)

ECE 660 Observing and Understanding Young Children and Families II (3)

This course will focus on the implementation of appropriate performance based assessments developed with the families in the earlier course. The student will also provide suggestions for creating developmentally appropriate educational planning based on the information from the assessments and an understanding of developmental research and principles. (*Prerequisite:* ECE 647) *Offered Spring only.*

ECE 661 Advanced Theories and Research Methods in Child Development II (3)

This course will continue the advanced study of developmental theories including an in-depth comparative examination of developmental theories, learning theories, research approaches and implications for teachers. Specific focus will be on a critical assessment of theories and research studies related to learning and child development which lead to reforms in educational practice. (*Prerequisite:* ECE 649 Advanced Theories and Research Methods in Child Development I) *Offered Spring only.*

ECE 666 Supervision in Early Childhood (3)

This course devotes attention to the theories of leadership and the concepts of supervision that are applicable in early childhood settings. Opportunities to practice the various and diverse skills associated with effective supervision are provided.

EDUCATIONAL LEADERSHIP AND COUNSELING DEPARTMENT

Dr. Susan Phifer, Co-Chairperson
sphifer@njcu.edu

Dr. Tracey Duncan, Co-Chairperson
tduncan2@njcu.edu

Rossey Building, 5th Floor, Room 536
201-200-3400

http://www.njcu.edu/graduate/academics/grad_leader.asp

The Educational Leadership and Counseling department offers the following programs:

- M.A. in Urban Education with a specialization in Educational Administration and Supervision
- 12-credit sequence leading to a supervisor's certificate
- Post-master's 30-credit Certificate Only Principal and Supervisor (LEAD)
- M.A. in Counseling with two options:
 - School Counselor Certification
 - Clinical Mental Health

Educational Leadership

The Educational Leadership program is accredited by the Teacher Education Accreditation Council (TEAC). The program offers a Master of Arts in Urban Education with a specialization in Educational Administration and Supervision.

The Educational Leadership program is a predominantly online program offering courses in online and blended formats during each term including summer sessions. Blended course will periodically meet in-class throughout the term, while most interaction will be conducted online.

Candidates have three options in educational leadership:

1. Twelve (12) credit program leading to a supervisor's certificate,
2. Thirty-six (36)-credit Master's of Arts in Urban Education in Urban Education degree program leading to certification as a principal and supervisor,
3. Post-Master's 30-credit Certification Only for principal and supervisor program (LEAD).

Applicants and continuing students should be aware that programs may be revised in response to changes in state certification requirements and/or changes in accrediting agency standards. Substitutions of courses can only be done with the approval of the student's officially assigned graduate advisor and/or department chair. Please contact the department for current information and requirements or visit <http://www.njcu.edu/edld/programs/>

meet any additional requirements established by the New Jersey State Department of Education to qualify for licensure as a principal. Candidates also qualify for the supervisor's certificate.

The Master of Arts in Urban Education with a Specialization in Educational Administration and Supervision

The Master of Arts in Urban Education with a specialization in Educational Administration and Supervision is a 36-credit degree program designed for teachers who have at least three years of successful teaching experience and desire to become principals or supervisors. A principal's certificate requires this master's degree, a passing grade on the School Leaders Licensure Assessment and any additional requirements established by the New Jersey State Education Department. Leadership candidates who desire to become a supervisor must hold a standard instructional and/or educational services certificate, have three years of teaching and/or educational services experience under their certificate, a master's degree and have completed the required 12 credits within the Educational Leadership program.

PROGRAM GOALS

The Educational Leadership graduate program goals are:

1. to prepare reflective, caring, and highly skilled educational practitioners to lead urban and other schools;
2. to prepare tomorrow's educational leaders with the necessary knowledge, skills, and disposition to lead changing schools;
3. to be able to work with diverse groups;
4. to integrate ideas to solve a continuous flow of problems in the P-12 setting.

PROGRAM EXIT REQUIREMENTS

In addition to general graduate studies and program requirements outlined in the Graduate Catalog, candidates for the M.A. and LEAD programs must take the School Leaders Licensure Assessment (SLLA) and

Master of Arts in Urban Education with a Specialization in Educational Administration and Supervision (36 credits)

PROGRAM REQUIREMENTS

The Educational Leadership program is a predominantly online program offering courses in online and blended formats during each term, including summer sessions. Blended course will periodically meet in-class throughout the term, while most interaction will be conducted online.

Applicants for admission to this program must meet the requirements for matriculation, which include:

1. Verification of at least three years of successful teaching and/or educational services experience under the appropriate educational services certification.

Documentation required:

- a. Standard instructional or educational services certificate.
 - b. Letter from school district or employer verifying years of employment.
2. Current employment in a school setting.

Documentation required:

Letter from school district or employer verifying employment in a P-12 educational setting.

Phase I (12 credits)		
Code	Title	Credits
EDLD 660	Principles of Supervision and Human Resource Management	3
EDLD 662	Principles of Curriculum Development and Evaluation	3
EDLD 669	Measurement and Supervision of Learning and Teaching	3

Select One Curriculum Elective from the following list:
(No other courses may be substituted.)

Total credits 12

Curriculum Electives

Code	Title	Credits
EDLD 646	Innovations in Curriculum and Educational Leadership	3
EDTC 625	Using Integrated Software Across the Curriculum	3
EDU 607	Techniques of Elementary Curriculum Building	3
EDU 649	Secondary and Middle School Curriculum	3
EDU 692	Urban Curriculum (Offered July Only)	3
ECE 632	Advanced Early Childhood Curriculum and Programs	3
LTED 605	Literacy in Elementary Curriculum	3
LTED 606	Literacy Learning in the Early Childhood Curriculum	3
LTED 641	Reading and the School Curriculum	3

Phase II (18 credits) (Pre-requisites may also apply.)

Code	Title	Credits
EDLD 663	Educational Administration Leadership I – Organizational Leadership	3
EDLD 668	Research in Urban Education, Supervision and Administration	3
EDLD 664	Educational Administration Leadership II – Strategic Leadership and Teaching (Pre-requisite: EDLD 663)	3
EDLD 689	School Law and School Finance	3
EDLD 640	Home, School and Community Relations	3

Select One Administrative Elective from the following list:

Total credits 18

Administrative Electives

Code	Title	Credits
EDLD 665	Personnel, Supervision and Staff Development	3
EDLD 659	Planning and Managing Technology in Schools	3
EDLD 681	School Finance	3
EDLD 685	Foundations of Policy and Political Systems in Urban Schools	3
EDLD 670	School Business Administration and Accounting	3
EDLD 682	School Buildings: Planning Construction and Maintenance	3
EDLD 700	Advanced Seminar: Selected Problems and Issues in Administration, Supervision and Curriculum I	3
EDU 615	Critical Issues in Urban Education	3
EDU 629	Individualizing the Learning Experience	3
EDU 654	The Urban Challenge in Education	3
ECE 666	Supervision in Early Childhood	3
INTD 698	Historical and Sociological Studies in Race, Class and Gender	3
LTED 667	The Administration and Supervision of School Reading Programs	3

Phase III (6 credits)

Code	Title	Credits
*EDLD 690	Internship for Urban School Personnel I (Offered in Fall semester only)	3
*EDLD 693	Internship for Urban School Personnel II (Offered in Spring semester only)	3

Total credits 6

**Requires an application (download from department website) application deadlines apply.*

LEAD - Principal/Supervisor Certification Program (30 credits)

The Educational Leadership program is a predominantly online program offering courses in online and blended formats during each term, including summer sessions. Blended courses will periodically meet in-class throughout the term, while most interaction will be conducted online.

Applicants for to this program must hold a masters degree in Education and submit the following:

1. Application to the LEAD program.
2. Verification of at least five years of successful teaching and/or educational services experience under the appropriate educational services certification.

Documentation required:

- a. Standard instructional or educational services certificate.
 - b. Letter from school district or employer verifying years of employment.
3. Current employment in a school setting.

Documentation required:

Letter from school district or employer verifying employment in a P-12 educational setting.

REQUIRED COURSES (10)

Code	Title	Credits
EDLD 660	Principles of Supervision and Human Resource Management	3
EDLD 662	Principals of Curriculum Development and Evaluation	3
EDLD 669	Measurement & Supervision of Learning and Teaching	3
EDLD 646	Innovations in Curriculum and Educational Leadership	3
EDLD 663	Educational Admin. Leadership I – Organizational Leadership	3
EDLD 664	Educational Admin. Leadership II – Strategic Leadership and Teaching	3
EDLD 689	School Law and Finance	3
EDLD 640	Home, School and Community Relations	3
EDLD 690	Internship for Urban School Personnel I	3
EDLD 693	Internship for Urban School Personnel II	3

NOTE: To obtain certification, candidates must provide evidence of passing the School Leaders Licensure Assessment as defined and required in N.J.A.C. 6A:9-12.3(b).

Program Requirements for Supervisor (P-12) Certification (12 credits)

The Educational Leadership program is a predominantly online program offering courses in online and blended formats during each term including summer sessions. Blended course will periodically meet in-class throughout the term, while most interaction will be conducted online. Based on NJAC 6A:9-12.6, the following are the requirements necessary to obtain certification as a Supervisor:

1. A master's degree in any educational program
2. A standard New Jersey teacher's certificate and/or educational services certificate
3. A minimum of 3 years successful full-time teaching experience under the appropriate teaching certificate, and/or 3 years successful full-time educational services experience and appropriate educational services certificate
4. And the following 4 courses (12 credits):

Code	Title	Credits
EDLD 660	Principles of Supervision and Human Resource Management	3
EDLD 662	Principles of Curriculum Development and Evaluation	3

A second Supervision Elective.

One of the following choices is acceptable at NJCU:

Code	Title	Credits
EDLD 665	Personnel, Supervision and Staff Development	3
EDLD 669	Measurement and Supervision of Learning & Teaching	3
ECE 666	Supervision in Early Childhood	3
LTED 667	Administration & Supervision of School Reading Programs	3

A second Curriculum Elective.

One of the following courses is acceptable at NJCU:

Code	Title	Credits
EDLD 646	Innovations in Curriculum and Educational Leadership	3
EDTC 625	Using Integrated Software Across the Curriculum	3
EDU 607	Techniques of Elementary Curriculum	3
EDU 649	Secondary/Middle School Curriculum	3
EDU 692	Urban Curriculum II	3
ECE 632	Advanced Early Childhood Curriculum	3
LTED 605	Language Arts in the Total Curriculum	3
LTED 606	Literacy Learning Early Childhood Curriculum	3
LTED 641	Reading & the School Curriculum	3
MCC 623	Contemporary Issues in Bilingual Curriculum Development	3

COURSE DESCRIPTIONS

EDUCATIONAL LEADERSHIP

EDLD 601 School Law (3)

This course offers a study of the constitutional and statutory provisions for public education; the legal status of the local school district; the county and state offices; legal responsibilities, rights, and obligations of administrators, teachers, students, and school boards; the legal nature of school operations. There is emphasis on recent legislation and court decisions and their impact on schools. Attention is given to legal aspects of public education in New Jersey and New York.

EDLD 640 Home, School and Community Relations (3)

This course combines an experiential and theoretical approach to human relations training. Attention is centered on the personal development of individuals, focusing on relevant response styles and communication systems. This course focuses on enhancing interpersonal communication skills through the development of an understanding of listening/perceiving and communicating/responding. Significant class time is devoted to experiential models. All students analyze the dynamics of selected human relations training models.

EDLD 643 Educational Leadership through Total Quality Management (3)

Total Quality Management (TQM) is an approach to school governance, organization, and management. Among the basic premises of TQM are management by facts, student centeredness, and continuous quality improvement. The history of TQM is reviewed, and eleven core values of TQM are stressed. The positions of several authorities in the field are studied. Federal, state, and local initiatives are examined. The application to urban schools is made apparent. The necessary personal attitudes, skills, and behaviors for effective TQM leadership and implementation are identified. A plan of action for moving a school district toward TQM is developed. Group participation is stressed.

EDLD 646 Innovations in Curriculum and Educational Leadership (3)

This course offers a survey of innovative curricular, instructional, and organizational movements in public education, K-12.

Identification of significant forces creating educational innovations; principles in identification and analysis and evaluation of innovative practices; and status of change movements in urban schools are examined in detail.

EDLD 659 Planning and Managing Technology in Schools (3)

This course prepares future school leaders in understanding the many uses of educational technology for instruction and institutional management. The course prepares students for participation in planning for the long range use of technology and for making informed choices regarding: hardware, software, network, connections, server strategies, policies for network use, staff and student training, and staffing for support and maintenance.

EDLD 660 Principles of Supervision and Human Resource Management (3)

This course offers an examination of evolving concepts of supervision of instruction combined with opportunities to acquire skills required to function in supervisory roles. Supervisory practices and functions are examined from the perspective of the teacher and supervisor through the use of case study materials and individual observations. The course includes attention to supervision behavior and procedures for encouraging staff development.

EDLD 662 Principles of Curriculum Development and Evaluation (3)

This course offers an overview of the factors, principles, and elements of curriculum development in the elementary and secondary school. Emphasis is on philosophical and psychological influences in education, as well as designing and evaluating curricular patterns for urban schools.

EDLD 663 Educational Administration Leadership I-Organizational Leadership (3)

This is a basic course for school principals, supervisors, and school business administrators providing an overview of the organization, management, and control of urban schools in the context of selected administrative theories and humanistic concerns. Emphasis is given to the structure and the social matrix in which schools operate. Procedures for assessing organizational climate, developing climate leadership, and defining a rationale for climate improvement are examined.

EDLD 664 Educational Administration Leadership II-Strategic Leadership and Teaching (3)

This is a basic course for those who anticipate a career in administration and supervision in schools, community colleges, hospitals, and public agencies. It includes study and analysis of leadership concepts and skills associated with administrative and organizational behavior. Emphasis is given to political and social theories of human behavior in social systems with illustrations from school systems, health institutions, and public agencies. It is management and leadership oriented, focusing on processes for building competencies in communication, decision making, morale and coping constructively with change. Attention is given to effective, scientific, human relations approaches to designing and implementing policies in formal organizations. (*Prerequisite:* EDLD 663 Educational Administration Leadership I-Organizational Leadership)

EDLD 665 Personnel, Supervision and Staff Development (3)

This seminar covers principles of staff supervision and resource development for line and staff supervisors who have responsibility for staff selection and for supervision and evaluation of program and staff. Emphasis is on analysis of a common core of management principles and functions pertaining to personnel administration and supervision in public schools and public sector institutions.

EDLD 668 Research in Urban Education, Supervision and Administration (3)

This is a tools course in the interpretation of research findings in the field of education. The library, measurement, statistics, and technology are examined as primary tools for educational research. Practical experience in applying the findings of research to problems and issues in teaching, learning, supervision, and administration are included.

EDLD 669 Measurement and Supervision of Learning and Teaching (3)

This course offers an examination of the supervisor's responsibility for curriculum development and evaluation and new strategies for working with urban school faculty. Special attention is given to new modes of in-service education for meeting instructional problems encountered in "inner-city" schools.

EDLD 670 School Business**Administration and Accounting (3)**

This course examines the role of the professional school business administrator in the management of the financial and business affairs of a school system. Emphasis is on broad perspectives of educational and business concepts that enable the business administrator to function effectively as a member of the school management team. Significant attention is given to the technical responsibilities of board secretaries and school business administrators (NJ). The accounting publications of the New Jersey State Department of Education are an integral part of the course content. Publications such as: The Chart of Accounts, Directions for Using New Jersey Public School Financial Accounting System, School Accounting Guide, and The Audit Programs, are reviewed in context of field applications.

EDLD 681 School Finance (3)

This course examines the theory and practice of financing public schools in the United States, with special reference to New Jersey's system for financing education. Topics include: analysis of models for state school finance with in-depth exploration of such issues as categorical aid, equalization aid, full state funding, power equalization, capital reserve funds, and financing school building construction. Emphasis is given to the development and administration of program-oriented budgets.

EDLD 682 School Buildings: Planning Construction and Maintenance (3)

This course examines the political, social, fiscal, and technical/professional components for planning and renovating physical facilities for educational use. Attention is given to operating and maintenance costs in the context of declining enrollments and changing educational requirements. Theoretical and practical policies for effective plant utilization, including the withdrawing of school buildings from educational service are reviewed.

EDLD 685 Foundations of Policy and Political Systems in Urban Schools (3)

This course offers an examination and analysis of organizational theory: classical, human relations, and behavioral science with applications to management and supervision in large institutions. Case studies in the external and internal dynamics of urban institutions

focusing on the political, sociological, psychological, and economic realities of institutional decision-making are included.

EDLD 689 School Law and School Finance (3)

Students will gain an understanding of the legal and fiscal framework within which schools must operate. Students will apply knowledge in practical situations, critically analyze school district policies, interpret complex financial data and develop a school budget based on needs assessment and the application of research-based school finance models.

EDLD 690 Internship for Urban School Personnel I (3)

This direct experience in educational supervision and administration is an opportunity for students of advanced standing in programs in administration and supervision to engage in an internship planned cooperatively by the candidate, a practicing school administrator (mentor), and the assigned departmental supervisor. Internships are planned in advance and included a 150 hour school-based internship. In addition to working closely with the sponsoring administrator in the full range of activities of his/her assignment, the candidate is expected to plan and complete a comprehensive project in one of the following areas of administrative and supervisory functioning: curriculum development, curriculum evaluation, instructional improvement, evaluation of instruction, administrative processes and leadership, resource management. This project is planned prior to the beginning of the internship experience. *Department Approval Required.*

EDLD 693 Internship for Urban School Personnel II (3)

A continuation of EDLD 690 Internship for Urban School Personnel I. (*Pre-requisites:* Completion of Internship for Urban School I and approval by the department)

EDLD 700 Advanced Seminar: Selected Problems and Issues in Administration, Supervision and Curriculum I (3)

This seminar is for advanced students in approved programs leading to certification as supervisors or principals and for practicing administrators or supervisors. Topics and issues currently important in administration, supervision, and/or curriculum are examined. Participant involvement in the

selection of topics for study is invited. Case study materials and actual problems of administration and supervision are the subject of analysis. Development of the skills of analysis, decision-making, and leadership are emphasized.

Counseling Program

Dr. Tracey M. Duncan, Co-Chairperson
tduncan2@njcu.edu

Rossey Building, 5th Floor, Room 536
201-200-3400

http://www.njcu.edu/graduate/academics/grad_leader.asp

The Counseling Program offers:

- M.A. in Counseling, Clinical Mental Health Counseling option
- M.A. in Counseling, School Counseling option
- M.A. in Counseling, Counseling Option (Admission closed to new students, effective Spring 2013)

Elective courses for:

Licensed Associate Counselor (LAC), and
Licensed Professional and Counselor (LPC)
Licensed Clinical Alcohol and Drug
Counselor (LCADC)
Substance Awareness Coordinator (SAC)
Director of School Counseling Services
Approved Clinical Supervisor (ACS)
Registered Play Therapist (RPT)

Counseling Program

The Counseling Program prepares exemplary counselors who are caring, reflective and culturally sensitive. As counselors we empower individuals and families to make positive changes in their lives and resolve personal, educational, career, and relationship problems. Our program reflects the goals and needs of a highly diverse, multilingual, community of learners. We are committed to social justice advocacy to remove barriers to education and to promote equity and optimal development for all persons and groups in urban, suburban, and rural settings.

Counseling faculty and students identify with the counseling profession through the American Counseling Association (ACA) and its divisions such as the American School Counselor Association, the Association for Multicultural Development, and the Association for Specialists in Group Work. Qualified students may be invited to Chi Sigma Iota, Counseling Academic and Professional Honor Society International.

For more information about the Counseling Program,

go to <http://www.njcu.edu/edld/counseling/>

For more information about the counseling profession,

go to <http://www.counseling.org>

For more information about school counselors,

go to <http://schoolcounselor.org>

COUNSELING PROGRAM OPTIONS

The Counseling program offers two options:

- The 60-credit Clinical Mental Health Counseling option
- The 48-credit School Counseling option

CACREP STANDARDS

The Counseling Program is preparing for the accreditation process by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Common core courses integrate knowledge (content), skills (practice), and dispositions (personal awareness and development). The Code of Ethics of the American Counseling Association (ACA) and the ACA Multicultural Counseling Competencies and Standards are infused in all courses. Students achieve competencies in eight CACREP core areas:

- Professional Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

Programs may be revised in response to changes in requirements for certification, licensure, or accreditation. Prospective applicants and current graduate students should go to the Department of Educational Leadership and Counseling pages for updated program information.

ADMISSION REQUIREMENTS

In addition to fulfilling the general graduate studies admission requirements in the NJCU graduate catalog, admission and matriculation requirements consist of:

- Graduate Record Examination (GRE) scores, General Test only.

The GRE may be waived if the candidate holds an advanced degree from an accredited institution of higher education in the United States or the evaluated equivalent of foreign academic credentials. Other test waivers may be offered. Applicants should check for the latest test waive policy at the Graduate Studies Home Page:

http://www.njcu.edu/Graduate_Students.aspx

- A baccalaureate degree with a minimum 2.75 cumulative GPA.
- Satisfactory completion of a minimum of six undergraduate or graduate credits in Counseling or Psychology. Additional graduate and/or undergraduate work may be considered necessary for admission or matriculation. In such cases, the student must plan an individual program in consultation with an assigned graduate advisor.
- 500-word essay, reflective of the candidate's personal counseling philosophy and counselor dispositions, including the candidate's future role as a counseling professional in an urban environment.
- 2 Recommendation Forms for Graduate Degree Program completed by two professionals such as professors or supervisors attesting to the candidate's potential for graduate study in Counseling
- Interview
After a review of the candidate's credentials and a successful interview with the Graduate Counseling Committee, the candidate may be recommended either for matriculation or conditional admission. Students must begin degree programs only in the Fall and Spring semesters. Conditionally admitted students must be approved for matriculation in order to continue in the program and enroll beyond 12 credits.

PROGRAM EXIT REQUIREMENTS

In addition to general graduate studies requirements in the graduate catalog, completion of all requirements of the following options with a minimum 3.00 GPA:

- 48-credit School Counseling option,
or
- 60-credit Clinical Mental Health Counseling option,
or
- 48-credit Counseling option (*Closed to new admissions effective Spring 2013*)

***Master of Arts in Counseling,
Clinical Mental Health
Counseling option (60 credits)***

The M.A. in Counseling with an option in Clinical Mental Health Counseling prepares counselors for positions in community mental health and human service agencies, schools, universities, hospitals, government, business, industry, and independent practice, and provides the academic core courses for licensure.

Graduates of the 60-credit option meet the academic eligibility requirements for New Jersey Licensed Associate Counselor and are eligible to take the National Counselor Examination.

PROGRAM LEARNING OUTCOMES

Program graduates will be able to:

- Deliver developmentally and culturally responsive assessment, counseling and consultation services for individuals, families and groups
- Integrate evidence-based, strength-based practices into counseling
- Collaborate with interprofessional community agencies and resources in delivering the continuum of counseling services including prevention, intervention, outreach, and crisis intervention services to children, adolescents and adults
- Respond to individuals, families, and communities affected by disaster, crisis and trauma-causing events
- Assess the needs of diverse clients within the context of multicultural development and wellness across the lifespan
- Demonstrate ethical and professional counseling practice and counselor self-care
- Evaluate counseling practices and programs using current research and technological methods
- Implement prevention and intervention programs to reduce the impact of substance abuse and addictions on individuals, families and the community
- Advocate for programs to meet the mental health, career, and lifestyle needs of all individuals and groups
- Assess, diagnose, and treat individuals with mental health disorders or problems

REQUIRED COURSE SEQUENCE

60-Credit Clinical Mental Health Counseling Option

Phase 1 (27 credits)		
Code	Title	Credits
COUN 601	Orientation to Professional Counseling and Ethics	3
COUN 603	Counseling and Development Across the Lifespan	3
COUN 604	Appraisal and Assessment in Counseling	3
COUN 605	Counseling Theories	3
COUN 606	Research and Program Evaluation	3
COUN 607	Group Process	3
COUN 608	Counseling Skills	3
COUN 609	Differential Diagnosis of Maladaptive Behavior	3
COUN 610	Clinical Mental Health Counseling	3
Phase 2 (21 credits)		
Code	Title	Credits
COUN 629	Multicultural Counseling	3
COUN 632	Family and Couple Counseling	3
COUN 636	Group Counseling Theory and Practice	3
COUN 650	Foundations of Addictions Counseling	3
COUN 663	Career Counseling and Development	3
COUN 686	Case Conceptualization and Treatment Planning in Counseling	3
COUN 690	Practicum in Counseling	3
Phase 3 (12 credits)		
Code	Title	Credits
COUN 694	Internship I in Counseling	3
COUN 695	Internship II in Counseling	3
COUN TBD	Counseling Elective	3
COUN TBD	Counseling Elective	3

New students in the M.A. in Counseling Program are admitted to begin study in the *Fall or Spring semesters only*.

COUN 601 and COUN 607 must be completed within the first nine credits, preferably in the first semester of study, but no later than the second semester.

Students must be matriculated by the completion of 12 credits with a grade of B or higher in all courses.

Master of Arts in Counseling, School Counseling Option (48 credits)

The M.A. in Counseling with an option in School Counseling prepares culturally competent school counselors to work in P-12 schools and provide counseling, consultation, and assessment services to students and families. Professional school counselors work proactively as school leaders, change agents, and advocates for all students. The College of Education programs are approved by the New Jersey Department of Education and accredited by the Teacher Education and Accreditation Council (TEAC). Program graduates are eligible for school counselor certification.

The curriculum provides core courses toward licensure, and additional course electives can be taken to meet licensure or certification requirements for LAC, LPC .

PROGRAM LEARNING OUTCOMES

Program graduates will:

- Deliver developmentally and culturally responsive assessment, counseling, and consultation services to early childhood, elementary, middle and high school students
- Integrate evidence-based and strength-based practices into comprehensive school counseling programs
- Collaborate with multidisciplinary teams to deliver prevention, intervention, collaborative consultation, and crisis intervention services to students and families
- Respond to individuals, families, schools, and communities affected by disaster, crisis and trauma-causing events
- Assess the needs of diverse students within the context of multicultural development and wellness across the lifespan
- Demonstrate ethical and professional counselor skills and counselor self-care
- Evaluate counseling practices and programs using current research and technological methods
- Collaborate with parents and interprofessional community agencies and resources to enhance the academic, personal-social, career development and wellness of students
- Promote systemic change in schools through the counselor's role as a leader and advocate for all students
- Empower students to achieve their educational, lifestyle, and career goals

REQUIRED COURSE SEQUENCE

48-Credit School Counseling Option

Phase 1	(24 credits)	
Code	Title	Credits
COUN 601	Orientation to Professional Counseling and Ethics	3
COUN 603	Counseling and Development Across the Lifespan	3
COUN 604	Appraisal and Assessment in Counseling	3
COUN 605	Counseling Theories	3
COUN 606	Research and Program Evaluation	3
COUN 607	Group Process	3
COUN 608	Counseling Skills	3
COUN 609	Differential Diagnosis of Maladaptive Behavior	3
Phase 2	(15 credits)	
Code	Title	Credits
COUN 616	Counseling, Consultation, Referral, and Resources in Schools	3
COUN 629	Multicultural Counseling	3
COUN 632	Family and Couple Counseling	3
COUN 636	Group Counseling Theory and Practice	3
COUN 663	Career Counseling and Development	3
Phase 3	(9 credits)	
Code	Title	Credits
COUN 690	Practicum in Counseling	3
COUN 694	Internship I in Counseling	3
COUN 695	Internship II in Counseling	3

New students in the MA in Counseling Program are admitted to begin study in the **Fall or Spring semester only**.

COUN 601 and COUN 607 must be completed within the first nine credits, preferably in the first semester of study, but no later than the second semester.

*Students must be matriculated by the completion of 12 credits with a grade of **B or higher in all courses**.*

***Master of Arts in Counseling,
Option in Counseling (48 credits)
(Admission closed to new students,
effective Spring 2013.)***

The 48-credit option in Counseling prepares counselors for positions in community mental health and human service agencies, schools, universities, hospitals, government, business, and industry and provides core academic courses for licensure.

Graduates of the 48-credit option in Counseling meet the core academic eligibility requirements for New Jersey Licensed Associate Counselor and are eligible to take the National Counselor Examination. Graduates may take 12 or more additional credits in a program planned with their advisor to complete the academic requirements for licensure as an LAC or LPC.

PROGRAM LEARNING OUTCOMES

- Deliver developmentally and culturally responsive assessment, counseling and consultation services for individuals, families, and groups
- Integrate evidence-based, strength-based practices into counseling
- Collaborate with interprofessional community agencies and resources in delivering the continuum of counseling services including prevention, intervention, outreach, and crisis intervention services to children, adolescents and adults
- Respond to individuals, families, and communities affected by disaster, crisis and trauma-causing events
- Assess the needs of diverse clients within the context of multicultural development and wellness across the lifespan
- Demonstrate ethical and professional counseling practice and counselor self-care
- Evaluate counseling practices and programs using current research and technological methods
- Implement prevention and intervention programs to reduce the impact of substance abuse and addictions on individuals, families and the community
- Advocate for programs to meet the mental health, career, and lifestyle needs of all individuals and groups
- Assess, diagnose, and treat individuals with mental health disorders or problems

**REQUIRED COURSE SEQUENCE
48-Credit Counseling Option**

Phase 1 (24 credits)		
Code	Title	Credits
COUN 601	Orientation to Professional Counseling and Ethics	3
COUN 603	Counseling and Development Across the Lifespan	3
COUN 604	Appraisal and Assessment in Counseling	3
COUN 605	Counseling Theories	3
COUN 606	Research and Program Evaluation	3
COUN 607	Group Process	3
COUN 608	Counseling Skills	3
COUN 609	Differential Diagnosis of Maladaptive Behavior	3
Phase 2 (15 credits)		
Code	Title	Credits
COUN 629	Multicultural Counseling	3
COUN 632	Family and Couple Counseling	3
COUN 636	Group Counseling Theory and Practice	3
COUN 663	Career Counseling and Development	3
COUN 686	Case Conceptualization and Treatment Planning in Counseling	3
Phase 3 (9 credits)		
Code	Title	Credits
COUN 690	Practicum in Counseling	3
COUN 694	Internship I in Counseling	3
COUN 695	Internship II in Counseling	3

The program option closed to new admissions effective Spring 2013.

COUN 601 and COUN 607 must be completed within the first nine credits, preferably in the first semester of study, but no later than the second semester.

Students conditionally admitted must be matriculated by the completion of 12 credits with a grade of B or higher in all courses.

ELECTIVE COURSES FOR LAC AND LPC

Qualified students may select courses to meet the 60-credit academic requirement for Licensed Associate Counselor (LAC) and Licensed Professional Counselor (LPC). Students must develop a planned program with their advisor and fulfill core course requirements specified in the New Jersey statute and regulations found at <http://www.nj.gov/oag/ca/medical/procounsel.htm>

Code	Title	Credits
COUN 609*	Differential Diagnosis of Maladaptive Behavior	3
COUN 610*	Clinical Mental Health Counseling	3
COUN 631	Psychopharmacology	3
COUN 640	Counseling Children and Adolescents	3
COUN 642	Play Therapy	3
COUN 644	Parent-Child Play Therapy	3
COUN 650*	Foundations of Addictions Counseling	3
COUN 652	Assessment, Treatment, Planning, and Interventions in Addictions Counseling	3
COUN 654	Addictions Counseling: Prevention and Intervention Programs and Resources	3
COUN 658	Addictions Counseling: Family Systems Assessment and Treatment	3
COUN 686*	Case Conceptualization and Treatment Planning in Counseling	3

COUN 691	Advanced Counseling Theory and Techniques	3
COUN 698	Disaster, Trauma, and Crisis Counseling	3
COUN 699	Counseling Supervision	3
COUN 700	Internship III in Counseling	3
COUN 701	Internship IV in Counseling	3

* Required Courses in 60-Credit Clinical Mental Health option

Substance Awareness Coordinator (SAC) Certification Electives

Qualified graduate students and post-master’s candidates may enroll in elective courses below for the SAC and apply directly on their own to the New Jersey Department of Education for endorsement for the Certificate of Eligibility (CE). Students must develop a program plan with their faculty advisor.

Licensed Clinical Alcohol and Drug Counselor (LCADC) Electives

Qualified MA in Counseling students may enroll in elective courses below that partially fulfill the domains required for the LCADC. Students must develop a program plan with their advisor. Students apply directly to the Certification Board of New Jersey. Students must develop a program plan with their faculty advisor.

Substance Awareness Coordinator Certification (SAC) and Licensed Clinical Alcohol and Drug Counselor (LCADC) Course Electives

Code	Title	Credits
COUN 650	Foundations of Addictions Counseling	3
COUN 652	Assessment, Treatment Planning, and Interventions in Addictions Counseling	3
COUN 654	Addictions Counseling: Addictions Prevention & Interventions Programs and Resources	3
COUN 658	Addictions Counseling: Family Systems Assessment & Treatment	3

Director of School Counseling Services Certification

Three elective courses, including COUN 699 Counseling Supervision, are offered to meet the requirements for Director of School Counseling Services Certification. Students apply directly to the NJDOE for the endorsement. Three years of experience as a certified school counselor is required. Students must develop a program plan with their faculty advisor.

Approved Clinical Supervisor (ACS) Certification

Completion of COUN 699 Counseling Supervision meets the three-credit state requirement to supervise LACs and the academic requirement for Approved Clinical Supervisor (ACS) certification by the Center for Credentialing and Education (CCE). Graduates apply directly to the CCE for ACS certification. Students must develop a program plan with their faculty advisor.

Registered Play Therapist Certification

Course electives (TBD), COUN 642 Play Therapy, and COUN 644 Parent-Child Play Therapy meet the academic requirements in part for Registered Play Therapist certification issued by the Association for Play Therapy (APT). Candidates apply directly to the APT for certification. Students must develop a program plan with their faculty advisor.

COURSE DESCRIPTIONS

COUNSELING

COUN 601 Orientation to Professional Counseling and Ethics (3)

This course provides an overview of the history, philosophy, and practice of the counseling profession and is the program foundation course. Counselor roles, organizations, licensure and the ACA Code of Ethics are examined with a focus on developing professional counselor identity and advocacy in diverse environments.

COUN 603 Counseling and Development Across the Lifespan (3)

This course provides an understanding of the development and needs of individuals in multicultural contexts through the lens of the counselor. Theories and concepts of cognitive, personality, and social development from conception through death are examined with an emphasis on wellness and optimal human development.

COUN 604 Appraisal and Assessment in Counseling (3)

This course provides an introduction to using assessment in the counseling process. Students learn to select, administer, score, and interpret assessments and use results in the case conceptualization and treatment planning process. Psychometric and statistical concepts are introduced with attention to ethical, social, and cultural factors in appraisal.

COUN 605 Counseling Theories (3)

This course introduces the major counseling theories with emphasis on comparing and contrasting elements of each theory. Attention is given to applying theory to counseling practice, developing a personal theoretical orientation as a professional counselor, and integrating theory into the treatment of grief and trauma.

COUN 606 Research and Program Evaluation (3)

This course provides a comprehensive study of research methodology and program evaluation in counseling. Students learn to examine research literature, evaluate outcome studies, and design action research to improve counseling and program effectiveness. Ethical and cultural issues in conducting research in counseling settings are addressed.

COUN 607 Group Process (3)

This course focuses on group process to increase students' awareness of themselves and others through active participation in group exercises, interactions, and feedback. Members learn about groups experientially with a focus on attitudes, values, perceptions, and behavioral patterns as a prerequisite to developing skills as a group counselor.

COUN 608 Counseling Skills (3)

This course focuses on the development of effective counseling and interviewing skills and techniques that are essential to the therapeutic relationship. Attention is given to the development of self awareness and the counselor's impact on clients, as well as professional boundaries, ethical issues, and basic crisis intervention skills.

COUN 609 Differential Diagnosis of Maladaptive Behavior (3)

This course examines how psychopathologies affect children, adolescents, and adults focusing on emotional and behavioral disorders; history, etiology, and classification of psychopathologies; developmental, biological, and systems models; risk factors; ethical and legal issues. Emphasis is on the roles of communities, families, and culture and applying concepts to case studies.

COUN 610 Clinical Mental Health Counseling (3)

This course provides an overview of the history and practice of mental health counseling and an examination of prevention, intervention, and referral services in community agencies. Ethical issues regarding managed care, advocacy, public policy, service utilization, and program funding are addressed. Mental health counseling and crisis intervention skills are introduced. (*Prerequisites:* COUN 601, COUN 605, COUN 607, COUN 608)

COUN 616 Counseling, Consultation, Referral, and Resources in Schools (3)

This course provides an overview of counseling, consultation, and referral skills in comprehensive school counseling programs. Developmental, ethical, legal, and cultural issues are addressed with an emphasis on the counselor as a leader, change agent, and advocate in urban schools. Data driven programs, accountability and student outcomes are examined. (*Prerequisites:* COUN 601, COUN 603, COUN 605, COUN 608)

COUN 629 Multicultural Counseling (3)

This course provides experiential and clinical experiences to become multiculturally competent counselors and to understand individuals and families within their unique cultural, historical, and ethnic contexts. Emphasis is on personal development and applications of counseling models and interventions to promote multicultural sensitivity, diversity, equity, and access. (*Prerequisites:* COUN 601, COUN 603, COUN 605, COUN 608)

COUN 631 Psychopharmacology (3)

This is an introductory course in psychopharmacology in counseling. Agents to be covered include antidepressants, anti-psychotics, anxiolytics (anti-anxiety agents), anticonvulsants, stimulants, narcotic analgesics, (opiates), hallucinogens, (psychedelics), sedatives, and alcohol. (*Prerequisites:* COUN 605, COUN 608, COUN 609)

COUN 632 Family and Couple Counseling (3)

This course is an introduction to the history, development, concepts, and practice of family systems therapy. Techniques, family assessment, and intervention are practiced. Special problems of family therapy are examined including feminist and multicultural issues, AIDS counseling, and family therapy with stepfamilies.

COUN 636 Group Counseling Theory and Practice (3)

This course examines the history and development of group counseling theory, practice, and supervision with emphasis on developing group leadership skills needed in mental health and school settings. Clinical, ethical, and cultural dilemmas facing counselors of various counseling groups are explored and processed. (*Prerequisite:* COUN 603, 605, 607, 608)

COUN 640 Counseling Children and Adolescents (3)

This course provides a comprehensive study of the history, theory, and practice of counseling children and adolescents. Individual counseling skills and expressive techniques are emphasized in counseling children with a range of emotional and behavioral problems. Clinical, developmental, ethical, and cultural issues are examined in case studies. (*Prerequisite:* COUN 603, COUN 605, COUN 608, COUN 609)

COUN 642 Play Therapy (3)

This course provides an overview of the history, theory, modalities techniques/skills and applications of play therapy. Students will be provided with an opportunity to develop basic play therapy skills within the context of experiential component. Culturally-sensitive practice as well as ethical and legal issues in play therapy will be also addressed. (*Prerequisite:* COUN 608)

COUN 644 Parent-Child Play Therapy (3)

This course introduces therapeutic modalities that emphasize enhancing parent-child relationships with a focus on Child Parent Relationship Training. Students develop filial therapy and play therapy skills, and learn to work with a child's system to facilitate relational and systemic change. Ethical, cultural, and clinical issues are examined. (*Prerequisite:* COUN 608)

COUN 650 Foundations of Addictions Counseling (3)

The effects of alcohol, other drugs, and addiction on the individual, family and society are presented. Individual, familial, and societal attitudes of addictions, including drinking and drug use are examined. Basic knowledge and attitudes prerequisite to developing competency in the treatment of addiction counseling are emphasized.

COUN 652 Assessment, Treatment Planning, and Interventions in Addictions Counseling (3)

This course surveys the methods, interventions, and treatment paradigms currently employed in the counseling of children, adolescents, and their families with alcohol and/or substance abuse-related problems. A therapeutic skills approach to clinical assessment, treatment planning, counseling strategies implementation and techniques for alcohol/drug affected children and families.

COUN 654 Addictions Counseling: Prevention and Intervention Programs and Resources (3)

This course focuses on developing counseling and coordination skills essential for the delivery of alcohol, tobacco, and drug prevention and early intervention programs. Risk and protective factors, program policies, and practices are examined with emphasis on strategic prevention networks, community norms, parent involvement, social resistance training, and cultural competence.

COUN 658 Addictions Counseling: Family Systems Assessment and Treatment (3)

This course provides a skills approach to clinical assessment, treatment planning, and family counseling strategies for alcohol/drugs and other addictions impacting families and family systems.

COUN 663 Career Counseling and Development (3)

This course provides an overview of career counseling and development across the lifespan. Skills are developed in administering and interpreting career assessments and integrating decision-making programs and technology resources into counseling. Ethical, gender, and cultural issues and the career development needs of urban youth and adults are emphasized. (*Prerequisites:* COUN 601, COUN 603, COUN 605, and COUN 608)

COUN 686 Case Conceptualization and Treatment Planning in Counseling (3)

This course provides advanced study in case conceptualization and evidence-based treatment planning in counseling. Clinical, cultural, systemic, and, ethical issues are examined through case studies. Crisis intervention, trauma treatment, and psychopharmacological interventions are addressed. (*Prerequisites:* COUN 601, COUN 605, COUN 608, COUN 609).

COUN 690 Practicum in Counseling (3)

This course provides a practicum field experience emphasizing counseling skills. The requirement includes 100 hours of direct and indirect services including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and dispositions. (*Prerequisite:* 30 credits, COUN 601, 605, 607, 608, approval of the Practicum Application, and permission of the coordinator is required).

COUN 691 Advanced Counseling Theory and Techniques (3)

This course provides in-depth study of major counseling theories and techniques with emphasis on developing competence in several counseling approaches. Evidence-based practice, the therapist's and client's roles, cultural and ethical issues, and common factors facilitating change are examined and

practiced across various theoretical orientations. (*Prerequisites:* COUN 601, COUN 605, COUN 608)

COUN 694 Internship I in Counseling (3)

Internship I is a 300-hour counseling internship in a counseling setting. The requirement includes 120 direct service and 180 indirect service clock hours including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and performance. (*Prerequisite:* COUN 690 and permission of the Coordinator)

COUN 695 Internship II in Counseling (3)

Internship II is a 300-hour advanced counseling internship in a counseling setting. The requirement includes 120 direct service and 180 indirect service clock hours including video-recorded individual and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and performance. (*Prerequisite:* COUN 694 and permission of the Coordinator)

COUN 698 Disaster, Trauma, and Crisis Counseling (3)

This course focuses on the development of skills for disaster mental health, crisis, and trauma counseling. Practice issues related to posttraumatic stress, combat stress, sudden loss, and the impact of mass disasters on children, families, and the community are examined. (*Prerequisite:* COUN 605, COUN 608, COUN 609)

COUN 699 Counseling Supervision (3)

This course provides intensive study and practice of counseling supervision and prepares advanced students to work as clinical supervisors in mental health and school counseling settings. Emphasis is on applying theoretical models to the supervisee's developmental stage and addressing supervisee dilemmas. (*Prerequisite:* COUN 690)

COUN 700 Internship III in Counseling (3)

Internship III is a field experience reflecting the comprehensive work experience of a professional counselor. Students complete 300 hours of direct and indirect services including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and univer-

sity group supervision provide continuous feedback and evaluation of counseling skills and dispositions. (*Prerequisite:* COUN 695 and Permission of the Coordinator)

COUN 701 Internship IV in Counseling (3)

Internship IV is an advanced field experience reflecting the work experience of a counselor. Students complete 300 hours of direct and indirect services including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and dispositions. (*Prerequisite:* COUN 700 and Permission of the Coordinator)

COUN 703 Independent Study in Counseling (1-3)

This is a specialization and research course in counseling.

EDUCATIONAL TECHNOLOGY DEPARTMENT

Dr. Laura Zieger, Chairperson
lzieger@njcu.edu
201-200-3420

Education and Professional Studies
Building, Rm. 203A

<http://www.njcu.edu/edtech>

The Educational Technology Department offers the following programs:

- Doctor of Education Degree in Educational Technology Leadership
- Master of Arts Degree in Educational Technology
- M.A. in Educational Technology with School Library Media Specialist Certification
- Associate School Library Media Specialist Certification
- Career Education Specialist Certificate
- Distance Learning Specialist Certificate
- Assistive Technology Specialist Certificate

DOCTOR OF EDUCATION IN EDUCATIONAL TECHNOLOGY LEADERSHIP

The Ed.D. in Educational Technology Leadership is designed to develop educational technology leaders and innovators for school systems, teacher education programs, and the private and public sectors. The primary purpose of the Ed.D. program is to develop educational technology leaders whose work is characterized by scholarship, creativity, and innovation. Students in the program will work with technology not only as a tool but also as a catalyst for educational and organizational change.

Today's and tomorrow's educational technology leaders must have the technology skills to maintain a balance between theory and implementation. The doctorate in Educational Technology Leadership meets the students' demands by training scholars in the decision-making process and decision technologies, information strategies and management, and operations research with effective communication through technology.

APPLICATION/ADMISSION REQUIREMENTS

- Official transcripts from all institutions attended.
- Foreign Transcripts - Applicants with academic transcripts from other than U.S. regionally accredited institutions must

have their transcripts evaluated by World Educational Service (WES) or another member of the National Association of Credential Evaluation Services (NACES). Foreign credentials must be evaluated with respect to equivalency to work done at a regionally accredited U.S. institution (course-by-course, equivalent U.S. letter grades, and overall equivalent GPA on a 4.00 scale).

- GPA Requirements: Applicants entering with a graduate degree must have a minimum graduate GPA of 3.25 on a 4.00 scale.
- GRE Scores - Minimum Verbal + Quantitative total of 302 on the new test version (1,100 – old version), and a minimum Analytical Writing section score of 4.5 (new or old versions) are required. **NOTE:** Test scores older than five years are not accepted.
- GMAT Scores - Applicants whose experience has been in the business world have the option to take the GMAT. A minimum Total Score of 650 and a minimum Analytical Writing score of 4.5 are required. **NOTE:** Test scores older than five years are not accepted.
- Essay - A 2,000-word essay describing the applicant's background, past work in the intended field of study, plans for graduate study and professional career, and any other relevant information. Applicants must include a statement of purpose, which will detail the applicant's reasons for applying to the program and suitability for doctoral study.
- Resume - A current resume showing employment history, education history, professional activities, and other significant activities.
- Three Letters of Recommendation - Letters should be written by individuals who can comment from personal knowledge on the applicant's academic or professional qualifications for doctoral study. Wherever possible, letters of recommendation should be submitted from academic sources. However, if the applicant has been out of school for a number of years, professional recommendations may be used. In lieu of letters, applicants may ask qualified individuals to submit the Recommendation Form for Doctoral Degree Programs.
- Interview - An interview will be scheduled with the Educational Technology

Academic Committee. Applicants who do not live in the area may be interviewed via a Skype conference.

- International Applicants – TOEFL minimum Total Score of 79 IBT (Internet Based Test) or an IELTS minimum Total Band Score of 6.0.

POLICIES AND PROCEDURES FOR DOCTORAL STUDENTS

Students are required to follow the policies and procedures outlined in the Handbook for Doctoral Programs, posted on the Academic Affairs Web site at http://web.njcu.edu/dept/academicaffairs/content/doctoral_handbook.asp

DEGREE REQUIREMENTS (90 CREDITS)

The Ed.D. degree requires 90 semester hours beyond the bachelor's degree, and 60 beyond the master's. Of these hours, 48 are required core courses and 12 represent applied research in the form of a traditional dissertation.

PROGRAM REQUIREMENTS

The program requirements include the core requirements, two qualifying examinations, and dissertation credits.

CORE REQUIREMENTS (48 CREDITS)

All courses are completed with rigorous academic research, extensive class participation, student presentations and projects in each course.

SUMMER INSTITUTES (2 CREDITS EACH, 6 TOTAL)

There are three Summer Institutes, each conducted on the NJCU campus, with all doctoral students in residence during the University's Summer II semesters.

The coursework for Summer Institutes I and II will focus on long-range planning, and applicants will meet with their program advisor, professors, dissertation committee, administrators, librarians, and the Advisory Board. It is in the Summer Institute where students will have the opportunity to showcase their projects and plan their dissertation topics. This is especially relevant in Summer III where the candidates begin their dissertation proposal. The capstone of each Summer Institute has the student writing his/her long-range report for the coming year.

QUALIFYING EXPERIENCES (NO CREDITS)

There are two Qualifying Experiences that are part of the program:

Qualifying Experience I, taken on campus during Summer Institute II, consists of five case studies.

Qualifying Experience II, taken on campus during Summer III, consists of an electronic portfolio to be reviewed by the Educational Technology Academic Committee and presentations made.

Each Qualifying Experiences will be graded as either "Pass" or "Fail." Students will have two opportunities to receive a grade of "Pass," and the grade will be entered on the student's transcript. Students who receive two grades of "Fail" will be dismissed from the program.

At this time, each student will have completed 40 credits and the Educational Technology Academic Committee will review each student to determine admission to Doctoral Candidacy.

DISSERTATION (12 CREDITS)

All doctoral candidates are expected to complete an original dissertation, in collaboration with their assigned mentor and dissertation committee, within seven years of their initial coursework.

MATRICULATION AND ENROLLMENT REQUIREMENT

Students are matriculated upon admission to the program and are expected to maintain continuous enrollment until they complete the program. Non-enrollment for three years will result in discontinuation as a graduate student, in accordance with the policy stated earlier in this catalog.

PROGRAM REQUIREMENTS

Curriculum (60 credits)

Year I (20 credits)

Semester	Code	Title	Credits
<i>Summer</i>	EDTC 801	Institute I	2
	EDTC 802	Principals of Educational Technology Leadership	3
	EDTC 803	Data Analysis and Report Writing	3
<i>Fall</i>	EDTC 804	Global Issues in Educational Technology Leadership	3
	EDTC 805	Cross-Discipline Studies in Technology	3
<i>Spring</i>	EDTC 806	Research Methods in Educational Technology Leadership	3
	EDTC 807	Implementation and Evaluation of Technology	3

Year II (20 credits)

Semester	Code	Title	Credits
<i>Summer</i>	EDTC 808	Summer Institute II	2
	EDTC 625	Using Integrated Software across the Curriculum	3
	EDTC 676	Effective Models of E-Learning	3
<i>Fall</i>	EDTC 631	Technology Facilitator: Issues and Challenges	3
	EDTC 809	Assessment and Evaluation	3
<i>Spring</i>	EDTC 677	Methods for Building Online Communities	3
	EDTC 810	Statistics for Educational Research	3

Year III (20 credits)

Semester	Code	Title	Credits
<i>Summer</i>	EDTC 811	Summer Institute III	2
	EDTC 812	Teaching in the Adult Learning Environment	3
	EDTC 678	Developing and Managing Distance Learning Programs	3
<i>Fall</i>	EDTC 901	Dissertation I	6
<i>Spring</i>	EDTC 902	Dissertation II	6

Admission Requirements for Degree Programs

In addition to fulfilling the general graduate admission requirements, a candidate entering the program is required to have a 30-minute interview with the advisor, either in person or on the phone. All candidates in the program must have access to a multimedia work station, as well as e-mail and Internet access.

The Graduate Record Examination or Miller Analogies Test will be waived for any candidate who holds an advanced degree from an accredited institution of higher learning in the United States, or the United States equivalent to an advanced degree from an accredited foreign institution.

Master of Arts in Educational Technology

The Master of Arts Degree in Educational Technology is designed to meet the needs of classroom teachers who want to apply technology to the learning process and/or for individuals wishing to develop leadership skills as site-based technology coordinators. The Master's Degree in Educational Technology is intended to develop a broad range of technological expertise while at the same time focusing clearly on the new way that technology is changing how students and educators create and understand knowledge. Participants in the program will learn the new role of information, not as isolated facts but as building blocks to develop cognitive skills. The program is designed for beginners with little or no background in computing as well as for experienced computer users. As a capstone experience, candidates conduct research and write a thesis.

PROGRAM REQUIREMENTS

Curriculum (36 credits)

I Required Introductory Core (6 credits)

Code	Title	Credits
EDTC 618	Learning Theories, Motivation, and Relationship to Technology	3
EDTC 623	Introduction to Educational Technology	3

II Required Intermediate Core (15 credits)

Code	Title	Credits
EDTC 614	Introduction to Distance Learning	3
EDTC 621	Using the Internet in Education	3
EDTC 625	Using Integrated Software across the Curriculum	3
EDTC 631	Technology Facilitator: Issues and Challenges	3
EDTC 642	Introduction to Authoring Tools	3

III Required Curriculum Core (3 credits)

Choose one from the following courses:

Code	Title	Credits
EDTC 612	Technology in the Math/Science Curriculum	3
EDTC 615	Technology in the Social Studies Curriculum	3
EDTC 616	Technology in the Special Education Curriculum	3
EDTC 624	Technology in the English/Language Arts Curriculum	3
EDTC 626	Technology in the Art/Music Curriculum	3
EDTC 632	Technology and Methods in the ESL Curriculum	3
EDTC 633	Technology and Methods in the World Language Curriculum	3

IV Required Upper-Level Core (9 credits)

Candidates must have completed a minimum of 24 credits in the program, including EDTC 618 and EDTC 631, and be matriculated.

Code	Title	Credits
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
EDTC 622	Research Applications in Educational Technology I (<i>Fall only</i>)	3
EDTC 628	Research Applications in Educational Technology II (<i>Spring only</i>)	3

V Elective (3 credits)

Choose one from the following courses:

Code	Title	Credits
EDTC 610	Comparative Introduction to Computer Languages	3
EDTC 617	Publishing on the Web: Design, Theory, and Applications	3
EDTC 619	Advanced Authoring Tools	3
EDTC 620	Special Topics in Educational Technology	3
EDTC 629	Graphics and Graphic Design in Education	3

Total credits: 36

Associate School Library Media Specialist Certification, and School Library Media Specialist Certification with an M.A. in Educational Technology, with a Specialization in School Library Media

These programs are designed to offer candidates the opportunity to acquire the skills and competencies that will enable them to develop and coordinate school library media services. These programs focus on the improvement of the learning process and instruction through the evaluation, selection, organization, and utilization of print and non-print resources and the technology related to their use. These programs provide growth opportunities for candidates to acquire a broad cultural and intellectual background. Courses are project-based, and candidates leave with projects that are applicable to their particular educational setting.

A transfer candidate holding a New Jersey Associate School Library Media Specialist certificate from another college or university should contact the Department Chairperson.

A candidate with an Associate School Library Media Specialist certificate from another college or university must be matriculated before enrolling in any course leading toward the Master's Degree.

Transfer candidates:

- Must have a 2.75 GPA or higher from the previous accredited college or university
- Must have completed the course(s) within the last 7 years
- Must have received a grade of "B" or higher in each course
- Must have taken the applicable course(s) at the Graduate level

As a condition of matriculation, transfer candidates who hold an out-of-state Associate School Library Media Specialist certification must have their credentials reviewed by Trenton and obtain written verification that they hold the equivalent of New Jersey certification.

PROGRAM REQUIREMENTS

Curriculum (24 credits)

Code	Title	Credits
LTED 618	Pedagogy and Application of Children's Literature in the K-12 Classroom	3
EDTC 621	Using the Internet in Education	3
EDTC 625	Using Integrated Software across the Curriculum	3
EDTC 627	Seminar: Integrating the National Educational Technology Standards into the New Jersey Core Curriculum Contents Standards	3
EDTC 642	Introduction to Authoring Tools	3
EDTC 651	Organization of Library Media Materials	3
EDTC 653	Selection and Acquisition of Print/Non-Print Media	3
EDTC 655	Internship: School Media Centers	3

Total credits: 24

Program Requirements for the School Library Specialist Certification with an M.A. in Educational Technology, with a specialization in School Library Media

PROGRAM REQUIREMENTS

Curriculum (36 credits)

The Associate School Library Media Specialist Certification courses (24 credits) **plus:**

Candidates must be matriculated before they take the four courses listed below.

Code	Title	Credits
EDTC 618	Learning Theories, Motivation, and Relationship to Technology	3
EDTC 631	Technology Facilitator: Issues and Challenges	3
EDTC 661	Administration and Supervision of Library Media Centers	3
EDTC 662	Advanced Field Experience	3

Total credits: 36

In order to qualify for either the Associate School Library Media Specialist certificate and/or the School Library Media Specialist certification, candidates must hold a NJ teaching certificate or must take the three courses listed below, in addition to the Program Requirements listed above:

Code	Title	Credits
EDTC 647	Educational Theory and Curriculum Design for the School Library Media Specialist	3
EDTC 648	Student Learning Development and Behavior Management for the School Library Media Specialist	3
EDTC 649	Teaching Methodologies for the School Library Media Specialist	3

Total credits: 9

Career Education Specialist Certificate

The Career Education Specialist Certificate is designed for educators who place and supervise vocational-technical students. This program provides growth opportunities to assure that candidates acquire a broad theoretical and practical background. These courses are project-based, and candidates leave with applications that can be used in their particular school settings.

The courses in the Career Education Specialist sequence are designed to advance professional skills and intellectual development within the framework of contemporary education and technology. In addition, these five courses, when combined with other State requirements, can be applied to a variety of endorsements: Cooperative Education Coordinator; Cooperative Education Coordinator-Hazardous Occupations; and/or County Apprenticeship Coordinator.

PROGRAM REQUIREMENTS

Curriculum (15 credits)

Code	Title	Credits
COE 602	Instructional Strategies for Work-based Education	3
COE 610	Health and Safety in Career Education	3
COE 612	Industrial and Labor Relations in Career Education	3
COE 630	Administration and Supervision of Vocational-Technical Education	3
COE 660	Career Education for Educators	3

All of the courses in the Career Education Specialist Certificate count towards the Master's Degree in Educational Technology with a Specialization in Career Education.

After completing the Career Education Specialist Certificate, candidates only need to take the seven courses listed below to obtain a Master's Degree in Educational Technology with a Specialization in Career Education.

PROGRAM REQUIREMENTS

Curriculum (36 credits)

The Career Education Specialist Certificate courses (15 credits) plus:

Code	Title	Credits
EDTC 614	Introduction to Distance Learning	3
EDTC 618	Learning Theories, Motivation, and Relationship to Technology	3
EDTC 622	Research Applications in Educational Technology I (<i>Fall only</i>)	3
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
EDTC 628	Research Applications in Educational Technology II (<i>Spring only</i>)	3
EDTC 631	Technology Facilitator: Issues and Challenges	3
EDTC 642	Introduction to Authoring Tools	3

Total credits: 36

Distance Learning Specialist Certificate

The Distance Learning Specialist Certificate program builds knowledge, skills, and leadership in distance/online education and training through a curriculum that covers distance teaching, learning, technology, instructional design, evaluation, learner support, and management.

Candidates will learn how to manage the operational side of distance learning, including: promoting distance learning programs, designing distance instruction, managing distance learning budgets, and employing end-user support methods and training system users.

Candidates have the unique opportunity to learn the content of distance learning through the process of distance learning because the certificate is offered completely online. These credits may be applied toward a Master's Degree in Educational Technology with a Specialization in Distance Learning.

PROGRAM REQUIREMENTS

Curriculum (15 credits)

Code	Title	Credits
EDTC 614	Introduction to Distance Learning	3
EDTC 622	Research Applications in Educational Technology* (<i>Fall only</i>)	3
EDTC 676	Effective Models of E-learning	3
EDTC 677	Methods for Building Online Communities	3
EDTC 678	Developing and Managing Distance Learning Programs	3

**Candidates who have completed EDTC 622 for the Master's in Educational Technology must take EDTC 639 Research Applications in Distance Learning, because the proposal for the Distance Learning Specialist certificate must be specific to the area of distance learning. All of the courses in the Distance Learning Specialist Certificate count towards the Master's Degree in Educational Technology. After completing the Distance Learning Specialist Certificate, candidates only need to take the seven courses listed below to obtain a Master's Degree in Educational Technology with a Specialization in Distance Learning.*

PROGRAM REQUIREMENTS

Curriculum (36 credits)

The Distance Learning Specialist Certificate courses (15 credits) plus:

Code	Title	Credits
EDTC 618	Learning Theories, Motivation, and Relationship to Technology	3
EDTC 621	Using the Internet in Education	3
EDTC 625	Using Integrated Software across the Curriculum	3
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
EDTC 628	Research Applications in Educational Technology II (<i>Spring only</i>)	3
EDTC 642	Introduction to Authoring Tools	3
	Level V Elective	3

Total credits: 36

Assistive Technology Specialist Certificate

This 15-credit certificate is designed to provide training for those who work with persons with disabilities who use assistive technology. This certification has a cross-disability perspective, and each course focuses on persons with cognitive, sensory, and physical disabilities. The program is project-based and the practicum provides a capstone experience.

PROGRAM REQUIREMENTS

Curriculum (15 credits)

Code	Title	Credits
EDTC 671	Introduction to Assistive Technology	3
EDTC 672	Hardware, Software, and Telecommunications Devices for Individuals with Disabilities	3
EDTC 673	Assistive Technology and the Internet	3
EDTC 674	Assistive Technology Assessment and Evaluation	3
EDTC 675	Practicum in Assistive Technology	3

COURSE DESCRIPTIONS

EDTC 610 Comparative Introduction to Computer Languages (3)

This course provides an introduction to programming using relevant educational applications. It is designed to enhance the candidate's knowledge of how computers work, including their capabilities and limitations. It also provides an introduction to computer languages and to scripting using various related software packages. Concentrated hands-on projects are developed.

EDTC 612 Technology in the Math/Science Curriculum (3)

This course focuses on the use of math/science technology to find new ways to provide mathematics and science instruction. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design instructional projects as part of this class.

EDTC 614 Introduction to Distance Learning (3)

This course provides knowledge of distance learning technologies in use today and anticipated for tomorrow. The technologies include telecommunications as the medium for all forms of distance learning, real-time two-way video and audio both over fiber and over ISDN using room systems or desktop computers, forms of asynchronous and synchronous distance learning, and graphical and text-based methods of distance instruction. Candidates learn to enhance distance learning instruc-

tion by using various AV tools. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class.

EDTC 615 Technology in the Social Studies Curriculum (3)

This course explores the use of technology within the social studies curriculum. Candidates are asked to work with a broad range of technology including Internet resources, webquests, CDs, integrated software, and simulations. Also explored is the extent to which technology has brought a diversity of materials leading to changes in styles and content both in teaching and learning. Using existing standards aimed at print materials, candidates are asked to analyze these standards with respect to new technologies.

EDTC 616 Technology in the Special Education Curriculum (3)

This course assists candidates in understanding the roles of technology and contemporary learning theories as they relate to the education of students with disabilities. Assistive technology both from the hardware and software perspectives is examined. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class.

EDTC 617 Publishing on the Web: Design, Theory, and Applications (3)

The Internet is another source for informa-

tion presentation. This course focuses on advanced techniques such as sound, animation beyond GIF animation, movies, forms, interactive web pages, cgi scripts, and Java, as well as the theory of information presentation and design on a web site. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class. (*Prerequisite:* EDTC 621 Using the Internet)

EDTC 618 Learning Theories, Motivation, and Relationship to Technology (3)

The principal theories of human learning are surveyed including behaviorism, cognitive information processing, and constructivism. Additional theories which have been shown to affect learning are examined, including motivational, developmental, biological, sociological, and physiological factors. Special emphasis is given to alternative educational approaches, methods, strategies, and technologies that increase instructional effectiveness.

EDTC 619 Advanced Authoring Tools (3)

This course looks at the rapid development in information presentation using motion to create presentations controlled by a computer. A variety of software packages are used to create movies, animations, and sound tracks to explore a dynamic flow of information. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project and a portfolio as part of this class. (*Prerequisite:* EDTC 642 Introduction to Authoring Tools)

EDTC 620 Special Topics in Educational Technology (3)

This course examines current issues and topics in educational technology. Because the field of educational technology is ever changing, topics vary.

EDTC 621 Using the Internet in Education (3)

This course prepares school library media specialists to use the Internet as an educational resource. Through the creation of a web project, candidates gain insight into using new technologies to create an active learning environment that encourages critical thinking and collaboration. Candidates learn to conduct research on the World Wide Web, correspond using e-mail,

participate in Usenet bulletin boards and LISTSERVE mailing lists, and create web pages. Candidates are introduced to working with graphics, digital sound, and video. The controversial issues of censorship, intellectual property rights, security, source validity, and the impact of multimedia technology on education are studied in the course.

EDTC 622 Research Applications in Educational Technology I (3) (Fall only)

This course provides an in-depth treatment of the research and evaluation process including design, measurement, and statistical analysis. The course emphasizes the interpretation, synthesis, evaluation, and analysis of research in the area of educational technology. During this course, candidates write their proposals for a thesis, which is completed in EDTC 628 Research Applications in Educational Technology II. (*Prerequisite:* A minimum of 24 EDTC graduate credits, including EDTC 618 Learning Theories, Motivation and Relationship to Technology and EDTC 631, Technology Facilitator, and the candidate must be matriculated)

EDTC 623 Introduction to Educational Technology (3)

This course provides background knowledge of basic educational technologies with particular emphasis on the applications of instructional technology in the K-12 curriculum. The technologies included are: microcomputers, input/output devices, storage systems, telecommunications software, productivity tools, CD-ROM, educational software, and information presentation software. Candidates explore the history and direction of instructional technologies, the ethical and social issues, the importance of media literacy, as well as new forms of assignments and assessments with the new technologies.

EDTC 624 Technology in the English/Language Arts Curriculum (3)

This course focuses on creative writing, reading, literacy education, and the new forms of creative expression as they relate to educational technology. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class.

EDTC 625 Using Integrated Software across the Curriculum (3)

An integrated software package is one that combines word processing, data base management, paint, draw, spreadsheet and telecommunications capabilities into one package. The package is the starting point to use as a resource-based curriculum. New types of learning and assignments across the curriculum are explored. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class.

EDTC 626 Technology in the Art/Music Curriculum (3)

This course focuses on the use of graphic design to find new ways of providing art and music instruction. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class.

EDTC 627 Seminar: Integrating the National Educational Technology Standards into the New Jersey Core Curriculum Contents Standards (3)

This course is designed to explore the latest trends and research in curriculum and technology integration and explore how these trends affect schools. In this course, candidates investigate the Technology Facilitation Standards and their integration into the New Jersey Core Curriculum Content Standards. Candidates provide evidence of their knowledge and expertise through the creation of an electronic portfolio.

EDTC 628 Research Applications in Educational Technology II (3) (Spring only)

This course is the capstone of the program. The purpose of this course is to integrate the candidate's program of study into a practical manifestation of educational change and technology innovation. Each candidate, working closely with an advisor, completes the thesis in this course. (*Prerequisite:* EDTC 622 Research Applications in Educational Technology I)

EDTC 629 Graphics and Graphic Design in Education (3)

This course provides a conceptual bridge between language arts and visual arts. It

examines the history, creative strategy, and art of written language and typography, with special emphasis on the technologies of language. During the semester, candidates examine the genesis of the visual form of language, the material constraints on visual form, and its ability to communicate both cultural value and information. Reading, discussions, and hands-on design projects expose candidates to current topics of this changing field. Assignments emphasize the development of an aesthetic "feel" for type and the current philosophic discussions concerning the production of meaning through visual form.

EDTC 631 Technology Facilitator: Issues and Challenges (3)

This course prepares candidates to serve as technology facilitators—professionals who promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for P-12 schools. An analysis of district-wide and school curriculum needs, state agency mandates and federal imperatives as well as personnel roles and services will be conducted.

EDTC 632 Technology and Methods in the ESL Curriculum (3)

This course explores the application of technology and teaching methods within the ESL curriculum. The goal is to develop ESL teachers who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project-based learning activity as part of this class.

EDTC 633 Technology and Methods in the World Languages Curriculum (3)

This course explores the application of research, technology, and teaching methods within the World Languages curriculum. The goal is to develop world languages teachers who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project-based learning activity as part of this class.

EDTC 639 Research Applications in Distance Learning (3)

In this course, candidates focus on educational technology research conducted by teachers around the world and design an online learning experience (course, professional development workshop, or electronic

mentoring experience) for teachers. (*Prerequisites:* EDTC 614, 676, 677, and 678. This course is taken by candidates who completed EDTC 622 for the Master's in Educational Technology)

EDTC 642 Introduction to Authoring Tools (3)

This course will explore a variety of authoring tools. Candidates will conduct a comprehensive survey of authoring tools and create documents applying design elements in order to create an e-book tailored for different learning styles. Candidates will examine the way that hypermedia can be used to improve student achievement in library/multimedia centers by using a variety of media types, including sound, video, and animation. Throughout the course, candidates will reflect upon the capabilities of authoring tools that are available to educational multimedia designers.

EDTC 647 Educational Theory and Curriculum Design for the School Library Media Specialist (3)

This course will provide an overview of the history and philosophy of education as well as the principles and application of curriculum design integration in the P12 classroom. This course provides candidates with the foundation for teaching and learning models both in the classroom and the school library media center.

EDTC 648 Student Learning Development and Behavior Management for the School Library Media Specialist (3)

This course is designed to help candidates understand the various stages of student development and find ways to create positive learning environments for their students. A variety of theoretical perspectives, enhanced with cases taken from actual classrooms, provides candidates with many choices in handling situations that may arise in their libraries.

EDTC 649 Teaching Methodologies for the School Library Media Specialist (3)

This course is designed to prepare School Library Media Specialists for their roles as librarians, curriculum developers, and partners with teachers. The focus of this course is on developing effective teaching methods and the related work of correlating content, standards, and assessment techniques.

EDTC 651 Organization of Library Media Materials (3)

This course provides an examination of the technical processes (acquisitions, cataloging, processing, and circulation) necessary for the access, organization, and maintenance of media materials in the educational media center and a general conceptual foundation for student-centered information services and instruction in educational media centers. It provides access to all types of resources and equipment by identifying, establishing, and using delivery systems to retrieve information in all formats.

EDTC 653 Selection and Acquisition of Print/Non-Print Media (3)

In this course candidates will develop proficiency in the selection, acquisition, and evaluation of print and non-print, technology based materials. This course will include the theory of building a collection, developing selection policies, designing techniques for evaluating materials and collections, and applying a systems approach to media center maintenance and expansion.

EDTC 655 Internship: School Media Centers (3)

The internship is undertaken after all of the other School Library Media courses have been completed. Qualified candidates, with the approval of the department chairperson, must apply one semester in advance for placement in a school library media center. The center will provide a practical experience for the candidate to utilize the principles and techniques acquired in the coursework. (*Prerequisites:* LTED 618 and EDTC 621, 625, 627, 642, 651, and 653. This course is taken as the last course in the sequence.)

EDTC 661 Administration and Supervision of Library Media Centers (3)

This course looks at the management of school library media centers—an analysis of policies and procedures applicable to these centers. The course will develop an understanding of the role, duties, and responsibilities of the professional school library media specialist as well as the role of school library media centers in the educational community. These are examined in light of people, procedures, and media. (*Prerequisites:* EDTC 655 Internship, EDTC 618 Learning Theories, and EDTC 631 Technology Facilitator. This course can be taken as a prerequisite to, or as a co-requisite with,

EDTC 662 Advanced Field Experience. This course cannot be taken after EDTC 662.)

EDTC 662 Advanced Field Experience (3)

Candidates are assigned to work within a school library media center, working under an established administrator in assisting in the managerial and decision-making responsibilities of the position. Through mutual agreement among the candidate, the media center administrator, and the professor, a program of work is designed that integrates the duties and responsibilities of an educational media specialist. A graduate field experience project is required. (*Prerequisites:* EDTC 655 Internship, EDTC 618 Learning Theories, and EDTC 631 Technology Facilitator. This course can be taken as a prerequisite to, or as a co-requisite with, EDTC 661 Administration and Supervision of Library Media Centers. This course cannot be taken before EDTC 661.)

EDTC 671 Introduction to Assistive Technology (3)

This course focuses on how and why assistive technology has become an integral part of the lives of persons with disabilities, especially from the educational standpoint. The history of and the innovations in learning will be examined. Educational terminology and laws such as the ADA and Individuals with Disabilities Act, as well as Individual Educational Plans and the Core Curriculum Content Standards will be connected to the theories and the use of the assistive technology. This course has a cross-disability, project-based focus and candidates leave with projects that can be used in their particular settings.

EDTC 672 Hardware, Software, and Telecommunications Devices for Individuals with Disabilities (3)

This course is designed to examine a range of educational hardware, software, and telecommunications that assist individuals with disabilities in performing functional tasks and achieving increased independence. A focus will be placed upon the evaluation of specific hardware and software and its effectiveness within the continuum of the disability spectrum. This course will address using computers and software to design effective technology solutions using a client-based needs assessment approach. This course has a cross-disability, project-based focus and candidates leave with projects

that can be used in their particular settings. (*Prerequisite or co-requisite:* EDTC 671)

EDTC 673 Assistive Technology and the Internet (3)

This course examines the research, theory, resources, and design issues related to the use of the Internet for persons with disabilities. Candidates will survey current research and theory in the field. In addition, they will evaluate Internet-based programs and resources. Finally, candidates will apply design theory for the creation of Internet-based education material for persons with disabilities and will learn current web development tools. This course has a cross-disability, project-based focus and candidates leave with projects that can be used in their particular settings. (*Prerequisites:* EDTC 671 and 672)

EDTC 674 Assistive Technology Assessment and Evaluation (3)

This course is designed to address the many aspects of assistive technology assessment. Candidates will learn which technologies and strategies to use to improve functioning during specific activities. Physical characteristics such as posture, muscle tone, stamina, and range of motion will be examined as well as gross and fine motor control, method of mobility and visual perception. Candidates will investigate device and software options and appropriateness, develop training plans, and identify funding sources. (*Prerequisites:* EDTC 671, 672 and 673)

EDTC 675 Practicum in Assistive Technology (3)

In this capstone experience, candidates work with a professor in assisting in the development or delivery of assistive technology services. Through mutual agreement among the candidate, an administrator of a program who uses assistive technology, and the University professor, a program of work is designed over a 75-hour period that integrates the duties and responsibilities of an assistive technology specialist. A graduate field experience project is required. Practicum settings may include schools, independent living centers, rehabilitation agencies, resource centers, clinics, hospitals, corporations, and other facilities involved in the delivery of technology services to persons with disabilities. Seminars can be held on- and off-campus. (*Prerequisites:* EDTC 671, 672, 673 and 674)

EDTC 676 Effective Models of E-learning (3)

This course focuses on concepts and strategies necessary to step into a leadership role in the integration and application of technology and distance learning. Topics include strategic planning, leadership styles, institutional change process, designing world-class e-learning, and policy issues in distance learning. (*Prerequisite or co-requisite:* EDTC 614. This course may be taken concurrently with EDTC 677 or 678)

EDTC 677 Methods for Building Online Communities (3)

This course provides a background in theory and practice surrounding online interaction environments. It is concerned with the practical issues of design and use of online tools to support communities. Assignments include weekly readings, design sketches, critiques of existing systems and a final design project. (*Prerequisite or co-requisite:* EDTC 614. This course may be taken concurrently with EDTC 676 or 678)

EDTC 678 Developing and Managing Distance Learning Programs (3)

This course presents the theory and techniques for developing and managing an online program. It focuses on theory and trends in distance learning, with special emphasis on determining ways to provide a high quality of education in a distance environment. (*Prerequisite or co-requisite:* EDTC 614. This course may be taken concurrently with EDTC 676 or 677)

EDTC 801 Summer Institute in Educational Technology Leadership I (2)

This course is the initial intensive summer seminar for incoming doctoral cohort candidates. This is a foundation course which outlines the expectations and practices of the program. It also introduces candidates to the program's mission of preparing effective leaders for an interdependent world.

EDTC 802 Principles of Educational Technology Leadership (3)

This course focuses on concepts and strategies necessary for a leader in a technologically rich learning environment. Topics include strategic planning, leadership styles, institutional change processes, and policy issues in educational technology.

EDTC 803 Data Analysis and Report Writing (3)

This course will focus on the content and the mechanics of effective data analysis and report writing. Candidates will analyze textual and graphical data from many sources, process data in ways that readers can understand, and generate comprehensive academic and business reports.

EDTC 804 Global Issues in Educational Technology Leadership (3)

This course will investigate educational technology through a global perspective. The issues covered will include development strategies, diversity, cultural values, and the systemic role educational technology plays in global economic development. The course will focus on a cross-cultural examination of contemporary academic and workplace skills.

EDTC 805 Cross-Discipline Studies in Technology (3)

The focus of the course is exploration and evaluation of advanced and emergent technologies and the means by which educational and training leaders learn about them and sustain them in a learning environment. This course assists educational and corporate professionals to develop innovative educational and organization practices across disciplines.

EDTC 806 Research Methods in Educational Technology Leadership (3)

With the program's emphasis on the scholarship of teaching and innovative learning experiences, this course is an in-depth treatment of the research process and techniques for planning and designing research projects. Emphasis will be placed on the appropriate choice of methodologies for a variety of problem situations.

EDTC 807 Implementation and Evaluation of Curriculum (3)

This course will provide candidates with a comprehensive understanding of the landscape of implementation and evaluation of educational technology programs. The philosophies, methods, and processes of curriculum design in educational technology will provide the framework for curricular models; resources for decision-making; and evaluation methods for educational and corporate settings.

EDTC 808 Summer Institute in Educational Technology Leadership II (2)

This course is the second five-week intensive summer seminar for Year II doctoral cohort candidates. The course focuses on building the skills, knowledge, understanding and commitment necessary to become effective leaders in a variety of organizational settings.

EDTC 809 Assessment and Evaluation (3)

This course provides an introduction to systematic inquiry using assessment methods to understand, evaluate and solve user and organizational needs. Candidates will integrate their knowledge of research methods with the real-world challenges of conducting and analyzing research in educational and corporate settings.

EDTC 810 Statistics for Educational Research (3)

Candidates will develop competence in applying, synthesizing, and evaluating statistics from sources including dissertation, journals, technical reports, and Web sites. With an emphasis on the scholarship of teaching, candidates will move from basic to context-driven statistics, applying the fundamental concepts and procedures of descriptive and inferential statistics to real-world applications.

EDTC 811 Summer Institute in Educational Technology Leadership III (2)

This course is the third five-week intensive summer seminar for Year III doctoral cohort candidates. Candidates foster their development as scholars and professionals for service by presenting their original scholarly work to a wider audience and provide a professional portfolio with a growth plan for continued learning and renewal.

EDTC 812 Teaching in the Adult Learning Environment (3)

This course will emphasize teaching adult learners in post-secondary learning environments including the workplace and corporate settings. Topics will include: learning theories applied to the adult learner; distinctions of post-secondary learning environments; delivering instruction in non-traditional settings and time frames; and assessing adult learning.

EDTC 901 Dissertation I (6)

With the emphasis on educational technology leadership and the scholarship of

teaching, in Dissertation I candidates will develop and refine their hypothesis, research contemporary related literature, and explain in detail their research method and procedures, as well as design all necessary research, permission, and data collection instruments.

EDTC 902 Dissertation II (6)

In Dissertation II candidates will conduct their research, process the data gathered, draw conclusions, and reflect upon their study.

COE 602 Instructional Strategies for Work-based Education (3)

In this course candidates study the procedures in planning a program, the development of instructional units, preparation of course outlines, and formation of lesson plans in the vocational and technical fields.

COE 610 Health and Safety in Career Education (3)

This course will examine the applicability and implementation of safety and health standards; safety and health program; reporting requirements; securing machines and equipment; storage of flammable and combustible materials; use and disposal of hazardous substances; foundry operations; protection of personnel; and handling of blood and bodily fluids.

COE 612 Industrial and Labor Relations in Career Education (3)

This course will cover the history of industrial and labor relations in the United States and its interrelationship to today's business environment, especially as they relate to career education. In addition, candidates investigate how business systems function and the interactive relationship of labor and management in the United States.

COE 630 Administration and Supervision of Vocational-Technical Education (3)

This course examines the various areas in which an administrator in a vocational technical school system is involved. It emphasizes the duties and responsibilities of superintendents, local directors, principals, supervisors, coordinators, department heads, and others who are responsible for vocational and technical education programs at various educational levels. Aspects such as promotion, development, and operation of programs are examined.

COE 660 Career Education for Educators (3)

This is a course for teachers and counselors to achieve competence in developing career exploration experiences and implementing them in various disciplines. Candidates develop classroom projects and units of instruction for career development.

ELEMENTARY AND SECONDARY EDUCATION DEPARTMENT

Althea Hall, Chairperson
ahall@njcu.edu
201-200-3421

Education and Professional Studies
Building, Rm. 329

<http://www.njcu.edu/else/gradprograms/>

Master of Arts in Teaching (M.A.T.)-Elementary Education and Elementary Education Teacher Certification

This concentration within the Master of Arts in Teaching Program is designed for individuals who have completed a baccalaureate degree in the arts or sciences. Students who complete the certification part of this program will be eligible for Elementary (K-5) Certificate of Eligibility with Advanced Standing endorsement on a New Jersey Instructional License. Successful completion of this program enables individuals to become effective educators by meeting the wider ranging needs of learners with vastly different experiences, language backgrounds, economic statuses, and cultures. The program prepares candidates to incorporate technology into their classroom activities, respond to varied learning styles, and keep pace with education trends and demands.

The Master of Arts in Teaching–Elementary Education Specialization is designed to accommodate full and part-time students. The program requires urban field experiences in which candidates teach lessons to a student or a small group of students. In the final semester, students must be available for full-time student teaching.

ADMISSION REQUIREMENTS

In addition to the general graduate studies admission requirements, applicants must have:

1. Completed required pre-requisite credits in the social and behavioral sciences.
2. A passing score on the PRAXIS test.

NOTE NEW TEST REQUIREMENT AS FOLLOWS:

The Elementary Education Multiple Subjects test (5031) is a new computer-based test that took effect on September 1, 2012. Candidates who passed the earlier test version (0014 – paper, or 5014

– computer), prior to September 1, 2012, will be grandfathered for that test. After September 1, 2012, all candidates must take and pass the new test, 5021.

3 A passing grade on the TOW&R Writing Assessment Exam is required. Before being permitted to enroll in courses beyond Phase I of the program, and ultimately be permitted to enroll in the required Student Teaching Internship, students must first pass the College of Education TOW&R Writing Assessment Exam. The exam is offered periodically throughout the academic year and the summer. For registration and other information about this exam, go online to: <http://web.njcu.edu/programs/writingassessment/Content/default.asp>

MAINTENANCE OF MATRICULATION AND STUDENT TEACHING GPA (CGPA) REQUIREMENTS

Programs leading to eligibility for a teaching certificate require students to maintain a minimum 2.75 cumulative GPA throughout the student's graduate study at the University. Students who do not maintain an average of "B" (3.00) or higher in graduate work may not be permitted to continue in a graduate program.

Check with department for changes. Program is subject to New Jersey Department of Education requirements.

REQUIRED PREREQUISITES:

Behavioral Science Courses or advised equivalent/alternatives

Undergraduate or Graduate courses are acceptable.

Studies in Physiology, Health and Hygiene or Equivalent
Studies in Developmental Psychology
Studies in Intercultural Relations
Demonstration of Computer Literacy

REQUIRED PROFESSIONAL COURSES FOR CERTIFICATION (30 CREDITS)

Recommended Sequence

Code	Title	Credits
EDU 654	The Urban Challenge in Education	3
EDU 628	Learning and Motivation	3
EDU 645	Curriculum and Methods: Elementary Education	3
LTED 605	Literacy in the Elementary Curriculum	3
EDU 691	Curriculum: Integrating Social Studies/World Cultures/Creative Arts	3
EDU 694	Curriculum: Integrating Math/Science/Technology	3
EDU 684	Integrating Curriculum and Instruction: Including Diverse Populations	3
EDU 693	Educational Assessment	3
EDU 500	Classroom Management	1
EDU 655	Student Teaching Internship and Seminar	5

The above courses represent the 30-credit sequence needed for certification. The following additional courses will be needed to complete the full program for the M.A.T. in Elementary Education. The courses are not required for certification only for the M.A.T. degree.

Code	Title	Credits
EDU 621	Research Methods in Education	3
EDU 619	Research Seminar	3

Total Degree Credits: 36

***Master of Arts in Teaching
(M.A.T.) - Secondary
Education and Secondary
Education Teacher Certification***

This concentration within the Master of Arts in Teaching Program is designed for individuals who have completed a baccalaureate degree and who have proven themselves competent in their subject matter. Students who complete the certification part of this program will be eligible for a Certificate of Eligibility with Advanced Standing endorsement on a New Jersey Instructional License in their specific subject area.

The subject areas available for this certification include: English, Mathematics, Biology, Chemistry, Earth Science, Physics, Physical Science, Social Studies, and Spanish. Successful completion of this program enables individuals to become effective educators by meeting the wide-ranging needs of learners with vastly different experiences, language backgrounds, economic statuses, and cultures. The program prepares candidates to incorporate technology into their classroom activities, respond to varied learning styles, and keep pace with education trends and demands.

The Master of Arts in Teaching–Secondary Education Specialization is designed to accommodate full- and part-time students. The program requires urban field experiences in which candidates teach lessons to a student or a small group of students. In the final semester, students must be available for full-time student teaching.

ADMISSION REQUIREMENTS

In addition to the general graduate studies admission requirements, applicants must have:

1. Completed required prerequisite credits in the social and behavioral sciences.
2. Received a passing grade on the Praxis examination for one or more secondary education content areas.
3. Completed a baccalaureate degree with a major in the content area(s) or the thirty credits designated by the State of New Jersey for that content area.
- 4) A passing grade on the TOW&R Writing Assessment Exam is required. Before being permitted to enroll in courses beyond Phase I of the program, and ultimately be permitted to enroll in the required Student Teaching Internship, students must first pass the College of Education TOW&R Writing Assessment Exam.

The exam is offered periodically throughout the academic year and the summer. For registration and other information about this exam, go online to: <http://web.njcu.edu/programs/writingassessment/Content/default.asp>

MAINTENANCE OF MATRICULATION AND STUDENT TEACHING

Cumulative GPA (CGPA) Requirements Programs leading to eligibility for a teaching certificate require students to maintain a minimum 2.75 cumulative GPA throughout the student’s graduate study at the University. Students who do not maintain an average of “B” (3.00) or higher in graduate work may not be permitted to continue in a graduate program.

REQUIRED PREREQUISITES:

Behavioral Science Courses or advised equivalent/alternatives

Undergraduate or Graduate courses are acceptable.

- Studies in Physiology, Health and Hygiene or Equivalent
- Studies in Developmental Psychology
- Studies in Intercultural Relations
- Demonstration of Computer Literacy

REQUIRED COURSES FOR CERTIFICATION (30 CREDITS)

Recommended Sequence		
Code	Title	Credits
EDU 654	The Urban Challenge in Education	3
EDU 628	Learning and Motivation	3
EDU 645	Curriculum and Methods	3
LTED 607	Reading in the Secondary School	3
EDU TBD	Advanced Curriculum and Methods <i>(or advised alternative)</i>	3
EDU TBD	Subject Specific Methods <i>(or advised alternative)</i>	3
EDU 684	Integrating Curriculum and Instruction: Including Diverse Populations	3
EDU 693	Educational Assessment	3
EDU 500	Classroom Management	1
EDU 655	Student Teaching Internship and Seminar	5

The above courses represent the 30-credit sequence needed for certification. The following additional courses will be needed to complete the full program for the M.A.T. in Elementary Education. The courses are not required for certification, only for the M.A.T. degree.

Code	Title	Credits
EDU 621	Research Methods in Education	3
EDU 619	Research Seminar	3

Total Degree Credits **36**

Master of Arts in Urban Education - Teaching and Learning in Urban Schools Specialization (36 credits)

Dr. Lois Weiner, Coordinator
lweiner@njcu.edu
201-200-2432

Department of Elementary and
Secondary Education

Education and Professional Studies
Building, Rm. 329

<http://www.njcu.edu/else/urbaned/>

The M.A. in Urban Education, Teaching and Learning in Urban Schools is designed to offer professional development for teachers who have at least one full year of experience teaching in a K-12 classroom. Candidates select a specialization as part of the professional development series described below, taking three courses in one area. Course work is interdisciplinary and addresses the special challenges that arise in urban teaching. Projects assist candidates to implement culturally-responsive instruction and learn new strategies for classroom management.

Special attention is paid to effects of race, class, language and gender on achievement and to how social, economic and political conditions influence classrooms.

Students who choose to take the optional one-credit course "Demonstrating Knowledge of Teaching in Urban Schools" (EDU 608) will receive a departmental "Certificate of Proficiency" after satisfactory completion of the 15 credits in the "Professional Development Series" below.

PROGRAM REQUIREMENTS

Core Requirements (15 credits)

Code	Title	Credits
EDU 612	Learning Theories for Teachers (<i>or advised alternative</i>)	3
EDU 615	Critical Issues in Urban Education (<i>offered online only</i>)	3
EDU 616	Innovations in Teaching in the Urban Setting I (<i>Fall only</i>)	3
EDU 618	Innovations in Teaching in the Urban Setting II (<i>Spring only; EDU 616 IS NOT a prerequisite</i>)	3
MCC 608	Language, Culture and Communication	3

Professional Development Series Courses (15 credits)

Three courses in a specialization: math, special education, educational technology, literacy, second-language learning, English language arts, visual arts are presently available. Contact program coordinator for specific courses. 9

Code	Title	Credits
EDU 629	Individualizing the Learning Experience (<i>Summer session only</i>)	3
EDU 692	Urban Curriculum (<i>offered only in July, in workshop format</i>)	3

Required Courses (6 credits)

Code	Title	Credits
EDU 630	Doing Teacher-Research (<i>Fall only</i>)	3
EDU 631	Teacher-Research Seminar (<i>Spring only; EDU 630 is a prerequisite</i>)	3

Total Degree Credits: 36

COURSE DESCRIPTIONS

***NOTE:** No more than three 500-level courses can be counted towards a master's degree.

*** EDU 500 Classroom Management (1)**

This course improves and evaluates students' ability to create a learning environment that encourages both individual and group learning and conflict resolution among peers. It provides opportunities to role-play and analyze teaching decisions meant to prevent classroom disruptions, encourage student interest, make positive the experience of diversity in the classroom, and diffuse crises. (**Co-requisites:** EDU 655 Student Teaching Internship and Seminar)

EDU 604 New Approaches in Elementary School Mathematics (3)

This course is designed primarily for in-service elementary school teachers. It stresses the study of modern mathematics: its organization, its underlying psychological and philosophical principles, and the creative teaching techniques important to the teacher of mathematics. Students are exposed to some of the significant research programs currently being undertaken by mathematics educators.

EDU 606 Community Agencies, Organizations and Resources (3)

This course offers a survey of the referral resources available to the counselor and social worker in the northern New Jersey metropolitan area. Public and private agencies, educational, vocational, mental health, and medical resources and their interaction are included. Techniques of contact, referral, and follow up are studied. Students are expected to visit a number of local agencies and work through the referral process in sample cases.

EDU 607 Techniques of Elementary Curriculum Building (3)

This course offers a study of K-8 curriculum projects and school improvement programs. Particular attention is devoted to: activity and inquiry-based curricula, the use of technology and its impact on teaching and learning, and collaborative models for instruction and learning.

EDU 608 Demonstrating Teaching in Schools (1)

Students who complete a Professional Development Series consisting of five (5) 3-credit courses in a specified area of teaching and learning in urban schools may elect to take this course to demonstrate their mastery of the series' focus. Students who complete this capstone course will be awarded a departmental Certificate of Proficiency in the focus of the series.

EDU 611 Adding Excitement to the Teaching of Science: Recent Developments in Elementary School Sciences (3)

This is a hands-on laboratory course that touches upon fourteen science content topics. It is activity and media oriented. This course is for the "science shy" teacher and for those who are comfortable teaching science but want to do it better.

EDU 612 Learning Theories for Teachers (3)

This course, designed for teachers, administrators, and other education professionals, examines modern/contemporary learning and cognitive development theories in conjunction with motivation and instruction theories and their application in the classroom. It provides students, who bring to the course a wealth of experience as learners, teachers, trainers, curriculum planners, and designers of instruction, with many coherent explanatory frameworks within which they may solve teaching and learning problems that are of interest to them. The course enables students to develop a fine-tuned, informed view of learning and to take a stand on the merits and faults of a particular theory, practice or research findings as they might be applied to various instructional problems—in effect a theory of learning may function as an analytical tool with which to reflect on practices.

EDU 615 Critical Issues in Urban Education (3)

Students in EDU 615 gain knowledge and critical understanding of the historical roots of critical issues in urban education, focusing on the systemic characteristics of urban schools and U.S. schooling's meritocratic functions. Readings address the ways that immigration, race, class, and gender relate to academic achievement and how schooling in the U.S. is affected by globalization of the economy. Students complete a field project that examines an issue of equity in

their school setting. (*Prerequisite:* At least two years of full-time teaching experience)

EDU 616 Innovations in Teaching in the Urban Setting I (3)

Readings and classroom projects familiarize practicing teachers with current research about teaching and learning that is relevant to urban schools, with a major focus on classroom management. Readings address the ways that culture and language mediate learning, as well as the effects of race, class, and gender on academic achievement. Web-based activities are integrated into course activities. (EDU 616 is required of students who are in the M.A. in Urban Education, Teaching and Learning in Urban Schools specialization)

EDU 618 Innovations in Teaching in the Urban Setting II (3) (Spring only)

Students learn how to critique their own classroom practice, to promote their continued learning. Readings and class activities help students to apply current research on a variety of topics, including cooperative learning. With guidance from the instructor, students select a topic of interest to investigate and use recent scholarship to the performance of students who are not achieving to their potential. Web-based activities are integrated into course activities. (EDU 618 is *required* of students who are in the M.A. in Urban Education, Teaching and Learning in Urban Schools specialization.)

EDU 619 Research Seminar (3)

The purpose of this course is to enable students to use the knowledge acquired in the prerequisite research course to design and carry out their own research investigation on an approved topic of professional interest. (*Prerequisite:* EDU 621 Research Methods in Education)

EDU 621 Research Methods in Education (3)

This course introduces students to the nature of educational research and provides essential information and research methods needed to understand the research process. The emphasis throughout is to show students how to set up a research study on a question of interest and importance. Students identify a research question and conduct a literature review.

EDU 628 Learning and Motivation (3)

This course focuses on theories of learn-

ing and cognitive development. It offers the best available knowledge on the classic and contemporary theories, principles, and concepts about learning-how it occurs, why it may fail, and how it can succeed. Self-regulation and the most effective means of motivating learning are emphasized. Students apply this knowledge through role-playing classroom scenarios, case study analyses, and problem-based learning. An understanding of the learner's culture, abilities, learning style, and individual needs is applied to urban classroom scenarios as a means of developing a healthy learning environment.

EDU 629 Individualizing the Learning Experience (3) (Summer only)

Students explore theoretical principles of learning and their application in the practice of leadership. The focus of the course is on developing a climate that supports individualized instruction for pupils in a multicultural community who exhibit widely divergent educational abilities and values.

EDU 630 Doing Teacher Research (3) (Fall only)

EDU 630 is required of candidates completing the MA in Urban Education – Teaching and Learning in Urban Schools Specialization and a prerequisite for Teacher-Research Seminar. Using the paradigm of teacher-research, classroom teachers learn principles of planning, conducting, and assessing educational research, carrying out a small-scale study as they learn. Both qualitative and quantitative methodologies are explained, preparing students to complete the culminating research project in EDU 631. *Given in fall term only.*

EDU 631 Teacher-Research Seminar (3) (Spring only)

Required of candidates completing the MA in Urban Education–Teaching and Learning in Urban Schools Specialization. With support and direction, teachers work independently to design a teacher-research project on their classrooms, implement the study, and evaluate the results. Students apply the knowledge and skills acquired in the pre-requisite research methods course (EDU 630 or an approved alternative) using concepts and skills associated with the teacher-research paradigm. To complement their research projects, students complete either an annotated bibliography or a tradi-

tional literature review. *Given in spring term only.*

EDU 645 Curriculum and Methods: Elementary Education (3)

This course focuses on organization and presentation of subject matter including instructional planning, teaching methods, curriculum development, evaluation, selection of instructional materials, and the appropriate use of textbooks and teacher's guides. The course familiarizes students with national and New Jersey Core Curriculum Content Standards (e.g., visual and performing arts, health education, and physical education). Students have an opportunity to experience and to express themselves through the arts by designing and implementing learning environments and curricula that support self-expression and foster creativity. Unit plans, lesson plans, and materials for classroom use are developed integrating subject areas across disciplines by use of thematic units, group activities, etc.

EDU 647 Simulation and Learning in Education (3)

This course is designed to acquaint the classroom teacher with the topic of simulation and gaming as related specifically to critical thinking, values clarification, attitude formation, and attitude change. It stresses mathematical and nonmathematical, computerized and non-computerized gaming techniques. Included are an examination of the basic elements of simulation and gaming processes and an analysis of some commercially available simulations. Research related to simulation as an effective method for handling emotionally charged, controversial, and planning issues is examined. A considerable amount of time is devoted to the construction of simulations and games for the classroom.

EDU 649 Secondary and Middle School Curriculum (3)

This course offers a survey of the status and trends of the curricula in American middle and secondary schools. After a consideration of the foundations of the curriculum, the course investigates the differing roles and purposes of middle and secondary schools and how their curricula carry out these roles and purposes. Students consider the place of the various disciplines in the curricula including: vocational occupational, and career education, physical education, guidance,

the extra curriculum, curriculum design and organization, learning in the community programs, and alternative programs. Emphasis is on the curriculum as it relates to the problems and future development of urban schools.

EDU 653 Introduction to the Use of Microcomputers in the Classroom: A Course for Elementary and Secondary School Teachers (3)

The use of microcomputers is explored and developed by training each participant to program the computer using BASIC language. The instructor assists each student in successfully creating a computer program applicable to his/her special interests. Information is presented on commercial software and on the selection of microcomputer hardware.

EDU 654 The Urban Challenge in Education (3)

This course focuses on the bureaucratic/social structure of urban public education. It provides the opportunity for students to examine the manner in which urban issues affecting education (e.g., intercultural relations, crime, poverty) are researched and responded to by way of policies, legislation procedures, and work with communities (e.g., parents, parent groups, social service agencies). The course includes twelve hours of students observing teachers in their urban classrooms.

EDU 655 Student Teaching Internship and Seminar (5)

A full-semester field experience in an urban school with reputable programs, the internship assigns students to work with a co-operating teacher certified in their field of specialization. Students observe and tutor, and then teach the class under the supervision of the cooperating teacher. They assume the full responsibilities of a classroom teacher during the course of the semester and are responsible for in-class and out-of-class activities normally assigned to teachers. In the weekly seminar portion of this course, students share, analyze, and plan improvements for their student teaching experiences. (*Co-requisite:* EDU 500 Classroom Management)

EDU 684 Integrating Curriculum and Instruction: Including Diverse Populations (3)

This course focuses on teaching diverse

populations (e.g. special education students, Section 504 students, ESL students) in inclusive elementary school settings. Students are familiarized with the characteristics and educational needs of diverse students, federal and state legislation and litigation, modification of curriculum methods, materials assessment, classroom behavior, and the classroom environment for individuals with special needs. Home, school, and community relationships are examined. The course addresses the knowledge base and the interpersonal skills necessary for collaboration among general educators, special educators, staff members and parents. Students apply their knowledge of learning and technology to design, manage, and facilitate a student-centered, multidimensional learning environment. Software products and Internet resources are included as teaching tools.

EDU 691 Curriculum: Integrating Social Studies/World Cultures/ Creative Arts (3)

This course familiarizes students with national and state content standards for social studies, world cultures, and literacy. Students create unit and lesson plans for several elementary grade levels and design materials for the classroom. Students experiment with integrating subjects across disciplines using thematic units, group activities, the worldwide web, etc. There is a focus on integrating literacy instruction and content areas in the upper grades of elementary school. Special attention is given to teaching learning strategies (e.g., KWL, question-answer relationships, concept mapping, and guided writing procedures). Software products and Internet resources are included as teaching tools.

EDU 692 Urban Curriculum (3) (July only)

Classroom teachers learn to develop, implement, and assess curricula that will address the needs of a culturally diverse student body, especially within an urban school context. Participants integrate and apply relevant research about culturally responsive instruction to their classrooms. Special attention is paid to the ways that gender, class, and race may mediate learning, as well as to what researchers refer to as the "nested contexts" of academic achievement, including the student's family and peer influences, as well as the socio-political milieu. Demands of new state and national

requirements for curriculum and assessment are addressed, as well as use of the internet in teaching and learning.

EDU 693 Educational Assessment (3)

This course provides an overview of the multidimensional nature of measurement and evaluation in education. It focuses on the construction and implementation of various tools for formal and informal assessment. Students develop their questioning techniques, tests, and other forms of content assessment. The consequences of poor assessment are identified along with strategies for obtaining valid and reliable assessment for sound classroom decision making. Included are standardized tests used in K-12 settings (e.g., ESPA, GEPA, HSPT and SAT), research on testing, the use of test results in decision-making/ teaching goals, and communication of results to stakeholders.

EDU 694 Curriculum: Integrating Math/Science/Technology (3)

This course familiarizes students with national and state content standards for science (e.g., the use of the scientific inquiry process by children and their understanding of the laws of nature) and math (e.g., the development of skill in numeric operations and reasoning ability in children). Students develop ability to make effective use of content knowledge in teaching the sciences, mathematics and computer utilization by creating unit plans and lesson plans for several elementary grade levels. Classroom methods and materials are designed and modified to suit children with special needs. Students integrate the teaching of math and science through the study of culturally different numeration systems, writing assignments, database management tools, technology-based strategies, library research, group presentation, and project-based explorations.

EDU 2655 Student Teaching Internship and Seminar (1)

Full semester field experience in an urban school with reputable programs, the internship assigns students to work with a co-operating teacher certified in their field of specialization. **NOTE:** This course is for students in the World Languages(Spanish) programs only.

LITERACY EDUCATION DEPARTMENT

Dr. Fran Levin, Department Co-chair
flevin@njcu.edu

Dr. Mary McGriff, Department Co-chair
mmcgriff@njcu.edu

Department Phone: 201-200-3521
Chairperson Phone: 201-200-3351
E-mail: lit_ed@njcu.edu

Educational and Professional
Studies Building, Rm. 345

http://www.njcu.edu/graduate/academics/grad_literacy.asp

Master of Arts—Reading Specialist and Reading Specialist Certification

A program consisting of 39 credits described below and a comprehensive exam; or 36 credits and a thesis. This course of study leads to certification as a reading specialist. The program is state-approved and nationally recognized by the International Reading Association (IRA) and is approved by the Teacher Education Accreditation Council (TEAC). Reading specialists may work in classrooms or clinics. They may serve as coaches and provide in-service training, coordinate instructional programs, diagnose causes of reading problems, create intervention plans, and develop curriculum and materials. They focus on all aspects of literacy: reading, writing, listening, speaking, and viewing.

Candidates for this program must produce graduate course work in three of the following six areas (some seminars may satisfy an area):

- children's or adolescent literature
- linguistics
- measurement
- psychology
- organization of reading programs
- supervision

NOTE: Prospective applicants are advised to contact the department immediately as an initial personal interview is required. Also at this interview, the applicant will be given a descriptive document of all requirements throughout the entire program. A minimum GPA of 2.75 is required for program admission, while a 3.00 GPA must be maintained for graduation. For certification eligibility, there is also a requirement of two years of teaching experience.

PROGRAM REQUIREMENTS

Required Courses (27 credits):

Code	Title	Credits
LTED 606	Literacy Learning in the Early Childhood Classroom	3
LTED 607	Reading in the Secondary School	3
LTED 612	Research in Reading	3
LTED 637	Nature of Reading*	3
LTED 641	Reading and the School Curriculum*	3
LTED 643	Practicum in Reading	3
LTED 646	Diagnostic Procedures in Reading I	3
LTED 648	Solving Reading Problems at the Elementary Level	3
LTED 667	The Administration and Supervision of School Reading Programs	3

* Both courses are introductory foundation courses and are to be taken at the onset of program studies.

READING ELECTIVES:

Children's Literature (Choose 3 credits)

LTED 618	Pedagogy and Application of Children's Literature in the K-12 Classroom	3
LTED 619	Pedagogy of Children's Literature, to Teach Content Areas to Emergent Readers, PreK-3	3

Technology (Choose 3 credits)

LTED 601	Reading and Multi Media	3
LTED 621	Microcomputers and Reading Instruction	3
EDTC 624	Technology in the English/Language Arts Curriculum	3

Literacy Instruction (Choose 3 credits)

LTED 602	Reading Disabilities Remediation	3
LTED 605	Literacy in the Elementary Curriculum	3
LTED 609	Literacy Strategies for the Early Childhood Classroom	3
LTED 610	Literacy in the Middle School	3
LTED 611	Reading Research (Thesis Option)	3
LTED 613	Advanced Research in Reading (for thesis students only)	3
LTED 614	Pedagogical Aspects of Teaching Writing in the K-12 Classroom	3
LTED 616	Reading and Language for the Gifted	3
LTED 635	Effective Literacy Strategies for English Language Learners	3
LTED 642	Seminar in Reading: Selected Topics	3
LTED 647	Diagnosis and Treatment II	3
LTED 651	Language Development, Reading and Linguistics	3

Basic Professional Education or General Education

Students are to select one course from the following areas:

- Supervision
- Special Education
- Early Childhood (P-3 grades)
- Psychology

Master of Arts in Elementary School Reading

A program consisting of 39 credits, described below, and a comprehensive exam; or, 36 credits and a thesis.

PROGRAM REQUIREMENTS

Code	Title	Credits
LTED 603	Solving Reading Problems of the Urban Learner	3
OR		
LTED 648	Solving Reading Problems at the Elementary Level	3
LTED 605	Literacy in the Elementary Curriculum	3
LTED 637	Nature of Reading	3
LTED 641	Reading and the School Curriculum	3

Basic professional courses* 3-6

**courses in special education and supervision strongly recommended*

Select 18-21 credits from the following:

Code	Title	Credits
LTED 601	Reading and Multi Media	3
LTED 602	Reading Disabilities Remediation	3
LTED 610	Literacy in the Middle School	3
LTED 611	Reading Research (Thesis Option)	1-3
LTED 612	Research in Reading	3
LTED 614	Pedagogical Aspects of Teaching Writing in the K-12 Classroom	3
LTED 619	Pedagogy of Children's Literature to Teach Content Areas to Emergent Readers, PreK-3	3
LTED 642	Seminar in Reading: Selected Topics (may take more than once-diff. topics)	3
LTED 643	Practicum in Reading	3
LTED 646	Diagnostic Procedures in Reading I	3

Master of Arts in Secondary School Reading

A program consisting of 39 credits described below and a comprehensive exam; or 36 credits and a thesis.

PROGRAM REQUIREMENTS

Code	Title	Credits
LTED 603	Solving Reading Problems of the Urban Learner	3
OR		
LTED 650	Solving Reading Problems in the Secondary School	3
LTED 605	Literacy in the Elementary Curriculum	3
LTED 607	Reading in the Secondary School	3
LTED 637	Nature of Reading	3
LTED 641	Reading and the School Curriculum	3

Restricted electives (select 15-18 credits from the following)

Code	Title	Credits
LTED 604	Whole Language: Getting Started, Moving Forward	3
LTED 611	Reading Research (Thesis Option)	1-3
LTED 612	Research in Reading	3
LTED 616	Reading and Language for the Gifted	3
LTED 643	Practicum in Reading: Selected Topics	3
LTED 646	Diagnostic Procedures in Reading I	3
AND		
Other reading courses		

COURSE DESCRIPTIONS

LTED 601 Reading and Multi Media (3)

This course offers an explanation and exploration of the history and continuing development of technology in the field of reading. Emphasis is placed on computer, multimedia, multi-sensory, and multilevel strategies. Students are led to establish criteria for selection and evaluation of such programs.

LTED 602 Reading Disabilities Remediation (3)

This course is designed for the growing number of school districts in New Jersey, especially urban and special needs districts, which have adopted an "inclusion" approach, or utilize early reading intervention systems and intensive remediation systems. The course, by utilizing current research findings, proven techniques of classroom instructional strategies, and methods and materials, and by demonstrating the latest classroom technologies, trains the classroom teacher to become more effective in the daily approaches to literacy institution.

LTED 603 Solving Reading Problems of the Urban Learner (3)

This course is designed for the elementary and secondary teacher in an urban setting who encounters significant numbers of remedial and bilingual situations. Selected interrelationships between cultural, social, and psychological characteristics and the reading/ language arts process are analyzed. Special emphasis is placed on diagnosis, treatment, methods, and materials needed for positive classroom practices. Current research, demonstrating that specific methods and materials available today seem to have greater chances for increasing learning than those of the past, are explored.

LTED 605 Literacy in the Elementary Curriculum (3)

This course integrates theory, research, and curriculum within the language arts and across the total curriculum. Emphasis is on interrelating language arts as a creative, constructive act; understanding current methods, approaches, materials and national trends; and implementing procedures for developing, evaluating, and interpreting the natural and developmental relationships that exist between and among listening, oral communication, reading, written communication, literature, and relevant cognitive

and affective components as they relate to urban settings.

LTED 606 Literacy Learning in the Early Childhood Classroom (3)

The purpose of this course is to examine and apply appropriate practices that shape early childhood literacy development and instruction. Planning curriculum, designing physical environment, and organizing and evaluating instruction are addressed using methods and materials based on research and educational theory. The physical, social, emotional, and cognitive development of children is considered, as are family literacy, language acquisition and development, phonemic awareness, and other relevant factors.

LTED 607 Reading in the Secondary School (3)

This course is designed to provide information on such topics as: goals and objectives of effective secondary reading programs; utilizing research findings for effective classroom instruction, methods and materials of instruction and assessment, reading across the curriculum, incorporating technology into the reading program, and facilitating staff development in literacy at the secondary level.

LTED 609 Literacy Strategies for the Early Childhood Classroom (3)

This course is part of the process of developing an early childhood professional who is a reflective practitioner in an urban environment. The focus of this course is on examining the theories and practices that shape early childhood literacy development and instruction. Topics include language development, emergent literacy, family literacy and its relationship to children, and family and school working together. Strategies will be addressed for developing concepts about print, phonemic awareness, acquisition of word meaning, comprehension, and connecting reading and writing.

LTED 610 Literacy in the Middle School (3)

This course provides an in-depth analysis of literacy processes; teaching strategies; curriculum design; materials, including adolescent literature; and assessment procedures associated with middle school literacy development today. The critical reading, writing, listening, and speaking skills required of adolescents in grades four through eight are thoroughly analyzed. Students explore the crucial primary grades and the high school years.

LTED 611 Reading Research (1-3)

This course is an independently arranged course for students who are involved in out-of-classroom research activities. Students apply basic research procedures and techniques toward resolving a research question or establishing goals for and developing a creative project. Typically, students are involved in scholarly activities such as library research, ethnographic and experimental data collection, or formal scholarly writing that usually culminates in a thesis, publishable creative project, or a fundable grant proposal. Students are supervised by a research supervisor in cooperation with the student's advisor and the departmental chair.

LTED 612 Research in Reading (3)

In this course, students become aware of their roles as teacher-researchers by engaging in active inquiry within the context of their own classrooms. They become familiar with both seminal and current literacy research and the methods of classroom inquiry. Special emphasis is placed upon the development of a classroom mini research project or a thesis proposal during which students examine the teaching and learning processes regarding literacy within their own classrooms.

LTED 613 Advanced Research in Reading (3)

This is an applied research course for advanced graduate students who want to apply appropriate research design and statistical procedures to a variety of research situations. (*Prerequisite:* LTED 612 Research in Reading)

LTED 614 Pedagogical Aspects of Teaching Writing in the K-12 Classroom (3)

In this course, students will evaluate and discuss the nature of the writing process. They will discover ways to create a classroom environment conducive to writing. They will be able to develop activities that aid students in the writing process as well as different activities that motivate students to write.

LTED 616 Reading and Language for the Gifted (3)

This course provides a wide range of topics relevant to the creative reading and language of gifted and creative students in an urban setting. Emphasis is placed on practical suggestions and procedures for classroom application; reading and language instructional needs and problems; organizational patterns and curriculum design; and teach-

ing strategies and procedures as they relate to reading and language for the gifted and creative in an urban setting.

LTED 618 Pedagogy and Application of Children's Literature in the K-12 Classroom (3)

Students will examine, evaluate, and discuss the various genres of children's and adolescent's literature. Students will explore strategies for using literature across the curriculum and engage students in selecting and reading quality literature. Students will investigate the possibilities and benefits of using technology-based literature resources and methods.

LTED 619 Pedagogy of Children's Literature to Teach Content Areas to Emergent Readers, PreK-3 (3)

Students will discover strategies for using children's literature in the content areas in the early childhood curriculum. Students will engage in selecting and reading quality children's literature while developing activities that integrate language arts, math, science and social studies. They will also examine the possibilities and benefits using technology-based literature resources and methods while designing age/developmentally appropriate activities for the child, ages 3-8.

LTED 621 Microcomputers and Reading Instruction (3)

This course examines the appropriate ways with which to interface the learner and literacy experiences via use of technology including the microcomputer and other state-of-the-art media devices and techniques, including CD ROM and video disk. This is an applications course and requires no prior programming experience.

LTED 635 Effective Literacy Teaching for English Language Learners (3)

This course will give careful examination to the research, skills, methods, and materials that teachers of second-language students will need to be familiar with in today's classroom. Strategies that have been proven successful with second-language students and their families will be analyzed in depth.

LTED 637 Nature of Reading (3)

In this course, a broad inquiry is made into the nature of the reading process and the individual differences of learners. Various theoretical perspectives on the reading

process and on factors that influence reading achievement are examined. Students also learn how these specific perspectives impact on teachers' concepts of emergent literacy/ readiness, choices of instructional goals, methodologies, selection of materials, determinants of reading development and success, and forms and goals of assessment.

LTED 641 Reading and the School Curriculum (3)

This course provides a study of current instructional programs in reading, their inherent theories and practices, and the ways in which they function within and across the curriculum. Emphasis is placed on strategies for selecting, implementing, and evaluating programs for schools, classrooms, and other reading specialist settings. Additional emphasis is placed on staff development, particularly as it relates to urban schools.

LTED 642 Seminar in Reading: Selected Topics (3)

This seminar is offered on a variety of pertinent current topics. Recent subjects and themes include: using literature to teach reading, preparing students for the state tests, explorations in multicultural literacy, and reading and the arts. This course may be taken more than once, in the study of different topics.

LTED 643 Practicum in Reading (3)

This course provides students with the opportunity to apply techniques and materials to the teaching of reading to children with literacy problems. Students work one-to-one under close supervision with children and adolescents, many of whom have been previously tested in the Associated Clinic. This is a combination classroom and laboratory setting. (*Prerequisite:* LTED 646 Diagnostic Procedures in Reading I; or consent of department chairperson)

LTED 646 Diagnostic Procedures in Reading I (3)

This course promotes understanding of the place and meaning of ongoing diagnosis in classroom, specialist, and clinical settings. Students learn to assess factors that contribute to reading difficulties and to understand the concept of multiple causality. Students gain knowledge of and practical experience with observation, diagnostic teaching, and diagnostic instruments (both formal and informal) that represent a variety of theoretical perspectives. Students apply this

knowledge by conducting a diagnostic evaluation of a child and preparing a diagnostic portfolio in which they include formal and informal evaluative data. Students also determine a preliminary instructional plan and/or appropriate referral to other agencies. (*Prerequisites:* LTED 637 Nature of Reading; or LTED 641 Reading and the School Curriculum; or full-time LTED graduate status; or consent of the chairperson)

LTED 647 Diagnosis and Treatment II (3)

This course provides intensive application of diagnostic and correction procedures for developing literacy in a clinical setting. Topics are tailored to the individual needs of students but include: administering of many kinds of tests; operating various types of equipment such as eye movement cameras, telebinocular, and audiometric screening equipment; working in a diagnostic situation with a disabled reader under supervision; applying supervised intensive instruction to children with severe reading problems; and evaluating materials, techniques, and curriculum through good research procedures.

LTED 648 Solving Reading Problems at the Elementary Level (3)

The major focus of this course is on the literacy needs commonly associated with elementary school children. The interrelationships between reading and writing along with other aspects of the curriculum are investigated. The utilization of classroom diagnosis for focusing on strengths to build a foundation for successful instruction is considered, and strategies for instruction are emphasized. Concerns of the class constituency are addressed, particularly with regard to specific methods and materials.

LTED 649 Advanced Practicum II (3)

This practicum provides supervisory and teaching experience for the advanced student, conducting an in-depth exploration of selected aspects of applying techniques in teaching reading. Students work in a clinical setting with children who are having severe difficulty in reading. (*Prerequisites:* LTED 643 Practicum in Reading, LTED 646 Diagnostic Procedures in Reading I, LTED 647 Diagnostic and Treatment II, and consent of the department chairperson)

LTED 650 Solving Reading Problems in the Secondary School (3)

The major emphasis of this course is on

teaching more effective means of providing for the literacy needs of secondary school students, including those needs associated with study skills. Concerns of the class constituency are also addressed, particularly with regard to methods and materials.

LTED 651 Language Development, Reading and Linguistics (3)

This course presents an overview of significant knowledge and research in linguistics, psycholinguistics, and sociolinguistics that can be utilized by elementary and secondary school teachers in understanding and enhancing their students' literacy.

LTED 667 The Administration and Supervision of School Reading Programs (3)

This course is designed to provide teachers, supervisors, and administrators with an understanding and application of sound supervisory techniques of school reading programs, grades K-12. The course addresses such issues as program and personnel development in literacy education and implementation assessment and evaluation of such programs. There is an emphasis on linking literacy to all other areas of the school curriculum, specifically the academic content areas. The growing role of technology is also explored.

MULTICULTURAL EDUCATION DEPARTMENT

Dr. J. Alexis Kim, Chairperson,
Assistant Professor
akim@njcu.edu

Dr. Donna Farina, Professor
dfarina@njcu.edu

Dr. Elba Herrero, Professor
aherrero@njcu.edu

Dr. John Klosek, Professor
jklosek@njcu.edu

Dr. Mihri Napoliello, Professor
mnapoliello@njcu.edu

Dr. Vesna Radanovic-Kocic,
Assistant Professor
vradanovic@njcu.edu

201-200-3380
Education and Professional Studies
Building, Rm. 209

<http://www.njcu.edu/mce>

The Department of Multicultural Education is an academic department that prepares teachers for careers in ESL, bilingual, and multicultural settings. Multicultural education recognizes and supports different perceptions of the world as equally valid; enables teachers to clarify their values and perceive their attitudes and stereotypes about other groups of people; and develops respect for linguistic and cultural differences. **NOTE:** New students should call the department for an appointment for advisement.

LANGUAGE PROFICIENCY

It is a New Jersey State requirement that all candidates seeking ESL certification be tested in oral and written English language proficiency. Candidates seeking bilingual endorsement must be tested in oral and written English language proficiency, and in oral/written second language proficiency. Tests are given by the American Council of Teachers of Foreign Languages (ACTFL). The Department requires you to take the oral and written tests during your first 12 credits of study in Multicultural Education. ACTFL Language Proficiency Assessment Tests for ESL and Bilingual Certification Can be arranged directly by visiting the ACTFL Website at www.actfl.org. NJCU is an ACTFL test site and Oral Proficiency

Interview and Writing Proficiency Tests, in English and in the student's native language, are conducted weekly at NJCU. Application forms can also be obtained from the University Advisement Center. Please call 201-200-3305 for further information.

Master of Arts in Urban Education

DEGREE PROGRAM OPTIONS

The Master of Arts in Urban Education may be taken with any one of the following specializations:

English as a Second Language—with or without ESL teacher certification, for students with or without a previous teaching certification (see below)

Bilingual/Bicultural Education (see below)

Certification or Endorsement Only

The following certification or endorsement only programs are offered. English as a Second Language—for students already holding a teaching certification English as a Second Language—for students not already holding a teaching certification Bilingual/Bicultural Teacher Endorsement - for students already holding a teaching certification

English as a Second Language Certification

For students already holding a teaching certification

PROGRAM REQUIREMENTS (24 CREDITS)

Students are strongly recommended to take the courses in specified phases.

Phase I (12 credits)

Code	Title	Credits
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 600	General Linguistics and Multicultural Education (MCC 600 is a prerequisite to MCC 604)	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 635	Effective Literacy Teaching for English Language Learners	3

Phase II (12 credits)

Code	Title	Credits
MCC 655	Methods of Teaching ESL	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
MCC 617	Field Experiences in Bilingual/Multicultural Education	3

English as a Second Language Certification

For students not already holding a teaching certification

PROGRAM REQUIREMENTS (36 CREDITS)

Students are strongly recommended to take the courses in specified phases.

Phase I (12 credits)

Code	Title	Credits
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 600	General Linguistics and Multicultural Education (MCC 600 is a prerequisite to MCC 604)	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 635	Effective Literacy Teaching for English Language Learners	3

Phase II (12 credits)

Code	Title	Credits
MCC 655	Methods of Teaching ESL	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
MCC 617	Field Experiences in Bilingual/Multicultural Education	3

Professional Education Courses (12 credits)

Code	Title	Credits
EDU 628	Learning and Motivation	3
MCC 618	Human Relations and Multicultural Education	3
MCC 660	Internship in ESL	5
MCC 661	Internship Seminar	1

***Master of Arts in Urban Education—
ESL Specialization***

No teaching certification program with this option

PROGRAM REQUIREMENTS (42 CREDITS)

Students are strongly recommended to take the courses in specified phases.

Phase I (12 credits)

Code	Title	Credits
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 600	General Linguistics and Multicultural Education (MCC 600 is a prerequisite to MCC 604)	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 635	Effective Literacy Teaching for English Language Learners	3

Phase II (9 credits)

Code	Title	Credits
MCC 655	Methods of Teaching ESL	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3

For Degree (6 credits)

Code	Title	Credits
MCC 626	Survey and Development of ESL Materials	3
MCC 650	Research in Urban Education: ESL/Bilingual Tracks	3

Restricted Electives (select 15 credits from the following)

Code	Title	Credits
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 607	Theory and Practice of Teaching the Bilingual Child in the Content Areas: Mathematics, Science, Social Studies	3
MCC 608	Language, Culture and Communication	3
MCC 609	Multicultural Education and Psycholinguistics	3
MCC 610	Multicultural Education and Sociolinguistics	3
MCC 617	Field Experiences in Bilingual/Multicultural Education	3
MCC 618	Human Relations and Multicultural Education	3
MCC 619	Americans in the World Community	3
MCC 621	Multicultural Values in the Urban Community: Implication for Values Education in Urban Schools	3
MCC 623	Contemporary Issues in Bilingual Curriculum Development	3
MCC 628	Approaches to Teaching English Writing Skills to ESL and Bilingual Students	3
MCC 631	Teaching the Culture of the USA to ESL students in Higher Education	3
MCC 632	Fieldwork in ESL Programs for College Students	3
MCC 633	Teaching ESL in Higher Education	3

***Master of Arts in Urban Education (ESL
Specialization) and ESL Teacher Certification***

For students not already holding a teaching certificate

PROGRAM REQUIREMENTS (42 CREDITS)

Students are strongly recommended to take the courses in specified phases.

Phase I (12 credits)

Code	Title	Credits
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 600	General Linguistics and Multicultural Education (MCC 600 is a prerequisite to MCC 604)	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 635	Effective Literacy Teaching for English Language Learners	3

Phase II (12 credits)

Code	Title	Credits
MCC 655	Methods of Teaching ESL	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
MCC 617	Field Experiences in Bilingual/Multicultural Education	3

Professional Education Courses (12 credits)

Code	Title	Credits
EDU 628	Learning and Motivation	3
MCC 618	Human Relations and Multicultural Education	3
MCC 660	Internship in ESL	5
MCC 661	Internship Seminar	1

For Degree (6 credits)

Code	Title	Credits
MCC 626	Survey and Development of ESL Materials	3
MCC 650	Research in Urban Education: ESL/Bilingual Tracks	3

Master of Arts in Urban Education (ESL Specialization) and ESL Teacher Certification

For students already holding another teaching certificate

PROGRAM REQUIREMENTS (42 CREDITS)

Students are strongly recommended to take the courses in specified phases.

Phase I (12 credits)

Code	Title	Credits
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 600	General Linguistics and Multicultural Education (MCC 600 is a prerequisite to MCC 604)	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 635	Effective Literacy Teaching for English Language Learners	3

Phase II (12 credits)

Code	Title	Credits
MCC 655	Methods of Teaching ESL	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
MCC 617	Field Experiences in Bilingual/Multicultural Education	3

For Degree (6 credits)

Code	Title	Credits
MCC 626	Survey and Development of ESL Materials	3
MCC 650	Research in Urban Education: ESL/Bilingual Tracks	3

Restricted Electives (select 12 credits from the following)

Code	Title	Credits
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 607	Theory and Practice of Teaching the Bilingual Child in the Content Areas	3
MCC 608	Language, Culture and Communication	3
MCC 609	Multicultural Education and Psycholinguistics	3
MCC 610	Multicultural Education and Sociolinguistics	3
MCC 618	Human Relations and Multicultural Education	3
MCC 619	Americans in the World Community	3
MCC 621	Multicultural Values in the Urban Community: Implication for Values Education in Urban Schools	3
MCC 623	Contemporary Issues in Bilingual Curriculum Development	3
MCC 628	Approaches to Teaching English Writing Skills to ESL and Bilingual Students	3
MCC 631	Teaching the Culture of the USA to ESL students in Higher Education	3
MCC 632	Fieldwork in ESL Programs for College Students	3
MCC 633	Teaching ESL in Higher Education	3

Bilingual/Bicultural Education Endorsement

Only for students already holding another NJ instructional teaching certificate

PROGRAM REQUIREMENTS (21 CREDITS)

Students are strongly recommended to take the courses in specified phases.

Phase I (9 credits)

Code	Title	Credits
MCC 627	Historical & Cultural Background of LEP Students	3
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 635	Effective Literacy Teaching for English Language Learners	3

Phase II (12 credits)

Code	Title	Credits
MCC 655	Methods of Teaching ESL	3
MCC 607	Theory and Practice of Teaching the Bilingual Child in the Content Areas: Mathematics, Science, Social Studies	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3

***Master of Arts in Urban Education
(Bilingual/ Bicultural Education Specialization)
and Bilingual/Bicultural Education Endorsement***

Only for students already holding another NJ instructional teaching certificate

PROGRAM REQUIREMENTS (42 CREDITS)

Students are strongly recommended to take the courses in specified phases.

Phase I (9 credits)

Code	Title	Credits
MCC 627	Historical & Cultural Background LEP Students	3
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 635	Effective Literacy Teaching for English Language Learners	3

Phase II (12 credits)

Code	Title	Credits
MCC 655	Methods of Teaching ESL	3
MCC 607	Theory and Practice of Teaching the Bilingual Child in the Content Areas: Mathematics, Science, Social Studies	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3

For Degree (6 credits)

Code	Title	Credits
MCC 623	Contemporary Issues in Bilingual Curriculum Development	3
MCC 650	Research in Urban Education: ESL/Bilingual Tracks	3

Electives (select 15 credits from the courses below)

Code	Title	Credits
MCC 600	General Linguistics and Multicultural Education	3
MCC 604	Phonology and Structure of American English	3
MCC 608	Language, Culture and Communication	3
MCC 609	Multicultural Education and Psycholinguistics	3
MCC 610	Multicultural Education and Sociolinguistics	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 618	Human Relations and Multicultural Education	3
MCC 619	Americans in the World Community	3
MCC 621	Multicultural Values in the Urban Community: Implication for Values Education in Urban Schools	3
MCC 628	Approaches to Teaching English Writing Skills to ESL and Bilingual Students	3
MCC 631	Teaching the Culture of the USA to ESL Students in Higher Education	3
MCC 632	Fieldwork in ESL Programs for College Students	3
MCC 633	Teaching ESL in Higher Education	3

COURSE DESCRIPTIONS

MCC 600 General Linguistics and Multicultural Education (3)

This course analyzes scientifically the nature of language and its component parts. The application of linguistic analysis to language learning and teaching is emphasized. The major contemporary theories of language are examined, including structural linguistics and transformational generative grammar. Language families, writing systems, language change, and the sociology and psychology of language are also studied.

MCC 603 Applied Linguistics with Emphasis on Second Language Experience (3)

This course examines the latest research on second language acquisition, similarities between first and second language, the interaction between first and second language and their respective environments, levels of communicative competence in second language learners, and the implications of language attitudes, socio-cognitive variables, and ethno-linguistic identity for curriculum planning and classroom procedures.

MCC 604 Phonology and Structure of American English (3)

This course will analyze the sound system and grammatical structure of American English as it applies to the teaching of English as a second language.

MCC 605 Introduction to Bilingual/Multicultural Education (3)

This course examines the history of bilingualism and the status of bilingual legislation in New Jersey and the United States. Various types of bilingual programs, the rationale for bilingual education, as well as ongoing research development in the field are discussed.

MCC 607 Theory and Practice of Teaching Bilingual Children in Content Areas: Mathematics, Science, Social Studies (3)

The use of a student's native language and his second language as mediums of instruction are the primary focus of this course. These skills are required of the prospective teacher so that they may develop, analyze, and apply the most appropriate instructional materials and strategies.

MCC 608 Language, Culture and Communication (3)

This course examines the difference between cultural value systems, such as the melting pot theory and the theory of cultural pluralism, and their educational implications. In addition, it examines the relationship between cultural values and both cognitive styles and communication styles. Other relevant issues of the culture-language relation are discussed, as well as ongoing research in the field.

MCC 609 Multicultural Education and Psycholinguistics (3)

This course examines the psychological nature of language. Native language acquisition, second language acquisition by children and adults, as well as the nature of language comprehension and production are covered. The application of theoretical findings to language teaching is emphasized.

MCC 610 Multicultural Education and Sociolinguistics (3)

This course explores the development of language in relation to social and cultural history, social issues, and gender. It covers a vari-

ety of topics concerning the social, political, and regional origins of linguistic varieties, such as standard language, dialects, pidgins and Creoles. Phonetic, syntactic and lexical differences and universal characteristics, and issues of language choice and attitude are also discussed. Other topics include the impact of language policy and conflict on group identity, self-esteem, and academic achievement. The history of Sociolinguistics and ongoing research development in the field are discussed as well.

MCC 611 Theories of Language Teaching (2)

This course presents second language teaching in historical perspective. The major language teaching theories of the twentieth century are studied and their impact on current pedagogical practices examined. (*Co-requisite:* MCC 612 Observation of ESL)

MCC 612 Observation of ESL (1)

Students observe ESL classrooms and share their observations with classmates. A formal observation system is used. (*Co-requisite:* MCC 611 Theories of Language Teaching)

MCC 617 Field Experiences in Bilingual/Multicultural Education (3)

In this course, candidates will observe experienced ESL and bilingual teachers. Experienced teachers will be supervised “on the job.” Candidates will meet in person and online to discuss and evaluate their experience. The course covers the practical tools and strategies associated with teaching in the ESL and bilingual/multicultural environment. Assignments made, class discussions, and activities are designed to enhance the knowledge and skills of the education candidate and to produce reflective urban practitioners. (*Prerequisite:* MCC 655)

MCC 618 Human Relations and Multicultural Education (3)

This course in inter-group education is concerned primarily with fostering better understanding and relationships among individuals and groups of different sexes, races, national origins, and socio-economic backgrounds.

MCC 619 Americans in the World Community (3)

This course develops students’ knowledge and understanding of world issues from a global perspective. Particular emphasis is given to the economic, cultural, social, and political interdependence of all people.

Students also become acquainted with curriculum materials in global education for use in P-12 classes.

MCC 621 Multicultural Values in the Urban Community: Implication for Values Education in Urban Schools (3)

This course in the teaching of value clarification gives teachers the opportunity to analyze the legitimate role of the school in the development of values. Contemporary curriculum materials and guides, especially in reading and the social sciences, provide materials designed to elicit value choices. Societal influences other than the classroom (i.e., parents, television, and mass media) are also analyzed. Emphasis is on social and cultural facets of a multicultural society.

MCC 623 Contemporary Issues in Bilingual Curriculum Development (3)

This course examines contemporary issues in bilingual/multicultural education as they apply to curriculum planning and development. Emphasis is on the assessment of needs and the evaluation designs of bilingual/ bicultural curricula. The nature of objectives in bilingual/multicultural education programs is examined. Models and methods of implementation of bilingual/ multi-cultural programs as well as the relationship between curriculum designs and bilingual legislation are discussed. Ongoing research in the field is explored as well.

MCC 626 Survey and Development of ESL Materials (3)

This course will explore the relationship of recent trends in language teaching to the development of ESL materials. Students will evaluate, adapt, and develop materials for ESL classes. This course is part of the process of developing an ESL teacher who is a reflective practitioner in an urban environment. It focuses on developing the elements of the reflective practitioner framework: a professional knowledge base, a set of actions, construction of knowledge and meaning, attributes of reflective decision makers by emphasizing the following dimensions of learning: acquisition of knowledge, modification and reframing of knowledge, utilization of knowledge. Assignments made, class discussions, activities and lectures are designed to enhance the knowledge and skills of the candidate and to produce reflective urban practitioners.

MCC 627 Historical and Cultural Background of Limited English Proficient Students (3)

This course examines the acculturation of language minority students in American schools. Topics include: socialization and discourse practices that contribute to the variety of cognitive styles of ethnolinguistic and bilingual students; the psychological and social factors that facilitate development of or inhibit their self-image, as well as the ability to function within a culturally diverse society; the relationships between bilingualism and intelligence, socioeconomic factors and psycholinguistic processes that affect ways in which children develop literacy skills; psychological and pedagogical consequences of schooling, including bilingual programs, immersion, and submersion strategies; the concepts of “space” and “time” as being culturally imbedded and their relevance to the bilingual educational setting; and the role of assessment in bilingual schooling.

MCC 628 Approaches to Teaching English Writing Skills to ESL and Bilingual Students (3)

This course provides ESL and bilingual teachers or teacher candidates with the knowledge, experience, and skills that they need to assess student writing; develop appropriate writing assignments and teaching techniques; and use technology (e-mail, the Web, etc.) to teach writing. The course will also explore research on writing and attitudes toward writing. There are no prerequisites for this course.

MCC 631 Teaching the Culture of the USA to ESL Students in Higher Education (3)

This course will help the candidates identify characteristics of American surface and deep culture, including the historical origins and influences; recognize idioms and other fixed phrases as expressions of the culture; identify characteristics of academic writing as another form of culture-specific activity; develop strategies and identify materials for effectively teaching the aforementioned aspects in the context of the four language skills.

MCC 632 Fieldwork in ESL Programs for College Students (3)

This course is part of specialization in Teaching ESL in Higher Education. Candidates observe college level ESL classes,

meet in seminar groups to discuss and evaluate their experience, and reflect on that experience in their observation logs. The course covers practical tools and strategies associated with teaching adult learners at post-secondary levels.

MCC 633 Teaching ESL in Higher Education (3)

This course prepares candidates to teach ESL to college students. Candidates will identify characteristics of the college ESL student population and pedagogical needs of adult learners. Candidates will develop a repertoire of instructional strategies for teaching pedagogical grammar of English, academic vocabulary, critical reading, and academic writing.

MCC 635 Effective Literacy Teaching for English Language Learners (3)

This course offers ESL and mainstream classroom teachers instructional strategies for developing the literacy skills of K-12 and adult English-language learners. (ELL) The course provides teachers with an overview of best literacy practices and assessment tools and suggests texts appropriate to readers of different cultures, levels, and abilities.

MCC 650 Research in Urban Education: ESL/Bilingual Tracks (3)

This course allows the students to conduct an empirical research project in their area of specialization: bilingual/multicultural education and/or the teaching of English as a Second Language. Different research techniques will be explored.

MCC 655 Methods of Teaching ESL (3)

Students observe, practice, and develop practical techniques for teaching listening, speaking, reading, and writing skills to learners of English as a second language. Students conduct peer teaching and demonstrate various methodologies. Emphasis is on classroom management, testing, and developing creative materials that foster communication.

MCC 660 Internship in ESL (5)

A full-semester field experience in a school with a recognized ESL and/or bilingual program. Students are assigned to work with a cooperating teacher certified in their field of specialization. They observe, tutor, and then teach children, under the supervision of the cooperating teacher. Interns assume the full responsibilities of a classroom teacher

during the course of the semester and are responsible for in-class and out-of-class activities normally assigned to teachers.

MCC 661 Internship Seminar (1)

Students attend this weekly seminar to share, analyze, and evaluate their student teaching experiences. They help find solutions to problems faced by themselves and others. (*Prerequisite:* MCC 617)

SPECIAL EDUCATION DEPARTMENT

Dr. Zandile Nkabinde, Chairperson
znkabinde@njcu.edu
201-200-3023

Education and Professional
Studies Building, Rm. 350

<http://www.njcu.edu/aca/SpecEd/G/sedd.html>

The major aim of graduate studies in Special Education at New Jersey City University is to prepare qualified and competent educators capable of meeting the instructional needs of children with physical, communicative, cognitive, behavioral and specific learning disabilities. New Jersey City University has an urban mission and the Department of Special Education addresses the needs of the child with disabilities in the multiethnic, multicultural, urban context. This comprehensive approach to the special needs child, preschool through high school, prepares our students for the continuum of Special Education settings.

The teacher training program at the graduate level is directed to effectively prepare graduate students from diverse backgrounds. The instructional model, on which both the graduate and undergraduate programs are based, is derived from the "reflective urban practitioner model" with its emphasis on reflective practice in an urban educational setting.

DEGREE AND ENDORSEMENT ELIGIBILITY PROGRAMS

For students holding an acceptable baccalaureate degree, the program opportunities for training in the teaching of children with disabilities shown below are available.

Matriculation into a degree program is expected on or before 12 credits have been completed and is contingent on application to the Office of Graduate Studies. Acceptance to the Endorsement Eligibility Program for Teacher of Students with Disabilities (TOSD) is required on or before 12 credits have been completed and is contingent on application to the Office of Graduate Studies.

Students who have completed requirements for the Endorsement Eligibility Program for TOSD, including providing a copy of their New Jersey Department of Education (NJDOE) Certificate of Eligibility with Advanced Standing (CEAS) or (NJDOE) Standard Certificate in an

instructional area of general education, may apply for the TOSD endorsement through the Administrator for Certification in the Center for Teacher Preparation and Partnerships in P 203A. The e-mail address for the Certification Office in the Center is ctpcert@njcu.edu

Students who have completed requirements for the M.A.T. in Special Education Program, and who have sent a copy of their New Jersey Certificate of Eligibility with Advanced Standing or New Jersey Standard Certificate in an instructional area of general education to the Graduate Office, must apply for graduation through the Office of Graduate Studies in accordance with procedures listed elsewhere in this catalog. Applications are available online at <http://www.njcu.edu/graduate/grad/forms.asp>

A copy of an NJDOE CEAS or Standard Certificate in an instructional area of general education is required before completion of the Endorsement Eligibility Program for TOSD and, also, before completion of the M.A.T. in Special Education Degree Program. (The M.A.T. in Special Education program includes the Certification Eligibility coursework for TOSD.) One copy of the candidate's CEAS or Standard certificate must be submitted to the Administrator for Certification in the Center for Teacher Preparation and Partnerships when applying for the TOSD endorsement and, another, to the Office of the Registrar when applying for graduation clearance.

MASTER OF ARTS IN SPECIAL EDUCATION

This is a 33-credit advanced master's degree program for students holding a NJDOE Teacher of the Handicapped or Teacher of Students with Disabilities CEAS or Standard Certification.

MASTER OF ARTS IN TEACHING SPECIAL EDUCATION

The M.A.T. in Teaching Special Education is a 33-credit degree program, which includes the 21 credits required for TOSD certification eligibility. The M.A.T. in Special Education degree requires a Certificate of Eligibility (CE) in an instructional area of general education for admission. A copy of a CEAS or Standard Certificate in an NJDOE instructional area of general education is required on completion of the Certificate Eligibility and/or M.A.T. in Special Education academic requirements.

NEW PATHWAYS TO TEACHING IN NEW JERSEY (NPTNJ) COMBINED WITH THE MASTER OF ARTS IN TEACHING SPECIAL EDUCATION

Information about the NPTNJ program and continuing graduate studies towards the M.A.T. in Special Education (to include TOSD endorsement eligibility) can be found online at <http://web.njcu.edu/sites/nptnj/Content/default.asp>

MASTER OF ARTS IN SPECIAL EDUCATION WITH LEARNING DISABILITIES TEACHER CONSULTANT ENDORSEMENT ELIGIBILITY (39 CREDITS)

This 39-credit graduate program is for teachers who are already certified to teach Special Education in New Jersey, or an allied field, and have had at least one year of successful teaching experience under a NJDOE Certificate of Eligibility with Advanced Standing (CEAS) or NJDOE Standard Certificate. A copy of the Standard certificate must be submitted to the Office of Graduate Studies when applying for the LDTC endorsement. (See complete requirements below.)

NOTE: Entry to the Program is competitive. Completion of the program requires field experiences, two 50-hour practicums, and satisfactory completion of key assessments.

LEARNING DISABILITIES TEACHER CONSULTANT ENDORSEMENT ELIGIBILITY PROGRAM

This 24-credit LDTC non degree endorsement eligibility program (Clusters II and III) is for teachers who are already certified to teach Special Education or an allied field in New Jersey and have had at least two years of successful teaching experience under a Standard Certificate. A copy of the Standard certificate must be submitted to the Office of Graduate Studies when applying for the LDTC endorsement. A Master's Degree in Special Education or an allied field from an accredited university is required. (See complete requirements below.)

NOTE: Entry to the Program is competitive. Completion of this non-degree program requires field experiences, two 50-hour practicums and satisfactory completion of key assessments.

Master of Arts in Special Education

The 33-credit Master of Arts in Special Education Program is for students who hold a NJDOE Teacher of the Handicapped (TOH) Certificate, NJDOE CEAS or NJDOE TOSD endorsement.

ADMISSION REQUIREMENTS*

- NJDOE Standard certification as a Teacher of the Handicapped (TOH) or NJDOE CEAS or Standard Certificate fo TOSD
- A baccalaureate degree, post-baccalaureate program or advanced degree conferred with a minimum 2.75 grade point average on a 4.00 point scale
- Access to a Windows or Macintosh computer; access to the Internet using a recent version of a web browser and a minimal degree of computer literacy
- All other admission requirements as cited in the Graduate Catalog

**Effective May 28, 2013, applications for matriculation in the M.A. in Special Education will not be accepted, pending completion of program review. For current status, contact the Graduate Studies Office at 201-200-3409 or grad_dept@njcu.edu.*

COMPLETION REQUIREMENTS FOR THE MASTER'S IN SPECIAL EDUCATION PROGRAM

- Successful completion of key assessments, including a passing score on a comprehensive examination. Scores for the comprehensive examination should be sent to the Department Secretary, Department of Special Education, New Jersey City University, 2039 Kennedy Boulevard, Jersey City, New Jersey 07305
- Successful completion of coursework and field work in Special Education with a cumulative grade point average of at least 3.00 for the degree

Master of Arts (M.A.) in Special Education (33 credits)

PROGRAM COURSE REQUIREMENTS*

Code	Title	Credits
SPEC 603	Curriculum Modifications for Teaching	3
LTED 646	Diagnostic Procedures in Reading I	3
MATH 515	Math Manipulatives I	3
SPEC 614	Effective Transition for Students w/Disabilitie	3
SPEC 667	Managing Severely & Profoundly Challenging Behaviors in Children At Risk & Children w/Disabilities	3
SPEC 651	Procedures for Teaching Children w/Mild/Moderate Disabilities	3
SPEC 693	Inclusion	3
SPEC 641	Nature & Needs of Adolescents w/Behavioral Disorders	3
SPEC 671	Therapeutic Intervention for Children w/Learning Disabilities	3
SPEC 680	Seminar in Special Education: Trends, Issues & Research	3
SPEC 646	Administration for Special Education	3

**Courses should be taken in the order shown above.*

Successful completion of key assessments, including a passing score on a comprehensive examination is required. Scores for the comprehensive examination should be sent to the Department Secretary, Department of Special Education, New Jersey City University, 2039 Kennedy Boulevard, Jersey City, New Jersey 07305.

Master of Arts in Teaching Special Education, with Teacher of Students with Disabilities Endorsement Eligibility Program

The M.A.T. in Special Education is a 33-credit degree program, which includes the 21 credits required toward endorsement eligibility for the NJDOE Teacher of Students with Disabilities (TOSD). Both the endorsement eligibility and degree programs are for students certified in an instructional area of education other than Special Education. Certificates of Eligibility (CEs) are acceptable on entry.

ADMISSION REQUIREMENTS

- A baccalaureate degree, post-baccalaureate program or advanced degree conferred with a minimum 2.75 grade point average on a 4.00 point scale
- NJDOE CE, CEAS, or Standard Certificate in an instructional area of general education and/or a CE for TOSD

NOTE: Students who have met the appropriate requirements with a NJDOE CE may be conditionally matriculated. When a NJDOE C.E.A.S. or Standard certificate in an instructional area of general education is submitted to the Office of Graduate Studies, the condition may be lifted and full matriculation awarded.

- Access to a Windows or Macintosh computer; access to the Internet using a recent version of a web browser and a minimal degree of computer literacy
- All other admission requirements as cited in the Graduate Catalog

STUDENT IN GOOD STANDING STATUS REQUIREMENTS FOR THE TOSD ENDORSEMENT ELIGIBILITY PROGRAM

To maintain eligibility for continued enrollment in the Teacher of Students with Disabilities certification eligibility program, students must:

- Maintain a minimum graduate cumulative grade point average of 2.75 throughout their course of study at the University, and
- Successfully complete key assessments.

NOTE: Falling below a 2.75 GPA will result in removal from the certificate eligibility program, with no recourse for readmission.

COMPLETION REQUIREMENTS FOR THE M.A.T. IN SPECIAL EDUCATION

- Submission of a NJDOE CEAS or NJDOE Standard certificate in an instructional area of general education to the Administrator for Certification in the Center for Teacher Preparation and Partnerships and to the Office of Graduate Studies for full matriculation in the M.A.T. in Special Education
- Successful completion of coursework and field work in Special Education with a cumulative grade point average of at least 3.00 for the degree
- Successful completion of key assessments, including a comprehensive examination. Scores for the comprehensive examination should be sent to the Department Secretary, Department of Special Education, New Jersey City University, 2039 Kennedy Boulevard, Jersey City, New Jersey 07305

Master of Arts in Teaching (M.A.T.) Special Education (33 credits)

PROGRAM COURSE REQUIREMENTS*

Code	Title	Credits
SPEC 605	Introduction to the Education & Psychology of Exceptional Children & Youth	3
SPEC 600	Introduction to Learning Disabilities	3
SPEC 505	Working w/Families of Students w/Disabilities	3
SPEC 508	Helping Exceptional Children & Youth in the Regular Classroom	3
SPEC 640	Behavior Disorders in Children	3
SPEC 669	Developing Communication Skills in the Atypical Child	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Child	3

NOTE: Endorsement eligibility course requirements for the TOSD will be fulfilled upon completion of the first seven courses (21 credits) in the sequence as listed above and proof of a CEAS or Standard Certificate in general education.

SPEC 629	Teaching Children w/ Autism & Pervasive Developmental Disorders in School & at Home	3
SPEC 606	Lifespan Assessment for Children & Youth w/Disabilities	3
SPEC 631	Advanced Procedures for Teaching Students w/Mental Retardation	3
SPEC 691	Research Seminar in Special Education	3

*Courses should be taken in the order shown above.

A comprehensive examination is required prior to application for graduation.

Endorsement Eligibility Sequence (21 credits)

(For Students Seeking TOSD Endorsement Only)

PROGRAM COURSE REQUIREMENTS *

Code	Title	Credits
SPEC 605	Introduction to the Education & Psychology of Exceptional Children & Youth	3
SPEC 600	Introduction to Learning Disabilities	3
SPEC 505	Working w/Families of Students w/Disabilities	3
SPEC 508	Helping Exceptional Children & Youth in the Regular Classroom	3
SPEC 640	Behavior Disorders in Children	3
SPEC 669	Developing Communication Skills in the Atypical Child	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Child	3

*Courses should be taken in the order shown above.

ADMISSION REQUIREMENTS

- The Endorsement Eligibility Sequence for TOSD is for students already certified with a CE, CEAS or Standard certificate in an NJDOE instructional area of general education.
- Acceptance to the Endorsement Eligibility Program for Teacher of Students with Disabilities (TOSD) is required on or before 12 credits have been completed and is contingent on application to the Office of Graduate Studies.
- Access to a Windows or Macintosh computer; access to the Internet using a recent version of a web browser and a minimal degree of computer literacy
- All other admission requirements as cited in the Graduate Catalog

COMPLETION REQUIREMENTS

- Successful completion of the 21-credit endorsement eligibility program for TOSD (or the 33-credit Master of Arts in Teaching Special Education Degree program) along with other requirements listed below provides eligibility to apply for the NJDOE endorsement for TOSD through the Administrator for Certification in the Center for Teacher Preparation and Partnerships in P 203A (ctppcert@njcu.edu)
- Candidates applying to add the TOSD endorsement to their existing NJDOE general education CEAS or Standard certification in an instructional area of general education must send a copy of their general education certification to the Administrator for Certification in the Center for Teacher Preparation and Partnerships on application for the TOSD endorsement.
- Successful completion of key assessments, course work and field work.

Master of Arts in Special Education with Learning Disabilities Teacher Consultant Endorsement Eligibility (39 credits)

This 39-credit graduate program is for teachers who are already certified to teach Special Education in New Jersey, or an allied field, and have had at least one year of successful teaching experience under a Certificate of Eligibility with Advanced Standing (CEAS) or Standard Certificate. A copy of the Standard Certificate must be submitted to the Office of Graduate Studies when applying for the LDTC endorsement. (See complete requirements below.)

NOTE: Entry to the Program is competitive. Completion of the program requires field experiences, two 50-hour practicums, and satisfactory completion of key assessments.

CONTACT INFORMATION

For information about the program, contact Special Education Department Chair at 201-200-3023. For additional information about the application process, contact the Director of Graduate Admissions at grad_dept@njcu.edu

APPLICATION REQUIREMENTS

Applicants for the Master of Arts in Special Education with LDTC Endorsement Eligibility must submit both of the following applications:

1. Graduate Admissions Application
2. M.A. in Special Education with LDTC Endorsement Eligibility Program Application

APPLICATION DEADLINE

Both applications above, and all supporting documents specified below, must be submitted to the Office of Graduate Studies and Continuing Education, Hepburn Hall, Room 206 by January 15 of each year. Because the LDTC Endorsement eligibility program is limited to a maximum of 15 candidates a year, prospective students are urged to complete the application process and submit their credentials well in advance of that deadline.

Upon review by the Graduate Committee of all application material received by the January 15 deadline, prospective candidates will be designated from among the applicants and scheduled for an interview with the Graduate Committee.

Final notification of candidate selection will take place on or about April 15. Successful candidates will normally be admitted to the program for Summer Session I each year.

ADMISSION/DOCUMENTATION REQUIREMENTS

Applicants for the Master of Arts in Special Education with LDTC Endorsement eligibility must meet the following department requirements and submit the specified documentation items along with their applications to the Graduate Office:

1. Have completed an NCATE- or TEAC-accredited undergraduate program in Special Education, or an allied field, such as School Psychology or Reading, with a minimum grade point average of 3.0 out of a possible 4.00.
 - Documentation: Official transcripts from all schools attended (except NJCU).

2. Hold a standard teaching certificate.
 - Documentation: Copy of current New Jersey teaching certificates.
3. Have successfully completed one year of teaching.
 - Documentation: A letter from the Human Resources department of the applicant's school district (on official school stationery describing the employment history, including teaching certificate of record, the date on which service began under that certificate, current assignment and future employment.
4. Have taken the Graduate Record Exam, and met the following minimum scores: Verbal + Quantitative Total minimum score of 192 (new version) or 900 (old version), and minimum Analytical Writing score of 4.5 (either old or new version)
 - Documentation: Official copy of GRE scores taken within past 7 years.
5. Submit two letters of recommendation from professionals who can describe the applicant's potential for advanced study, knowledge of teaching and learning, ability to promote student learning, teaching skills, student achievement, and relationships with students, parents, colleagues and administrators.
 - Documentation: One letter must be from the principal, and the other from a vice principal or supervisor of instruction. Letters must be on official school stationery and in sealed envelopes.
6. Submit a personal essay in which the applicant describes interest in becoming a Learning Disabilities Teacher Consultant, relevant study, experiences and philosophy of Special Education.
 - Documentation: A well-written statement of three to four pages in length, double-spaced.
7. Personal interview.
 - Documentation: Candidates will be notified by the Department of Special Education of the date and time of the meeting.

NOTE: The following are required for all successful applicants:

- Access to a Windows or Macintosh computer.
- Access to the Internet using Netscape 6.0 or higher.

PRIOR COURSE CREDITS THAT MAY BE APPLICABLE TO LDTC PROGRAM REQUIREMENTS

Students may apply for transfer credit of up to 9 semester hours toward meeting Cluster I requirements only. Courses in Clusters II and III, 24 semester hours, must be completed at New Jersey City University. Students who have master's level courses in Special Education from NJCU may be permitted to apply masters-level courses to the requirements in Cluster I, providing (1) they achieved a B+ or better, (2) the course(s) was taken within seven years of acceptance into the LDTC program, and (3) the course(s) has remained substantively the same as the current course offering. In each case, students may be required to submit a syllabus at the request of the Special Education Department.

Applicants to this M.A. program, who are enrolled in a master's in Special Education from an NCATE- or TEAC-accredited university program, may be permitted to apply master's-level courses to the course requirements in Cluster I, providing (1) they achieved a grade of B+ or better in each course; (2) the course(s) were taken within seven years of acceptance into the program; (3) an official transcript listing the course(s) to be applied, a catalog description of each course, and a Student Application for Course Waivers form has been submitted to the Office of Graduate Stud-

ies and Continuing Education (Hepburn Hall, Room 206); and (4), the course(s) are substantively the same as those required at NJCU. In each case, students may be required to submit a course syllabus at the request of the Special Education Department.

NOTE: Once accepted into this program, candidates are required to take all remaining courses at NJCU.

MAINTENANCE OF MATRICULATION, CUMULATIVE GRADE POINT

AVERAGE REQUIREMENTS, AND COMPLETION REQUIREMENTS

Students must maintain a Cumulative Grade Point Average of 3.25 out of 4.00, and must complete the sequence of courses as described below.

Key assessments are embedded in Special Education courses in this program. Students must satisfactorily complete key assessments that are aligned with CEC Standards. Assessment requires candidates to demonstrate consultative, diagnostic, and instructional skills. Students are also required to demonstrate their skills in field experiences.

Candidates will have field experiences in most courses culminating in two practicums in the final year. The practicum provides opportunities for candidates to apply their knowledge and skills under the supervision of a university professor and an appropriately experienced LDTC identified by the candidate. In most cases, the practicum is completed while the candidate continues teaching.

PROGRAM COURSE REQUIREMENTS

Cluster I: Special Education Core Requirements (15 credits)

Code	Title	Credits
SPEC 600	Introduction to Learning Disabilities	3
SPEC 605	Introduction to Education and Psychology of Exceptional Children	3
SPEC 606	Lifespan Assessment	3
SPEC 640	Behavior Disorder in Children	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Child	3

Cluster II: LDTC Core Requirements (12 credits)

(Courses may be taken only after completion of Cluster I and with department permission.)

Code	Title	Credits
SPEC 670	Remediation of Basic Skills	3
SPEC 672	Physiological and Psychological Learning Factors in the Education of Children with Disabilities	3
SPEC 702	Cognition, Motivation, and Instructional Practice	3
SPEC 697	Diagnosis of Children with Disabilities	3

(Continued on next page)

Cluster III: Clinical Core Requirements (12 credits)

(Courses may be taken only after completion of Clusters I and II, and with department permission.)

Code	Title	Credits
SPEC 673	Functioning on the Child Study Team	3
SPEC 674	Interpersonal and Consultation Techniques in Special Education	3
SPEC 698	Practicum in Individual Appraisal and Remediation of Exceptional Children I	3
SPEC 699	Practicum in Individual Appraisal and Remediation of Exceptional Children II	3

Learning Disabilities Teacher Consultant Endorsement Eligibility (24-credit Non -Degree Program)

This 24-credit LDTC non-degree endorsement eligibility program (Clusters II and III) is for teachers who are already certified to teach Special Education or an allied field in New Jersey and have had at least two years of successful teaching experience under a Standard Certificate. A copy of the Standard certificate must be submitted to the Office of Graduate Studies when applying for the LDTC endorsement. A Master's Degree in Special Education or an allied field from an accredited university is required. (See complete requirements below.)

NOTE: Entry to the Program is competitive. Completion of this non-degree program requires field experiences, two 50-hour practicums, and satisfactory completion of key assessments.

CONTACT INFORMATION

For information about the program, contact Special Education Department Chair at 201-200-3023. For additional information about the application process, contact the Director of Graduate Admissions at grad_dept@njcu.edu

APPLICATION REQUIREMENTS

Applicants for the LDTC endorsement Eligibility program must submit both of the following applications:

1. Graduate Admissions Application
2. LDTC Endorsement Eligibility Program Application

APPLICATION DEADLINE

Both applications above, and all supporting documents specified below, must be submitted to the Office of Graduate Studies, Hepburn Hall, Room 206 no later than February 15 of each year.

Because the LDTC endorsement eligibility program is limited to a maximum of 15 candidates a year, prospective students are urged to complete the application process and submit their credentials well in advance of that deadline.

Acceptance into the program is contingent on the final recommendation of a Graduate Committee. Applicants who choose to submit their professional portfolio must provide it to the Department of Special Education, Education and Professional Studies Building, Room 350 one week prior to the scheduled appointment.

Upon review by the Graduate Committee of all application material received by the February 15 deadline, prospective candi-

dates will be designated from among the applicants and may be scheduled for an interview with the Graduate Committee.

Final notification of candidate selection will take place on or about May 1. Successful candidates will normally be admitted to the program for the fall semester each year. Applicants who have not met all requirements in Cluster I may be required to complete Cluster I courses in Summer Session I and/or II at New Jersey City University.

ADMISSION/DOCUMENTATION REQUIREMENTS

Applicants for the LDTC endorsement eligibility program must meet the following department requirements and submit the specified documentation items along with their applications:

1. Have completed a NCATE- or TEAC-accredited master's program in Special Education or an allied field, such as School Psychology or Reading, with a minimum grade point average of 3.25 out of a possible 4.00.
 - Documentation: Official graduate and undergraduate transcripts from all schools attended (except NJCU).

NOTE: Applicants with degrees from out-of-state universities must have their credentials evaluated by the New Jersey Department of Education prior to admission to this program, and must submit an official copy of the evaluation along with their application.

2. Hold a standard teaching certificate.
 - Documentation: Copy of standard teaching certificate.
3. Have completed two years of successful teaching.
 - Documentation: A letter from the Human Resources department of the applicant's school district (on official school stationery) indicating the certificate of record, the date on which service began under that certificate, current assignment and future employment.
4. Submit two letters of recommendation from professionals who can describe the applicant's potential for advanced study, knowledge of teaching and learning, ability to promote student learning, teaching skills, student achievement, and relationships with students, parents, colleagues and administrators.
 - Documentation: One letter must be from the principal, and the other from an assistant principal or supervisor of instruction. Letters must be on official school stationery and in sealed envelopes
5. Submit a personal essay in which the applicant describes interest in becoming a Learning Disabilities Teacher Consultant, relevant study, experiences and philosophy of Special Education.
 - Documentation: A well-written statement three to four pages in length, double-spaced.
6. Personal interview.
 - Documentation: Candidates will be notified by the Department of Special Education of the date and time of the Meeting

NOTE: The following are required for all successful applicants:

- Access to a Windows or Macintosh computer.
- Access to the Internet using Netscape 6.0 or higher.

NOTE: Once accepted into this program, candidates are required to take all courses in Clusters II and III at NJCU.

MAINTENANCE OF MATRICULATION, CUMULATIVE GRADE POINT AVERAGE REQUIREMENTS, AND COMPLETION REQUIREMENTS

Students must maintain a Cumulative Grade Point Average of 3.25 out of 4.00, and must complete the sequence of courses as described below.

Key assessments are embedded in Special Education courses in this program. Students must satisfactorily complete key assessments that are aligned with CEC Standards. Assessments require candidates to demonstrate consultative, diagnostic and instructional skills. Students are also required to demonstrate their skills in field experiences.

Candidates will have field experiences in most courses culminating in two practicums in the final year. The practicum provides opportunities for candidates to apply their knowledge and skills under the supervision of a university professor and an appropriately experienced LDTC identified by the candidate. In most cases the practicum is completed while the candidate continues teaching.

PROGRAM COURSE REQUIREMENTS**Cluster II: LDTC Core Requirements (12 credits)**

(Courses may be taken only with department permission.)

Code	Title	Credits
SPEC 670	Remediation of Basic Skills	3
SPEC 672	Physiological and Psychological Basis of Learning	3
SPEC 702	Cognition, Motivation, and Instructional Practice	3
SPEC 697	Diagnosis of Children with Disabilities	3

Cluster III: Clinical Core Requirements (12 credits)

(Courses may be taken only after completion of Clusters I and II, and with department permission.)

Code	Title	Credits
SPEC 673	Functioning on the Child Study Team	3
SPEC 674	Interpersonal and Consultation Techniques	3
SPEC 698	Practicum in Individual Appraisal and Remediation of Exceptional Children I	3
SPEC 699	Practicum in Individual Appraisal and Remediation of Exceptional Children II	3

COURSE DESCRIPTIONS**SPEC 502 Therapeutic Play and Activity****Programming for Exceptional Children (3)**

This course investigates the relationship between education and child therapy in fostering optimal development in children with disabilities and in remediating behavioral problems. It studies the history and theories of childhood play, games, and activities from the point of view of developmental psychology and special education intervention. An experiential approach provides the educational practitioner with the opportunity to develop skill in using the principles of play and activity programming to further encourage the social, emotional, and behavioral growth of children.

SPEC 504 Introduction to Manual Communications (3)

This course is intended to orient the prospective special education teacher to an introduction to manual communication. The student is expected to achieve an understanding of the rationale for considering manual communication techniques for hearing impaired individuals and other handicapped individuals. The course explores the use of auditory training, speech reading and a variety of manual communication procedures as well as applicable assistive technology. A rudimentary proficiency in the skill of communicating manually is a prime goal of this course.

SPEC 505 Working with Families of Children with Disabilities (3)

This course covers the values, traditions, and experiences of families from a variety of racial and socioeconomic groups. This course also considers issues such as how cultural/ racial differences can be surmounted and replaced by effective special educator and parent communication. Using an ecological focus, special educators learn how to more effectively intervene with parents and to provide them with the skills to better manage their children in the home and community setting.

SPEC 506 Multicultural Education in Special Education (3)

This course is designed to familiarize students with the issues that impact on special education in an urban milieu. It offers a discussion on ethnic and socioeconomic issues which impact on a child and his or her family's ability to function adequately in an urban educational environment. Issues such as assessment and instruction, which are contextually and communicatively appropriate in a multi-ethnic environment, are central to the course. Family empowerment and intervention approaches include selection and use of assistive technology.

SPEC 508 Helping Exceptional Children and Youth in the Regular Classroom (3)

This course offers a discussion of the identification of children with special problems, emphasizing the mainstream and inclusive educational setting. Use of all pupil personnel services for the support of the exceptional child in regular classrooms is advocated. Special methods and materials used by teachers in regular classroom settings are explored. Appropriate uses of instructional and assistive technology are explored.

SPEC 511 Preparation of Persons with Disabilities for the World of Work (3)

This course is designed to orient the regular classroom teacher,

special class teacher and auxiliary personnel concerned with preparing the handicapped for employment. An orientation to vocations, school curricula, work-study programs, sheltered workshop facilities and cooperating agencies that might be utilized are an integral part of the course.

SPEC 531 Introduction to Early Childhood Special Education in Multicultural Settings (3)

This course is about inclusion in the lives of young children in multicultural settings and the implications for teachers. Teacher candidates learn the laws that relate to young children classified as disabled or at-risk for developmental delays. Different types of inclusive early childhood programs are presented and examined. Developmental disabilities, sensory impairments, physical disabilities and health problems are studied.

SPEC 600 Introduction to Learning Disabilities (3)

This course offers a general introduction to the field of learning disabilities, stressing theories of nature and causes in a historical perspective. The variety of behavioral, cognitive, and neurological indicators of the disorder is presented, and an overview of intervention approaches is discussed, including use of supportive assistive technology.

SPEC 603 Curriculum Modifications for Teaching (3)

Special educators learn how to best meet the unique needs of culturally and/or linguistically diverse students. Topics to be explored include: diverse cultural backgrounds; the process of second language acquisition; methodology for teaching culturally and/or linguistically diverse students; materials selection; alternate assessment measures for culturally and linguistically diverse students; assistive technology; and working with families in the educational process.

SPEC 605 Introduction to Education and Psychology of Exceptional Children and Youth (3)

This course, focusing on the nature and causes of disabilities, gives the student an overview of the needs of exceptional children. It emphasizes the identification of individuals with disabilities including children having hearing losses, visual problems, speech disorders, emotional-social disorders, mental retardation, learning disabilities, and giftedness. Multicultural and bilingual

issues as these relate to Special Education are discussed. This course serves as an introduction to the field of Special Education and includes an introduction to assistive technology and universal design.

SPEC 606 Lifespan Assessment for Children and Youth with Disabilities (3)

This course trains students in the principles of educational and psychological testing for disabled children and adults. Opportunities for practice in the administration, scoring, and evaluation of tests are provided. Emphasis is on the interpretation of psychological and educational tests and the implementation of their findings in the education of individuals with disabilities. Assistive technology is included.

SPEC 607 Counseling, Vocational Guidance, and Rehabilitation Services for the Persons with Disabilities (3)

This course meets the needs of teachers of the handicapped in the field of counseling and guidance. Attention is directed toward the development of skills and the acquisition of knowledge necessary for effective vocational-educational counseling and the rehabilitation of the physically, cognitively, and emotionally disabled. Emphasis is placed on the development of broad understanding of human behavior, together with skill in the techniques of vocational appraisal, including use of assistive technology to support students with disabilities and counseling. Teachers gain a thorough knowledge of available resources at the state and local levels and the development of a philosophy for proper use of these resources in facilitating the vocational rehabilitation of the handicapped.

SPEC 609 Nature and Needs of Students with Multiple Disabilities (3)

This course is designed for teachers of the child with multiple disabilities. Etiology, care, education, social and emotional implications of conditions involving cerebral palsy, cognitive impairment, deaf-blind, seizure disorders, orthopedic, and other health problems are studied and discussed. Assistive technology will be explored in relation to specific disabilities.

SPEC 610 Field Work Experience with Exceptional Children (3)

This course introduces students to the nature and needs of exceptional children and youth through direct field-work experience

with such children in a variety of settings. Educational planning and management for individuals with disabilities are discussed. This includes use of applicable assistive technology.

SPEC 614 Effective Transition for Students with Disabilities (3)

This course is about students with disabilities as they transition from school to life after school. It emphasizes interagency collaboration and student centered planning in designing transitions that include self-advocacy, vocational education/training, work, transportation and mobility, need for accommodation including assistive technology, ability to access the community, leisure skills, and personal financial management.

SPEC 620 Early Childhood Special Education Curriculum and Program Development I (includes Clinical Field Experience) (3)

This course focuses on developmentally appropriate curriculum that provides for all areas of child development—physical, emotional, social, and cognitive—through an integrated approach. The development of appropriate curriculum and instruction including technology, inclusive practices, and work with families especially those that are culturally and linguistically diverse is emphasized.

SPEC 621 The Development of Symbol Systems, Including Strategies for Alleviating the Impact of Disabilities on Linguistic Processes (3)

This course involves study of the development of meaningful representation in young children, including visual and alphabetic literacy, written and numeric symbols. The emergent use and understanding of literacy is studied. Teacher candidates will examine materials and methods appropriate for promoting and assessing symbol development in young children.

SPEC 627 Special Education Internship (5)

Student teaching for special educators is a full-semester supervised teaching experience in public or private school settings and designed as the culmination of the preparation for teaching. The graduate student is expected to engage in responsible teaching activities under the supervision of a cooperating teacher and a University supervisor. The experience starts with observation and participation and gradually incorporates

expanded teaching responsibilities until fulltime teaching is achieved.

SPEC 628 Special Education Internship Seminar (1)

Students attend this weekly seminar to share, analyze, and evaluate their student teaching experiences. They help find solutions to problems faced by themselves and others.

SPEC 629 Teaching the Child with Autism and Pervasive Developmental Disorders in School and at Home (3)

This course studies the changing views of autism, e.g., linking educators and parents in a partnership to educate autistic children. This course provides a practical guide for professionals, particularly teachers, in understanding the unique nature of autism as a developmental disability. Suggested approaches, including the use of assistive technology for teaching children with autism and/or pervasive developmental disorder, are the principal focus of the course.

SPEC 630 Psychology of Mental Retardation (3)

This course introduces the student to the field of mental retardation/cognitive impairment. The nature of this impairment, historical approaches, and sociological and psychological theory with regard to mental retardation/cognitive impairment are emphasized. Students develop an understanding of the various approaches to intervention, including application of assistive technology supports, and design lesson plans that focus on teaching individuals with disabilities.

SPEC 631 Advanced Procedures for Teaching Students with Mental Retardation (3)

This course focuses upon the characteristic curriculum needs of children with mental retardation/cognitive impairments, placing emphasis upon methods that meet the children's learning problems, personality development, and social adjustment. Opportunity is given for students to observe class procedures with mentally retarded children and to develop lesson plans and unit plans.

SPEC 632 Seminar in Mental Retardation (3)

Studies of current and new theories and research with regard to individuals with mental retardation/cognitive impairment

in society and institutions are explored. Attitudes and beliefs regarding mental retardation/ cognitive impairment are discussed. Students engage in qualitative research in mental retardation through field observations and structured interviews.

SPEC 633 Procedures in Teaching Children and Youth with Moderate and Severe Cognitive Impairments (3)

This course provides special methods for training the moderately and severely cognitively impaired, including instructional techniques, materials, and resources. Sensory-motor, communication, self-help skills, and socialization training are explored through the implementation of behavioral intervention techniques. Developing behavioral objectives, functional analysis of behavior, and the design of lesson plans are emphasized.

SPEC 634 Teaching Adolescents with Learning Disabilities (3)

This course offers a concise overview of the field of learning disabilities and more specifically addresses itself to the educational, personal, and social needs of secondary level pupils with learning disabilities. Placing the emphasis in teaching on maximizing the use of the skills and abilities adolescents demonstrate rather than emphasizing the remediation of skills that normally are mastered in the elementary school is stressed.

SPEC 640 Behavior Disorders in Children (3)

The focus of this course is on the education of children with emotional and social maladjustments. It provides the theoretical and experiential background necessary to plan effective interventions in school settings. Consideration is given to the major approaches and practices in current use for meeting the needs of young and school-aged children with behavioral disorders.

SPEC 641 Nature and Needs of Adolescents with Behavioral Disorders (3)

This course offers a consideration of children and youth with social and/or emotional disabilities in the special setting. Identification, treatment, and educational planning for pupils with behavioral disorders and/or delinquent children and youth are discussed. Attention is given to the child with emotional disabilities in the regular class setting. Opportunities are provided for observation of such children in learning situations.

SPEC 646 Administration for Special Education (3)

This course is intended for teachers, child study team members, administrators of regular school programs, and for those aspiring to administrative roles related to the delivery of special services. A thorough study of the rules and regulations governing special education in New Jersey and the implications of recent federal legislation for administrators and supervisors of special services is undertaken. Cases illustrative of challenges to classification and their resolution are also discussed.

SPEC 648 Language Skills in Early Childhood (3)

In this course, language and speech development, disorders, ways teachers can help students improve these skills, and a variety of other topics concerning language and speech skills will be discussed. Suggestions will be given concerning how teachers can help improve the communication environment of students throughout the early childhood years.

SPEC 650 Medical Problems of Persons with Disabilities (3)

This course provides teachers, auxiliary school personnel, rehabilitation counselors, and other interested workers with an orientation to the medical aspects of disability. A study of individual disabilities and their medical, social, and emotional implications is undertaken to enable special educators to understand and interpret information about health and disease. The impact of HIV/AIDS and its relationship to special education practice are explored.

SPEC 651 Procedures in Teaching Children with Mild/Moderate Disabilities (3)

This course focuses on advanced techniques and procedures for teaching children with disabilities. An analysis of teaching procedures is undertaken to suggest optimal ways of presenting learning tasks to children with minimal dysfunction. Meeting the needs of the child, physically, socially, emotionally, and intellectually is a prime objective of the procedures reviewed. The student undertakes a thorough understanding of etiology, associated conditions of disability, procedures for evaluating disabilities, and teaching procedures, including the use of assistive technology, to enhance learning.

SPEC 654 Introduction to Early Childhood Special Education (3)

In this course students examine the history, philosophy, legal perspectives, and research that underlie early childhood special education. As an introductory course, students become familiar with terminology, current trends, and issues related to the field. Students acquire knowledge of how young children differ in their development and as individual children. Students build on their knowledge of cultural and linguistic diversity and methods of assisting families with child development concerns.

SPEC 656 Curriculum Development for the Early Primary Grades: Modifications and Materials for Students with Disabilities (3)

(NO DESCRIPTION AT PRINTING-PENDING APPROVAL)

SPEC 660 Medical, Emotional, and Social Implications for Teaching Students Who are Blind or Visually Impaired (3)

This course offers a study of the visually impaired. Medical aspects with their concomitant social and emotional implications are explored. Study is given to physiology of the eye, etiology, treatment, and prognosis of eye disorders.

SPEC 663 Interdisciplinary Assessment of Child and Family (3)

The knowledge of an assessment system is an important knowledge base of early childhood/special education educators. Partnerships, cultural diversity, appropriate early intervention assessment, and linking curriculum to assessment practices are a few of the important aspects of assessment. Thorough knowledge of child development, knowledge of formal and informal assessment variables, consultations with parents, as well as portfolio and authentic assessment are required competencies for the professional early childhood/special education educator. Early childhood assessment decisions impact infants, young children, and their families for life.

SPEC 667 Managing Severely and Profoundly Challenging Behavior in Children at Risk and Children with Disabilities (3)

Students are presented with methods used to prevent and treat behavior problems in children who are at risk or who have existing developmental disabilities. Emphasis

is on the applied behavior analysis and functional analysis approaches to modifying behavior. Curricular approaches to controlling severe behavior problems are explored within applied behavior analysis/functional analysis frameworks. The subject matter is of strong concern for graduate students in special education and for teachers whose students include children with disabilities.

SPEC 668 Interdisciplinary Field Experiences and Seminar in Multicultural Early Childhood Settings (3)

Students visit a variety of early childhood special education settings serving young children with special needs and their families. Students work with various educators and specialists in intervention and inclusion programs. This course combines field experiences in early childhood special education settings with a seminar approach relating theory and research to practice.

SPEC 669 Developing Communications Skills in the Atypical Child (3)

This course focuses on the study of language disorders associated with mental retardation, emotional disturbance, developmental problems, brain injury, and other childhood impairments. Symptomatology, diagnosis, and suggested therapeutic approaches to ameliorating language difficulties are explored, as is the use of augmentative and alternative communication devices. Students are required to observe and/or work with a child with communication difficulties.

SPEC 670 Remediation of Learning Disabilities (3)

This course familiarizes candidates with a wide range of remediation approaches in all areas of academics: reading, written language, and mathematics. This course also assists candidates in developing skills that allow them to choose the appropriate strategies or interventions for specific academic problems. Candidates will apply their skills in field experiences. (*Prerequisites:* completion of LDTC Cluster I courses, Department Consent and advanced standing in the Learning Disabilities Program)

SPEC 671 Therapeutic Interventions for Children with Disabilities (3)

This course focuses on issues of self-esteem abilities. It familiarizes the student with definitions and theories of self-esteem and social skills development, and discusses the impact of learning difficulties on social skill

development. Methods of assessing social skills and interventions designed to ameliorate social skill deficits are major aspects of this course.

SPEC 672 Physiological and Psychological Learning Factors in the Education of Children with Disabilities (3)

The relationship of neurological and physiological growth to psychological learning factors pertaining to the education of individuals with disabilities is presented. An understanding of the relationship of mind to brain, and the biological parameters, which may dictate a student's performance in the classroom are integral aspects of this course. Pediatric and neurological examinations, the relevance of medical data to learning disorders and controversies, attention deficits, and other factors complicating classroom performance are presented. Candidates will apply their skills in field experiences. (*Prerequisites:* completion of LDTC Cluster I courses, Department Consent and advanced standing in the Learning Disabilities Program)

SPEC 673 Functioning on the Child Study Team (3)

This course focuses on the members of the child study team and their roles as members of the team. Review of special education laws pertaining to the positions, school psychologist, school social worker, and learning disabilities teacher-consultant is a central aspect of this course. Emphasis is on a collaborative approach among professionals functioning as a team. Candidates will apply their skills in field experiences. (*Prerequisites:* completion of LDTC Cluster I and II courses, Department Consent and advanced standing in the Learning Disabilities Program)

SPEC 674 Interpersonal and Consultation Techniques in Special Education (3)

This course serves the training needs of special educators who must function as resource persons to the larger school community. It develops in learning disability specialists, resource teachers, and other special education personnel, the communication skills necessary to advise and consult effectively regarding learning and behavioral problems. Through a didactic-experiential approach, the course considers the consultant role itself in the modern school. Problems of communication within a complex social structure, the nature of

evaluative information and its communication, translating prescriptive programming and behavior management data into effective therapeutic intervention, modes of intervention, group process in consultation; communication with home community and other disciplines provide the focus for this course. Candidates will apply their skills in field experiences. (*Prerequisites:* completion of LDTC Cluster I and II courses, advanced standing in the Learning Disabilities Program and Department Consent)

SPEC 675 Corrective Techniques for Teaching the Exceptional Child (3)

This course emphasizes analysis of educational tasks and preparation of instructional objectives and instructional sequences as they are related to the school curriculum for children with disabilities. Lesson planning, task analysis, and unit planning are discussed. Preparation of remedial materials and specialized techniques for correction of learning difficulties is included.

SPEC 679 Classroom Management/ Classroom Behavior and Positive Behavior Supports (3)

Classroom management includes organizational, behavioral, social and environmental parameters. Teacher candidates need to know how to design, structure, and manage daily routines including transition time. Teacher candidates relate child development theories to young children with disabilities. Teacher candidates learn how to define target behaviors and teach replacement behaviors. Ways that technology, including assistive technology, can assist with management of teaching and learning are stressed.

SPEC 680 Seminar in Special Education: Trends, Issues, and Research (3)

This course offers an appraisal of current problems, issues, and trends, as well as research in the broad area of special education and how these relate to the training and teaching of the exceptional child. Intensive study is given to major developments in the field of special education.

SPEC 686 Scholarship of Teaching (3)

The Scholarship of Teaching is a research course for teachers to enable them to pursue sustained inquiry into their own teaching practices and student learning in a way which will benefit, not only the teacher himself or herself, but the field of special education.

SPEC 690 Field Experience in Special Education (3)

This course includes field experience working with exceptional children. Candidates who are already teaching may use their classroom for the field experience. Others will work in schools with priority given to partnership districts. In addition, all candidates in the courses are required to attend two seminars during the experience.

SPEC 691 Research Seminar in Special Education (3)

This is a basic course in research methodology for the behavioral sciences. It draws on the periodical literature in special education to develop students' skills as consumers of research in that field, and further provides training in the principles and practices of educational research to enable students to plan and carry out self-generated inquiries, and to prepare findings in thesis/ project form. An academic base for the thesis/project terminal option is provided.

SPEC 692 Successful Collaboration and Inclusion in the Early Childhood Years/Universal Design (3)

This course provides practical information for collaborating and co-teaching for early childhood and special educators. It includes planning and implementing developmentally appropriate experiences and materials for the classroom. Instructional approaches based on Universal Design for Learning are also emphasized as is the use of supportive instructional and assistive technology.

SPEC 693 Inclusion (3)

This course requires students to observe a variety of inclusive situations (i.e. fully inclusive schools, inclusion of students with moderate/severe disabilities, in-class support, consultative inclusion models). Students are expected to observe, interview, and reflect on their experiences.

SPEC 695 Independent Study in Special Education (1)

This course offers the student additional time to conduct research under supervision. It is possible for the student to complete a satisfactory thesis or expanded terminal project by taking this course. (*Prerequisite:* permission of chairperson)

SPEC 697 Diagnosis of Children with Disabilities (3)

This course familiarizes the student with the

causes, types, diagnosis, and remediation of children with learning disabilities. A major part of the course consists of demonstrations of tests appropriate for use in diagnosing learning disabilities in children from the educational standpoint. Candidates will apply their skills in field experiences. All areas of learning are studied with an emphasis on the causes of learning disabilities in children. Time is provided to study factors that affect learning such as motivation, perception, interests, and concept development. (*Prerequisites:* completion of LDTC Cluster I courses, Department Consent, and advanced standing in the Learning Disabilities Program)

SPEC 698 Practicum in Individual Appraisal and Remediation of Exceptional Children I (3)

This course allows students to implement and practice, with supervision, material related to the diagnosis and remediation of learning problems in children, adolescents, and adults. Opportunities to utilize educational testing material are provided. Students are expected to diagnose learning problems, write diagnostic reports, recommend remedial strategies, and implement those strategies in clinical and educational settings. Students interpret the results of evaluation and remediation to parents and other professionals. Candidates fulfill 50 hours of clock time. (*Prerequisites:* completion of LDTC Cluster I and II courses, Department Consent and advanced standing in the Learning Disabilities Program)

SPEC 699 Practicum in Learning Disabilities Remediation (3)

This course allows the student to further practice and implement skills of diagnosis and remediation of learning problems in children and adolescents. Part of the focus is to use diagnostic information to implement and inform remediation of learning problems and to create individualized educational plans based on the information generated through diagnostic teaching. Candidates fulfill 50 hours of clock time. (*Prerequisites:* completion of LDTC Cluster I and II courses, SPEC 673, SPEC 698, Department Consent and advanced standing in the Learning Disabilities Program)

SPEC 700 Adults with Learning Disabilities (3)

Learning Disabilities present lifelong challenges. Problems and issues of employment

and education at the post-secondary level that face adults with learning disabilities are the focus of this course. Biographies of adults with learning disabilities are studied. Topics include characteristics of adults with learning disabilities as well as issues relating to assessment, employment, public policy, and the justice system.

SPEC 702 Cognition, Motivation and Instructional Practice (3)

Core developmental issues, assessment techniques and practical instructional strategies are studied in the context of various learning theories and theories of motivation. Candidates study appropriate and inappropriate uses of tests and test results, interpret assessment data, apply learning theories and determine appropriate instruction. (*Prerequisites:* completion of LDTC Cluster I courses, Department Consent and advanced standing in the Learning Disabilities Program)

COLLEGE OF PROFESSIONAL STUDIES

Dr. Sandra Bloomberg, Dean
sbloomberg@njcu.edu

Dr. Cheryl Swider,
Associate Dean (Acting)
cswider@njcu.edu

Ms. Denise Serpico,
Assistant to the Dean
dserpico@njcu.edu

Ms. Debra McClary,
Administrative Assistant
dmcclary@njcu.edu

Ms. Theresa Spataro,
Program Assistant
tspataro@njcu.edu

201-200-3321
201-200-3222 Fax

Education and Professional Studies
Building, Rm. 402

http://www.njcu.edu/College_of_Professional_Studies.aspx

The College of Professional Studies offers the following graduate degree programs:

- Doctorate of Science in Civil Security Leadership, Management, and Policy (D.Sc.)
- Master of Science in Accounting
- Master of Business Administration (M.B.A.) (Specializations in Finance, Marketing, and Organizational Management and Leadership)
- Master of Science in Finance (Specializations: professional financial planning, financial analysis, financial management)
- Master of Science in Criminal Justice
- Master of Science in Health Sciences (Specializations: community health education, health administration, and school health education)
- Master of Science in Professional Security Studies (Specializations: national, corporate and information assurance/cyber security)

The College of Professional Studies offers the following graduate certificates:

- Certificates in Driver Education
- Certificate in Professional Financial Planning
- Certificate in Investment Analysis
- Certificate in Portfolio Management
- Certificate in Professional Financial Management
- Certificate in Professional Management Accounting
- Certificate in School Nursing
- National Security Agency Certificate for Information Systems Security Officers (ISSO) - Standard 4014 (Entry)

The goals of the graduate programs are to prepare individuals for productive careers and to assume positions of leadership in the global marketplace and in their communities. In keeping with the mission of the University, to provide access and excellence, the College has a reputation for providing academic programs of high quality and for its community outreach. In an effort to make professional education more accessible to working adults and individuals living distant from the University, it provides the option of Web-assisted education in most programs and Web-based graduate programs in Accounting and Health Sciences.

The D.Sc. in Civil Security Leadership, Management and Policy prepares individuals to assume executive level security positions within government, business, and higher education. The three distinct areas recognized by ASIS International – international/national, corporate and information assurance/cyber security – form the foundation for this generalist, scholar-practitioner program. New Jersey City University has been recognized as a National Center of Academic Excellence by the National Security Agency since 2009.

The Master of Science degrees in Accounting and Finance along with the M.B.A. program are offered at NJCU's off-campus location in the Harborside financial district of Jersey City. Students can enrich their professional future and accommodate their busy lifestyles by studying at this conveniently located state of the art facility. Smaller class sizes assure that students receive more personal attention. Students are also able to take advantage of the NJCU library, with online access to one

of the most extensive collections of business databases in the country.

The graduate degree in Professional Security Studies and graduate courses leading to School Nurse Certification are also available in Monmouth County through the university's partnership with the NJ Coastal Community.

The faculty of the College has historically created a student-centered environment, characterized by elements of challenge and caring. Small classes encourage and support learning, collaboration and self-discovery and set the stage for the development of a lifelong network of professional relationships. A defining element of the College is the diversity of its student body (a myriad of talents, origins, interests and experiences) and a curriculum uniquely designed to assist students in realizing personal and professional success.

NOTES : In addition to the general graduate study admission requirements, programs may have additional requirements for admission. All students are expected to review their program and department requirements as specified in this catalog. Students seeking a New Jersey Department of Education certificate must apply for their certificate at the same time they apply for graduation. Certification forms are available at the Center for Teacher Preparation (Education and Professional Studies Building, Room 203A).

BUSINESS ADMINISTRATION DEPARTMENT

Marilyn Ettinger, M.B.A., CFA, CTP
Chairperson
201-200-3353
mettinger@njcu.edu

Michael D. Cole, D.P.S.
Graduate Coordinator, Marketing
201-200-2411
mcole1@njcu.edu

John Laski, D.B.A.
M.B.A. Program Coordinator
Graduate Coordinator, Management.
201-200-2410
jlaski@njcu.edu

Robert J. Matthews, CPA, M.B.A., Ed.S.,
Ph.D.
Graduate Coordinator, Accounting
201-200-3353
rmatthews@njcu.edu

Rosilyn Overton, CFP, RFC, Ph.D.
Graduate Coordinator, Finance
201-200-3353
roverton@njcu.edu

Education and Professional Studies
Building, Rm. 414

<http://www.njcu.edu/ba/grad/>

DEGREE PROGRAMS OFFERED

Master of Business Administration
(Specializations offered in Marketing,
Finance, and Organizational Management
and Leadership)

Master of Science in Accounting
B.S./M.S. in Accounting (Bridge Program)

Master of Science in Finance
(Specializations offered in Financial Analy-
sis, Financial Management, and Financial
Planning)

GRADUATE CERTIFICATE PROGRAMS OFFERED

Certificate in
Professional Financial Planning
Certificate in
Professional Investment Analysis
Certificate in
Professional Portfolio Management
Certificate in
Professional Financial Management
Certificate in
Professional Management Accounting

Effective for Spring 2014 admissions,
the revised admission criteria for graduate
business programs (MS Accounting,
MS Finance, and Master of Business
Administration):

- The Business Department at NJCU will consider applicants for the MBA/MS degree program with or without a prior Business degree.
- **Business Degree holders:**
For those applicants with a prior business degree with a cumulative GPA of 3.00 or greater, the GMAT may be waived. Applicants with a prior business degree with a cumulative GPA of 2.75-2.99 must take the GMAT and attain a score of 560 or better or must take Graduate Business Essentials in the first semester and attain a grade of B or better to continue in an MS or MBA program.
- **Non-Business Degree holders:**
Those applicants without a prior business degree with a cumulative GPA of 2.75 or higher must take Graduate Business Essentials in the first semester and attain a grade of B or better to continue in an MS or MBA program, after which the GMAT may be waived.

**Those applicants who hold a degree from outside of the US may be required to take Graduate Business Essentials in the first semester and attain a grade of B or better to continue in an MS or MBA program, after which the GMAT may be waived.*

Master of Business Administration

Master of Business Administration (M.B.A.) degree program mission is to develop professionals with contemporary management skills who are able to lead organizations ethically and manage a diverse workforce in a modern multi-cultural, service-dominated economy. The M.B.A. program prepares its graduates to lead and manage organizations through:

- Mastery of broadly applicable core disciplines including organizational leadership and management, finance, and marketing; and
- Acquisition of skills tailored to today's service-dominated economy, where success demands: (1) ethical solutions to complex problems; (2) integration of

information technology; (3) leading a diverse workforce; and (4) competing in a multicultural and global marketplace.

The 36-credit course of study consists of a core curriculum of 21 credits, an area of specialization of 12 credits, and a capstone project of three credits. Students choose a 12-credit specialization in one of the following areas:

- Finance
- Marketing
- Organizational Management and Leadership

The capstone project is the culmination of the program. Working within an interdisciplinary project team, learners utilize practices developed in the classroom to solve "real world" business problems. Following or concurrent with capstone completion, all students will be required to take a standardized examination. Results will be used for program rather than student assessment.

ADMISSION REQUIREMENTS

Admission to the Master of Business Administration program requires that the student:

1. Has completed a baccalaureate degree from an accredited institution. If the applicant does not have a degree in business, pre-requisites will be required;
2. Has met all the requirements of the Graduate Studies Office and the Business Administration Department.

PROGRAM PREREQUISITES

The 36-credit course of study assumes an undergraduate degree in Business, including financial accounting at the intermediate level, and two semesters of statistics. For students with a degree in Business but without those courses, Business 601 – Financial Accounting (3 credits) and Business 603 – Quantitative Methods (3 credits) may be required. Students who do not have an undergraduate degree in Business may be required to take Business 599 - Graduate Business Essentials. Similar graduate courses from other institutions may be accepted with approval of the program coordinator. The M.B.A. admissions committee may, at its discretion, request an interview to further qualify the candidate's ability to succeed in the M.B.A. program; or direct other actions to be taken, including but not limited to additional prerequisite courses.

Master of Business Administration in Finance Specialization

The Finance specialization prepares individuals for a career in the financial management of businesses, government and non-profit organizations. It provides students with specific skills in finance complementing a broader business competence base in organizational management and marketing. This generalist orientation contrasts with the university's Master of Science in Finance program, which offers in-depth specializations in financial planning, financial analysis and financial management.

The program focuses on traditional fundamentals of financial management and contemporary financial thought. It prepares professionals to provide strategic and tactical guidance to the organization.

Core Requirements (21 Credits)

Prerequisites: Undergraduate business degree, BUSI 601- Financial Accounting, and 603 - Quantitative Methods or the equivalent. (see "Program Prerequisites" section above).

Code	Title	Credits
BUSI 606	Managerial Economics	3
BUSI 607	Corporate Financial Management	3
BUSI 611	Behavioral Issues and Ethics in Management	3
BUSI 612	Global Strategic Management	3
BUSI 613	Decision Analysis	3
BUSI 615	Contemporary Marketing Perspectives	3
BUSI 652	Strategic Profitability Analysis: Accounting for Managers	3

Finance Specialization Requirements (12 Credits)

(Prerequisites: BUSI 606 and 607)

Code	Title	Credits
BUSI 670	Working Capital Management	3
BUSI 776	Global Finance	3
BUSI 777	Financial Institutions and Banking Relationships	3
BUSI 778	Financial Restructuring and Reorganization	3

Capstone Requirements (3 Credits)

(Taken in the last semester.)

Code	Title	Credits
BUSI 799	Interdisciplinary Capstone Project	3

Master of Business Administration in Marketing Specialization

The Marketing specialization provides individuals with a rich understanding of traditional and contemporary marketing thought and best practices. Traditional fundamentals will include such areas as marketing planning and brand management.

The importance of recognizing the varying needs of consumers of diverse backgrounds as a fact of modern marketing will be emphasized. Contemporary areas covered include customer-centered marketing, encompassing lifetime value of the customer, innovation and new product development, and the global marketplace. The program addresses internet marketing, search engine marketing, and Web communication. An emphasis throughout will be on competing effectively in the increasingly multi-cultural market.

Core Requirements (21 Credits)

Prerequisites: Undergraduate business degree, BUSI 601- Financial Accounting, and 603 - Quantitative Methods or the equivalent. (see "Program Prerequisites" section above).

Code	Title	Credits
BUSI 606	Managerial Economics	3
BUSI 607	Corporate Financial Management	3
BUSI 611	Behavioral Issues and Ethics in Management	3
BUSI 612	Global Strategic Management	3
BUSI 613	Decision Analysis	3
BUSI 615	Contemporary Marketing Perspectives	3
BUSI 652	Strategic Profitability Analysis: Accounting for Managers	3

Marketing Specialization Requirements (12 credits)

(Prerequisites: BUSI 606, 607, 615)

Code	Title	Credits
BUSI 731	New Products and Services Development	3
BUSI 732	E-Marketing	3
BUSI 733	Global and Multi-Cultural Marketing	3
BUSI 734	Services Marketing	3

Capstone Requirements (3 Credits)

(Taken in the last semester.)

Code	Title	Credits
BUSI 799	Interdisciplinary Capstone Project	3

Master of Business Administration in Organizational Management and Leadership Specialization

The Organizational Management and Leadership (OML) specialization prepares individuals for management and leadership roles in business, government and not-for-profit entities. OML students will apply the required prerequisite tools of accounting and quantitative analysis in the core courses of Corporate Financial Management, Decision Analysis, and Strategic Profitability Analysis.

The specialization courses will provide students with expanded knowledge of business and other organizational forms, as well as leadership and management skills relevant to today's knowledge and service-oriented global economy. This includes skills in the management of cross-functional teams, project management, technology application, and new products and services development, as well as innovation and critical thought process. A distinguishing focus of the OML specialization is on managing a diverse workforce and competing in an increasingly global and thus multi-cultural marketplace.

Core Requirements (21 Credits)

Prerequisites: Undergraduate business degree, BUSI 601- Financial Accounting, and 603 - Quantitative Methods or the equivalent. (see "Program Prerequisites" section above).

Code	Title	Credits
BUSI 606	Managerial Economics	3
BUSI 607	Corporate Financial Management	3
BUSI 611	Behavioral Issues and Ethics in Management	3
BUSI 612	Global Strategic Management	3
BUSI 613	Decision Analysis	3
BUSI 615	Contemporary Marketing Perspectives	3
BUSI 652	Strategic Profitability Analysis: Accounting for Managers	3

Organizational Management and Leadership Specialization

(Prerequisites: BUSI 606, 607, 611)

Code	Title	Credits
BUSI 711	Managing for Internal Innovation	3
BUSI 712	Strategic Human Resources Management	3
BUSI 713	Managing the Service Organization	3
BUSI 714	Situational and Transformational Leadership	3

Capstone Requirements (3 Credits)

(Taken in the last semester.)

Code	Title	Credits
BUSI 799	Interdisciplinary Capstone Project	3

Master of Science in Accounting

The emphasis of the master's in accounting is on professional and technological competency for entry into the accounting profession. The Program is designed to prepare students to apply technical knowledge, integrate ethical principles into decision making, critically evaluate alternative solutions, articulate issues effectively, solve complex problems, and differentiate relevant information.

This program of study, combined with a bachelor's degree in business, meets the current minimum educational requirements for the certified public accounting (CPA) license in New Jersey. The CPA license is acknowledged internationally as a standard for accountants in public accounting and in the corporate environment. It is a valuable credential for career progression and for broadening professional skills and perspective.

Upon completion of the program, all students will be required to take a standardized examination. Results will be used for program rather than student assessment.

ADMISSION REQUIREMENTS

Admission to the master's in accounting program requires that the student:

1. Has completed a bachelor's degree. A student who has no educational background in business may be required to take undergraduate courses in business.
2. Has met all the requirements of the Graduate Studies Office and the Business Department.

Master of Science in Accounting (30-credit program)

For students whose undergraduate business degree includes a specialization in accounting

PROGRAM REQUIREMENTS (30 CREDITS)

Required Core (24 credits)

Code	Title	Credits
BUSI 603	Quantitative Methods for Business Decisions	3
BUSI 607	Corporate Financial Management	3
BUSI 610	Business Ethics	3
BUSI 651	Professional Auditing	3
BUSI 652	Strategic Profitability Analysis	3
BUSI 653	Taxation of Business Entities	3
BUSI 659	Analysis of Financial Statements	3
BUSI 681	Business Law for Managers	3
BUSI 754	Contemporary Accounting Issues	3

Elective Courses (6 credits)

Select from the following:

Code	Title	Credits
BUSI 612	Global Strategic Management	3
BUSI 625	Financial Modeling	3
BUSI 670	Working Capital Management	3
BUSI 691	Introduction to Fraud Examination	3

Other elective courses may be offered.

Master of Science in Accounting (42-credit program)

For students whose undergraduate degree includes a specialization other than accounting, and all International students

PROGRAM REQUIREMENTS (42 CREDITS)

Foundation Accounting (12 credits)

Code	Title	Credits
BUSI 601	Financial Accounting I	3
BUSI 602	Accounting for Business Entities	3
BUSI 604	Federal Taxation of Individuals	3
BUSI 608	Financial Accounting II	3

Required Core (24 credits)

BUSI 603	Quantitative Methods for Business Decisions	3
BUSI 610	Business Ethics	3
BUSI 651	Professional Auditing	3
BUSI 652	Strategic Profitability Analysis	3
BUSI 653	Federal Taxation of Business Entities	3
BUSI 659	Analysis of Financial Statements	3
BUSI 681	Business Law for Managers	3
BUSI 754	Contemporary Accounting Issues	3

Elective Courses (6 credits)

Select six credits from the following:

BUSI 607	Corporate Financial Management	3
BUSI 612	Global Strategic Management	3
BUSI 625	Financial Modeling	3
BUSI 670	Working Capital Management	3

Other elective courses may be offered.

Combined Bachelor/Master of Science in Accounting (Bridge Program)

(*Only open to NJCU undergraduate Business Majors.)

This combined B.S./M.S. in Accounting Bridge Program was established to better serve the needs of NJCU undergraduates who intend to enter the accounting profession. The 150-credit program (120-undergraduate and 30- graduate) allows students to meet the current educational requirements of the Certified Public Accountant (CPA) examination in the State of New Jersey within a five-year time frame.

The Program is designed to prepare students to apply technical knowledge in a professional work environment, integrate ethical principles into decision making, critically evaluate alternative solutions, articulate issues effectively - orally and in writing, solve complex problems using quantitative and qualitative methods, and differentiate relevant information in researching a problem.

The program is divided into two phases:

- **B.S. Phase (Senior Year)** - Completion of baccalaureate degree requirements (120 total undergraduate credits) plus 9 graduate credits.
 - a. The three graduate courses are: BUSI 651 (replaces BUSI 451), BUSI 652 (replaces BUSI 354), and BUSI 653 (replaces BUSI 552). If any of the three undergraduate courses were previously completed successfully, then the corresponding graduate course will still be required, and cannot be substituted for the undergraduate course.
 - b. The 9 graduate credits count towards satisfying both the baccalaureate and master's degrees.
 - c. Students pay the undergraduate tuition/fee rate for these 9 graduate credits.
 - d. Students retain their undergraduate status at NJCU until baccalaureate degree completion.
- **M.S. Phase** – Completion of remaining graduate degree requirements (21 additional graduate credits, for a total of 30 graduate credits).
 - a. At the start of this phase, students are formally admitted as graduate students into the M.S. in Accounting degree program.
 - b. Students pay the graduate tuition/fee rate for the remaining 21 graduate credits.

PROGRAM ELIGIBILITY REQUIREMENTS

1. Be an undergraduate major in Business Administration with a specialization in Accounting.
2. Have a minimum NJCU undergraduate cumulative GPA of 3.00, and a minimum undergraduate GPA of 3.25 in Accounting and other business courses.
3. Have completed at least 9 undergraduate credits in Accounting, to include Principles of Accounting 1 (BUSI 251), Principles of Accounting 2 (BUSI 252) and Intermediate Accounting 1 (BUSI 351).
4. Will have completed 90 undergraduate credits at the anticipated start term of the B.S. Phase (Senior Year).

WHEN TO APPLY

Formal application cannot be made prior to the semester during which the student will have completed 90 undergraduate credits towards the baccalaureate degree.

However, prospective applicants are strongly encouraged to seek advisement from the B.S./M.S. in Accounting Bridge Program Coordinator in the Business Administration Department as early as possible during their undergraduate studies. This enables the student to begin taking the appropriate courses prior to reaching the 90-credit mark to insure that the remaining 30 undergraduate and 9 graduate credits required during the B.S. Phase (Senior Year) will meet the final requirements for award of the student's baccalaureate degree.

HOW TO APPLY

Special application forms are available at the Business Administration Department or can be downloaded online at www.njcu.edu/abp. In addition to the Admission Application, a 250-500 word essay discussing the applicant's goals and objectives for pursuing the combined degree program in Accounting is also required. The completed application form and essay must be submitted to the Business Administration Department, ATTN: B.S./M.S. in Accounting Program Coordinator, by April 1 to begin in a fall term, and by November 1 to begin in a spring term.

PROGRAM CONTINUATION REQUIREMENTS

1. Students accepted to begin the program must successfully complete the B.S. Phase (to include being cleared to receive the baccalaureate degree) and must also meet the grading and other requirements for admission as a graduate student in order to begin the M.S. Phase (see below).
2. The following items for review for admission to Graduate Studies as a matriculated graduate student in the M.S. degree program must be submitted to the Office of Graduate Studies, Hepburn Hall, Rm. 203, ATTN: Director of Graduate Admissions, as early as possible during the B.S. Phase (or at the time of initial application to the program):
 - a. Request for Matriculation*
 - b. 2 Recommendations (letters or Recommendation Form)*
 - c. GMAT Scores
 - d. Resume

(*Forms available through the Director of Graduate Admissions, Hepburn Hall Rm. 203, or from the B.S./M.S. in Accounting Bridge Program Coordinator.)

3. A student who receives more than two B- grades (or lower) from among the three graduate courses noted above may not continue in the graduate program. If the student defaults in this manner, the acceptability of the grades in the three graduate courses would be determined by undergraduate grading policy for purposes of the undergraduate degree.
4. Graduate students are expected to maintain a minimum GPA of 3.00 to be in good academic standing. A student with a GPA of less than 3.00 for the three graduate courses above will not be eligible for matriculation as a graduate student. A student who did not receive more than two grades of "B-" or below for the three graduate courses in the B.S. Phase, but whose graduate GPA is less than 3.00, will be approved for "conditional" admission as a graduate student to work towards the M.S. in Accounting degree. Once the student's graduate GPA is raised to at least 3.00 during the M.S. Phase, the student will submit a new "Request for Matriculation," and the status will be changed to "matriculated."

NOTE: A "conditionally" admitted graduate student is not eligible for a Federal Student Loan until the student's status is changed to "matriculated," which must be by the first day of the term for which the student is seeking the loan.

5. A student who receives a grade of "F" in any of the three graduate courses above will not be eligible for matriculation as a graduate student, and will not be permitted to continue in the program. In such cases, the student will be required to take the corresponding undergraduate course in lieu of the one that was failed at the graduate level.
6. Students admitted to begin the M.S. Phase must continue to meet all academic requirements for graduate students to be in good standing (as stated elsewhere in this catalog), and must meet all remaining program requirements to receive the M.S. in Accounting degree.
7. Expectation of Continuation to the M.S. Phase and Degree Completion
 - B.S./M.S. students are expected to

enroll in graduate classes immediately upon completing their B.S. degree, and continue work toward completion of the M.S. degree.

- If graduate accounting courses are not taken within three years of earning a B.S.-Accounting degree, the Graduate Office will discontinue the individual as an active student.
- Upon discontinuation from the graduate career, the earned graduate credits will be posted as "Advanced Standing" on the undergraduate transcript. However, the student's graduate transcript will remain as an official record and will contain the graduate courses taken.
- A student discontinued for three years of non-enrollment, who wishes to later pursue the M.S. in Accounting degree, must reapply and be admitted to the program, and must complete the degree requirements in effect at that time.
- At the time of graduation clearance for the M.S. degree, only courses taken in the previous seven years may be considered valid.

Combined Bachelor/Master of Science in Accounting

PROGRAM REQUIREMENTS

(150 credits: 120-undergraduate, 30-graduate)

Undergraduate – 120 CREDITS

(see *Undergraduate Catalog*)

Graduate – 30 credits

Required Core (24 credits)

Code	Title	Credits
BUSI 603	Quantitative Methods for Business Decisions	3
BUSI 610	Business Ethics	3
BUSI 651	Professional Auditing ¹	3
BUSI 652	Strategic Profitability Analysis	3
BUSI 653	Taxation of Business Entities	3
BUSI 659	Analysis of Financial Statements	3
BUSI 754	Contemporary Accounting Issues	3

Elective Courses (6 credits)

Select from the following:

BUSI 607	Corporate Financial Management	3
BUSI 612	Global Strategic Management	3
BUSI 625	Financial Modeling	3
BUSI 670	Working Capital Management	3
BUSI 691	Introduction to Fraud Examination	3

Other elective courses may be offered.

¹BUSI 651 is taken in place of BUSI 451 Auditing at the undergraduate level.

²BUSI 652 is taken in place of BUSI 354 Cost Accounting at the undergraduate level.

³BUSI 653 is taken in place of BUSI 552 Seminar in Taxation at the undergraduate level.

Master of Science in Finance

The Master of Science in Finance offers a traditional core graduate curriculum in finance combined with a specialization in one of three professional areas - financial planning, financial analysis, or financial management. The capstone of the program is a major case study relevant to the student's concentration. The objective of the capstone is to connect the concepts and skills developed in the program with professional practice.

Following (or concurrent with) capstone completion, all students will be required to take a standardized examination. Results will be used for program rather than student assessment.

Each program of study includes the curriculum appropriate to preparation for the examinations for one of the following professional credentials: the CFP® certification in financial planning, the CFA® or chartered financial analyst credential, and the CMA or certified management accountant designation.

ADMISSION REQUIREMENTS

Admission to the Master of Science in Finance program requires that the student:

- Has completed a baccalaureate degree from an accredited institution.
 - Students with a degree from a foreign institution will be required to submit an evaluation from WES.
 - If the applicant does not have a degree in business, pre-requisites will be required.
- Has met all the requirements of both the Graduate Studies Office and the Business Administration Department.

NOTE: Students who were non-business undergraduate majors, or who graduated several years ago and need a contemporary academic refresher, will be required to take BUSI 599 Graduate Business Essentials, a one-semester 6-credit immersion course in business fundamentals which provides an academic foundation for graduate work in business. Other pre-requisites may also be required.

Master of Science in Finance

PROGRAM REQUIREMENTS (39 CREDITS)

— for students pursuing the concentration in Professional Financial Planning

Code	Title	Credits
BUSI 601	Financial Accounting	3
BUSI 603	Quantitative Methods for Business Decisions	3
BUSI 606	Managerial Economics	3
BUSI 607	Corporate Financial Management	3
BUSI 625	Financial Modeling	3
BUSI 659	Analysis of Financial Statements	3
BUSI 671	Foundations of Professional Financial Planning	3
BUSI 673	Investment Planning and Portfolio Analysis	3
BUSI 674	Income Tax Planning for Individuals and Businesses	3
BUSI 675	Retirement Planning and Employee Benefits	3
BUSI 676	Estate Planning	3
BUSI XXX	Elective in Graduate Business	3

(Recommended are BUSI 672 Risk Management and Insurance

Planning, BUSI 775 Advanced Portfolio Management, or BUSI 695 Executive Communications)

BUSI 780 Capstone/Creating the Comprehensive Financial Plan 3

—for students pursuing the concentration in Financial Analysis (* course pending approval)

BUSI 601 Financial Accounting 3
 BUSI 603 Quantitative Methods for Business Decisions 3
 BUSI 606 Managerial Economics 3
 BUSI 607 Corporate Financial Management 3
 BUSI 625 Financial Modeling 3
 BUSI 659 Analysis of Financial Statements 3
 BUSI 673 Investment Planning and Portfolio Analysis 3
 BUSI 770 Ethical and Professional Standards for Investment Management 3
 BUSI 771 Analysis of Equity Investments 3
 BUSI 772 Analysis of Debt Investments 3
 BUSI 774 Analysis of Derivatives and Alternative Assets 3
 BUSI 775 Advanced Portfolio Management 3
 BUSI 779 Thesis/Capstone in Finance 3

—for students pursuing the concentration in Financial Management (* course pending approval)

Code	Title	Credits
BUSI 601	Financial Accounting	3
BUSI 602	Accounting for Business Entities	3
BUSI 603	Quantitative Methods for Business Decisions	3
BUSI 606	Managerial Economics	3
BUSI 607	Corporate Financial Management	3
BUSI 611	Behavioral Issues and Ethics in Management	3
BUSI 613	Decision Analysis	3
BUSI 625	Financial Modeling	3
BUSI 652	Strategic Profitability Analysis: Accounting for Managers	3
BUSI 659	Analysis of Financial Statements	3
BUSI 670	Working Capital Management	3
BUSI 672	Risk Management and Insurance Planning	3
BUSI 673	Investment Planning and Portfolio Analysis	3
	OR	
	(another graduate business elective)	3
BUSI 779	Thesis/Capstone in Finance	3

Graduate Certificate Programs in Business

Students who do not wish to commit to complete a Master of Science program may opt for one of several certificate programs. Each certificate program is focused on a specific career option and covers the curriculum required for a national or international credentialing examination.

GRADUATE CERTIFICATE IN PROFESSIONAL FINANCIAL PLANNING (18 CREDITS)

This certificate is appropriate for an individual who is interested in becoming a Certified Financial Planner® professional. This program is registered with the CFP Board and meets the educational requirements to sit for the CFP® examination. NJCU does not grant the CFP certification. The certification is granted by the CFP Board of Standards after the candidate has met the requirements in education, experience, ethics and examination.

REQUIRED COURSES

Code	Title	Credits
BUSI 671	Foundations of Professional Financial Planning	3
BUSI 673	Investment Planning and Portfolio Analysis	3
BUSI 674	Income Tax Planning for Individuals and Businesses	3
BUSI 675	Retirement Planning and Employee Benefits	3
BUSI 676	Estate Planning	3
BUSI 780	Capstone/Creating the Comprehensive Financial Plan	3

Students who are planning a career in investment management and research may choose to pursue one or two relevant certificates.

Graduate Certificate in Professional Investment Analysis (15 credits)

This certificate covers the curriculum required to prepare for Level I of the Chartered Financial Analyst® examinations administered by the CFA Institute.

REQUIRED COURSES

Code	Title	Credits
BUSI 606	Managerial Economics	3
BUSI 607	Corporate Financial Management	3
BUSI 659	Analysis of Financial Statements	3
BUSI 673	Investment Planning and Portfolio Analysis	3
BUSI 770	Ethical and Professional Standards in Investment Management	3

Graduate Certificate in Professional Portfolio Management (15 credits)

This certificate covers the curriculum required to prepare for Level II of the Chartered Financial Analyst® examinations administered by the CFA Institute.

REQUIRED COURSES

Code	Title	Credits
BUSI 770	Ethical and Professional Standards in Investment Management +	3
BUSI 771	Analysis of Equity Securities	3
BUSI 772	Analysis of Debt Securities	3
BUSI 774	Analysis of Derivatives and Alternative Assets	3
BUSI 775	Advanced Portfolio Management	3

+For those who have successfully completed the Graduate Certificate in Investment Analysis, another course from the graduate finance curriculum may be substituted.

Graduate Certificate in Professional Financial Management (18 credits)

This certificate is designed for individuals who expect to exercise managers who wish to strengthen their knowledge and skills in the financial management of their organizations. The program includes the topics tested on the Certified Management Accountant examination, with a heavy emphasis on financial management .

Code	Title	Credits
BUSI 602	Accounting for Business Entities	3
BUSI 611	Behavioral Issues and Ethics in Management	3
BUSI 612	Global Strategic Management	3
BUSI 613	Decision Analysis	3
BUSI 652	Strategic Profitability Analysis: Accounting for Managers	3
BUSI 670	Working Capital Management	3

Graduate Certificate in Professional Management Accounting (18 credits)

This certificate is designed to broaden the competencies of accounting professionals in industry and strengthen the business decision skills of accounting managers. The Program includes the content required to prepare for the Certified Management Accountant (CMA) examination, administered by the Institute of Management Accountants.

The CMA is acknowledged as a standard for accountants and business professionals operating in the corporate environment. It is a valuable credential for career progression and for broadening professional skills and perspective. It is recommended for managers and others to improve their value as a professional.

Code	Title	Credits
BUSI 603	Quantitative Methods for Business Decisions	3
BUSI 606	Managerial Economics	3
BUSI 607	Corporate Financial Management	3
BUSI 611	Behavioral Issues and Ethics in Management	3
BUSI 652	Strategic Profitability Analysis: Accounting for Managers	3
BUSI 659	Analysis of Financial Statements	3

Courses completed for the certificate programs may subsequently be applied to the equivalent requirements in the Master of Science in Accounting or the Master of Science in Finance.

COURSE DESCRIPTIONS

(* course pending approval)

BUSI 599 Graduate Business Essentials (6)

Designed for preparation for graduate study in business or advancement in management, this is an intensive overview of essential concepts of business, management, finance, strategy and marketing, emphasizing critical thinking and clear communication. Students gain tools, skill sets and background as the course introduces core graduate-level business thought through targeted lectures and case studies.

BUSI 601 Financial Accounting I (3)

The course provides the student with an introduction to accounting concepts, the accounting cycle, identifying and journalizing transactions, adjustments and the preparation of financial statements. Accounting information systems and internal controls are introduced. The course then proceeds to each of the major elements of the balance sheet. This "Foundation Accounting" course is required for graduate accounting students whose undergraduate degree includes a specialization other than accounting.

BUSI 602 Accounting for Business Entities (3)

This course takes the student beyond the intermediate accounting concepts and into the world of mergers and acquisitions and consolidation accounting. This is followed by foreign currency and bankruptcy accounting. After completing the study of corporate entities, the formation, changes, and liquidation of partnership entities are studied. The course concludes with the study of fund accounting in governmental and not-for-profit entities. This "Foundation Accounting" course is required for graduate accounting students whose undergraduate degree includes a specialization other than accounting. (*Prerequisite:* BUSI 601 or equivalent)

BUSI 603 Quantitative Methods for Business Decisions (3)

This course is aimed at familiarizing the student with statistical analysis necessary to perform research projects to make sound business decisions. Following a brief review of basic statistics and exploration of multivariate analysis such as regression analysis, topics in exponential design and analysis of variance, transformation of data and introductory econometric analysis, students will design and complete a complete research project.

BUSI 604 Federal Taxation of Individuals (3)

This course is designed to provide the student with a working knowledge of federal income taxation as it pertains to individuals. Topics include analysis and administration of tax law, research and application to tax issues, scrutiny of tax cases, tax planning strategies, income recognition issues, methods of accounting for tax purposes, use of tax shelters, effects of the alternative minimum tax and the tax treatment of capital gains and losses.

BUSI 606 Managerial Economics (3)

Managerial Economics applies economic theory and models such as supply and demand, optimization, elasticity and regression analysis to business decision making within the firm or organization. Students learn how economic forces affect output, hiring, product pricing, demand estimation and market forecasting and how to make profitable decisions to achieve the goals of the firm.

BUSI 607 Corporate Financial Management (3)

This course provides an advanced level overview of principles and practices used by the finance professional. In particular, it covers the financial environment, utilizing net present value (NPV), valuation of financial assets, project analysis, opportunity cost of capital, risk and return, capital budgeting, debt and dividend policies, mergers, and planning. (*Prerequisite:* BUSI 601 or equivalent)

BUSI 608 Financial Accounting II (3)

This course provides the student with a continuation of BUSI 601 Financial Accounting with coverage on accounting concepts and special topics. In particular, the course focuses on special accounting applications: earnings per share computations, investments, income taxes, pensions, leases and revenue recognition. This "Foundation Accounting" course is required for graduate accounting students whose undergraduate degree includes a specialization other than accounting. (*Prerequisite:* BUSI 601 or equivalent)

BUSI 610 Business Ethics (3)

This course is designed to facilitate a learning environment for students to obtain a basic knowledge of business ethics and moral reasoning, and develop the critical thinking skills and competencies related to ethical issues that are needed in today's business environment. The course is designed to provide the student with the economic and political foundations of ethical systems, to underscore unethical or questionable business practices and highlight the moral dilemmas facing management.

BUSI 611 Behavioral Issues and Ethics in Management (3)

This course is an in-depth examination of ethics, managerial theories and behavioral concepts in planning, organizing, staffing and controlling business organizations. Emphasis is on ethics, practical application of teamwork, leadership, motivation, organizational change and development. Readings in current and classical literature enhance understanding of the development of management thought. Emphasis is on alignment of managerial, financial and organizational goals with behavioral issues in developing and using budgets and standards. Logical steps to reach a decision are analyzed.

BUSI 612 Global Strategic Management (3)

This course makes an in-depth review of the changes in management, marketing, finance, and production management resulting from the globalization of world markets. The view is through the experiences, success, and failures of real managers involved in global strategic planning.

BUSI 613 Decision Analysis (3)

Managerial decisions are often made in an environment of great uncertainty. Decision analysis provides practical techniques to structure decision problems and quantitative methods to evaluate choices. The course prepares the student to make excellent decisions while considering objectives, alternatives, consequences, and uncertainties and integrating logical processes with other information.

BUSI 614 Strategic Profitability Analysis (3)

This course explores how managers can apply available information systems and accounting data to enable effective, practical understanding of cost and profit. It will consider issues such as value chain analysis, activity based costing, customer profitability analysis, budgeting and performance evaluation. (*Prerequisite:* BUSI 601- Financial Accounting or equivalent)

BUSI 615 Contemporary Marketing Perspectives (3)

Current thought and best practices in business-to-consumer and business-to-business marketing are studied. Application of concepts such as consumer relationship marketing, the lifetime value of a ,and one-to-one marketing are studied, including the impact of information technology applications on marketing management and the evolution of information systems into e-marketing.

BUSI 625 Financial Modeling (3)

This course focuses on the development of microcomputer solutions to financial problems. There is an emphasis on the custom design and implementation of models, using spreadsheet and database applications software. Topics include financial statement modeling, forecasting of free cash flow, leasing and capital budgeting decisions, option pricing and portfolio optimization.

BUSI 651 Professional Auditing (3)

This course begins with a review of the important technical tools and techniques

needed to become an auditor. These techniques include the identification of audit objectives, the many types of audit evidence required, the internal control evaluation risk assessment. Both the utilization of statistical sampling tools and the application of specific audit procedures are reviewed, and audit programs are designed. The course will specifically address the issue of management fraud and other timely topics. Audit reports and standards, analytical procedures, auditing electronic information systems, other services performed by the auditor, as well as ethical and legal liability issues are explored.

BUSI 652 Strategic Profitability Analysis: Accounting for Managers (3)

This course focuses on the various aspects of a management accounting system that can be utilized to support primary management tasks of organizing, planning, and controlling through more accurate cost information. Technical topics include tools to evaluate product lines, pricing of products and services, and changes in income resulting from selected courses of action. Recent trends in management accounting, including activity-based management, total quality management, just-in-time practices, and performance measurement are explored. (*Prerequisite:* BUSI 601 or equivalent)

BUSI 653 Federal Taxation of Business Entities (3)

This advanced taxation course provides an in-depth study and discussion of current federal tax law with respect to corporations (profit and not for profit), partnerships, estates and trusts. A research project utilizing web-based resources will be required. The effects of international taxation will be considered. The impact of proposed changes in tax laws are integrated throughout the course. (*Prerequisite:* BUSI 601 and 604 or equivalent)

BUSI 659 Analysis of Financial Statements (3)

This course brings together skills learned in accounting and finance courses. These skills are applied in a financial statement context where new analytical skills are developed. Important investment theories are reviewed. Operating, investing and financing activities of a firm are analyzed. The student will learn to identify liquidity problems of a firm. Financial forecasting techniques are introduced and skills are developed to assess

company performance. Analytical models are presented for predicting financial distress. Methods are developed to measure the adequacy of profitability. The emphasis of the course is to develop evaluative, analytical, and critical thinking skills. (*Prerequisite:* BUSI 601 or equivalent)

BUSI 670 Working Capital Management (3)

This course is designed to give practitioners and advanced students of finance exposure to the problems and solutions associated with short-term financial management, particularly in the treasury function of a modern corporation. The emphasis of the course is on the liquidity, risk-management, and institutional issues that affect the corporation's operating or cash cycle. Topics include valuation models for short-term financial decisions, payment mechanisms, cash management systems, short-term borrowing arrangements, and forecasting techniques. (*Prerequisite:* BUSI 607 or equivalent)

BUSI 671 Foundations of Professional Financial Planning (3)

This course provides an overview of professional financial planning theory and practice in the context of ethical behavior, understanding client needs, and regulatory compliance. Topics include purposes of financial planning, value of objective advice, financial analysis tools, the financial planning process, and the client-advisor relationship.

BUSI 672 Risk Management and Insurance Planning (3)

This course addresses business and personal risk management, insurance theory, legal risk principles; insurance contracts; social insurance; insurance companies and markets; insurance pricing, taxation and regulation. The student learns how to determine life, long-term care and disability income insurance needs and recognize risks that can be reduced by insurance.

BUSI 673 Investment Planning and Portfolio Analysis (3)

This course presents investment planning concepts, integrated with the techniques of securities analysis and portfolio management, in the context of the financial planning process. Topics include risk and return measurement, traditional and alternative investment choices, valuation techniques, modern portfolio theory, asset allocation, and portfolio performance evaluation.

BUSI 674 Income Tax Planning for Individuals and Businesses (3)

This course includes federal income taxation of individuals and businesses. Among topics are tax theory, individual and corporate tax calculations, investments, business entities, cost basis and recovery, property dispositions, passive activity losses, at-risk rules, deficiencies, refunds, penalties, accounting methods, accounting periods, and professional tax planning techniques for most favorable tax treatment.

BUSI 675 Retirement Planning and Employee Benefits (3)

This course focuses on planning secure retirements for individuals and designing retirement plans for businesses. Topics include: integration of personal savings, social security and employer retirement plans; reconciling conflicting needs of employees, owners, and cost considerations in the pension plan design; deferred compensation; and non-qualified executive benefit plans.

BUSI 676 Estate Planning (3)

Estate Planning covers both tax and non-tax considerations in the disposition of assets and protection of survivors in the event of death. The professional planner will consider both lifetime planning and planning for the conservation and distribution of the client's estate at death when designing an estate plan. The course includes the estate planning process, working with other members of the estate planning team such as the attorney, the accountant, the trust officer or other trustee, and the life insurance specialist. The course also includes the methods of estate transfer at death, federal gift and estate taxes, issues relating to generation skipping, estate liquidity, estate considerations of special situations, and methods of transfer during life.

BUSI 678 Health Care Financial Management (3)

This course introduces the language of accounting and the principles of financial management to the healthcare practitioner using examples of hospitals and other healthcare agencies. Both for-profit and not-for-profits entities are considered. The concepts and applications in this course prepare clinical professionals for the financial decisions confronting their own organizations in a managed care environment. The course also acquaints financial personnel with the current issues and practices unique

to healthcare finance. Topics include: financial statement analysis, cash budgeting, capital financing, benchmarking, payment systems, and responsibility accounting.

BUSI 679 Government and Not-for-Profit Finance (3)

This course introduces the language and tools of finance for non-financial professionals in public service organizations. The primary objective is to provide the conceptual foundations necessary to use and interpret financial information, and coincidentally an appreciation of the skills and resources needed to generate that information.

***BUSI 681 Business Law for Managers (3)**

This course provides the coverage of the business law topics relevant to practice in the accounting profession. The course focuses on the law of contracts, agency, real property, bankruptcy, securities regulation, Article 2 (Sales) and Article 3 (Commercial Paper) of the Uniform Commercial Code, debtor-creditor relationships, government regulation and CPA legal liability.

BUSI 691 Introduction to Fraud Examination (3)

The student will be introduced to occupational fraud, which includes asset misappropriations, fraudulent financial statements, bribery and corruption. This course will cover the fraud triangle and who commits fraud, the techniques used to detect fraud and the various anti-fraud initiatives that an organization uses to prevent and/or limit fraudulent acts.

BUSI 695 Executive Communication (3)

Executive Communication emphasizes ethical effective communications concepts and skills for executives and professionals to achieve organizational objectives and personal excellence. It integrates a short review of communication principles: Business Writing (clarity, brevity, organization, and tone); and Speaking/Presenting (neurolinguistic programming, body language, media constraints, engagement, technology, charts and graphs) for maximum clarity. (Completion of other prerequisites; permission of the department.)

BUSI 703 Research Methods (3)

This course is designed to provide students with the fundamentals of research design and applications in the business field. The

course starts by discussing the fundamentals of the scientific approach for problem solving and inquiry. Then it proceeds to the development of a hypothesis utilizing the appropriate test methods. Steps of the research design and test execution are analyzed. (*Prerequisite:* BUSI 603)

***BUSI 711 Managing for Internal Innovation (3)**

This course focuses on innovation management as an ongoing business practice and explores requirements for competitive advantage. The open, organic and collaborative organizational management structure needed for raising and sustaining innovation is analyzed including the policies, processes, and methods required from the idea creation stage through implementation. (*Prerequisites:* BUSI 606, 607, 611)

BUSI 712 Strategic Human Resources Management (3)

Application of best practices in human resources management is investigated. This entails translation of business objectives and strategies into human resources needs planning and application of disciplined human resources management processes including job definitions, recruiting and selection, motivation and control, performance evaluation, training and development, and succession planning. (*Prerequisites:* BUSI 606, 607, 611)

***BUSI 713 Managing the Service Organization (3)**

Students study best practices application in leading the contemporary service organization. The course covers such important areas as developing among all employees a sense of ownership of the brand whose service they are delivering, process mapping, project management techniques, and the management of organization-wide technology applications. (*Prerequisites:* BUSI 606, 607, 611)

BUSI 714 Situational and Transformational Leadership (3)

The "leader/follower" relationship and best practices in building effective teams are explored. Analyzing both leader and follower behaviors and how to integrate diversity are studied. The course integrates the "needs analysis" and Leadership Effectiveness and Adaptability (L.E.A.D.) instrument and emphasizes the desired takeaways from each stakeholder group in the leader/follower

relationship. (*Prerequisites:* BUSI 606, 607, 611)

BUSI 731 New Products and Services Development (3)

The strategic fundamentals of new products and services development – segmenting markets, selecting targets, and designing value propositions addressing unsatisfied needs of target segments – are discussed and analyzed. Best practices in the development process are assessed with emphasis on how the fastest changing industries adapt and overcome impediments to innovation. (*Prerequisites:* BUSI 606, 607, 615*)

BUSI 732 E-Marketing (3)

Conduct and management of e-commerce and its opportunities, limitations, risks, and impact of the internet on marketing and media are investigated. Topics include search engine marketing, social networks, mass customization, on-line research, and internet communication and entertainment. Relevance of e-commerce to current business models and competitiveness is emphasized. (*Prerequisites:* BUSI 606, 607, 615*)

BUSI 733 Global and Multi-Cultural Marketing (3)

Strategic marketing in an era of globalization and multi-cultural diversity, domestically and abroad is comprehensively examined. A review of the global economy, social and cultural awareness, global brand strategy, adaptation of domestic successes to international markets, and opportunities in emerging and developing markets is an important course focus. (*Prerequisites:* BUSI 606, 607, 615*)

BUSI 734 Services Marketing (3)

This course focuses on service sector marketing. Topics include customer experience research, customer relationship marketing, customer lifetime value, integrated marketing communication, and strategic innovation in new services development. Special emphasis is given to examples and cases from financial services and other industries most relevant to the student population. (*Prerequisites:* BUSI 606, 607, 615*)

BUSI 754 Contemporary Accounting Issues (3)

This advanced course provides comprehensive analysis of accounting theory and practice. Emphasis is devoted to analyzing the

application of existing accounting standards and determining the adequacy of such standards. The coverage is extended to examine how accounting as reported by management conforms to the conceptual framework of accounting. Current accounting problems confronting the profession are studied and analyzed. A wide range of topics is covered, including off-balance sheet financing, the historical cost accounting model, present value accounting, and other current issues. (*Prerequisites:* BUSI [601, 602, 608 except for U.S. accounting undergraduates], 651, 652, and 659)

BUSI 756 Master's Thesis Continuation (3)

Required enrollment if a student cannot complete the thesis in one semester.

BUSI 770 Ethical and Professional Standards for Investment Management (3)

This course provides an overview of the laws and industry regulations governing financial reporting and investment management. A code of ethics and professional standards of practice are interpreted in the context of specific situations, including insider trading and soft dollar arrangements. Global performance presentation and statistical reporting practices are discussed. (*Prerequisite:* BUSI 603.)

BUSI 771 Analysis of Equity Investments (3)

This course covers the theory and practice of equity valuation for the investment generalist. It presents a comprehensive survey of the prevailing valuation models, using contemporary real-world applications and a thorough integration of accounting and finance concepts. Content includes discounted cash flow methods, relative value models, and technical analysis.

BUSI 772 Analysis of Debt Investments (3)

This course describes the features, risk factors and economics of fixed income securities. Valuation techniques are applied to instruments in different sectors of the bond market. Other topics include yield spreads, interest rate risk, term structure, mortgage- and asset-backed securities, derivative instruments, credit analysis, and trading strategies. (*Prerequisite:* BUSI 673.)

BUSI 774 Analysis of Derivatives and Alternative Investments (3)

This course provides a comprehensive discussion of investment strategies using derivative instruments and alternative assets. Forwards and futures, options, and swaps are examined in the context of hedging strategies to manage equity market, interest rate, and currency risk. Topics also include alternative investments such as real estate investment trusts (REITs), hedge funds, commodity indexes, private equity and venture capital. (*Prerequisite:* BUSI 673.)

BUSI 775 Advanced Portfolio Management (3)

This course covers advanced topics in portfolio management, emphasizing global investment strategies, risk management tools, and performance evaluation. Topics include exchange rate forecasting, international asset pricing, dynamic asset allocation, style analysis, and attribution. (*Prerequisite:* BUSI 673.)

BUSI 776 Global Finance (3)

This course analyzes the financial environment, risks, goals and challenges of multinational corporations and domestic corporations considering entry into global markets. Topics include balance of payments accounting, international monetary systems, and foreign exchange risk management. Making informed international investment and financing decisions, including those involving e-business and technology is emphasized. (*Prerequisite:* BUSI 607)

BUSI 777 Financial Institutions and Banking Relationships (3)

The role of financial institutions, the response of institutions to changes in the economy, and their relationships with customers is examined. The course examines asset choices of banks and non-bank institutions and includes financial management topics concerning banking relationships such as forecasting financial statements, bank credit usage, and business valuation. (*Prerequisites:* BUSI 606, 607)

BUSI 778 Financial Restructuring and Reorganization (3)

This course examines the historical, legal and strategic framework, of business combinations and breakups; their impact on business valuation, financing and corporate governance; and their managerial and operational implications. Study includes merg-

ers, spin-offs, leveraged buyouts, junk bond financing, bankruptcy, and other forms of corporate restructuring. (*Prerequisites:* BUSI 601 or equivalent and BUSI 607)

BUSI 779 Thesis/Capstone Project in Finance (3)

This course is the culmination of the Master of Science in Finance degree program. The student produces an original written and oral work that demonstrates mastery of the curriculum in his or her specialty under the supervision of a faculty advisor. The oral portion of the final presentation will be made to three faculty members who will judge the presentation. The form of the work can be a thesis, a capstone project, a case study or other work deemed suitable by the faculty advisor.

BUSI 780 Capstone/Creating the Comprehensive Financial Plan (3)*

Students create several group cases and then an individually-produced professional-caliber comprehensive personal financial plan with both written and oral reports required. The course synthesizes knowledge and skills, including ethics, risk management and insurance, investments, income tax, retirements planning, estate planning, regulation and certification requirements, communication, and professional responsibility, into a comprehensive whole.

BUSI 799 Interdisciplinary Capstone Project (3)

The M.B.A. program culminates in a capstone project which challenges the learner to synthesize and apply the competencies acquired throughout the program, emphasizing his or her area of specialization. Working within an interdisciplinary project team, learners utilize practices developed in the classroom to solve "real world" business problems.

CRIMINAL JUSTICE DEPARTMENT

Dr. David K. Chiabi
Chairperson
dchiabi@njcu.edu

Dr. William Calathes
Graduate Coordinator
wcalathes@njcu.edu

201-200-3492
201-200-3482 (fax)

Professional Studies Building, Rm. 220

<http://www.njcu.edu/criminaljustice>

Master of Science in Criminal Justice

The Master of Science program in criminal justice is a practitioner-oriented and theoretically grounded course of advanced study that prepares students for professional advancement and/or advanced graduate work. It is intended for personnel working in the criminal justice system and related fields, as well as for students preparing for such careers.

The Department of Criminal Justice is a diverse learning community of educators and students in an urban setting, dedicated to a multi-disciplinary education, merging theory and practice in service to society and the dynamic nature of criminal justice.

ADMISSION

It is the policy of the Graduate Program in Criminal Justice to admit those students who, in the opinion of the Admissions Committee, demonstrate promise of succeeding in our curriculum. Primary consideration is given to the applicant's academic record. Additional evidence of potential for graduate study is shown by scores on appropriate entrance examinations, letters of recommendation, and applicable professional experience. The Admissions Committee seeks to make its decisions based upon a holistic view of the individual applicant. Candidates are advised that admission is competitive, and that it may not be possible to admit all qualified applicants. Candidates who fail to meet the published minimum standards of the University will be granted the opportunity to meet with the Admissions Committee to support their applications.

NOTE: Those students admitted to the master's program that have had neither undergraduate course work in criminal justice, nor relevant work experience in criminal justice, may be required to take preparatory academic work. This may include a sequence of readings or the undergraduate course, Introduction to Criminal Justice.

PROGRAM REQUIREMENTS

The program requires 33 graduate credits distributed among a core of criminal justice courses, elective work and the completion of a Master's Project.

MASTER'S PROJECT REQUIREMENT

Upon completion of 24 credits (including CJ 605 Criminal Justice Research), all students are required to enroll in CJ 671 Master's Project. Students will choose an area of specialized study for their project with the approval of the Graduate Advisor. When the project is approved, and all requirements met, the student may qualify for graduation.

Master of Science in Criminal Justice (33 Credits)

PROGRAM REQUIREMENTS

Five core required courses: (15 credits)

Code	Title	Credits
CJ 605	Criminal Justice Research	3
CJ 615	Theory and Practice of Police Administration	3
CJ 625	Contemporary Corrections	3
CJ 630	The Judicial System	3
CJ 645	The Nature of Crime	3

Five elective courses from the following: (15 credits) Since students can opt to select a specialization in an area of criminal justice, it is recommended that students take all their elective courses within that specialization of criminal justice. Students, however, are permitted to take two graduate courses (up to six credits) in the social sciences or related fields, with the approval of the Graduate Advisor.

CJ 600	Criminal Justice System and the Urban Community	3
CJ 601	Grant Proposal Writing	3
CJ 602	Crime in a Global Context	3
CJ 610	The Criminal Justice Professional	3
CJ 611	Graduate Seminar in Criminal Justice	3
CJ 616	Elite Deviance	3
CJ 620	Operational Strategies in Police Administration	3
CJ 635	Seminar on Community Corrections	3
CJ 640	The Juvenile Justice System	3
CJ 650	Legal Issues in Criminal Justice	3
CJ 655	Police Role in Crime Prevention	3
CJ 660	Critical Issues in Law Enforcement	3
CJ 680	Criminal Justice Management	3
CJ 685	Planning in the Criminal Justice System	3
CJ 690	Workshop in Criminal Justice Administration and Decision Making	3

Master's Project

CJ 671	Master's Project	3
--------	------------------	---

Total Credits: **33**

COURSE DESCRIPTIONS

CJ 600 Criminal Justice System and the Urban Community (3)

This course offers an overview of the processes and components of the criminal justice system as it operates within the context of the contemporary urban community. Typically urban phenomena, such as overburdened court calendars, crowded and explosive jail conditions, pervasive citizen fear of crime, minority relations and crime, understaffed police departments, and other issues are surveyed.

CJ 601 Grant Proposal Writing (3)

This elective graduate course prepares students to: 1) identify government agencies and private organizations funding research, technical assistance, training, and other programs or projects; 2) write grant proposals; 3) properly manage the grant after it is awarded; 4) write interim and final reports to the funding agency; and 5) use the success of the completed grant to obtain additional grants.

CJ 602 Crime in a Global Context (3)

Crime in a global context is examined through an investigation of transnational and international crimes. Crimes studied include inter alia, the illegal trafficking of drugs, arms, humans and endangered species. In addition, crimes such as genocide, espionage and human rights violations are examined. Mechanisms for dealing with such crimes, including international proceedings, conventions and treaties are discussed, as are relevant current issues.

CJ 603 Restorative Justice (3)

This course identifies the principles and applications in various contexts of restorative justice (RJ). An analysis of victim offender dialogue, circles, reentry programs, and other RJ techniques, as well as the application of RJ throughout the criminal justice system is addressed, evaluating from the perspective of the victim, offender, and community.

CJ 605 Criminal Justice Research (3)

Intended for students with no previous training in social science research methods, this course introduces the logic and skills of social scientific research and the effective use of criminal justice information sources. The student is provided with research methodology as a means of conducting graduate level criminal justice research. Emphasis is on: problems, hypotheses, operational defini-

tions, models of research design, data gathering strategies, levels of measurement, data processing and analysis, research proposal writing, and evaluation research. Group projects on criminal justice-related data are required.

CJ 610 The Criminal Justice Professional (3)

This course explores the nature of criminal justice as an emerging profession and of the many roles of the criminal justice professional—manager, educator, communicator, and change agent. Ethical problems and influences are examined. The potential of an educated criminal justice professional to impact crime and to affect change is examined.

CJ 611 Graduate Seminar in Criminal Justice (3)

This advanced seminar focuses on selected issues and problems confronting the various components of the criminal justice system. Topics covered within this course (or sections thereof) may change each term.

CJ 615 Theory and Practice of Police Administration (3)

This course offers an examination of the conceptual foundations and historical antecedents of contemporary law enforcement theory and practice. The writing of prominent figures in the development of American police administration is surveyed and analyzed.

CJ 616 Elite Deviance (3)

This course provides students a critical overview of issues and problems in the analysis and control of white-collar crime. The course covers a broad range of topics including the costs of white-collar crime, corporate crime, occupational crime, governmental crime, state-corporate crime, and enterprise-crime. The course also details the theoretical explanations of white-collar crime, assesses its costs, and proposes ways of responding to it.

CJ 620 Operational Strategies in Police Administration (3)

This course critically explores the operational methods employed in American police agencies. Problems addressed include allocation and distribution of resources, patrol alternatives, and management of criminal investigations.

CJ 625 Contemporary Corrections (3)

This course provides a broad analysis of the major structures and scope of the American

corrections system. The various elements of corrections, including: probation, parole, jails, prisons, community corrections and other alternatives to incarceration are discussed in relation to both adults and juveniles. Selected current reforms, issues, and problems are discussed along with cross-cultural references.

CJ 630 The Judicial System (3)

This course explores critical issues facing the courts on the federal, state, and local levels. Contemporary problems encountered in the administration of the courts are surveyed to help assess current operational methods.

CJ 635 Seminar on Community Corrections (3)

This seminar studies contemporary theories and practices of supervising non-institutionalized offenders. Issues to be surveyed include alternative strategies, case load management, prediction of success, and interagency cooperation.

CJ 640 The Juvenile Justice System (3)

This course offers a critical evaluation of the juvenile justice system, the goals and processes within the system and how they operate in the management, control, and of children adjudicated as juveniles. The nature and extent of juvenile offenses, theories of causation, current trends and issues, and selected cross-cultural systems are discussed.

CJ 645 The Nature of Crime (3)

This course studies the scope, distribution, and pattern of crime, including an examination of various measures of criminal activity. Biological, political, cultural, psychological, and sociological theories of crime causation are evaluated.

CJ 650 Legal Issues in Criminal Justice (3)

This course provides the student with current and critical information regarding legal issues in criminal justice with a focus on constitutional criminal procedure. The course explores accepted issues and draws them into new perspectives by taking into account new appellate cases, new events, and new debates over important legal controversies in the criminal justice world.

CJ 655 Police Role in Crime Prevention (3)

Viewing the police as a major agency of social control, this course examines the role played by law enforcement agencies in the

prevention and repression of crime. Emphasis is on the police officer as crime prevention practitioner and specialist. Advanced methods and techniques of community organization and prevention programming are presented.

CJ 660 Critical Issues in Law Enforcement (3)

This course surveys the major current issues in the field of law enforcement. Specific topics to be discussed vary each semester according to current problems and concerns facing the police profession. Among subjects to be discussed are: management issues and strategies, discretion, professionalism, ethics, and police-community relations.

CJ 671 Master's Project (3)

Students will choose an area of specialized study as the culminating task toward the completion of their master's degree in criminal justice. The project may either be a research paper or an evaluative paper and students will design and undertake the project under the supervision of an instructor. (*Prerequisites:* Completion of 24 credits, including CJ 605)

CJ 680 Criminal Justice Management (3)

This seminar studies the problems facing criminal justice managers from a systems theory perspective. Using a socio-technical model, the focus is on improved management techniques. Criminal justice organizations are analyzed according to purpose, structure, relationships, rewards, technology and leadership.

CJ 685 Planning in the Criminal Justice System (3)

This course offers a critical analysis of the planning process in criminal justice. Change strategies, rational planning, efficient budgeting, needs assessment, and evaluation are stressed.

CJ 690 Workshop in Criminal Justice Administration and Decision Making (3)

This seminar deals with the problems facing criminal justice administrators. The focus is on improving management through technical assistance and effective decision-making. Group projects are required and are judged by practitioner experts.

HEALTH SCIENCES DEPARTMENT

Dr. Lilliam Rosado

Chairperson and Professor
lrosado1@njcu.edu

Dr. Gail Gordon

Professor
Coordinator, Health Sciences Graduate Program
ggordon@njcu.edu

Professor Lorraine Chewey

Assistant Professor
Coordinator, Graduate School Nurse Certificate Program
lchewey@njcu.edu

Dr. Philip Congilose

Coordinator, Drivers Education Certification Program
pcongilose@njcu.edu

201-200-3431
201-200-3284 (Fax)

Education and Professional Studies Building, Rm. 219

<http://www.njcu.edu/grad/healthsciences/>

The Department of Health Sciences offers a Master of Science with specializations in

- Community Health Education
- Health Administration
- School Health Education.

REQUIREMENTS FOR MATRICULATION

Students seeking admission to the Master of Science program must demonstrate aptitude and promise of successful advanced work in the area of community health, health administration, or school health education, and by meeting the following criteria:

1. A bachelor's degree with a major in Health Sciences (or its equivalent). Students not meeting this requirement may be required to take courses at the undergraduate level in Health Sciences.
2. A minimum of six semester hours in the natural sciences and nine semester hours in the behavioral sciences must be completed at the undergraduate level. Students not meeting this requirement may be required to take undergraduate courses in the natural and/or behavioral sciences.
3. A cumulative grade point average of 2.75 or above for all undergraduate work. Students not meeting this requirement may

be admitted conditionally.

4. Satisfactory completion of the verbal and quantitative aptitude tests of the Graduate Record Examination or the Miller Analogies Test.
5. Acceptance into the program is contingent upon the successful completion of twelve credits of graduate Health Sciences courses with a minimum grade point average of 3.00 ("B") or above.
6. Students must submit a short resume, including work and educational experience.
7. An essay of 250-500 words must be submitted outlining the student's professional goals and objectives, including reasons for pursuing a Master of Science degree.
8. Students must submit the names of two references, preferably faculty members or employers, who would be willing to complete the Health Sciences Graduate Admissions Recommendation Form.
9. A personal interview with the chairperson and/or the graduate coordinator may be required. During the interview, the applicant will be asked to write a short essay.

COURSE REQUIREMENTS

All students seeking a Master of Science degree from the Department of Health Sciences must complete a core of required courses, as well as the sequence of restricted electives and specialized major courses in their selected specializations (Community Health Education, Health Administration or School Health Education). In addition, elective courses may be taken in the student's area of interest.

FIELD EXPERIENCES

A supervised, field training experience is an integral part of the Master of Science specializations in Community Health Education and Health Administration.

The experience, which is designed to suit the individual needs of the student, offers an opportunity to apply, in an actual work situation, the principles, techniques, and procedures learned in the classroom. The field training experience is initiated once all course work has been completed.

The field training requirement may be waived for students who have a minimum of two years of professional experience in a health setting as an educator for the Community Health Education specialization or as an administrator for the Health Administration specialization.

Students are typically placed in hospitals, health maintenance organizations, insurance companies, or other community settings to complete their field training requirements.

MASTER'S THESIS/PROJECT

A culminating activity for all students in the graduate program is the preparation of a master's thesis or project. In order to complete this requirement a student may conduct original research, an in-depth policy analysis or design a project that addresses an important health issue. After the successful completion of thirty graduate credits, students may obtain the approval of their graduate advisor and initiate work on the thesis or project. Guidelines for the master's degree thesis/project are available from the Department of Health Sciences upon request.

ONLINE COURSES

A substantial number of health sciences courses are available online. Many students who are able to work with minimal supervision choose this option. Thirty-six credits in the Community Health and School Health Education specializations can be taken online.

TRANSFER OF CREDITS

Students may transfer a maximum of nine credits towards the fulfillment of requirements for the Master of Science. Only courses completed for graduate credit, with a grade of "B" or better, at an accredited college or university, will be accepted.

PROFESSIONAL DEVELOPMENT

Courses in the Community Health Education, School Health Education and Health Administration specializations are approved under the guidelines of a teacher's Professional Improvement Plan (as this relates to the requirement that all New Jersey public school teachers achieve one hundred hours of professional development training).

Master of Science in Health Sciences - Community Health Education

The goal of this specialization, leading to a Master of Science in Health Sciences, is to prepare students for careers related to health promotion and education. More specifically, the program prepares students to fulfill leadership roles in planning, management and evaluation of community health programs. Graduates may pursue job placements in a variety of settings including hospitals, managed care organizations, health departments, health insurance companies, health centers, senior citizens' agencies, substance abuse agencies and others. Students are able to continue their present employment while completing the 36-42 credit program.

PROGRAM REQUIREMENTS (36-42 credits)

Core Courses (18 credits)

Code	Title	Credits
HLTH 605	Environmental, Occupational Health and Safety	3
HLTH 614	Advanced Epidemiology	3
HLTH 616	Techniques of Health Research	3
HLTH 626	Health Care Organization	3
HLTH 629	Health Education: Theory and Practice	3
HLTH 660	Thesis or Department Project	3

Students must take 18 credits from the restricted electives, elective or professional sequence categories.

Restricted Electives (A minimum of 6 credits)

HLTH 604	Community Nutrition	3
HLTH 610	Contemporary Trends in Community Mental Health	3
HLTH 612	Community Organization for Health	3
HLTH 621	Seminar in Comprehensive Health Planning	3
HLTH 630	Trends and Issues in Substance Abuse	3
HLTH 638	Fiscal Management	3
HLTH 647	Health Disparities in Diverse Populations	3

Elective Courses (Up to 12 credits)

HLTH 500	Managed Health Care	3
HLTH 501	Administration of Managed Health Care Plans	3
HLTH 504	Adolescent Health	3
HLTH 510	Health Science Field Study and Travel Seminar: International Health Management	3
HLTH 603	Coordinating School and Community Health Programs	3
HLTH 604	Community Nutrition	3
HLTH 617	Health Administration Theory and Practice	3
HLTH 618	Health Economics	3
HLTH 620	Evidence Based Public Health	3
HLTH 622	Health Personnel Management	3
HLTH 633	Consumer Health	3
HLTH 635	Public Health Issues of Immigration	3
HLTH 637	Health Law	3
HLTH 641	Methods and Curriculum in Health Education	3
HLTH 645	Family Life and Sex Education	3
HLTH 650	Development of Substance Awareness Programs	3

Professional Sequence (6 credits)

HLTH 609	Supervised Field Training (Residency)	6
----------	---------------------------------------	---

In addition to the 36 credits, a supervised field placement of 8-12 weeks (6 credits) is required for students who have less than two years of acceptable professional experience in the health field. Written verification of professional experience is the responsibility of the student.

Master of Science in Health Sciences - Health Administration

The primary aim of the Health Administration specialization is to prepare the graduate students with knowledge and experience for professional careers in the administration of a health care program, agency or facility. Upon completion of the program, graduate students are prepared for management positions in hospitals, long-term care facilities, managed care organizations, prepaid group practices, health centers, health planning agencies and federal, state, and voluntary health organizations and agencies. The 39-45 credit hour program can be completed on a part-time basis, enabling individuals to maintain their present employment status.

PROGRAM REQUIREMENTS (39-45 CREDITS)

Core Courses (24 credits)

Code	Title	Credits
HLTH 500	Managed Health Care	3
HLTH 614	Advanced Epidemiology	3
HLTH 616	Techniques of Health Research	3
HLTH 617	Health Administration Theory and Practice	3
HLTH 626	Health Care Organization	3
HLTH 637	Health Law	3
HLTH 638	Fiscal Management	3
HLTH 660	Thesis or Department Project	3

Students must take 15 credits from the restricted electives, elective and professional sequence categories.

Restricted Electives (A minimum of 6 credits)

HLTH 605	Environmental, Occupational Health and Safety	3
HLTH 620	Evidence Based Public Health	3
HLTH 622	Health Personnel Management	3
HLTH 647	Health Disparities in Diverse Populations	3

Elective Courses (Up to 9 credits)

HLTH 501	Administration of Managed Health Care Plans	3
HLTH 510	Health Science Field Study and Travel Seminar: International Health Management	3
HLTH 610	Contemporary Trends in Community Mental Health	3
HLTH 612	Community Organization for Health	3
HLTH 618	Health Economics	3
HLTH 621	Seminar in Comprehensive Health Planning	3
HLTH 630	Trends and Issues in Substance Abuse	3
HLTH 632	Long-Term Care Administration	3
HLTH 633	Consumer Health	3
HLTH 635	Public Health Issues of Immigration	3

Professional Sequence (6 credits)

HLTH 609	Supervised Field Training (Residency)	6
----------	---------------------------------------	---

In addition to the 39 credits, a supervised field placement of 8-12 weeks (6 credits) is required for students who have less than two years of acceptable professional experience in the health field. Written verification of professional experience is the responsibility of the student.

Master of Science in Health Sciences- School Health Education

The School Health Education specialization provides advanced preparation for those interested in health education in a school system. Students in this program take courses in educational theory and methods, as well as courses focused upon particular issues related to children and teenagers, such as drug abuse and family life education. The 36-credit program can be completed on a part-time basis, enabling individuals to maintain their present employment status.

PROGRAM REQUIREMENTS (36 CREDITS)

Core Courses (12 credits)

Code	Title	Credits
HLTH 614	Advanced Epidemiology	3
HLTH 616	Techniques of Health Research	3
HLTH 629	Health Education Theory and Practice	3
HLTH 660	Thesis or Department Project	3

Students must take a total of 24 credits from among the Restricted Electives and Elective categories, as specified below.

Restricted Electives (minimum of 9 credits)

HLTH 504	Adolescent Health	3
HLTH 603	Coordinating School and Community Health Programs	3
HLTH 630	Trends and Issues in Substance Abuse	3
HLTH 641	Methods and Curriculum Development in Health Education (Required for students without an undergraduate course in methods and curriculum)	3
HLTH 647	Health Disparities in Diverse Populations	3
SPEC 605	Introduction to Education and Psychology of Exceptional Children	3
PSYC 603	Developmental Psychology	3

Elective Courses (maximum of 15 credits)

HLTH 604	Community Nutrition	3
HLTH 605	Environmental, Occupational Health and Safety	3
HLTH 610	Contemporary Trends in Community Mental Health	3
HLTH 612	Community Organization for Health	3
HLTH 620	Evidence Based Public Health	3
HLTH 633	Consumer Health	3
HLTH 635	Public Health Issues of Immigration	3
HLTH 636	School Nurse I	3
HLTH 642	School Nurse II	3
HLTH 643	School Nurse/Health Education Practicum	6
HLTH 645	Family Life and Sex Education	3

Students may choose only one of the following:

HLTH 503	Defensive Driving Teaching Techniques	3
HLTH 505	Contemporary Methods, Material & Evaluation in Driver Education	3
HLTH 506	Trends and Issues in Driver Education	3
HLTH 507	Principles of Safety and Accident Prevention	3

Driver Education Certification

New Jersey Certification of Driver Education (Classroom and Behind the Wheel) (3 credits)

Admission to this certification program requires a valid driver's license from any state or a learner's permit from the State of New Jersey.

NOTE: Graduate credit may be attained for 500-level courses by students holding a baccalaureate degree from an accredited college or university.

Select one of the following courses

Code	Title	Credits
HLTH 503	Defensive Driving Teaching Techniques	3
HLTH 505	Contemporary Methods, Materials and Eval. in Driver Ed.	3

New York (Provisional-One Year) Certification of Driver Education (Classroom and Behind the Wheel) (6 credits)

Admission to this certification program requires a valid driver's license from any state or a learner's permit from the State of New Jersey.

NOTE: Graduate credit may be attained for 500-level courses by students holding a baccalaureate degree from an accredited college or university.

HLTH 503	Defensive Driving Teaching Techniques	3
HLTH 505	Contemporary Methods, Material and Eval. in Driver Ed.	3

New York (Permanent) Certification of Driver Education (Classroom and Behind the Wheel) (12 credits)

Admission to this certification program requires a valid driver's license from any state or a learner's permit from the State of New Jersey.

NOTE: Graduate credit may be attained for 500-level courses by students holding a baccalaureate degree from an accredited college or university.

HLTH 503	Defensive Driving Teaching Techniques	3
HLTH 505	Contemporary Methods, Material and Eval. in Driver Ed.	3
HLTH 506	Trends and Issues in Driver Education	3
HLTH 507	Principles of Safety and Accident Prevention	3

Graduate Certificate in School Nursing

Completion of this program, meets the requirements for the New Jersey Department of Education Educational Services Certificate Endorsement as a Certified School Nurse. This endorsement authorizes the holder to perform nursing services and to teach in areas related to health in public schools in grades preschool through 12. (NJDED Administrative Code title 6A: Chapter 9-13.3)

The School Nurse Certificate Program at New Jersey City University prepares students for the autonomous, challenging, and multi-faceted role of the school nurse in a diverse non-medical setting as an integral part of the Coordinated School Health Program. School nurses practice within the state nurse practice act must understand and support the mission of the educational system. Prospective students must hold a current New Jersey license as a Registered Nurse, and a bachelor's degree from an accredited college or university. To be considered for admission into this program, a student must have an Undergraduate GPA of 2.75. This program is offered at the Jersey City campus, as well as at the Wall Higher Education Center. All courses in this program are web-enhanced, blended, or online. The program can be viewed at www.njcu.edu/school_nursing

Certificate Program Requirements (30 credits)

Code	Title	Credits
HLTH 630	Trends and Issues in Substance Abuse	3
HLTH 636	Role of the School Nurse in the Coordinated School Health Program I	3
HLTH 642	Role of the School Nurse in the Coordinated School Health Program II	3
HLTH 641	Methods and Curriculum Development in Health Education	3
HLTH 620	Evidence Based Practice in Public Health*	3
HLTH 635	Public Health Issues of Immigration	3
HLTH 643	Graduate School Nurse / Health Education Practicum	6
PSYC 603	Developmental Psychology *	3
SPEC 605	Introduction to Education and Psychology of Exceptional Children	3

Total: **30**

*Courses may be waived toward certification upon review of transcripts (6-9 Credits), with approval from the program coordinator.

Continuing for a Master's Degree

Additionally, upon completion of this certificate program, students may wish to matriculate in the Master of Science Degree program in Health Sciences with a specialization in School Health Education.

CORE DEGREE REQUIREMENTS (12 CREDITS)

Code	Title	Credits
HLTH 614	Advanced Epidemiology	3
HLTH 616	Techniques of Health Research	3
HLTH 629	Health Education Theory and Practice	3
HLTH 660	Thesis or Department Project	3

Total credits for an M.S. degree with School Nurse Certification 42

As this degree program requires 42 graduate credits, students may need to take additional electives to the above core courses, depending on how many graduate credits are taken toward certification.

***A maximum of 9 graduate credits may be transferred in from other universities, but only upon matriculation into a degree program with the approval of the Department of the Department Graduate Coordinator.*

COURSE DESCRIPTIONS

****No more than three 500-level courses may be counted towards any master's degree.***

***HLTH 500 Managed Health Care (3)**

This course examines the history, organization, cost and quality of managed health care in the United States. The perspectives of hospitals, physicians, nurses, managed care administrators, and government agencies will be addressed. Important and controversial issues will be examined such as: the role of profit-making in health care, private health care delivery versus public accountability, the interface between funding sources and institutions, threats to the professional autonomy of health professionals and ethical dilemmas raised by these new developments.

***HLTH 501 The Administration of Managed Health Care Plans (3)**

This course is intended to provide stu-

dents with an in-depth understanding of the administration of managed care plans in several key areas. First, the process of claims and benefit administration is discussed including claims processing, benefit determination, authorization, and appeals. The contracting with hospitals and physicians is reviewed, including a discussion of reimbursement arrangements and negotiating strategies. Physician profiling, peer review, and accreditation are discussed as part of a quality assurance program. Finally, the importance of member services is examined including grievance processing and outreach. Students analyze the forces influencing the administration of managed care health plans by looking at the interests of the consumer, physician, institution, and insurance sectors.

***HLTH 503 Defensive Driving Teaching Techniques (3)**

The purpose of the course is to develop classroom and behind-the-wheel perceptual (IPDE) instructional skills. Students explore the habits, attitudes, and practices confronting drivers. Instructional strategies that can be applied to a six-hour defensive driving course are also developed.

***HLTH 504 Adolescent Health: Psychosocial and Physical Health (3)**

This course prepares teachers, health educators, administrators, school nurses, and other providers in the identification, promotion and evaluation of adolescent health. Course content equips educators with knowledge of behaviors that place adolescents at risk of social/health problems, chronic diseases and premature death. There is an emphasis on developmental theorists and theories as they relate to social, historical, and cultural constructs in adolescent health.

***HLTH 505 Contemporary Methods, Materials, and Evaluation in Driver Education (3)**

Instruction in and practical application of methods and materials for classroom and behind-the-wheel instruction are covered. Future teachers in traffic safety develop content for thirty hours of classroom instruction as well as work behind the wheel with novice drivers.

***HLTH 506 Trends and Issues in Driver Education (3)**

Students discuss and review (via literature) important traffic safety issues relevant to

classroom or behind-the-wheel issues. Traffic Safety educators update their background knowledge on key issues confronting law enforcement officials and educators.

***HLTH 507 Principles of Safety and Accident Prevention (3)**

This course presents an interdisciplinary approach to Safety Education. Guidelines in safety procedures cover the following major areas: 1) domestic hazards; 2) fire safety problems; 3) athletic and recreation issues; 4) industrial practices; and 5) firearms issues. Insight into the nature of the problems and designed preventive programs are presented.

***HLTH 509 Driver Education for the Physically Disabled (3)**

Designed as an introduction to preparing instructors to teach the handicapped to operate effectively, this course offers students the opportunity to develop materials for behind-the-wheel instruction. An overview of various health problems requiring special aids is the focus of instructional attention. The course includes observation experience at a rehabilitation center.

***HLTH 510 Health Science Field Study and Travel Seminar: International Health Management (3)**

An analysis of health problems in selected countries and their sociological, political and economic relationships to specific geographical areas are examined. Study of the origin, orientation, and purposes of agencies and organizations in international health is also studied.

HLTH 603 Coordinating School and Community Health Programs (3)

This course prepares teachers, health educators, administrators, school nurses, and other school health team members to implement, coordinate, and integrate an eight-component action model into their district schools (K-12). The course is designed to guide school health teams from elementary, middle and secondary schools through a planning process. Participants prepare to design and implement a quality, coordinated school health program systematically linking their school with the community it serves.

HLTH 604 Community Nutrition (3)

This course provides a review of nutritional requirements and the relation of diet to health and well-being. Health delivery

systems with nutritional components are examined. Methods of determining the nutritional status of at risk groups: infants, preschool children, teenagers, pregnant women and the elderly are examined. Food faddism, weight control, nutrition misinformation and legislation are also addressed.

HLTH 605 Environmental, Occupational Health and Safety (3)

This course deals with the economic and health impacts of exposure to environmental and occupational hazards. In addition, there is a review of the laws, regulations and regulatory agencies related to this issue. An emphasis will be placed on methods of preventing disease caused by exposure to these hazards.

HLTH 609 Supervised Field Training (Residency) (2-6)

This course is a directed field experience in voluntary, proprietary and public agencies or health related organizations. Field Training is supervised jointly by departmental graduate faculty and agency personnel. Written reports and projects, as well as regular meetings with the faculty supervisor are required.

HLTH 610 Contemporary Trends in Community Mental Health (3)

Concepts of mental health, mental illness evaluation, and prevention of mental disorders are comprehensively reviewed. Also studied are mental health in public health programs, legal aspects and program planning.

HLTH 612 Community Organization for Health (3)

This course focuses on various methods of organizing for community health action. Educational processes will be stressed and procedure planning will be practiced. An overview of grant writing is included.

HLTH 614 Advanced Epidemiology (3)

Epidemiologic methods and their application to both infectious and noninfectious diseases are analyzed. Emphasis is placed on critical analysis of the epidemiologic process. Descriptive, analytic and experimental epidemiologic studies will be covered.

HLTH 616 Techniques of Health Research (3)

Students are required to review and critically analyze research in health and health education. Applications of research techniques

used in problems selected from student's interest areas culminate in the preparation of a research proposal.

HLTH 617 Health Administrative Theory and Practice (3)

In this course, students focus on the assessment of effective administrative behavior, focusing on decision-making, planning, organizing, and evaluating. Other factors are considered such as analyzing the situation, directing the work of others, maintaining organizational relationships, and improving communication. Models and case studies are used, and in-basket exercises are related to broader organizational and administrative theory.

HLTH 618 Health Economics (3)

The study of demand, supply and price determinants in the public and private health sectors. Economics analysis is applied to the health service industry. Need and demand for medical care; financing medical care; supply and distribution of manpower and facilities; application of cost-benefit and input-output analysis to evaluating and planning medical programs are covered.

HLTH 620 Evidenced-Based Public Health (3)

This course will give an overview of public health to graduate level students in health sciences. There will be an emphasis on evidence-based public health practice. Case studies will be utilized to gain experience applying evidence-based program planning to selected health issues.

HLTH 621 Seminar in Comprehensive Health Planning (3)

Concepts and methods of community, regional and national health planning are reviewed. Social, economic, structural and political aspects of the planning agencies; budgetary and political aspects of the planning agencies; budgetary and political constraints, accountability; and feasibility of implementation are examined.

HLTH 622 Health Personnel Management (3)

Philosophy, structure and processes of health personnel management in health care are reviewed. Topics covered include position classification, recruitment, job allocation, orientation and training, performance evaluation, and collective bargaining.

HLTH 626 Health Care Organization (3)

This course explores the organizational patterns for the delivery of medical care and personal health services in the United States. Through assigned readings, independent research, and class discussions, the following topic areas are among those covered: health facilities and their functions, quality assurance, health insurance and international health system comparisons.

HLTH 629 Health Education Theory and Practice (3)

This course is designed to examine the theoretical bases for the development of health education programs. Students will be expected to translate general principles of health education and learning theory to their own community and area of interest such as public health agencies, patient services, school health, and/or voluntary health agencies. This course prepares students for the Certified Health Education specialist (CHES) credentialing exam.

HLTH 630 Trends and Issues in Substance Abuse (3)

This course covers the major theoretical theories (biological, psychological and sociological) regarding substance abuse. The trends in substance abuse are addressed. Issues such as national and state legislation and policies are discussed.

HLTH 632 Long-Term Care Administration (3)

This course is designed to give students a basic understanding of the administrative and policy issues related to long-term care. An in-depth analysis is made of nursing home structure and operations, including governance and personnel. The course includes a discussion of the present status of the elderly in our society and attitudes towards aging.

HLTH 633 Consumer Health (3)

An in-depth examination of the problems consumers face when attempting to seek health care services is presented. Students develop strategies for addressing these problems and assume the role of consumer advocate.

HLTH 635 Public Health Issues of Immigration (3)

This course will prepare administrators, health educators, school nurses, social workers, teachers and other health/medical care

providers to detect, identify and assess issues and trends that impact on the health of immigrant populations, particularly children. The role of culture and/or religion on the health and medical practices of several of those populations will also be discussed.

HLTH 636 Role of the School Nurse in the Coordinated School Health Program I (3)

This course is designed for nurses interested in pursuing a career in school nursing. Students will analyze the role of the school nurse in a Coordinated School Health Program. Focus is on health assessment for the school-aged child and evidence based practice. The impact of cultural, economic, and racial diversities will be highlighted. The nursing process as it relates to school nursing practice will be explored. Special emphasis will be placed on resource management, care planning, research, and interventions.

HLTH 637 Health Law (3)

An overview of the legislative, judicial and regulatory basis for health law is given. The relationship between federal, state and local responsibility will be covered. The liability of health care providers is discussed. Other issues such as health licensure, certification and accreditation are addressed.

HLTH 638 Fiscal Management (3)

This course is an introduction to financial and accounting principles for the health care administrator. Topics covered include third party reimbursement, accounting theory, budgets, financial planning, grants management and long-term financing.

HLTH 641 Methods and Curriculum Development in Health Education (3)

This course covers instructional methodology, objectives, design, methodology, assessment and evaluation of health education lessons and curricula. Students will be taught effective strategies for teaching sensitive health issues from bullying, harmful relationships, sex education, character education to substance abuse. Additional emphasis will be placed on addressing the development, delivery, and evaluation of planned, sequential, and developmentally appropriate health content for all levels of education (K-12).

HLTH 642 Role of the School Nurse in the Coordinated School Health Program II (3)

This course is the second component of foundation coursework for school nurses. Focus is on the school nurse's role in the coordinated school health program, including; caring for special needs students, participation in intervention and referral services, counseling and intervention in meeting the psychosocial needs of students, and legal/confidential issues affecting practice. Special emphasis will be placed on the school nurse's leadership role in the school community, particularly regarding professional affiliation, legislation, visibility in the school and community, and building a power base for action.

HLTH 643 Graduate School Nurse/Health Education Practicum (8)

This is a supervised practicum experience that exposes the student to both the school health office and the health education classroom. Students will experience the multidimensional role of the school nurse in the coordinated school health program. Emphasis will be placed on leadership and advocacy related to school nursing practice. Students will actualize the role of the school nurse according to National Guidelines for School Nursing Practice.

HLTH 645 Family Life and Sex Education (3)

This course is designed for members of the school health team, administrator and teachers, who are responsible for implementing, teaching and evaluating family life and sex education programs. Emphasis is placed on relationships and sex education such as marriage, partner selection, planning for parenthood, childrearing, sexual development, puberty education, and sexual health education in the classroom for grades (K-12).

HLTH 647 Health Disparities in Diverse Populations (3)

This course focuses on the changing definition of health, class, gender, sexuality, race and ethnicity in regard to disparities in access and quality of health care. The role of racism, sexism and heterosexism on the individual's health will be discussed. Students participating in this course will be able to identify theories explaining racial, class, and gender disparities and select a conceptual model to reduce or eliminate persistent health disparities.

HLTH 648 Contemporary Issues in Family Life Education (3)

An analysis of the role of teachers and schools in providing education on current issues in family life education is made. The course will develop a theory and method for examining topics of vital public concern in a rapidly changing society. Each issue will be investigated using three domains of learning: cognitive, affective and skills.

HLTH 650 Development of Substance Awareness Programs (3)

This course is designed to develop school and family programs which focus on substance abuse prevention and intervention.

HLTH 660 Thesis or Department Project (3)

Students prepare a master's thesis or project under the supervision of a departmental advisor.

PROFESSIONAL SECURITY STUDIES DEPARTMENT

John W. Collins, Jr., CPP, Ed.D.

Chairperson, Professor,
Graduate Coordinator
201-200-3179
jcollins2@njcu.edu

Richard J. Cosgrove, Ed.D.

Associate Professor
201-200-3217
rcosgrove@njcu.edu

Michael Krantz, CPP, Ph.D.

Associate Professor
201-200-3504
mkrantz@njcu.edu

Tsung Y. (Bill) Soo Hoo, Ph.D.

Associate Professor
201-200-3502
bsoohoo@njcu.edu

Education and Professional Studies Building,
Rm. 449

<http://www.njcu.edu/security/>

DEGREE PROGRAMS OFFERED

- Doctor of Science in Civil Security, Leadership, Management and Policy
- Master of Science in National Security Studies

GRADUATE CERTIFICATE OFFERED

National Security Agency Certificate for Information Systems Security Officers (ISSO) - Standard 4014 (Entry) - Approved from 2008 through 2013-Approval pending for 2013-2018

Doctor of Science (D.Sc.) in Civil Security, Leadership, Management and Policy (CSLMP)

This accredited doctoral degree is one of the first of its kind in the world. Each year a Learning Community (LC) of 30-35 students will enter this three-year program, delivered online with residence for selected summer weeks (two weeks each year) and four weekends throughout the year.

The program immerses students in a generalist civil security doctorate using the three distinct areas recognized by ASIS – International: National, Corporate, and Information Assurance/Cyber Security. This is a scholar-practitioner degree, which will have a

strong research and analysis component that is ultimately demonstrated by a successful dissertation.

Completion of this degree prepares the graduate to assume executive-level responsibilities of a major security position within government, business or education. Further, this terminal degree will prepare students to become post-secondary teachers in the professional security field at institutions that require or expect graduation from an accredited doctoral program.

Within the curriculum, and based upon the minimum entry requirement of four years experience within the appropriate security domain(s), students will be prepared to apply and sit for the test leading to board-certification as a Certified Protection Professional (CPP™). Students that already possess the CPP™ designation are expected to assist the faculty in mentoring their classmates while in the program.

Based on the scholar-practitioner structure of this degree program, all full-time and adjunct professors hold the appropriate doctoral degrees, professional certification(s) and a minimum of 15 years of professional security experience – with most over 25 years. Since 2009, NJCU has been a National Center of Academic Excellence (CAE) by the National Security Agency (NSA). NSA's CAE designations are considered reciprocal with the Department of Homeland Security (DHS) – authorizing various research projects, grants and scholarships for security professionals that are participating in DSc degree program.

ADMISSION REQUIREMENTS–DOCTORATE

Admission to the Doctorate in National Security Studies program requires that the Applicant:

1. Has completed a master's degree;
2. has a minimum of four years of relevant work experience in Security within any of three domains: national, corporate and or information assurance/cyber security; and
3. has met all the minimum admission requirements of the Graduate Studies Office, including successful completion of any of the major graduate student assessment tests. (Currently, the GRE, GMAT, LSAT and MAT are accepted.)

APPLICATION DEADLINE–DOCTORATE

Complete applications must be received by February 15.

POLICIES AND PROCEDURES FOR DOCTORAL STUDENTS

Students are required to follow the policies and procedures outlined in the Handbook for Doctoral Programs, posted on the Academic Affairs Web site at http://web.njcu.edu/dept/academicaffairs/content/doctoral_handbook.asp

DEGREE REQUIREMENTS (48 CREDITS)

The D.Sc. degree requires 90 semester hours beyond the bachelor's degree, and 48 beyond the master's. Of these hours, 30 are required core courses and 18 represent applied research in the form of a traditional dissertation.

PROGRAM REQUIREMENTS

The program requirements include the core requirements, a comprehensive examination and dissertation credits.

CORE REQUIREMENTS (30 CREDITS)

All courses are completed with pre- on-campus session readings (books and course materials are mailed to students, six weeks prior to the start of classes), rigorous academic research, extensive class participation, student presentations and a final research project.

Code	Title	Credits
SECU 810	Current Issues in CSLMP I (offered Summer)	3
SECU 815	Current Issues in CSLMP II (offered Summer)	3
SECU 820	Data Analysis for CSLMP I (offered Fall)	3
SECU 825	Data Analysis for CSLMP II (offered Fall)	3
SECU 830	Doctoral Colloquium in Emergency Management & Operations I (offered Spring)	3
SECU 835	Doctoral Colloquium in Emergency Management & Operations II (offered Spring)	3
SECU 840	Communications for CSLMP I (offered Summer)	3
SECU 845	Communications for CSLMP II (offered Summer)	3
SECU 850	Civil Security Policy & Budget Development & Implementation I (offered Fall)	3
SECU 855	Civil Security Policy & Budget Development & Implementation II (offered Fall)	3

COMPREHENSIVE EXAMINATION (NO CREDITS)

All students must successfully pass the comprehensive examination before being admitted to candidacy for the Doctor of Science degree.

The exam will be scheduled each Spring semester, with the opportunity for retakes scheduled in the Fall semester.

Grades awarded will be “Pass with Distinction,” “Pass” or “Fail.” Each candidate will have two opportunities to receive a grade of Pass or higher. The grade will be entered on the student’s transcript. A student who receives a grade of Pass will not be permitted to retake the exam. Students who receive two grades of Fail will not be permitted to complete the D.Sc. program.

DISSERTATION (18 CREDITS)

All doctoral students are expected to complete an original dissertation, in collaboration with their assigned mentor and dissertation committee, within seven years of their initial coursework.

The following courses comprise the dissertation component of the degree:

Code	Title	Credits
SECU 860	Dissertation Proposal I (offered Spring)	3
SECU 865	Dissertation Proposal II (offered Spring)	3
SECU 900	Dissertation Seminar I (offered Summer)	3
SECU 910	Dissertation Seminar II (offered Summer)	3
SECU 950	Dissertation Advisement (offered Fall)	3
SECU 960	Dissertation Completion and Defense (offered Fall)	3
SECU 970	*Continuation of Dissertation and Defense <i>*(May be repeated until seven-year degree time limit.)</i>	3

MATRICULATION AND ENROLLMENT REQUIREMENT

Students are matriculated upon admission to the program and are expected to maintain continuous enrollment until they complete the program. Non-enrollment for three years will result in discontinuation as a graduate student, in accordance with the policy stated earlier in this catalog.

Master of Science (M.S.) in National Security Studies

The Professional Security Studies Department was jointly designated by the National Security Agency and the U.S. Department of Homeland Security as a National Center of Academic Excellence (effective for 2009-2014).

In the post-9/11 era, current and future leaders from all aspects of public safety, including law enforcement, security, fire service, emergency management, business, and public health, need to understand the concepts, theories and methods applicable to contemporary risk, terror and vulnerability. Students are increasingly pursuing educational avenues allowing them to function effectively in the new terror environment, where they are able to develop the competencies crucial to collaborate and coordinate with various organizational levels and disciplines.

In pursuit of the war on terror both at home and abroad, lack of long-term planning may be the most dangerous threat of all. New Jersey City University has demonstrated a long history of contemporary educational offerings. It is the only institution of higher education in the State of New Jersey offering a bachelor’s degree in Security, and did so long before the tragedy of 9/11. In considering the needs of current and future professionals in the field of Security, NJCU has initiated a strategy emphasizing prevention over response. It is time to create a common defense: a resilient generation of security professionals prepared to cope with a multitude of potential crises and scenarios. One vehicle of change is the development of rigorous, comprehensive academic programs incorporating intellectual debate, inclusion of diverse backgrounds, experience and views, and the development and demonstration of critical, practitioner-based competencies.

The degree programs are designed for practicing security leaders, as well as for those students who seek careers in this field. All course work is also offered at our satellite program in Wall, New Jersey through the New Jersey Coastal Community. Many courses are also offered online.

ADMISSION REQUIREMENTS—MASTER’S DEGREE

Admission to the master’s in National Security Studies program requires that the applicant:

1. Has completed a bachelor’s degree and;
2. Has met all the minimum requirements of the Graduate Studies Office, including recent graduate admissions test results. (Currently, the GRE, GMAT, or MAT are accepted.)

PROGRAM REQUIREMENTS (36 CREDITS)

This program requires 36 credits and allows students to specialize in one of three distinct areas:

National Security: Develop the ability to analyze the global complexities and implications of National Security policy, procedures, and operations with courses such as “Counterintelligence” and “Contemporary Counterterrorism.”

Corporate Security: Develop the ability to analyze and synthesize organizational continuity, emergency response and risk management policy and procedures with courses such as “critical incident command and response.”

Information Assurance/Cyber Security: Develop the ability to analyze and apply principles of information assurance/cyber security with courses such as “security and privacy of information and information systems,” and “information security strategy and policy development.”

CULMINATING EXPERIENCE

Students must elect one of the following options:

Thesis

As practical fulfillment of a master’s degree, the student has the option of completing a thesis. This option requires 30 credits of course work, plus an additional 6 credits of thesis supervision and the production of a master’s thesis of publishable quality.

Specialized Field Project

As practical fulfillment of a master’s degree, the student has the option of completing a culminating project. This option requires 30 credits of course work, plus an additional 6 credits of project supervision.

Final Comprehensive Examination

As practical fulfillment of a master’s degree, the student has the option of completing the comprehensive examination. This option requires 36 credits of course work.

REQUIRED CORE (15 CREDITS)

Code	Title	Credits
SECU 600	National Security	3
SECU 605	Corporate Security	3
SECU 610	Cyber Security	3
SECU 615	Research Methods I	3
SECU 620	Research Methods II (Prerequisite SECU 615)	3

Elective Courses (9 credits)

Students must take nine credits of electives within one of the following specializations.

National Security:

SECU 625	Counterintelligence	3
SECU 630	Domestic Terrorism and Extremist Groups	3
SECU 635	Contemporary Counterterrorism	3

Corporate Security:

SECU 640	Critical Incident Command and Response	3
SECU 645	Corporate Threat Definition and Vulnerability Analysis	3
SECU 650	Organizational Crisis Management (Prerequisite SECU 640)	3

Information Assurance/Cyber Security:

SECU 655	Topics in Computer Security	3
SECU 660	Security and Privacy of Information & Information Systems	3

SECU 665	Information Security Strategy and Policy Development	3
----------	--	---

Other elective courses may be offered.

CULMINATING EXPERIENCE (12 CREDITS)

Students must elect one of the following options:

Thesis (plus 6 additional elective credits)

SECU 670	Thesis I	3
SECU 675	Thesis II (Prerequisite SECU 670)	3
SECU XXX	Two graduate-level courses with a related Focus approved by the student’s faculty advisor	6

OR

Specialized Field Project (plus 6 additional elective credits)

SECU 680	Specialized Field Project	6
SECU XXX	Two graduate-level courses with a related focus approved by the student’s faculty advisor	6

OR

Final Comprehensive Examination (plus 12 additional elective credits)

SECU XXX	Four graduate-level courses with a related focus approved by the student’s faculty advisor	12
----------	--	----

Graduate Certificate Program in Information Assurance/Cyber Security*

Students who do not wish to commit to complete a Master of Science program may opt for the National Security Agency Certificate for Information Systems Security Officers (ISSO) - Standard 4014 (Entry). The National Security Agency has granted the Department certification approval from 2008 through 2013 (will be renewed for 2013-2018). Certificates are awarded under the signatures of the Department Chairperson and the Dean, College of Professional Studies.

This certificate is appropriate for an individual who is interested in entry-level certification based on the National Security Agency’s Standard 4014.

REQUIRED COURSES (12 CREDITS)

Code	Title	Credits
SECU 610	Cyber Security	3
SECU 655	Topics in Computer Security	3
SECU 660	Security and Privacy of Information and Information Systems	3
SECU 665	Information Security Strategy and Policy Development	3

**Courses completed for the certificate program may subsequently be applied to the equivalent requirements for the Master of Science in National Security Studies.*

COURSE DESCRIPTIONS

SECU 600 National Security (3)

This course provides students with a broad perspective of National Security. It lays the foundation for one of the three key areas in the field of National Security Studies, focusing on the importance and impact that National Security has on the public and corporate America.

SECU 605 Corporate Security (3)

This course exposes students to a systematic approach used to monitor low-probability, high-impact events that could adversely impact a company's strategic plans and/or tactical execution. Students will examine the traditional and alternative approaches to the indications and warning process, to include effective security planning and implementation.

SECU 610 Cyber Security (3)

This course provides an overview of cyber security. It exposes the dimensions of our network, information-based society; reviews the impact of information security on institutions, privacy, business and government risks; the development of legislation; and examines the dimensions of networks, protocols, operating systems and associated applications.

SECU 615 Research Methods I (3)

Introduction and practice in the use of primary sources, including the review of various methodologies and techniques of research design. Students will gain experience in the development of research proposals and in the use and verification of different types of empirical evidence.

SECU 620 Research Methods II (3)

This course is a continuation of Research Methods I (SECU 615). After learning research design and descriptive statistical methodology in Research Methods I, students will be exposed to inferential statistical methodology, which they can incorporate into their research design.

SECU 625 Counterintelligence (3)

This course provides an overview of the history and evolution of counterintelligence, covering areas that include passive and active measures, principles and processes, ethics, and evaluation of successes and failures. Students will develop a comprehensive knowledge of uses and practices of counterintelligence with respect to homeland and

national security interests.

SECU 630 Domestic Terrorism and Extremist Groups (3)

This course traces the history, emergence, and growth of paramilitary, hate and terrorist groups within the United States. Students will assess the motivations of various groups, their capabilities, and activities within the context of security issues, political activism and the law.

SECU 635 Contemporary Counterterrorism (3)

This course examines the evolution of intelligence and counterterrorism while analyzing U.S. and international policies for combating terrorism, terrorist tactics worldwide, and the scope of terrorism in the twenty-first century. Terrorism and national security, political solutions, and alternatives to current counterterrorism policy will also be examined.

SECU 640 Critical Incident Command and Response (3)

This course outlines for practitioners the management of critical incidents. Students explore issues relating to the on-scene command structure, emergency command center, or field command post. It also reviews the responsibilities of the Incident Commander, as case scenarios are developed and a command structure is implemented, overseeing an entire operation.

SECU 645 Corporate Threat Definition and Vulnerability Analysis (3)

In addition to Corporate Security, understanding corporate threat definition is vital to the National and Cyber security concerns of government, every small and large corporation and business, if for nothing else than for analyzing potential threats and developing sound planning to prevent and/or minimize the impact of threats to private or government entities.

SECU 650 Organizational Crisis Management (3)

This course examines Organizational Crisis Management. The importance to an organization of having a crisis management plan is emphasized, as well as planning for crises, developing levels of preparation, identifying factors that need to be managed, forecasting potential crisis situations, and examining key elements of a crisis management plan. (*Prerequisite:* SECU 640)

SECU 655 Topics in Computer Security (3)

Content varies depending on faculty interests, research developments, and student demand, as current topics of advanced research in computer security are examined. Representative topics include but are not limited to formal models for computer security, multilevel data models, multilevel database.

SECU 660 Security and Privacy of Information and Information Systems (3)

Students will develop knowledge and skills for security of information and information systems. This course examines concepts and auditing security at all levels and systems platforms; presents techniques for assessing risk associated with accidental and intentional breaches of security; and studies associated issues of ethics of information and privacy considerations.

SECU 665 Information Security Strategy and Policy Development (3)

Policy, planning and implementation in building a comprehensive information risk management program is examined. Students will develop knowledge of hacking and weaknesses exploited; an overview of the legal framework of network security; formulation of site security policy; countermeasures to secure computers; and integrating security components into an organizational program.

SECU 670 Thesis I (3)

This course represents a student's initial thesis enrollment. The objective of this course is to guide students towards the successful completion of a thesis proposal that will enable them to complete their study. (*Prerequisites:* Completion of all core courses and the courses relating to the specialization that student has chosen in this program, Professional Security Studies, with the exception of SECU 675 Thesis II).

SECU 675 Thesis II (3)

This course represents a student's continuing enrollment. The student continues to enroll in this course until the proposal is developed and either near completion if not completed and approved by the thesis committee. (*Prerequisites:* Completion of all core courses and the courses relating to the specialization that student has chosen in this program, Professional Security Studies, including SECU 670 Thesis I).

SECU 680 Specialized Field Project: Security Studies (6)

This is an opportunity for students to choose a specialized field research project in place of a thesis or comprehensive exam. Students must complete 24 credits of study before applying. Participation must be approved by the Dean of the College of Professional Studies and faculty committee. (*Prerequisites:* Completion of all core courses and the courses relating to the specialization that student has chosen in this program, Professional Security Studies).

SECU 810 Current Issues in CSLMP I (3)

This doctoral-level course provides students with a broad perspective of current aspects of effective civil security management: National, Corporate and Information Assurance/Cyber Security. The two focus areas in Part I are 1) security principles and practices and 2) business principles and practices. (*Co-requisite:* SECU 815) (Summer)

SECU 815 Current Issues in CSLMP II (3)

This doctoral-level course provides students with a broad perspective of current aspects of effective civil security management: National, Corporate and Information Assurance/Cyber Security. The five key focus areas in Part II are: 1) personnel security, 2) physical security, 3) emergency practices, 4) investigations and 5) legal aspects. (*Co-requisite:* SECU 810) (Summer)

SECU 820 Data Analysis for CSLMP I (3)

This course examines the approaches of doctoral-level social science inquiry, including experiments, surveys, and qualitative field methods. It is intended to immerse doctoral students into ways of conceptualizing problems, designing research, collecting data, and interpreting those data beyond their master's-level degree experiences. (*Co-requisite:* SECU 825) (Fall)

SECU 825 Data Analysis for CSLMP II (3)

Statistical and advanced data analysis techniques used by professional security researchers are examined: concepts of probability, normal and related statistical distributions; statistical inference; hypothesis testing; properties of estimators, distribution-free (non-parametric) tests; the general linear model; simple and multiple regression analysis; and one- and two-way analysis of variance. (*Co-requisite:* SECU 820) (Fall)

SECU 830 Doctoral Seminar in Emergency Management and Operations I (3)

This is a doctoral-level colloquium that synthesizes the continuum between planned and improvised behavior in emergency operations. It emphasizes tools and techniques useful for comprehending and supporting decision-making in emergencies, and enables learners to apply them in simulated and actual emergency responses. Practitioners will interact with the students. (*Co-requisite:* SECU 835) (Spring)

SECU 835 Doctoral Seminar in Emergency Management and Operations II (3)

This is a doctoral-level colloquium that synthesizes the continuum between planned and improvised behavior in emergency management. It emphasizes tools and techniques useful for planning and managing emergencies. Proactive risk mitigation efforts are explored by students to create world-class emergency plans for urban Civil Security organizations. (*Co-requisite:* SECU 830) (Spring)

SECU 840 Communications for CSLMP I (3)

This doctoral course presents an overview of the principles and practices of executive-level communications in a modern society. It examines internal and external forms of communication for maximizing Civil Security information dissemination. Practice presentations, discussions, and collaborations are modeled in the course and throughout the doctoral program. (*Co-requisite:* SECU 845) (Summer)

SECU 845 Communications for CSLMP II (3)

This doctoral course explores how to create and implement executive-level communication plans that provide outreach to an organization's key stakeholders and how to evaluate the effectiveness of those plans. The communications knowledge base contains the underpinning for the Civil Security field. All course activities are Civil Security-centric. (*Co-requisite:* SECU 840) (Summer)

SECU 850: Civil Security Policy and Budget Development and Implementation I (3)

This course covers policy concepts and issues with which executive-level Civil Security practitioners involved in all three domains of security: National, Corporate and Information Assurance/Cyber Security need to be familiar. The course will consider policy; the policy process and players; individual policies which influence security around

the world; and the role of Civil Security leaders in policy development. Special emphasis is placed on budget development and implementation in support of institutional policies. The course will build on the knowledge, comprehension and application of policy and budget techniques used by security professionals. Emphasis is placed on risk management and mitigation in urban settings. (*Co-requisite:* SECU 855) (Fall)

SECU 855 Civil Security Policy and Budget Development and Implementation II (3)

This course covers policy concepts and issues with which executive-level Civil Security practitioners involved in all three domains of security: National, Corporate and Information Assurance/Cyber Security need to be familiar. The course will consider policy; the policy process and players; individual policies which influence security around the world; and the role of Civil security leaders in policy development. Special emphasis is placed on budget development and implementation in support of institutional policies. The course will develop students that can conduct analysis, synthesis and evaluation of policy and budget techniques used by security professionals. Emphasis is placed on risk management and mitigation in urban settings. (*Co-requisite:* SECU 850) (Fall)

SECU 860 Dissertation Proposal I (3)

In this course doctoral students will be guided and assisted in the development of their dissertation proposals in one of the three domains of security: National, Corporate and Information Assurance/Cyber Security, writing dissertation chapters, design, data analysis, preparing articles for publication, proposing research proposals for professional conferences, and other professional arenas. The course will place individual students with their Dissertation Mentor and committee members to enhance their knowledge, comprehension and application skills. Emphasis is placed on risk management and mitigation in urban settings. (*Co-requisite:* SECU 865) (Spring)

SECU 865 Dissertation Proposal II (3)

In this course doctoral students will be guided and assisted in the development of their dissertation proposals, writing dissertation chapters, design, data analysis, preparing articles for publication in one of the three domains of security: National, Corporate and Information Assurance/

Cyber Security, proposing research proposals for professional conferences, and other professional arenas. The course will place individual students with their Dissertation Mentor and committee members to enhance their analysis, synthesis and evaluation skills. Emphasis is placed on risk management and mitigation in urban settings. (*Co-requisite:* SECU 860) (*Spring*)

SECU 900 Dissertation Seminar I (3)

This doctoral seminar will focus on resolving dissertation issues and problems in preparation for SECU 910 within one of the three domains of security: National, Corporate and Information Assurance/Cyber Security. In a classroom environment, doctoral students develop, present and modify their doctoral dissertation manuscripts. Emphasis is placed on risk management and mitigation in urban settings. (*Co-requisite:* SECU 910) (*Summer*)

SECU 910: Dissertation Seminar II (3)

This doctoral seminar will focus on resolving dissertation issues and problems in preparation for SECU 950 within one of the three domains of security: National, Corporate and Information Assurance/Cyber Security. In a classroom environment, students continue to develop, present and modify their dissertation manuscripts. Emphasis is placed on risk management and mitigation in urban settings. (*Co-requisite:* SECU 900) (*Summer*)

SECU 950: Dissertation Advisement (3)

In this course doctoral students will work individually with their Dissertation Mentor and committee members on the completion of their dissertation. To be acceptable, the dissertation must be evidence that the student has pursued a program of research, the results of which reveal superior academic competence and a significant contribution of knowledge to the field of professional security leadership, management and policy within one of the three domains of security: National, Corporate and Information Assurance/Cyber Security. The final component is to orally defend the dissertation before the Dissertation Mentor and committee members. Emphasis is placed on risk management and mitigation in urban settings. (*Co-requisite:* SECU 960) (*Fall*)

SECU 960: Oral Defense (3)

In this course doctoral students will work individually with their Dissertation Mentor

and committee members on the oral defense of their dissertation within one of the three domains of security: National, Corporate and Information Assurance/Cyber Security. Emphasis is placed on risk management and mitigation in urban settings. (*Co-requisite:* SECU 950) (*Fall*)

SECU 970 Continuation of Dissertation Completion and Defense (3 semester hours – non-degree credits; repeatable)

The purpose of this course is to allow student to continue and complete their doctoral degree within the seven-year time limit. Emphasis is continued on risk management and mitigation in urban settings. Grading is P for satisfactory progress, F for unsatisfactory progress or IN for incomplete (can be carried for up to six weeks into the following term, then changes to F).

SPECIAL GRADUATE COURSES

College of Arts and Sciences

Computer Science Department

CS 505 Microcomputers for Elementary Teachers I (3)

This course introduces students to the general microcomputer configuration and the essentials of programming. Topics include microprocessors, I/O devices, special packages, and software.

CS 506 Microcomputers for Elementary Teachers II (3)

This course serves as an intermediate course to enable elementary school teachers to use microcomputers in the classroom and to reinforce what students have learned in about the essentials of programming. (*Prerequisite:* CS 505 Micro-computers for Elementary Teachers I)

CS 510 Microcomputers for Secondary School Teachers I (3)

This course introduces secondary education majors and high school teachers to microcomputers.

CS 511 Microcomputers for Secondary School Teachers II (3)

This course serves as an intermediate course to enable high school teachers to use microcomputers in the classroom and to reinforce what the students have learned about the essentials of microcomputers. (*Prerequisite:* CS 510 Microcomputers for Secondary School Teachers I)

CS 515 Structured Programming in FORTRAN 77 (3)

This course serves to emphasize the top-down structured programming style. FORTRAN 77 is the base language, chosen for its structuring capabilities. Topics include: types; blocks; data; statements; IF-THEN clause; IF-THEN, ELSE, clause; DO loops; common statement; and arrays. Emphasis is on solving scientific problems.

CS 520 Structured Programming in PASCAL (3)

This course serves to emphasize the top-down, structured programming style necessary in modern programming. PASCAL is

the base language, chosen for its structuring capabilities. Topics include: the top-down techniques to problem solving, types, statements, loops, control, structured design, and language facilities.

CS 531 Assembly Language Programming (3)

This course provides basic concepts needed for further work in computer science. The emphasis is on the basic structure of the computer from a functional and programming point of view and provides the student with an understanding of the internal behavior of computers. A major objective is to provide the student with a knowledge of the instruction set of the Assembly language programming system for the microcomputer. (*Prerequisite:* Permission of chairperson)

CS 535 Programming Methodology Using Ada (3)

This course presents the Ada language to the student using a top-down approach. This method allows the Ada philosophy and mindset to unfold. The Ada package structure is used throughout as a unifying factor. The package is used to encapsulate input/output generic units which are also covered. Since this course requires handson programming, the Ada library facility and separate compilation features of the language are emphasized.

CS 605 Microcomputer Programming in PASCAL I (3)

In this course students learn how to write structured programs using the PASCAL programming language. Topics covered include: the PASCAL operating systems, PASCAL control structures, and PASCAL procedures and functions. (*Prerequisite:* Completion of a two-semester course in programming)

CS 606 Microcomputer Programming in PASCAL II (3)

The methods of programming taught include making use of the advanced capabilities of the PASCAL language. Problems are chosen to emphasize the concepts and also to be useful to teachers in related fields. (*Prerequisite:* CS 605 Microcomputer Programming in PASCAL I)

CS 621 Computer Graphics (3)

This course covers such topics as: hard-

ware requirements for computer graphics systems, use of computer graphics systems, software packages for graphics, how to write graphics programs on a microcomputer, and three-dimensional graphics. (*Prerequisite:* Permission of chairperson)

English Department

ENGL 609 Adolescent in Literature I (3)

Adolescence is a "rite of passage" that many major authors find both fascinating and perplexing. This course explores the many varied experiences of the teen years which reflect on the intellectual, emotional, social, moral, and physical development of this time period. The course is divided into major topics: 1) The Adolescent and School; 2) The Adolescent and Sexual Awareness; 3) The Adolescent and Social/Cultural Pressures; 4) The Adolescent and Creative/Imaginative Powers; 5) The Adolescent and Physical/Emotional Development; and 6) The Adolescent and Family Relations.

ENGL 615 Cinema Institute (3)

The Cinema Institute acquaints students with the development of film in the U.S.A. and abroad. Participants see and discuss films of various periods of time and those made in various parts of the world. Students meet with personalities such as actors, actresses, production people, directors, etc. as part of their learning experience.

Latin American, Caribbean and Latino Studies

LAT I 503 Latin American and Caribbean Studies Travel Program (3)

This course is intended to provide students with a firsthand introduction to one or more countries in Latin America and the Caribbean. Each trip is organized around a specific theme and includes readings and classroom assignments.

Modern Languages Department

LANG 503 Cultural Field Studies (3-6)

This is a study travel tour of Spanish America or Spain acquainting students with the distinctive elements of Hispanic culture and civilization through direct contact. (*Prerequisite:* permission of the chairperson)

LANG 510 Second Language Methodology I (3)

This course provides in-depth instruction in the theories, methods, and materials used in the teaching of World Languages in grades K-8 focusing on outcomes outlined in the New Jersey Core Curriculum Content Area Frameworks. It affords students the opportunity to create and assess lessons for the foreign language classroom using a communicative and contextualized approach to develop the full range of language skills.

Philosophy and Religion Department**PHIL 500 Selected Topics in Philosophy (3)**

This course is an exploration of the great visions of the universe as articulated by ancient and contemporary thinkers. The readings represent a full range of perspectives and voices from all cultures. The topics for the course are intended to encourage a dialogue among diverse intellectual traditions and cultural heritages, with the aim of achieving a unified philosophical experience.

PHIL 510 Ethics, Values, and Society (3)

This course provides an exploration of how values are shaped by ethical thought and social dimensions; e.g., studies in sociology, anthropology, and history have shown that there is a wide variety of ethical values and practices. However, it also explores moral philosophy which seeks to achieve a clear understanding of what is right, good, and just from an enduring, universal perspective.

PHIL 520 Contemporary Search for Meaning (3)

The search for truth and meaning spans human history and consists of the achievements of many minds. This continual pursuit has been referred to as "the perennial philosophy." The aim of this course is to inspire students to develop a sense of greater humanity and wholeness of self, and to cultivate intellectual autonomy. The readings are drawn from both philosophical and literary texts.

Sociology and Anthropology Department**SOCI 501 Creative Knowing: A Function of Storytelling (3)**

An interdisciplinary examination of ancient

and contemporary motifs (verbal, visual, and conceptual), this course concentrates on the transmission of these motifs as found in the myths, legends, and tales of many cultures and academic disciplines. Students participate in presentations by professional storytellers trained to transmit the images and messages of their culture.

SOCI 522 Community Organization (3)

This course studies the structure and goals of ethnic group organization, informal social structure, leadership gaps in organization, the influences of external social forces on the community, and programs that deal with ethnic group problems. This course may involve field work.

SOCI 602 Juvenile Delinquency (3)

This course provides an advanced study of delinquent children on a national and an international level. It evaluates those prevailing attitudes and mores in American society which shape the character and behavior of juveniles.

SOCI 638 Health, Illness and Society (3)

This course is based on the assumption that social organization, values, and customs affect concepts of health and illness, the extent and nature of health care practices and how health care practices are organized, and how health care institutions are organized. Illustrative of the topics examined are: historical trends in mortality and disease, how disease has shaped human events, social customs regarding death and dying, sex and reproduction, mental illness, the influence of family organization and poverty on health and health behavior, and alternative models for organization of health services.

SOCI 645 Contemporary Social Issues (3)

This course offers a comparative study of the problems facing human societies, including a scientific analysis of data drawn from various societies, an examination of appropriate theory, and the development of possible solutions.

SOCI 654 Multi-Group Tensions in American Democracy (3)

This course explores the origins, manifestations, and consequences of those tensions discernible in contemporary American life. Attention is focused on tensions whose bases are primarily racial, ethnic, or religious.

SOCI 655 Human Societies (3)

This course explores prevailing tensions in modern society, human relations problems in comparative economic and social systems, contributions of behavioral sciences, anthropological analyses of societies, and current economic and social theories.

SOCI 700 The Metropolis in Perspective (3)

This course provides an analysis of the character and function of the contemporary American metropolis. Emphasis is placed upon knowledge and understanding of the historical origins of the city; urbanization as a process; identification of and inquiry into specific, current urban problems; and consideration of alternative, pragmatic and theoretical approaches to seeking solution to substantive metropolitan issues.

College of Education - Dean's Office**EDU 681 Independent Study in Education (1)**

Independent study consists of projects which are problem-centered and action research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by University courses. (*Prerequisite:* Matriculation and permission of advisor)

EDU 682 Independent Study in Education (2)

Independent study consists of projects which are problem-centered and action research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by University courses. (*Prerequisite:* Matriculation and permission of advisor)

EDU 683 Independent Study in Education (3)

Independent study consists of projects which are problem-centered and action research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by University courses. (*Prerequisite:* Matriculation and permission of advisor)

College of Professional Studies - Dean's Office

PS 691 Independent Study in Professional Studies (1)

Independent study consists of projects which are problem-centered and action research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by University courses. (*Prerequisite:* Matriculation and permission of advisor)

PS 692 Independent Study in Professional Studies (2)

Independent study consists of projects which are problem-centered and action research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by University courses. (*Prerequisite:* Matriculation and permission of advisor)

PS 693 Independent Study in Professional Studies (3)

Independent study consists of projects which are problem-centered and action research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by University courses. (*Prerequisite:* Matriculation and permission of advisor)

EMERITI

Ruth A. Allen, Ed.D. retired 1980
Wilbur E. Apgar, Ph.D. retired 1973
Ezri A. Atzmon, Ph.D. retired 1987
Esther Barish, Ed.D. retired 1994
Mitchell Batoff, Ed.D. retired 2001
Janet Bower-Bachelet, Ph.D. retired 1981
Harry L. Brown, Jr., Ed.D. retired 1988
Eleanor Campulli, Ed.D. retired 2001
Harold F. Carney, Ph.D. retired 1992
Amelia Chisholm, Ph.D. retired 1994
Stephen Clarke, Ph.D. retired 2000
Patrick DeCicco, M.A. retired 1993
John Dykstra, M.A. retired 1987
Myrna Ehrlich, Ed.D. retired 2002
Seymour Eichel, Ph.D. retired 1994
Ann H.M. Estill, Ph.D. retired 1994
Elaine Foster, Ed.D. retired 1999
Doris Friedensohn, Ph.D. retired 1998
Benjamin Friedrich, Ed.D. retired 1994
Lena N. Galia, M.A. retired 1982
John E. Garone, Ed.D. retired 1994
Robert Gold, Ph.D. retired 1994
Mildred Goodwin, M.A. retired 1992
Jean Goosen, Ph.D. retired 1990
Thaddeus V. Gromada, Ph.D. retired 1992
George E. Hansler, Ph.D. retired 1991
Dorothy Dierks, Ed.D. retired 1994
Marion V. James, M.A. retired 1986
Onilda Jimenez, Ph.D. retired 1996
Benjamin Jones, M.A. retired 2010
JoAnne Juncker, Ph.D. retired 2011
Michael Kamel, Ph.D. retired 1984
Carmela Karnoutsos, Ph.D. retired 2009
Gladys S. Kleinman, Ed.D. retired 1988
Marguarite LaBelle, M.A. retired 2000
Michael LaBuda, Ed.D. retired 1996
Clifford Landers, Ph.D. retired 2002
Theodore Lane, Ed.D. retired 2001
Harold Lemmerman, Ed.D. retired 1998
William A. Liggitt, Ph.D. retired 1987
Dale Lott, M.A. retired 1997
Joelna Marcus, Ph.D. retired 2000
Fred E. Means, Ed.D. retired 1994
Dorothy Menosky, Ed.D. retired 1997
Shelley Neiderbach, Ph.D. retired 1997
Edith I. Nelson, M.Ed. retired 1994
Nancy Vives Neuman, M.A. retired 1998
Harold Newman, Ed.D. retired 1997
Howard Parish, Ed.D. retired 2002
Nis Adolph Petersen, Ed.D. retired 1992
Lois V. Pratt, Ph.D. retired 1991
Anneke Prins Simons, Ph.D. retired 2000
Herman Rosenberg, Ph.D. retired 1990
Maria Rost, J.D. retired 1994
Barbara Rubin, Ph.D. retired 2000
Robert S. Russell, Ed.D. retired 1990
Bernice M. Ryan, M.Ed. retired 1976
Gabe Sanders, Ed.D. retired 1988
Adelaida Reyes Schramm, Ph.D. retired 1997
Caroline Jane Scott, M.A. retired 1991
Gary Spencer, Ed.D. retired 1994
Catherine J. Starke, Ed.D. retired 1991
Sr. Joan Steans, M.F.A. retired 1998
Rita Tesler, Ph.D. retired 2007
Janice Van Alan, Ph.D. retired 2007
Joseph S. Weisberg, Ed.D. retired 2002
M. Jerome Weiss, Ed.D. retired 1994
Prentice Whitlock, Ph.D. retired 1992
Stanley N. Worton, Ph.D. retired 1990
Bohdan Yaworsky, Ph.D. retired 2010
Ernest H. Ziegfeld, Ed.D. retired 1976

FACULTY AND STAFF

Sue Henderson, President

Professor of Mathematics
Georgia State University, B.A., M.A.;
University of Georgia, Ph.D.

Fatemeh Aabdollah

*Demonstration Teacher, A. Harry Moore
Laboratory School*
New Jersey City University, B.A., M.A.

Morteza Aabdollah

Professor of Computer Science
New Jersey Institute of Technology,
B.S.E.E., M.S.S.E.E.; Fairleigh Dickinson
University, Ed.D.

Martin Abend

Professor of Geography
University of Alabama, B.A., M.A.;
Syracuse University, Ph.D.

Regina Adesanya

*Assistant Professor of Early Childhood
Education*
Rutgers University, B.A.; Kean University,
M.A.; New York University, Psy.D.

Marissa Aiello

*Demonstration Specialist,
A. Harry Moore Laboratory School*
University of Rhode Island, B.S.;
Seton Hall University, M.S.

Jennifer Aitken

*Director, Office of Specialized Services for
Students with Disabilities*
St. Peter's College, B.A.; New Jersey City
University, M.A.

Patricia M. Albers

Associate Director, Financial Aid
St. Peter's College, B.A.

Robert J. Albrecht

Associate Professor of Media Arts
St. Peter's College, B.A.; University of
Wisconsin-Milwaukee M.A.; New York
University, Ph.D.

Juan Almodovar

*Librarian II, Assistant Professor in the
Library, Guarini Library*
University of Puerto Rico, B.A., M.L.S.

Monica Almonor

Assistant Registrar, Registrar's Office
Seton Hall University, B.A., M.A.

Mauro A. Altamura

Assistant Professor of Art
Ramapo College of New Jersey, B.A.;
State University of New York at Buffalo,
M.F.A.

Sarah Ambrose - Roman

*Professional Services Specialist, William J.
Maxwell College of Arts and Sciences*
New Jersey City University, B.A.

Tracy Amerman

Professor of Special Education

Montclair State University, B.S., M.A.;
Rutgers University, Ed.D.

Eleanor Anderson

*Professional Services Specialist,
University Advisement Center*
New Jersey City University, B.S.

Richard Anderson

Assistant Professor of Economics
Rider University, B.S.; University of
Connecticut, M.S.; City University of
New York, Ph.D.

Fred Andes

*Associate Professor of Sociology and
Anthropology*
Rutgers University, B.A., M.P.A.;
Yeshiva University, M.S.W., D.S.W.

Ruddys Andrade

*Assistant Vice President, Grants and
Sponsored Programs*
Montclair State University, B.A.;
New Jersey City University, M.S.

Edwin Arenas

*Demonstration Teacher,
A. Harry Moore Laboratory School*
New Jersey City University, B.A.

Angela Arriaza - Jarquin

Professional Services Specialist, Registrar
New Jersey City University, B.A.

Cindy Jo Arrigo

Assistant Professor of Biology
New Jersey City University, B.S.; Univer-
sity of Medicine and Dentistry, Ph.D.

Jennifer Arroyo

*Program Assistant, Children's
Learning Center*
New Jersey City University, B.A.

Juan Arroyo

*Assistant Director, Academic Career
Planning and Placement*
Ramapo College of New Jersey, B.A.;
New Jersey City University, M.A.

Aaron Aska

*Vice President for Administration
and Finance*
Rutgers University, B.S.; New Jersey
Institute of Technology, M.S.; University
of Pennsylvania, Ed.D.

Robert Aslanian

Assistant Professor, Chemistry
Rutgers University, B.A.; State University
of New York, Ph.D.

Mulugeta Assefa

Assistant Professor of Biology
Haile Selassie I University, B.S.;
University of Wisconsin, M.S., Ph.D.

Videsh Bahadur

*Assistant Director, Graduate Studies and
Continuing Education*

Rutgers University, B.A.; New Jersey City
University, M.S.

Joan Bailey

Professor of Psychology
Hunter College, B.A.; City University of
New York, Ph.D.

William Bajor

*Interim Dean of Graduate Studies and
Continuing Education*
New York University, B.A.; University
of Saint Andrew, Ph.D.; University of
Edinburgh, L.L.M.

Wilber Baker

*Assistant Professor of Music, Dance and
Theatre*
East Carolina University, B.M.; Michigan
University, M.M.; Florida State
University, Ph.D.

Shelia Balasa

*Demonstration Teacher,
A. Harry Moore Laboratory School*
Carleton University, B.A.; Edinboro
University, M.A.

Jose Balda

Director, Admissions
New Jersey City University, B.S., M.A.

Kathleen Quinlan – Banks

*Professional Services Specialist,
University Advisement Center*
Centenary College, B.A.;
New Jersey City University, M.A.

Alberto Barugel

Associate Professor of Modern Languages
Queens College, B.A., M.A.; City
University of New York, Ph.D.

Michael Basile

Professor of English
Hunter College, B.A., M.F.A.; City
University of New York, Ph.D.

Hugo X. Bastidas

Associate Professor of Art
Rutgers University, B.F.A.;
Hunter College, M.F.A.

Bruce Beaman

Director, Youth Corps Program
University of Illinois, B.S.

Martha Behman

*Professional Services Specialist,
Financial Aid*
New Jersey City University, B.S., M.A.

Deborah Bennett

Professor of Mathematics
University of Alabama, B.S.; George
Washington University, M.S.;
New York University, Ph.D.

Jay S. Berman

Professor of Criminal Justice
Northwestern University, B.S.;

- Michigan State University, M.S.;
Rutgers University, Ph.D.
- Gilles Bernard**
Assistant Professor of Music, Dance, and Theatre (Part-time)
The Juilliard School, B.M., M.M.;
Manhattan School of Music, D.M.A.
- Lori Bierig**
Demonstration Teacher,
A. Harry Moore Laboratory School
Kean University, B.A.
- David Blackmore**
Associate Professor of English
Harvard University, A.B.; University of
California, Los Angeles, M.A., Ph.D.
- Arlene Bloom**
*Associate Professor of Elementary
and Secondary Education*
Brooklyn College, B.S., M.S.;
Rutgers University, Ed.D.
- Sandra Bloomberg**
*Dean, College of Professional Studies and
Professor of Health Sciences*
Wilkes College, B.A.; New York Univer-
sity, M.A.; University of Utah, Ph.D.
- Robert Bock**
Managing Assistant Director, Purchasing
Kean University, B.S.;
Fairleigh Dickenson University, M.B.A.
- Roddy Bogawa**
Professor of Media Arts
University of California, San Diego, B.A.,
M.F.A.
- Mary Bolowski**
Controller, Controller's Office
Saint Peter's College, B.S.
- Nancy S. Bookbinder**
Associate Director, Financial Aid
Lehigh University, B.A.; New Jersey City
University, M.A.
- Gloria Boseman**
Professor of Nursing
Howard University, B.S.N.;
University of Maryland, M.S.;
Rutgers University, Ph.D.
- Valerie Boseman**
Director, Pre-College Programs
Rutgers University, B.A.;
New Jersey City University, M.A.
- Andrea Bradshaw**
*Demonstration Teacher, A. Harry Moore
Laboratory School*
Ocean County College, A.A.;
Georgian Court College, B.A.
- Walter Brady**
*Associate Director, Facilities and
Construction Management*
University of Steubenville, B.S.;
Suffolk University, M.A.
- Denise Branchizio**
Assistant Professor of Nursing
Seton Hall University, B.S.;
University of Medicine and Dentistry of
New Jersey, M.S.N.
- John Bragg**
*Assistant Professor, Elementary/Secondary
Education*
University of Evansville, B.A.;
University of Wisconsin, M.A., Ph.D.
- Dean A. Brianik**
*Assistant Director, Academic Career
Planning and Placement*
Montclair State University, B.A.;
Rutgers University, M.S.
- Darlene C. Britt**
Demonstration Teacher,
A. Harry Moore Laboratory School
The College of New Jersey, B.A.;
New Jersey City University, M.A.
- James F. Broderick**
Associate Professor of English
Indiana State University, B.S.; Brooklyn
College, M.S.; City University of New
York, Ph.D.
- Marc Brown**
*Head Men's Basketball Coach, John J.
Moore Athletic and Fitness Center*
New Jersey City University, B.A., M.A.
- Barry Broxton**
*Professional Services Specialist,
Opportunity Scholarship Program*
New York University, B.A., M.A.,
Montclair State University, M.A.
- Joanne Zakartha Bruno**
Vice President for Academic Affairs
Rowan University, B.A.; Pennsylvania
State University, M.Ed.; Teachers College
Columbia University, M.A.; Rutgers
University, J.D.
- Jennifer Bryan**
Assistant Professor of Criminal Justice
Rutgers University, B.A., Yale University,
M.A., Ph.D.
- Erica Buitrago**
Demonstration Teacher,
A. Harry Moore Laboratory School
Douglass College, B.A.;
New Jersey City University, M.A.
- Grace Bulaong**
Director, Guarini Library
University of the Philippines, B.S.L.S.,
M.A.; University of Michigan, A.M.L.S.
- E. Shaskan Bumás**
Assistant Professor of English
University of Pennsylvania, B.A.; Wash-
ington University, M.A., M.F.A., Ph.D.
- Debbie Bune**
Demonstration Teacher,
- A. Harry Moore Laboratory School*
University of Pittsburgh, B.A.;
New Jersey City University, M.A.
- William Calathes**
Professor of Criminal Justice
CUNY, B.A.; John Jay College of
Criminal Justice, M.A.; Queens College,
J.D.; CUNY/John Jay College, Ph.D.
- James Camacho**
Associate Professor of Mathematics
Polytechnic University (New York), B.S.,
M.S., Ph.D.
- Mary Ellen Campbell**
Professor of Art
St. John's University, B.S.; Michigan State
University, M.A.; Pratt Institute, M.F.A.
- Sandra Caravella**
Assistant Professor of Mathematics
Rutgers University, B.A., M.S., Ph.D.
- Lila Carrick**
*Associate Professor of Early Childhood
Education*
University of Tulsa, B.S.N., M.A.;
Leigh University, Ed.D.
- Alyssa Casazza**
Demonstration Teacher,
A. Harry Moore Laboratory School
University of Rochester, B.A.;
MCP Hahnemann University, M.A.
- Maria Castano**
Demonstration Teacher,
A. Harry Moore Laboratory School
Dominican Republic, B.A.
- Jocelyn Castillo**
Librarian III, Guarini Library
The College of New Rochelle, B.A.,
Pratt Institute, M.S.
- Matthew Caulfield**
*Assistant Professor of Early Childhood
Education*
St. Peter's College, B.A.; Goddard Col-
lege, M.A.; Rutgers University, Ed.D.
- Bruce Chadwick**
Professor of English
Syracuse University, B.A.; Montclair State
University, M.A.; Rutgers University,
Ph.D.
- Basanti Dey Chakraborty**
*Associate Professor of Early Childhood
Education*
Utkal University, B.S., B.Ed., M.Ed.,
Ph.D.
- Yi-Yu Chen**
*Assistant Professor of Business
Administration*
Chung Yuan University, B.A.; Rutgers
University, M.B.A., Ph.D.

Zhixiong Chen

Associate Professor of Mathematics
Hangzhou University, B.S.; Academia
Sinica, M.S.; University of Massachusetts,
M.S., Ph.D.

Diane Chervony

Demonstration Teacher,
A. Harry Moore School
Kean University, B.S., M.A.

Lorraine Chewey

Assistant Professor of Health Sciences
Seton Hall, B.S.;
New Jersey City University, M.S.

David Chiabi

Professor of Criminal Justice
University of Yaounde, L.L.B.;
Columbia University, L.L.M.;
City University of New York, Ph.D.

Min Chou

Librarian I, Associate Professor in the
Library, Guarini Library
Fudan University, B.A.; Pratt Institute,
M.L.S.

Andrew Christ

Associate Vice President, Facilities and
Construction Management
New Jersey Institute of Technology, B.S.,
M.S.

Anna Cieslik

Assistant Professor of Geoscience/Geography
University of Utrecht, B.A.;
Central European University, M.A.;
Clark University, Ph.D.

Adriana Ciro

Demonstration Specialist,
A. Harry Moore Laboratory School
Rutgers University, B.S.;
Hunter College, M.P.T.

Maria Cobarrubias

Executive Assistant to the President
University of Buenos Aires, Argentina,
Licenciate

Christopher Cofone

Assistant Director, Career Planning and
Placement
Montclair State University, B.A., M.A.

Michael Cole

Assistant Professor of Business
Administration
St. Peter's College, B.A.; Pace University,
M.B.A., D.P.S.

John Collins

Professor of Professional Security Studies
Excelsior College, A.S.; Columbia Col-
lege, B.A.; University of Oklahoma,
M.P.A.; Seton Hall University, Ed.D.

Jill Conlon

Demonstration Specialist,
A. Harry Moore Laboratory School

The College of Staten Island, A.S.;
Kean University of New Jersey, B.S., P.T.

Donna Connolly

Associate Professor of Music, Dance, and
Theatre
Seton Hill College Music Education,
B.M.; Carnegie-Mellon University, M.M.

Colleen Conwell

Professional Services Specialist, Margaret
Williams Theatre-Westside
Henry Ford Community College, A.A.;
University of Detroit, B.A.

Durwin Coppock

Assistant Director, Public Safety
Rutgers University, B.S.; John Jay College
of Criminal Justice, M.S., M.P.A.

Raymond C. Coreil

Professor of English as a Second Language
University of Southwestern Louisiana,
B.S.; Carnegie-Mellon University, M.F.A.;
Hunter College, M.A.; City University
New York M.A., Ph.D.

Richard Cosgrove

Assistant Professor of Professional Security
Studies
New Jersey City University, B.A.;
Seton Hall University, M.A., Ed.S., Ed.D.

Kenneth Counselman

Associate Professor of Early Childhood
Education
St. John's University, B.A.; Pacific Oaks
College, M.A.; Claremont Graduate
School, M.A., Ph.D.

William Craven

Associate Professor of Business
Administration
Bloomfield College, B.A.;
New York University, M.B.A.

Luceando Cuba

Professional Services Specialist, OASES
New Jersey City University, B.S.

John Cunningham

Assistant Professor of English
Harvard University, A.B.; University of
California, M.A., Ph.D.

Tamara Cunningham

Assistant to the Director, University
Advisement Center
New Jersey City University, B.A.;
Rutgers University, M.C.I.S.

Frank Cuozzo

Director of Financial Aid
Fordham University, B.A.;
Long Island University, M.S.

Kathryn D'Alessandro

Associate Professor of Media Arts
Pennsylvania State University, B.A., M.A.;
University of Wisconsin, Ph.D.

Michael D'Aquila

Director of Facilities and Construction
Management
State University of New York Maritime
College, B.E.

Marc Dalio

Assistant Professor of Music, Dance, and
Theatre
Rowan University, B.M.;
Boston University, M.M.

George Deaver

Assistant Director, John J. Moore Athletic
and Fitness Center
University of Delaware, B.S.

John A. DeBrizzi

Professor of Sociology and Anthropology
New Jersey City University, B.A., M.A.;
State University of New York at Buffalo,
Ph.D.

Alice DeFazio

Director of Athletics
Montclair State University, B.A.

Allan DeFina

Dean of Deborah Cannon Partridge Wolfe
College of Education and Professor of
Literacy Education
New Jersey City University, B.A.;
New York University, M.A., Ph.D.

Guillermo de Veyga

Program Assistant, Grants and Sponsored
Programs
Bergen County Community College,
A.A.; Rutgers University, B.A.;
New Jersey City University, M.A.

Victor Del Valle

Professional Services Specialist,
Office of Campus Life
New Jersey City University, B.S.

Alex Delgado

Associate Director,
Opportunity Scholarship Program
Rowan University, B.A.;
Montclair University, M.A.

Eddie DelVecchio

Director of Purchasing
Montclair State University, B.A.;
Georgina Court University, M.B.A.

Jeffrey Dessources

Assistant Director, Campus Life
Saint John's University, B.A., M.A.

James Di Giacomo

Assistant Professor of Chemistry
Rutgers University, B.A.;
New York University, M.S.

Vera Dika

Assistant Professor of Media Arts
State University of New York, B.A.;
Antioch College, M.A.;
New York University, Ph.D.

Yi Ding

Professor of Mathematics
Beijing Normal College, B.S.;
New York University, M.M.;
University of Massachusetts, Ph.D.

Dennis Dittrich

Associate Professor of Art
Syracuse University, M.F.A.

Patricia Donnelly-Martinez

Assistant Director, Public Information
Maywood College, B.S.

Adele Douglas

Associate Director, Human Resources
New Jersey City University, B.S.;
Thomas Edison State College, M.M.S.

Patrice J. Dow-Nelson

Assistant Professor of Psychology
Hunter College, B.A.; City University of
New York, M.A., Ph.D.

Stelio Dubbiosi

Professor of Music, Dance, Theatre
Fordham College, B.S.;
Manhattan School of Music, M.M.;
New York University, Ph.D.

Kimberly Dudas

Assistant Professor of Nursing
East Stroudsburg University, B.S.;
Rutgers University, M.S.

John Duff

Director, University Advisement Center
New Jersey City University, B.A., M.A.

Nurdan Duzgoren-Aydin

Associate Professor of Geoscience
Middle East Technical University, B.S.,
M.S.; Memorial University of
Newfoundland, Ph.D.

Nick Eferiades

Assistant Professor of Media Arts (Part-time)
Dartmouth College, B.A.;
Columbia University, M.F.A.

John Egan

Professor of Business Administration
Saint Peter's College, B.S.;
Fairleigh Dickinson University, M.A.;
New York University, Ph.D.

Cynthia Egli

Associate Professor of Biology
Fairleigh Dickinson University, B.S., M.S.

Ashraf Elbaz

*Professional Services Specialist, Guarini
Library*
Zagazig University, B.S.

Jacqueline Ellis

*Associate Professor of Women's and Gender
Studies*
University of Hull, B.A., Ph.D.

Antoinette Ellis-Williams

*Professor of Women's and Gender Studies,
Coordinator, Lee F. Hagan Africana Studies*

Center

Seton Hall University, B.A.;
University of Pittsburgh, M.P.A.;
Cornell University, Ph.D.

Glen E. Emmanuel

Associate Director, Academic Computing
New Jersey City University, B.S.

Deirdre Engels

*Assistant Professor of Business
Administration*
Dickinson College, B.A.,
Fordham University, M.B.A.

Hilary Englert

Associate Professor of English
Amherst College, B.A.;
Johns Hopkins University, M.A., Ph.D.

Marilyn J. Ettinger

Professor of Business Administration
Goucher College, A.B.;
New York University, M.B.A.

Amparo Fabra

*Assistant Professor of Music, Dance, and
Theater*
Conservatorio Superior de Música de
Valencia, Spain, B.M.; Polytechnic
University of Valencia, Spain, M.A.; The
Brooklyn College, Conservatory for Mu-
sic, City University of New York, M.A.

Candice Fair

*Assistant Director, Opportunity Scholarship
Program*
New Jersey City University, B.A., M.A.

Xiaoli Fang

*Librarian I, Associate Professor in the
Library, Guarini Library*
Fudan University, B.A.;
University of Arizona, M.L.S., M.A.

Donna M. Farina

Professor of Multicultural Education
George Washington University, B.A.;
Université des Sciences Humaines
(Strasbourg, France) Licence, Maitrise;
University of Illinois, A.M., Ph.D.

Yumiko O. Fariss

*Assistant Professor of Educational Leader-
ship and Counseling*
Meji Gakunn University, B.A., M.A.;
University of North Texas, M.S., Ph.D.

Joshua Fausty

Associate Professor of English
Union College, B.A.; Rutgers University,
M.A., Ph.D.

Barbara Feldman

*Dean of William J. Maxwell College of Arts
and Sciences and Professor of Sociology*
University of Delaware, M.A.; University
of Pennsylvania, Ph.D.

William Fellenberg

Interim Vice President for University Ad-

vancement

Montclair State University, B.A.;
Rutgers University, M.B.A.

Michael Fernández

*Executive Assistant to the President for
Labor Relations and Governmental Affairs*
Union College, A.A.;
Rutgers University, B.A., M.A.

Carmen Ferrer

*Demonstration Teacher,
A. Harry Moore Laboratory School*
Universidad de La Habana, B.A.

Colleen Finnagan

Librarian III, Guarini Library
New Jersey City University, B.S.;
Pratt Institute, M.S.

Liza Fiol-Matta

Professor of Women's and Gender Studies
Sacred Heart University, B.A.; University
of Puerto Rico, M.A.; The Union Insti-
tute Graduate School, Ph.D.

Audrey Fisch

Professor of English
Amherst College, B.A.;
Rutgers University, M.A., Ph.D.

Carol Fleres

Associate Professor of Special Education
Hunter College, B.A.; University of South
Florida, M.A.; University of South Caro-
lina, Ph.D.

Marie A. Fosello

Director, Office of Online Learning
New Jersey City University, B.A., M.A.

Robert W. Foster

Assistant Professor of Media Arts (Part-time)
Rochester Institute of Technology, B.A.;
Syracuse University, M.F.A.

Jennifer Fox

Assistant Director, Online Learning
Mississippi State University, B.S.

Deborah Freile

Associate Professor of Geoscience
Tufts University, B.S.; Boston University,
M.A., Ph.D.

Robert Friday

*Professional Services Specialist, Pre-College
Programs*
Fairleigh Dickinson University, B.A.,
M.A., M.P.A.

Helen Friedland

Associate Professor of Special Education
Hunter College, B.A.; City University
of New York, M.S.; Teachers College,
Columbia University, M.Ed., Ed.D.

Corey Frost

Assistant Professor of English
Concordia University, B.A.; Université de
Montreal, M.A.; City University of New
York, Ph.D.

Abisola Gallagher

Director, Counseling and Wellness Services
 Northeastern Illinois University, B.A.;
 University of Wisconsin, M.S.;
 Rutgers University, Ed.D.

Daniel Gandolfi

Associate Director, Controller's Office
 Fordham University, B.S.

Thomas Gannon

Professional Services Specialist, Media Arts
 New Jersey City University, B.A.

Elaine Gargulio

*Professional Services Specialist, University
 Advisement Center*
 New Jersey City University, B.A., M.A.

Paul J. Gargiulo

*Professional Services Specialist, University
 Advancement*
 New Jersey City University, B.A.

Ellen Garvey

Professor of English
 State University of New York, Empire
 College, B.A.; University of Pennsylvania,
 Ph.D.

Cassandra Gaston

Program Assistant, Pre-College Programs
 New Jersey City University, B.A.

Deborah Gee Woo

*Assistant Vice President for Academic
 Affairs and Associate Professor of Literacy
 Education*
 Case Western Reserve University, B.A.;
 Rutgers University, M.Ed., Ed.D.

Sue Gerber

Associate Director, Office of Assessment
 University of Buffalo, B.A., M.A., Ph.D.

Betty Gerena

*Professional Services Specialist,
 Computer Science*
 Montclair State University, B.A.;
 St. Peter's College, M.B.A.

Andrew Getzfeld

Professor of Psychology
 Vassar College, B.A.; University of Wis-
 consin, M.S.S.W.; University of Tennes-
 see, Ph.D.

Alina Gharabegin

Assistant Professor of English
 California State University, B.A., M.A.;
 City University of New York, M.Phil.,
 Ph.D.

Ezra K. Ghebrat

Professor of Economics
 American University, B.A., M.A.;
 New School for Social Research, Ph.D.

Queen J. Gibson

*Assistant Director, Graduate Studies and
 Continuing Education*
 Fayetteville State University, B.S.;

Rutgers University, M.P.A.

Keri Giordano

Director, Children's Learning Center
 Brookdale Community College, A.A.S.;
 Monmouth University, B.A.;
 Montclair State University, M.A.;
 Fairleigh Dickinson University, Psy.D.

Laine Giovanetto

Assistant Professor of Biology
 College of Lake County, A.S.; Southern
 Illinois University, A.S., B.S.; Florida
 Institute of Technology, M.S., Ph.D.

Celeste Gipson

*Assistant Professor of Sociology and
 Anthropology*
 New Jersey City University, B.A.;
 Rutgers University, M.S.W.

Edvige Giunta

Associate Professor of English
 University of Miami, M.A., Ph.D.

Steve Goldberg

*Principal,
 A. Harry Moore Laboratory School*
 City University of New York, B.A.;
 New School for Social Research, M.A.

Barry Goldman

*Professional Services Specialist, Music,
 Dance, Theater*
 New Jersey City University, B.A.

Bette Goldstein

*Professional Services Specialist,
 College of Professional Studies*
 Queens College, B.A.; Baruch College,
 M.B.A.

Robert K. Golinski

*Demonstration Teacher, A. Harry Moore
 Laboratory School*
 Kean University, B.A.;
 New Jersey City University, M.A.

Kenneth R. Good

*Associate Professor of Sociology and
 Anthropology*
 State University, B.A., M.A.;
 University of Florida, Ph.D.

Jennifer Gonzalez

*Professional Services Specialist,
 Counseling Center*
 New Jersey City University, B.A.;
 New York University, M.A.

Gail M. Gordon

Professor of Health Sciences
 University of Minnesota, B.S.;
 Johns Hopkins University, M.P.H.;
 Columbia University, D.P.H.

Leslie Graham-Wilson

*Professional Services Specialist,
 Opportunity Scholarship Program*
 New Jersey City University, B.A., M.A.

John Grew

Professor of Biology
 University of Lowell (Mass) B.S., M.S.;
 New York University, Ph.D.

Marguerite Griffin

Assistant Professor, Business Administration
 Iona College, B.B.A., M.B.A.

Alan Grossman

Director of Leadership Gifts
 Rutgers University, B.S.,
 Fairleigh Dickinson University, M.A.S.

Theresa Guerriere

*Demonstration Teacher, A. Harry Moore
 Laboratory School*
 New Jersey City University, B.S., M.S.

Julio C. Guillen

Professor of Mathematics
 Universidad Centroamericana Jose
 Simeon Canas, B.S.; College of Staten
 Island, M.S., M.Ed.; Teachers College,
 Columbia University, M.A., Ed.D.

Brian Gustafson

Assistant Professor of Art
 Tulane University, B.F.A.;
 Illinois State University, M.F.A.

Feliz T. Gutierrez - Caulfield

Associate Director, Financial Aid
 New Jersey City University, B.S.

Steven Haber

Professor of English as a Second Language
 Bard College, B.A.; City College of New
 York, M.A.; Columbia University, M.A.,
 M.Ed., Ed.D.

Althea Hall

*Associate Professor of Elementary and
 Secondary Education*
 Queens College, B.A.; Hunter College,
 M.A.; Teachers College, Columbia Uni-
 versity, M.Ed., Ed.D.

David L. Hallerman

Professor of Psychology
 State University of New York at Oswego,
 B.S., M.S.; State University of New York
 at Buffalo, Ph.D.

Robert Hamburger

Professor of English
 Cornell University, A.B.;
 University of Chicago, Ph.D.

Lyn Hamlin

Dean of Students
 Chatham College B.A.; University of
 Pittsburgh, Ed.M., University of Phoenix,
 Ed.D.

Hanae Haouari

Assistant Professor of Chemistry
 Mohamed V University, B.S.; City Uni-
 versity of New York, M.A., Ph.D.

Demond T. Hargrove

Assistant Vice President for Student Affairs

- New Jersey City University, B.S., M.A.
- Bruce Harman**
Director, Public Safety
William Paterson University, B.S.;
Kean University, M.A.
- Sarah - Ann Harnick**
Assistant Director, Office of Campus Life
State University of New York Brockport,
B.S.; University of Texas, M.F.A.
- Christal Harry**
Professional Services Specialist, Admissions
New Jersey City University, B.A.
- Michelle Hayes**
Demonstration Teacher,
A. Harry Moore Laboratory School
The College of New Jersey, B.A.
- Kenneth Heaton**
Head Men's Baseball Coach, Athletics
University of Delaware, B.S.
- Christopher Herbert**
Associate Professor, Physics
Franklin and Marshall College, B.A.;
Lehigh University, Ph.D.
- Max Herman**
Assistant Professor of Sociology
Tufts University, B.A.; Yale University,
M.A.; University of Arizona, Ph.D.
- Miriam Hernandez-Laria**
University Registrar
Douglass College, Rutgers University,
B.A.; New Jersey City University, M.A.
- Elba Herrero**
Professor of Multicultural Education
University of Miami, Florida, B.F.A.,
M.F.A.; State University of New York
Buffalo, Ph.D.
- Tobey Heyman**
Librarian I, Associate Professor of Library
Science, Periodicals and Documents
Librarian, Guarini Library
SUNY, New Paltz, B.A.; SUNY, Bing-
hamton, M.A.; SUNY, Albany, M.L.S.
- Barbara K. Hildner**
Professor of English
Emmanuel College, B.A.;
University of Virginia, M.A.
- Michele Hoban**
Librarian I, Associate Professor in the
Library, Periodicals and Documents
Librarian, Guarini Library
Kutztown State College, B.S.;
Catholic University, M.S.L.S.
- Helen Hoch**
Professor of Biology
New Jersey City University, B.A.;
Teachers College, Columbia University,
M.A., Ed.D.
- Hyun Hochsmann**
Professor of Philosophy and Religion
- Concordia University (Canada) B.A.;
University of London, Ph.D.
- James G. Holley**
Assistant Professor of English as a Second
Language
Central State University, Ohio, B.A.;
Hunter College, M.A.
- Patricia Holzman**
Demonstration Teacher, A. Harry Moore
Laboratory School
New Jersey City University, B.A., M.A.
- Rosamond Hooper - Hamersley**
Assistant Professor of History
Webster University, B.A.;
University of Albany, M.A., Ph.D.
- Harris E. Hordon**
Professor of Economics
Brooklyn College, B.A.;
New York University, M.A., Ph.D.
- Alfred Hurley**
Professor of Psychology
Manhattan College, B.A.;
New School University, M.A., Ph.D.
- Brian D. Hurwitz**
Professor of Special Education
University of Bridgeport, B.A.;
City University of New York, M.A.;
Yeshiva University, Ph.D.
- Karen Ivy**
Associate Professor of Mathematics
University of Mississippi, B.A., M.S.,
Ph.D.
- Deborah Jack**
Assistant Professor of Art
Marsit College, B.A.;
State University of New York, M.F.A.
- Leah Jackson**
Professional Services Specialist, Office
of Specialized Services Students with
Disabilities (Part-time)
University of Phoenix, B.S.;
Capella University, M.S.
- Sharon Jackson**
Demonstration Teacher,
A. Harry Moore Laboratory School
Kean University, B.A.;
New Jersey City University, M.A.
- Sai Jambunathan**
Professor of Early Childhood Education
University of Madras, B.S., M.S.;
Oklahoma State University, Ph.D.
- Venida Jenkins**
Professional Services Specialist, Campus Life
Syracuse University, B.A., New York
Theological Seminary, M.Div.
- Amani Jennings**
Associate Director, Dean of Students
New Jersey City University, B.A., M.A.
- Edward Joffe**
Professor of Music, Dance and Theatre
Queens College, B.A., M.A.;
Juilliard School of Music, M.M.;
City University of New York, D.M.A.
- Patricia Joffe**
Professor of Nursing
Rutgers University, B.S., M.S.;
The Union Institute, Ph.D.
- Anderson Johnson**
Assistant Professor of Music, Dance and
Theatre
University of Michigan, B.A., M.A.;
New York University, M.F.A.
- Dorane Johnson**
Program Assistant,
Opportunity Scholarship Program
New Jersey City University, B.S.
- Jennifer Jones**
Director, Career Planning and Placement
New Jersey City University, B.A.;
Seton Hall University, M.A.;
Fordham University, Ed.D.
- Deepa Joseph**
Demonstration Specialist,
A. Harry Moore Laboratory School
Mahatma Gandhi University, B.S.;
Bharathiar University, M.S.;
Montclair State University, M.A.
- Mohamed Kaifa**
Administrative Assistant,
Business Administration
New Jersey City University, B.S.
- Terry Kamps**
Assistant Professor of Biology
Michigan Technological University, B.S.;
Michigan University, B.S., M.S.;
University of Florida, Ph.D.
- Audrey Kaplonski**
Demonstration Specialist,
A. Harry Moore Laboratory School
Fairleigh Dickinson University, A.S.;
University of Medicine and Dentistry of
NJ, B.S.
- Robin Karpenski**
Demonstration Specialist,
A. Harry Moore Laboratory School
Quinnipiac University, B.S., M.S.
- Craig Katz**
Associate Director,
University Advisement Center
Rutgers University, B.S.;
Temple University, M.Ed.
- Deborah Katz**
Demonstration Specialist,
A. Harry Moore Laboratory School
Touro College School of Allied Health
Sciences, B.S.

Joel D. Katz

Associate Professor of Media Arts
Oberlin College, B.A.; Hunter College,
M.F.A.

Jeong Kim

Assistant Professor of Multicultural Education
Skidmore College, B.S.;
New York University, M.A., Ph.D.

Min Kim

Associate Professor of Music, Dance, Theatre
Juilliard School of Music, B.M., M.M.;
Eastman School of Music, D.M.A.

Shimshon Kinory

Associate Professor of Business Administration
Hebrew University, B.A.;
City University of New York, M.A.;
New School University, Ph.D.

Sheila D. Kirven

Librarian I, Associate Professor in the Library, Guarini Library
University of the West Indies-Mona, B.A.;
Long Island University, M.L.S.

Linda Klejmont

Demonstration Specialist,
A. Harry Moore Laboratory School
New York University, B.S.;
Certificate in Physical Therapy

John Klosek

Professor of Multicultural Center
Queens College, B.A.; Hunter College,
M.A.; City University of New York, Ph.D.

Laura Kortz

Librarian II, Assistant Professor in the Library, Guarini Library
Brooklyn College, B.S.;
Rutgers University, MLS

Tricia Koufodontis

Program Assistant,
Children's Learning Center
Berkeley College, A.A.;
William Paterson University, B.A.

Alissa B. Koval-Dhaliwal

Professional Services Specialist, Counseling
Oberlin College, B.A.; State University of
New York Buffalo, Ph.D.

Arthur Kramer

Director, Institutional Research
Hofstra University, B.A., M.A., Ph.D.;
John Jay College of Criminal Justice,
M.A.

Michael Krantz

Associate Professor of National Security Studies
Rutgers University, B.A.;
Seton Hall University, M.A., Ph.D.

Martin Kruck

Associate Professor of Art
State University of New York, M.F.A.;

Queens College, B.F.A.

Lawrence Ladutke

Professional Services Specialist,
University Advancement
Rutgers University, B.A.;
City University of New York

Cora Lagos

Assistant Professor of Modern Languages
Universidad de Filosofia y Letras de Buenos Aires, B.A.; University of Maryland,
M.A.; University of Michigan, Ph.D.

Matthew Lahm

Professional Services Specialist, Admissions
New Jersey City University, B.F.A.

Marilyn LaLacona Finstein

Associate Professor of Biology
College of St. Vincent, B.S.;
Fordham University, M.S.

Ansley LaMar

Professor of Psychology
Hunter College, B.A.;
City University of New York, Ph.D.

Judith Laput

Assistant Director, Financial Aid
Luzonian University, B.S.;
St. Peter's College, M.B.A.

John Laski

Associate Professor of Business Administration
Salve Regina University, A.S.; Nyack College, B.S.; Saint Thomas Aquinas College, M.B.A.; Nova Southeastern University, D.B.A.

Rolando Lavarro

Assistant Director,
Grants and Sponsored Programs
New York University, B.S.

Lorena Laverde

Assistant Director,
University Advancement Center
New Jersey City University, B.A., M.A.

Tamar Lawson-McPherson

Associate Director, Residence Life
New Jersey City University, B.A.

Huyen Le

Professional Services Specialist,
Business Development Center
New Jersey City University, B.S.

Thomas Lee

Assistant Director, Athletics (Part-time)
Parsons School of Design B.F.A.

James E. Lennon

Professor of Psychology
Manhattan College, B.A.; State University of New York, New Paltz, M.A.; State University of New York, Albany, Ph.D.

Marian Leonor

ESL Test Administrator
Rutgers University, B.A.; Teachers College, Columbia University, M.A., Ed.D.

Frances Levin

Associate Professor of Literacy Education
Rutgers University, B.A.; Temple University, M.Ed.; Rutgers University, Ed.D.

Jill S. Lewis

Professor of Literacy Education
State University of New York (Buffalo), B.S.; George Washington University, M.A.; Rutgers University, Ed.D.

Woodrow Lewis

Associate Director,
Learning Communities Program
New Jersey City University, B.A., M.A.

George (Zhengzheng) Li

Associate Professor of Business Administration
Hangzhou University, B.A.;
Shanghai University, M.S.;
University of Texas, Ph.D.

Diana Lieb

Associate Professor of Political Science
University of Michigan, B.A., M.A.;
Rutgers University, Ph.D.

Tan Lin

Associate Professor of English
Carleton College, B.A.; Columbia University, M.A., M.Phil., Ph.D.

Thomas Jyh-Cheng Liu

Associate Professor of Computer Science
Tatung Institute of Technology, B.S.; University of Illinois at Chicago, M.S., Ph.D.

Peter Ljubic

Director of Student Financials and Risk Manager
Mercy College, B.S.

Steven LoCasico

Assistant Principal,
A. Harry Moore Laboratory School
East Stroudsburg University, B.A.;
Saint Peter's College, M.A.;
Indiana University of Pennsylvania, Ed.D.

Sabrina Lopes

Professional Services Specialist, Registrar
New Jersey City University, B.S.

Aida López

Professional Services Specialist,
Opportunity Scholarship Program
New Jersey City University, B.A., M.A.

Grisel López-Díaz

Associate Professor of Modern Languages
Fordham University, B.A., Ph.D.;
New York University, M.A.

Yvette Louis

Assistant Professor of English
Columbia University, B.A.;
Princeton University, Ph.D.

Alfredo Lowe

Professional Services Specialist,
Counseling Center
The College of New Jersey, B.A.;

- Montclair State University, M.A.;
Adelphi University, M.A., Ph.D.
- Richard Lowenthal**
Professor of Music, Dance and Theatre
University of Michigan, B.M.;
Juilliard School of Music, M.S.;
Teachers College, Columbia University,
Professional Diploma
- Sharon Lu**
Assistant Director, Financial Aid
State University of New York, B.A.
- Charles H. Lynch**
Assistant Professor of English
Kenyon College, B.A.;
City University of New York, M.A.;
New York University, Ph.D.
- Maria Lynn**
Professor of Psychology
Washington University, B.A.;
St. Louis University, M.S.W., Ph.D.
- Anne Mabry**
Associate Professor,
English as a Second Language
Iowa State University, B.S., M.S., M.A.;
Teachers College, Columbia University,
M.Ed., Ed.D.
- Kenneth C. MacBain**
Associate Professor of Art
State University of New York at New
Paltz, B.F.A.; Temple University, M.F.A.
- Jennifer Macri**
Assistant Director, Financial Aid
New Jersey City University, B.S.
- Patricia A. Maguire**
Associate Professor of Business Administration
College of St. Elizabeth, B.S.;
Clemson University, M.P.R.T.M., Ph.D.
- Jacynthe Mailly**
Managing Assistant Director,
Controller's Office
William Paterson University, B.S.;
Seton Hall University, M.A.
- Irma Maini**
Professor of English
Punjab University, M.A.;
Guru Nanak Dev University, M.Phil.;
New York University, M.A., Ph.D.
- Kevin Malley**
Assistant Professor of Fire Safety
Cortland State College, B.S.;
Queens College, M.A.
- Tracy Manzo**
Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, B.A., M.A.
- George J. Marano**
Professional Services Specialist,
University Advisement Center
St. Peter's College, B.S.; Pace University,
M.B.A.
- Dexter Marks**
Associate Professor of English
City College of New York, B.A.;
University of Chicago, M.A., Ph.D.
- Jason Martinek**
Assistant Professor of History
Hiram College, B.A.;
Indiana State University, M.A.;
Carnegie Melton University, M.A., Ph.D.
- Adela Martínez-Guzmán**
*Assistant Professor of English as a Second
Language*
University of Puerto Rico, B.A., M.A.
- Evelyn Masa-Villatoro**
Professional Services Specialist, Registrar
New Jersey City University, B.A.
- Tracy Matos**
Managing Assistant Director,
Auxiliary Services
New Jersey City University, B.S.
- Robert J. Matthews**
Associate Professor of Business Administration
Pace University, B.B.A., M.B.A.;
Nova Southeastern University, Ph.D.
- Marilyn Maye**
*Associate Professor of Educational
Leadership and Counseling*
Swarthmore College, B.A.; Harvard
University, M.A.T.; Columbia Univer-
sity, M.A.; Teachers College, Columbia
University, Ed.D.
- Alison Maysilles**
Professional Services Specialist,
University Advisement Center
Fairleigh Dickinson University, B.A.,
M.A.
- Kim Mazyck**
Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, B.A.
- Robert J. McBride**
*Associate Vice President for Administration
and Finance*
Cooper Union, B.S.; Brown University,
M.S.
- Andrew McCabe**
Associate Professor of Special Education
New Jersey City University, B.A., M.A.;
Rutgers University, Psy.D.
- Debra V. McClary**
*Administrative Assistant, College of
Professional Studies*
Kean University, B.S.
- Jane McClellan**
Director, Office of Alumni Affairs
Seton Hall University, B.A.
- Cynthia McCollie-Lewis**
Assistant Professor of English
Queens College, B.A.; Columbia Univer-
sity, M.A., Ed.M., Ed.D.
- Melanie McDonald**
Associate Dean,
College of Professional Studies
New Jersey City University, B.S., M.S.;
Seton Hall University, Ph.D.
- John McDonough**
Demonstration Teacher,
A. Harry Moore Laboratory School
Rowan University, B.A.; Kean University,
M.A.
- Winifred McNeill**
Professor of Art
Boston University, B.F.A., M.F.A.
- Bernard McSherry**
Assistant Professor
Wagner College, B.S., Stern School of
Business, M.B.A., Pace University, Ph.D.
- Jo-Anne Mecca**
*Director, Center for Teacher Preparation
and Partnership*
Becker College, A.A.;
New Jersey City University, B.A., M.A.
- John Melendez**
Vice President for Student Affairs
Rutgers University, B.A.;
New Jersey City University, M.A.;
Seton Hall University, Ph.D.
- Ashley Merkt**
Professional Services Specialist, Admissions
State University of New York, B.S.
- Theresa Michnowicz**
Professor of Mathematics
Rutgers University, B.A., M.S.;
Stevens Institute of Technology, M.S.
- Dasarat Misir**
Assistant Professor of Mathematics
City College of New York, B.A., M.A.;
Graduate Center, City University of N.Y.,
Ph.D.
- Jason Mohaghegh**
Assistant Professor of English
Columbia University, B.A., M.A.,
M.Phil., Ph.D.
- Mary Mokry**
Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, M.A., B.A.
- Claire M. Monroe**
*Assistant Professor of English as a Second
Language*
St. Peter's College, B.A.;
New York University, M.A.
- Kathy Monteiro**
Director,
Facilities and Construction Management
New Jersey Institute of Technology, B.A.,
M.A.

William W. Montgomery

Professor of Geoscience and Geography
University of Michigan, B.A.;
University of Wisconsin, M.S.;
Western Michigan University, Ph.D.

Deborah H. Morales

Associate Director,
Facilities and Construction Management
New Jersey City University, B.A., M.A.;
New York University, Ph.D.

Erik Morales

Associate Professor of Elementary and
Secondary Education
New York University, B.S., Ph.D.;
William Paterson University, M.Ed.

Hugo Morales

Managing Assistant Director,
Office of Communications and Marketing
New Jersey City University, B.F.A., M.A.

José Morales

Associate Professor of History
Pace University, B.A.;
University of Connecticut, M.A., Ph.D.

Luis Morales

Managing Assistant Director,
Controller's Office
Hudson County Community College,
A.A.; New Jersey City University, B.S.

Francis Moran

Associate Dean of William J. Maxwell
College of Arts and Sciences and Associate
Professor of Political Science
Dickinson College, B.A.;
New York University, M.A., Ph.D.

Sonaliz Morel

Professional Services Specialist,
University Advancement
Baruch College, B.A.; John Jay College,
M.P.A.

Michael Moriarty

Associate Director,
Career Planning and Placement
Azusa Pacific College, B.A.;
Long Island University, M.S.

Joseph Moskowitz

Professor of Political Science
Long Island University, B.A.;
New York University, M.A., Ph.D.

Nancy Moussa

Demonstration Teacher,
A. Harry Moore Laboratory School
Rutgers University, B.A.;
New Jersey City University, M.A.T.

Amy Mulligan

Professional Services Specialist, Athletics
Queen College, B.S.;
Trident University International, M.Ed.

David Mulumba

Associate Professor of African and African

American Studies

Dartmouth College, B.A.;
Northeastern University, M.A.

Patricia Murphy

Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, B.A.

Joseph Musco

Director,
New Jersey City University Theaters
West Virginia University, B.F.A.

Mihri C. Napoliello

Professor of Multicultural Education
Kean University, B.A., M.A.;
Seton Hall University, Ed.D.

Leonard Nass

Associate Professor of Business Administration
Montclair State University, B.S.;
Fairleigh Dickinson University, M.B.A.;
LaSalle University, Ph.D.

Deja Neal

Program Assistant, Pre-College Programs
New Jersey City University, B.S.

Jonathan Ng

Professional Services Specialist,
Financial Aid
New Jersey City University, B.S.

Jean-Claude Ngatchou

Associate Professor of Computer Science
Yaonde University, M.S.;
City College of New York, M.S.;
City University of New York, Ph.D.

Zandile Nkabinde

Associate Professor of Special Education
University of Zululand, B.Ed.;
Harvard University, M.Ed.,
University of Utah, Ph.D.

Lisa Norcia

Director, Equal Employment Opportunity/
Affirmative Action
New Jersey City University, B.S., M.A.

Roselynn U. Obi

Professor of Elementary and Secondary
Education
University of Manchester (England)
Certificate; West Virginia University,
M.A., Ed.D.

John O'Brien

Professor of Geoscience and Geography
Earlham College, B.S.;
Miami University (Ohio), M.S.;
University of California, Ph.D.

Marisa Ocascio

Assistant Director of Admissions
New Jersey City University, B.A., M.A.

Deirdre O'Hagan

Demonstration Specialist,
A. Harry Moore Laboratory School
Kean University, B.S.

Kevin O'Neill

Assistant Professor of Nursing
Long Island College, A.A.S.; Saint Fran-
cis, B.S.; Seton Hall University, M.S.N.

Godwin Ohiwerei

Professor of Sociology and Anthropology
Dillard University, B.A.;
Southern University, M.A.;
Louisiana State University, Ph.D.

Nancy O'Keefe-Kania

Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, B.A.

Rita Oleas

Associate Director, Public Safety
New Jersey Institute of Technology, B.S.,
M.S.

Barbara S. O'Neal

Associate Professor of Business Administration
Hampton University, B.A.;
Rutgers University, M.B.A.

Rosilyn Overton

Associate Professor of Business Administration
Wright University, B.S., M.S.;
Capella University, Ph.D.

Ana Palma

Professional Services Specialist,
Children's Learning Center
New Jersey City University, B.A.

Carmen Panlilio

Assistant Vice President for Enrollment
Management
University of Philippines, B.A.;
Kean University, M.A.;
Rutgers University, Ph.D.

Laura Pannaman

Associate Professor of Biology
Brooklyn College, B.A., M.A.;
City University of New York, Ph.D.

Jeanette Parsons

Associate Professor of Literacy Education
City College of New York, B.S., M.S.;
Teachers College, Columbia University,
Ed.D.

Nita Patel

Managing Assistant Director,
Human Resources
New Jersey City University, B.S.;
Thomas Edison, M.A.

Gary Patnosh

Director, Youth Corps Program
Montclair State University, B.A., M.A.

Melissa Pearce

Managing Assistant Director,
A. Harry Moore Laboratory School
William Paterson University, B.A.

Michael Perna

Associate Director,
Office of Communications and Marketing

- School of Visual Arts, B.F.A.
- Rosa Perez**
Executive Assistant to the Dean, William J. Maxwell College of Arts and Sciences
Pace University, B.A.;
Columbia University, M.A., Ed. M.
- Susan Phifer**
Assistant Professor of Educational Leadership and Counseling
Rutgers University, B.A.;
New Jersey City University, M.A.;
University of San Francisco, Ed.D.
- Harriet Phillip**
Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, B.A., M.A.
- Robert Piaskowsky**
Director of Human Resources
Montclair State University, B.A.;
New York University, M.A.
- Rosemarie Pietranera**
Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, B.A.
- Alberto Pinkas**
Associate Professor of Physics
University of Maryland, B.S., M.S., Ph.D.
- Andrew Platizky**
Director, Opportunity Scholarship Program
Rutgers University, B.A.;
Yeshiva University, M.A.
- Charles Plosky**
Professor of Art
Pratt Institute, B.S.;
Syracuse University, M.F.A.
- John Porcaro**
Librarian, Guarini Library
New Jersey City University, B.A.;
Rutgers University, M.A.
- Charles Pratt**
Director, Academic Computing
New Jersey City University, B.A., M.A.;
Nova Southeastern University, Ed.D.
- Damian Prince**
Assistant Professor of Business Administration
Rider University, B.S.;
New Jersey City University, M.S.
- Ethan Prosen**
Assistant Professor of Biology
College of Saint Scholastica, B.A.;
Southwest Missouri State University, M.A.;
University of Louisiana, Ph.D.
- Robert W. Prowse**
Assistant Professor of Music, Dance and Theatre
Rowan University, B.A.; Westminster Choir College, Rider University, M.M.;
University of Cincinnati, D.M.A.
- Bridget Quimpo**
Professional Services Specialist, Athletics
University of South Carolina, B.A.
- Ellen Quinn**
Associate Professor of Art
University of Hartford Art School, B.F.A.;
Rutgers University, Mason Gross, M.F.A.
- Robert Quinones**
Assistant Director, Office of Campus Life
New Jersey City University, B.S.
- Mirtha N. Quintanales**
Associate Professor of Latin American Studies
University of Illinois, B.A.;
Ohio State University, M.A., Ph.D.
- David Rabinowitsch**
Associate Professor of Nursing
State University of New York, B.S.;
Russell Sage College, M.S.;
Case Western University, D.N.P.
- Vesna Radanovic-Kocic**
Assistant Professor of Multicultural Education
Univerzitet u Sarajevu, B.A.;
University of Illinois, M.A., Ph.D.
- Sheron Raghunandan**
Demonstration Teacher,
A. Harry Moore Laboratory School
Saint Peter's College, B.A.
- Catherine Raissiguier**
Associate Professor of Women's and Gender Studies
Faculte de Lettres Aix-Marseille, France,
Licence, D.E.A.V., Matrise;
SUNY Buffalo, M.A., Ph.D.
- Alfred E. Ramey**
Executive Assistant to the President for Regulatory Affairs and Board of Trustees
Rutgers University, B.A.; University of Pennsylvania Law School, J.D.
- Marcin Ramocki**
Assistant Professor of Media Arts
Dartmouth College, B.A.;
University of Pennsylvania, M.F.A.
- Jeanette Ramos-Alexander**
Associate Professor of Business Administration
Pace University, B.B.A.;
Fairleigh Dickinson University, M.B.A.
- Muriel Rand**
Professor of Early Childhood Education
Bucknell University, B.A.;
Rutgers University, M.Ed., Ed.D.
- Dennis Raverty**
Associate Professor of Art
University of Minnesota, University of Iowa, M.A. Rutgers University, Ph.D.
- Kelly Resch**
Assistant Director, Public Information
New York University, B.A.
- Richard Riggs**
Professor of Mathematics
Knox College, B.A.; Rutgers University, M.A.; Stevens Institute of Technology, M.S.; Rutgers University, Ed.D.
- Joseph Riotto**
Professor, Business Administration
Loyola University, B.A.;
Roosevelt University, M.B.A.;
Nova Southeastern University, D.B.A.
- Freda Robbins**
Professor of Mathematics
Brooklyn College, B.S.;
New York University, M.S.;
Polytechnic Institute of New York, Ph.D.
- Carrie Robinson**
Professor of Educational Leadership and Counseling
Hunter College, B. A.; Harvard University, M.Ed.; Fordham University, Ed.D.
- Marie A. Robiolio**
Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, B.A., M.A.
- Joseph Rodeiro**
Professor of Art
University of Tampa, B.A.; Pratt Institute, M.F.A.; Ohio University, Ph.D.
- Arron Rodriguez**
Professional Services Specialist, Admissions
New Jersey City University, B.S.
- Joe Rodriguez**
Associate Director, Public Safety
New Jersey City University, B.S.
- Sabine Roehr**
Assistant Professor of Philosophy
University of Hanover, Germany, M.A.,
University of Missouri, Ph.D.
- Catherine Rogers**
Professor of Educational Leadership and Counseling
University of Wisconsin B.S., M.S., Ph.D.
- Maria Rolon**
Professional Services Specialist,
The Learning Communities
New Jersey City University, B.A.;
Nyack College, M.A.
- Robert Romeo**
Assistant Professor of Music, Dance and Theatre (Part-time)
New Jersey City University, B.A.;
New York University, M.A.
- Daysi Romero**
Professional Services Specialist,
University Advisement Center
New Jersey City University, B.A.
- Roberto Romero**
Professional Services Specialist,
Academic Computing
New Jersey City University, B.S.;
University of Phoenix, M.S.

Jason Roque

Professional Services Specialist, Media Arts
New Jersey City University, B.A.

Ana Maria Rosado

Assistant Professor of Music, Dance and Theatre

University of Puerto Rico, B.A.;
University of Paris, M.M.;
SUNY Stony Brook, D.M.A.

Lilliam Rosado-Hollenbach

Professor of Health Sciences
Brooklyn College, B.S.; Hunter College,
M.S.; Columbia University, Ph.D.

Herbert Rosenberg

Professor of Art
Harpur College (SUNY), B.A.;
Pratt Institute, M.F.A.

Michael Rothenberg-Schwartz

Assistant Professor of English
University of Michigan, B.A.;
New York University, M.A., Ph.D.

Navin Saiboo

Associate Director, Registrar's Office
New Jersey City University, B.A.

Wanda Rutledge

Assistant Professor of Business Administration
Thomas Edison State College, B.S.;
Capella University, Ph.D.

Aixa Said-Mohand

Assistant Professor, Modern Languages
Universidad de Granada, B.A.;
Universitat de Barcelona, M.A.;
University of Florida, Ph.D.

Yamara Salazar

Assistant Director, Residence Life
New Jersey City University, B.S.

Deborah A. Sanders

Professor of African and African American Studies
Morgan State University, B.A.;
Howard University, Ph.D.

Kathleen Peet Sarmiento

Professional Services Specialist, Music, Dance and Theatre
New Jersey City University, B.A.

James J. Sasso

Professor of Philosophy and Religion
Colgate University, B.A.;
University of Connecticut, M.A.;
Boston University, Ph.D.

Anna Scanniello

Professional Services Specialist, Fire Science
York College of Pennsylvania, B.S.;
Kean University, M.P.A.

Debra Scardaville

Associate Professor of Nursing
Townson State University, B.S.;
University of Maryland, M.S., Ph.D.

Marcia Schlafmitz

Assistant Professor of Computer Science
Barnard College, B.A.; Teachers College,
Columbia University, M.S.; City University
of New York, M.S.; Ph.D.

Robert Scire

Associate Director, Information Technology
Thomas Edison State College, B.S.

Erin Selby

Associate Director, Dean of Students
Plymouth State College, B.A.;
Capella University, M.Ed.

Denise Serpico

*Assistant to the Dean,
College of Professional Studies*
Monmouth University, B.S.;
New Jersey City University, B.S.;
Utica College, M.B.A.

Bijal Shah

Managing Assistant Director, Bursar's Office
New Jersey City University, B.S.

Afaf Shalaby

Professor of Business Administration
Tanta University, Egypt, B.B.A.;
Pace University, M.B.A.;
Rutgers University, Ph.D.

Patrick Shalhoub

*Librarian I, Associate Professor in the
Library, Guarini Library*
Columbia University, B.A.;
New York University, M.A.;
Rutgers University, M.L.S.

Christopher Shamburg

Professor of Educational Technology
Rutgers University, B.A., M.A.; Teachers
College, Columbia University, Ed.D.

Ritu Shastri

Associate Director, Information Technology
Bombay University, B.A., M.A.

Mohammad Sheikh

*Managing Assistant Director, Information
Technology Services*
NED University of Engineering and
Technology, B.E.; New Jersey Institute of
Technology, M.S.

Zelda Shuster

*School Nurse,
A. Harry Moore Laboratory School*
New Jersey City University, B.A.;
Lehman College, M.S.N.

Kathleen Simon

*Managing Assistant Director,
Controller's Office*
New Jersey City University, B.S.

Howard J. Singer

Professor of Biology
Oberlin College, B.A.; University of Min-
nesota, M.S.; Tufts University, Ph.D.

James R. Siniscalchi

Professor of Biology
Immaculate Conception College, B.A.;
St. Bonaventure University, Ph.D.

Allen Lee Smith

Assistant Director, Academic Computing
New Jersey City University, B.S., M.A.

Frederick A. Smith

*Librarian I, Associate Professor in the
Library, Guarini Library*
New York University, B.A., M.A.;
Columbia University, M.A.

John Smith

*Professional Services Specialist,
Opportunity Scholarship Program*
New Jersey City University, B.S.

Joy Smith

*Assistant Director,
Opportunity Scholarship Program*
Syracuse University, B.A., M.A.

Katrina Smith - Younger

*Professional Services Specialist,
Financial Aid*
New Jersey City University, B.A.

Patrick Snyder

*Professional Services Specialist, Soccer
Coach, Athletics*
The College of New Jersey, B.A.

Tsung (Bill) Soo Hoo

*Associate Professor of National Security
Studies*
Brooklyn College, B.A.;
Seton Hall University, M.A.

Taramattie Sookdeo

*Demonstration Teacher,
A. Harry Moore Laboratory School*
New Jersey City University, B.A.

Louise Stanton

Assistant Professor, Political Science
Georgetown University, B.A.; Seton Hall,
J.D.; Rutgers University, M.S., Ph.D.

Raymond Statlander

Professor of Art
William Paterson University, B.A.;
Pratt Institute, M.F.A.

Ivan S. Steinberg

Associate Professor of Economics
New York University, B.S.;
New School for Social Research, M.A.

Joseph Stern

Associate Professor of Business Administration
City College of New York, B.A.;
Baruch College, M.B.A.;
New York University, Ph.D.

Jane Steuerwald

Professor of Media Arts
Syracuse University, B.F.A., M.A.;
Bard College, M.F.A.

Ann Marie Stoebling

Professional Services Specialist, Athletics
Kean University, B.A.

Lorianne Summers

Director of Development
State University of New York, B.A.;
Columbia University, M.A.

Anthony Surratt

Professional Services Specialist, Admissions
New Jersey City University, B.A.

Lourdes Sutton

Executive Assistant to the Dean, Deborah Cannon Partridge Wolfe College of Education
Jersey City University, B.A, M.A.;
North Central University, Ed.D.

Cheryl Swider

Assistant Professor of Fitness, Exercise and Sports
West Chester State College, B.S.;
Georgian Court College, M.A.;
Seton Hall University, Ed.D.

Asad Syed

Assistant Director, Academic Computing
New Jersey City University, B.S.

Phyllis A. Szani

Assistant Vice President for Information Technology
New Jersey City University, B.S.

Stephanie Talalai

Demonstration Teacher,
A. Harry Moore Laboratory School
Seton Hall University, B.S.;
New Jersey City University, M.A.

Frecia Tapia

Professional Services Specialist, Deborah Cannon Partridge Wolfe College of Education
Middlesex County College, A.A.;
New York University, B.S., M.A.

Rosemary Tavares

Director, Controller's Office
Fairleigh Dickinson University, B.S., M.S.

C. Reid Taylor

Associate Professor of Special Education
New Jersey City University, B.A.;
Seton Hall University, M.A.;
New York University, Ph.D.

Beimnet Teclezghi

Associate Professor of Mathematics
Asmara University, B.A.;
Addis Ababa University, M.S.;
University of Arkansas, Ph.D.

Vincent Tese

Associate Professor of Media Arts
SUNY, Stony Brook, B.A.;
New School for University, M.A.

Wilton Thomas-Hooke

Associate Vice President for Finance,

Controller's Office

Rutgers University, B.A., M.B.A.

Wendy Faye Thompson

Demonstration Teacher,
A. Harry Moore Laboratory School
New Jersey City University, B.A., M.A.

Ira Thor

Professional Services Specialist, Athletics
William Paterson University, B.A.

Allison Thornton

Professional Services Specialist,
Communications and Marketing
Pratt University, B.F.A.

Robert Thurston

Professional Services Specialist,
Opportunity Scholarship Program
University of Buffalo, B.A.;
SUNY, Buffalo, M.A.

Rosemary F. Thurston

Assistant Professor of History
St. Peter's College, B.A.;
Fordham University, M.A., Ph.D.

Louis Tiscornia

Associate Director, Television and Multi Media Production, University Advancement
New Jersey City University, B.A.;
New York University, M.A.

Daniel Tomasulo

Associate Professor of Psychology
Springfield College, B.S.;
Fairleigh Dickinson University, M.A.;
Yeshiva University, Ph.D.

Janice Treubig

Demonstration Specialist,
A. Harry Moore Laboratory School
State University of New York, B.S.;
College of Saint Rose, M.S.

Sachie Tsumura-Tmart

Assistant to the Dean, Graduate Studies and Continuing Education
New Jersey City University, B.A., M.A.

Cordelia R. Twomey

Professor of Educational Technology
Hunter College, B.A.;
New York University, M.A., Ph.D.

F. Ray Vance

Professional Services Specialist, Men's and Women's Volleyball Coach, Athletics
Frederick Community College, A.A.;
Ashford University, B.S.

Mercedes Vargas

Assistant Director, Graduate Studies and Continuing Education
Seton Hall University, B.A.;
New Jersey City University, M.A.

Cynthia Vazquez

Professional Services Specialist, Deborah Cannon Partridge Wolfe College of Education

Rutgers University, B.A.

Manny Vazquez

Assistant Director, Pre-College Programs
New Jersey City University, B.S.

Rebecca Vicente

Demonstration Specialist,
A. Harry Moore Laboratory School
Rutgers University, B.A.S.W., M.S.W.

Sergio Villamizar

Fitness Center Coordinator, John J. Moore Athletic and Fitness Center
Queens College, B.S., M.S.

Rubina Vohra

Associate Professor of Economics
Northeastern University, M.S., Ph.D.

Laura A. Wadenpfuhl

Assistant Professor of English
City University of New York, B.A. Ph.D.;
Rutgers University, M.A.;

Ann Wallace

Assistant Professor of English
Drew University, B.A.;
Rutgers University, M.A.;
City University of New York, Ph.D.

James Wallace

Coordinator, Audio Visual Services,
Media Arts
Miami University (Ohio), A.A.

Daniel Ward

Assistant Director, Online Learning
Union County Community College,
A.A.; Caldwell College, B.A.

Brandi Warren

Assistant Director, Deborah Cannon Partridge Wolfe College of Education
College of New Jersey, B.A.;
New Jersey City University, M.A.

Maredia Warren

Associate Professor of Music, Dance and Theatre
Howard University, B.A.;
Columbia University, M.A., Ed.D.

William Wattenmaker

Associate Professor of Psychology
University of Pittsburg, B.A.;
University of Illinois, M.A., Ph.D.

Ellen Wayman-Gordon

Assistant Vice President for University Advancement
New York University, B.A.

Jane Webber

Associate Professor of Educational Leadership and Counseling
Manhattanville College, B.A.;
Pennsylvania State University, M.Ed.;
Seton Hall University, Ph.D.

Lois Weiner

Professor of Elementary and Secondary Education

University of California, B.A.; Teachers College, Columbia University, M.A.; Harvard University, Ed.D.

Dawn Welker

*Demonstration Specialist,
A. Harry Moore Laboratory School
Union County College, A.A.;
College Misericordia, B.S., M.S.*

Christopher J. Wessman

*Associate Professor of English
Harvard University, B.A.; City University of New York, M. Phil., Ph.D.*

Timothy White

*Assistant Professor of History
Dartmouth College, B.A.; Columbia University, M.A., M.Phil., Ph.D.*

Leonard Williams

*Professional Services Specialist, Admissions
New Jersey City University, B.S.*

Malvanie Williams

*Professional Services Specialist, Campus Life
New Jersey City University, B.A.*

Shirley I. Williams

*Professor of Criminal Justice
City College of New York, B.A.;
New School for Social Research, M.A.;
Fordham University, Ph.D.*

Susan Williams

*Professor of Business Administration
Pratt Institute, B.F.A.; Rutgers University,
M.B.A.*

Wesley Wilson

*Professional Services Specialist,
Math Department
Baylor University, B.S.; University of Texas, M.A.; University of Florida, Ed.D.*

Heather Woodbridge

*Professional Services Specialist, Admissions
Felician College, B.A., M.A.*

Joyce Wright

*Associate Professor of Nursing
Rutgers University, B.A.; Seton Hall University, M.S.; Widener University, Ph.D.*

Naomi Wright

*Assistant Director,
University Advisement Center
Kean University, B.A.;
New Jersey City University, M.A.*

Patricia Yacobacci

*Associate Professor of Special Education
University of Georgia, B.S.; Smith College, M.Ed.; Syracuse University, Ph.D.*

Kenneth S. Yamaguchi

*Professor of Chemistry
California State University, B.S., M.S.;
University of California, Ph.D.*

Midori Yoshimoto

*Associate Professor of Art
Osaka University, B.A.; Rutgers Univer-*

sity, M.A., Ph.D.

Rosalyn D. Young

*Associate Professor of Business Administration
Brooklyn College, B.A.;
SUNY, Binghamton, M.A.;
Brooklyn Law School, J.D.*

Connie Yu

*Professor of Computer Science
Institute of Computing Techniques,
M.A.; Pennsylvania State University,
Ph.D.*

Laura Zieger

*Associate Professor of Educational Technology
Montclair State University, B.A., M.A.;
Pepperdine University, Ed.D.*

INDEX

A

Academic –
 Calendar, 6
 Career Planning and Placement, 31
 Integrity, 17
 Grievance Procedure, 19
 Progress, 13
 Standards, 13
 Academy Charter High School, 26
 Accreditation, 2
 Access, Student Records, 16
 Add/Drop Procedure, 15
 Administration, University, ii
 Admissions –
 Certification Eligibility, 10
 Courses Only (Non-Degree), 10
 Degree Students, 10
 Information, 10
 International Students, 10
 NJCU Certificates, 10
 Requirements –
 General, 11
 Additional, 11
 Certification Only, 11
 Courses Only, 11
 International Students, 11
 Status, 10
 Visiting Students, 10
 Advisement, Graduate, 32
 Affirmative Action Policy, Inside front cover
 Africana Studies Center, Hagan, 33
 A. Harry Moore Center for
 Special Education, 26
 Alternate Route Program, 8, 48, 59, 60, 63
 Alumni Legacy Scholarships, 21
 Alumni Relations Office, 3
 Appeals, 12, 19
 Application Fee, 12
 Application for Financial Aid, 22
 Application Materials and Procedures, 12
 Art Department, 38
 Arts and Sciences, College of, 37
 Assistantships, Graduate, 21
 Athletic and Fitness Center, 25, 30
 Athletic Complex, 26, 31
 Athletics, 30
 Attendance Policy, 13

B
 Bilingual/Bicultural Education, 102, 103
 Board of Trustees, ii
 Bookstore, 29
 Bridge Program
 (B.S./M.S. in Accounting), 122-124
 Business Administration Department, 119

C

Campus –
 Buildings, 24
 Life, Office of, 28
 Map, 166
 Cancellation of Courses, 15
 Career Planning and Placement, 31
 Center for Community Service and
 Volunteerism, 30
 Center for Teacher Preparation and
 Partnerships, 33
 Center of Academic Excellence in Information
 Assurance Education, Denning, 34
 Certificates, NJCU, 8, 59, 118, 125
 Certification/Certificate/Endorsement
 Programs, 8, 59, 118
 Alternate Route, P-3, 63
 Associate School Library Media
 Specialist, 81
 Assistive Technology Specialist, 83
 Bilingual/Bicultural, 102, 103
 Career Education Specialist, 82
 Distance Learning Specialist, 82
 Driver Education, 136
 Early Childhood Education, 61, 62
 Elementary Education, 88
 English as a Second Language, 100-102
 Learning Disabilities Teacher Consultant,
 109-112
 Library Media Specialist, 81
 National Security Agency Certificate for
 Information Systems Security Officers,
 118, 140, 142
 Principal Certificate, 67, 68
 Professional Diploma in School
 Psychology (6th year), 54
 Professional Financial Management, 126
 Professional Financial Planning, 125
 Professional Investment Analysis, 125
 Professional Management Accounting, 126
 Professional Portfolio Management, 126
 Reading Specialist, 94
 School Counselor, 73
 School Nursing, 136
 Secondary Education, 89
 Supervisor's Certificate, 68
 Teacher of Students with
 Disabilities, 108, 109
 Change of –
 Academic Program, 15
 Grade Request, 14
 Charter High School, 26
 Children's Learning Center, 28
 College of –
 Arts and Sciences, Maxwell, 37
 Education, Wolfe, 59
 Professional Studies, 118

Community Health Education, 134
 Community Service and Volunteerism,
 Center for, 30
 Computer Labs, 36
 Concurrent Programs, 15
 Continuing Education, 32
 Continuing Graduate Study, 17
 Counseling, Degree Offerings, 71
 Counseling Center, 27
 Course –
 Cancellation, 15
 Load, 13
 Numbering, 14
 Open to Seniors, 15
 Schedule (Graduate Course List), 14
 Criminal Justice Department, 131

D

Dean of Students Office, 27
 Deborah Cannon Partridge Wolfe College of
 Education, 59
 Degrees Offered, 8
 Degree Requirements, General, 16
 Directions to the University, inside back cover
 Directory, 4, 20
 Dr. Dorothy E. Denning Center of Academic
 Excellence in Information Assurance
 Education, 34
 Driver Education Certification, 136
 Drop/Add Procedure, 15

E

Early Childhood Education Department, 60
 Education and Professional Studies
 Building, 24
 Educational Leadership, 66
 Educational Leadership and
 Counseling Department, 66
 Educational Psychology, 54
 Educational Technology Department, 78
 Electronic Learning Laboratory, 35
 Eligibility, certification, 10
 Elementary and Secondary Education
 Department, 88
 Elementary Reading, 95
 Emeriti, 149
 Employment Program, 22
 English as a Second Language, 100-102
 EOF/Opportunity Scholarship
 Graduate Benefits, 22
 Equal Opportunity Policy, Inside front cover

F

Faculty and Staff Listing, 150
 Fees, 12, 23
 Fine Arts, Master's Program, 38
 Financial Assistance (Loans), 22

Fitness Center, 25, 30
Fries Hall, 24

G

Gerrity Athletic Complex, 26, 31
Gilligan Student Union, 25, 29
Gothic Times, 30
GothicNet, 3
Grade Point Average, 14
Grading System, 13
Graduate –
 Advisement, 32
 Assistantship, 21
 Catalog, Inside front cover
 Certification/Endorsement
 Programs, 8, 59
 Degree Programs, 8
 Faculty, 150
 Placement Office, 31
 Program Completion, 16
 Programs, 8
 Special Courses, 146
 Studies Staff, ii
Graduate Study, Continuing, 17
Graduation, 16
Grievance Procedures, Academic, 19
Grossnickle Hall, 25
Guarini Library, 24

H

Health Administration, 135
Health and Wellness Center, 28
Hagan Africana Studies Center, 33
Health Sciences Department, 133
Hepburn Hall, 25
High School, Charter, 26
History, of the University, 2

I

Immunization, 12
Inactive Graduate Records, 15
Independent Study, 14
Information Assurance Education,
 Denning Center, 34
Integrity, Academic, 17
Interdisciplinary Courses, 146
International Student Admission, 10
International Studies, 42

J

John J. Moore Athletic and Fitness Center,
 25, 30

K

Karnoutsos Hall, 25

L

Late Registration, 15
Learning Center, Children's, 28
Learning Disabilities Teacher Consultant,
 109-112
Lee Hagan Africana Studies Center, 33
Library, 24
Library Media Specialist, 81
Literacy Education Department, 94
Loans, 22
Location of the University, Inside front cover

M

Map, Campus, 166
Master of Business Administration Degree,
 8, 119
 Finance, 120
 Marketing, 120
 Organizational Management and
 Leadership, 121
Master of Arts Degree Programs, 8
 in Counseling, 71
 in Early Childhood Education, 61
 in Educational Psychology, 54
 in Education Technology, 80
 in Elementary School Reading, 95
 in Mathematics Education, 43
 in Music Education, 50
 in Reading Specialist, 94
 in Secondary School Reading, 95
 in Studio Art, 38
 in Special Education, 107, 109
 in Teaching, 59
 Early Childhood Education, 61
 Early Childhood Education/Special
 Education, 62
 Elementary Education, 88
 Secondary Education, 89
 Special Education, 108, 109
 in Urban Education, 47, 66, 90, 99
 Bilingual/Bicultural Education, 103
 Educational Administration and
 Supervision, 66, 67
 English as a Second Language, 101, 102
 Teaching and Learning in Urban
 Schools, 90
 World Languages (Spanish), 47
Master of Fine Arts Degree Program, 38
Master of Music Performance Degree
 Classical-Instrumental, 50
 Classical-Vocal, 50
 Jazz, 50
 Multiple Woodwinds, 51
 Program, 49
Master of Science Degree Programs, 8
 in Accounting, 121
 –B.S./M.S. Bridge Program, 122-124

 in Criminal Justice, 131
 in Finance, 124
 Financial Planning, 124
 Financial Analysis, 125
 Financial Management, 125
 in Health Sciences, 133
 Community Health Education, 134
 Health Administration, 135
 School Health Education, 135
 in Professional Security Studies, 140
 National Security, 141, 142
 Corporate Security, 142
 Information Assurance/Cyber
 Security, 142

Mathematics, 43

Matriculation, Maintenance of, 13
Maxwell, College of Arts and Sciences, 37
Michael B. Gilligan Student Union, 25, 29
Mission, 2
Modern Languages Department, 47
Moore Athletic and Fitness Center, 25, 30
Moore Center for Special Education, 26
Multicultural Education Department, 99
Music, Dance and Theatre Department, 49

N

New Pathways to Teaching in New Jersey, 8,
 48, 59, 106
NJ Lead Program, 68
Nursing, Graduate School Certificate, 136

O

Office of –
 Academic Services for Evening Students
 (OASES), 32
 Campus Life, 28
 Graduate Studies and Continuing
 Education, 8

P

P-3 Certification, 59, 60
Parking, Inside back cover
Pass/Fail Option, 14
Placement Office, 31
Policies and Procedures, 13
Professional Certificates, 8, 37, 118
Professional Diploma in School Psychology
 (6th year), 54
Professional Security Studies Department, 140
Professional Studies, College of, 118
Professors Emeriti, 149
Psychology Department, 54

R

Reading, 94
Reading Specialist, 94
Readmission, 12

Record of Access, 21
 Records, Inactive, 15
 Records, Student, 20
 Recreational Services, 30
 Refunds, Tuition, 23
 Registration, 14
 Residence Life Program, 29
 Rights and Responsibilities, Student, 17
 Rossey Hall, 25

S

Scholarships, Alumni Legacy, 21
 School Counselor Certification, 73
 School Health Education, 135
 School Psychology, Professional
 Diploma, 54
 Science Building, 26
 Secondary Education, 88
 Security Studies, 140
 Service Center, University, 29
 Seven Year Limit on Credits, 13
 Special Education Department, 106
 –Moore, A. Harry Center for, 26
 Special Graduate Courses, 146
 Specialized Services for Students with
 Disabilities, 32
 Speicher-Rubin Women's Center, 29
 Standards, Academic, 13
 Student Affairs, 27
 Student Government Organization, 29
 Student Records, 20
 Student's Rights and Responsibilities, 17
 Student Union, 25, 29

T

Teacher Preparation and Partnerships,
 Center for, 33
 Teaching, Master of Arts in, 59, 61, 62, 88,
 89, 108, 109
 Telephone Numbers, Inside front cover
 Thesis, 16
 Thomas M. Gerrity Athletic Complex, 26, 31
 Transcripts, 17
 Transfer Credit, 16
 Trustees, Board of, ii
 Tuition and Fees, 23
 Tuition Refund, 23

U

University –
 Academy Charter High School, 26
 Administration, ii
 Calendar, 6
 History, 2
 Service Center, 29
 Urban Education, 47, 66, 90, 99

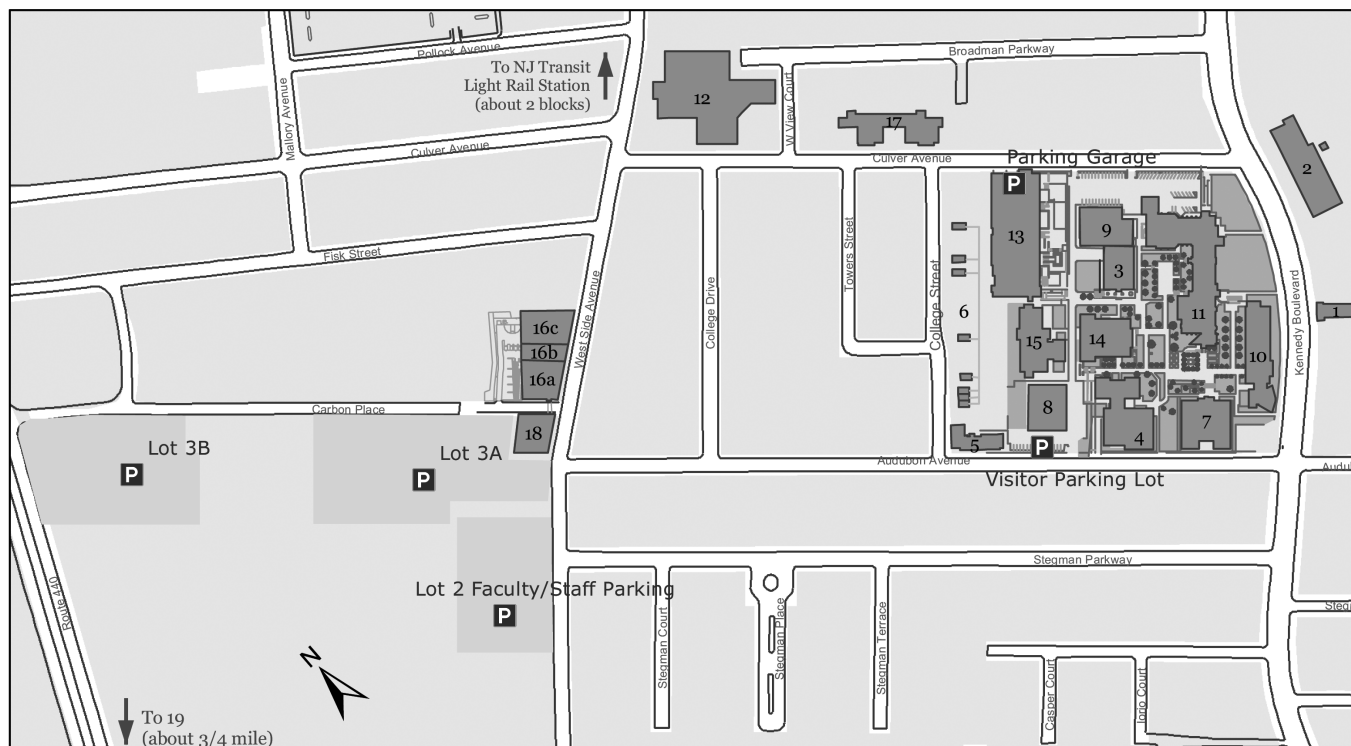
V

Veterans' Affairs, 21
 Visiting Student Admission, 10
 Vision, 2
 Visual Arts Building, 26
 Vodra Hall, 26

W

WGKR-Radio, 230
 William J. Maxwell College of Arts and
 Sciences, 37
 Withdrawing from a class, 15
 Wolfe, College of Education, 59
 Women's Center, 29
 World Languages (Spanish), 47

New Jersey City University Campus Map



- | | | |
|---|--|---|
| 1. 2040 Kennedy Apartments | 8. Education and Professional Studies Building | 15. Science Building |
| 2. A. Harry Moore Laboratory School | 9. Fries Hall | 16a. University Academy Charter High School |
| 3. George Karnoutsos Arts and Sciences Hall | 10. Grossnickle Hall | 16b. West Side Theatre |
| 4. Vodra Hall | 11. Hepburn Hall | 16c. Business Development Incubator |
| 5. Co-op Dormitory | 12. John J. Moore Athletics and Fitness Center | 17. Visual Arts Building |
| 6. College Street Houses | 13. Michael B. Gilligan Student Union | 18. Facilities and Construction Management Building |
| 7. Congressman Frank J. Guarini Library | 14. Rossey Hall | 19. Thomas M. Gerrity Athletic Complex |

PARKING FACILITIES

http://www.njcu.edu/dept/usc/parking_info.html
parking@njcu.edu

Information regarding current parking fees, regulations, Parking Card, lost cards, or refunds, please visit the University Service Center, or log onto the web site above.

GILLIGAN STUDENT UNION GARAGE - CULVER AVENUE

7:00 a.m. - 11:00 p.m.; Monday–Friday, and no charge on Saturday or Sunday

Two levels of parking are located beneath the Gilligan Student Union. Approaching from West Side Avenue, enter the parking lot by turning right from Culver Avenue. When approaching from Kennedy Boulevard, left turns are prohibited by the Jersey City Police Department.

Two entrance lanes are equipped with parking ticket dispensers and parking card readers. Patrons without a pre-paid parking card will need to pull a ticket from the dispenser. Press the flashing green button and

remove the ticket from the dispenser.

Booth Exit (left-side) is stationed with a Parking Lot Attendant from **Monday to Friday 7:00 a.m. - 11:00 p.m.** for patrons paying with cash as well as for parking card holders.

Card Only Exit (Right-side) is **ONLY** for pre-paid parking card holders. *When no parking lot attendant is on duty, please use the Parking Pre-Pay Station located on the upper level of the garage at the pedestrian exit to pre-pay.*

PARKING LOT #2 FACULTY/ STAFF PARKING

Westside Ave. at Stegman Pkwy.

7:00 a.m. - 11:00 p.m.; Monday–Friday, Saturday and Sunday - Closed.

There is an entrance and exit located in this parking lot for Faculty/Staff parking card holders.

PARKING LOT #3 WESTSIDE AVE.

Westside & Audubon Aves.

7:00 a.m. - 11:00 p.m.; Monday–Saturday

Entrances and exits are equipped with a card reader for pre-paid card holders and a ticket dispenser for daily paying patrons. A Parking Lot Attendant is available **Monday to Friday, 7:00 a.m. – 11:00 p.m.**, for patrons paying with cash.

There is a Pay-on-Foot station located at the Shuttle Bus Drop-Off for patrons who wish to pre-pay their ticket. (Use of the Pre-Pay station is required if no Parking Lot Attendant is on duty.)

An “Express” Pre-Paid Card Holder exit lane is at the Carbon Place exit in Lot #3 (near the tennis courts).

PARKING LOT #4 AUDUBON RESERVED PARKING

Located on Audubon Ave. between Kennedy Blvd. and West Side Ave., this parking lot is **reserved for visitors** to the University.

PARKING PRE-PAY STATIONS

The Pay-on-Foot stations are for ticket patrons only. Stations accept payment in

paper currency of \$1, \$5, \$10 and \$20, and in coins, with the exception of pennies. Change is made in either coins or paper currency, or both.

Three stations are located throughout campus:

1. Parking Lot #4 (Audubon Ave.) at the Shuttle Bus Drop-off & Pick-up.
2. Parking Lot #3 - Westside Ave. & Audubon Ave. at the 1st Shuttle Bus Drop-off.
3. GSU Garage/Lot #1 - Upper Level of the Garage near the pedestrian exit.

LOST TICKETS

Go to the Parking Pre-Pay Station; push the Lost Ticket Button; insert the displayed fee amount; and a validated ticket will be issued. You have 90 minutes to exit the parking lot.

PARKING CARD ACCOUNT WEB ACCESS

Parking Card balances may be viewed at: <http://web.njcu.edu/parking/cardbalance/>

You will need your parking card # and the last four digits of your social security # to access this information. (For Example: Card #562 you will need to enter 0562 and the last four digits of your social security #) or you may call 201-200-2552 or email parking

DIRECTIONS TO THE UNIVERSITY

BY CAR:

From the New Jersey Turnpike

Take the New Jersey Turnpike to Exit 15E.

After paying the toll, follow the signs to Routes 1&9 North (Truck Route). Go over two bridges to a traffic light. Stay straight at the light.

After the McDonalds (on the right), go to the second traffic light and turn right onto Kennedy Blvd. NJCU is 12 blocks down on the right. The entrance to Parking Lot #3 is on West Side Avenue & Audubon Avenue.

From Route 280, Route 80, or Route 3

Take Route 280 East, Route 80 East, or Route 3 East to the NJ Turnpike. *Follow the directions above.*

From Route 78 and Routes 1&9

Take Route 78 East to Routes 1&9 North. Routes 1&9 North will split—stay to the right (1&9 Truck Route). Do not go over the Pulaski Skyway.

Take Routes 1&9 North over two bridges to a traffic light. Stay straight at the light. After the McDonalds (on the right), go to the second traffic light and turn right onto Kennedy Blvd.

NJCU is 12 blocks down on the right. Parking is on Culver Ave.

From the Garden State Parkway (Northbound)

Take the Garden State Parkway North to Exit 140—Route 22 East. Take Route 22 East to Routes 1&9 North. *Follow the directions above from Routes 1&9.*

From New York City (Holland Tunnel)

After exiting the Holland Tunnel, go straight and up the hill. Maneuver yourself into the center lanes (an exit for the Turnpike will be on the right; then an exit for Routes 1&9 will be on the left).

Continue through approximately seven lights. You will come to a “T”—this is Kennedy Blvd. Make a left onto Kennedy Blvd.

At the fifth light, you will enter Journal Square. Follow Kennedy Blvd. as it veers right at Journal Square. Continue on Kennedy Blvd. to the University.

BY PUBLIC TRANSPORTATION:

From Manhattan

Take the #99S bus from Port Authority Bus Terminal directly to the University. Or take the PATH subway to Journal Square and follow the directions below.

For more information, log on to: www.njtransit.com

From Path Terminal at Journal Square

Take the #10 South Boulevard bus from platform D1 directly to the University’s main entrance. Or, board the #80 Newark Avenue/Gates Avenue bus and get off at Audubon and West Side Avenues.

From here, you may either walk the three short blocks to campus, or take the free shuttle bus which stops inside the University’s parking lot on West Side Avenue.

For more information, log on to: www.panynj.com/path/index.html or www.redandtan.com.

FROM THE HUDSON-BERGEN LIGHT RAIL

Take Hudson-Bergen Light Rail to West Side Avenue stop (last stop). Walk 4 blocks south on West Side Avenue to Culver Avenue.

Turn left on Culver and walk 3 short blocks to the main campus, or walk one more block to Audubon Avenue to take the free shuttle bus which stops inside the University’s parking lot on West Side Avenue.

For more information, log on to: www.njtransit.com/sf_lightrail.shtm

HANDICAPPED PARKING

Handicapped parking spaces are available in all University lots. Additional assistance or information can be obtained or arranged with the security personnel located in each lot or entrance to the University.

Assistance can also be arranged in advance by calling NJCU’s Parking and Transportation Department at 201-200-2290.

SHUTTLE BUS SERVICE

NJCU’s Parking and Transportation Department provides Shuttle Bus Service to and from the University’s off campus buildings and parking areas.

The Shuttle operates continuously between **7:00 a.m. and 11:00 p.m., Monday through Thursday, and Friday from 7:00 a.m. – 6:00 p.m.** when the University is in session. There is no service Saturday and Sundays, holidays or during recess periods.

This Shuttle Service is for the exclusive use of New Jersey City University students, faculty, staff and official guests. Proper identification in the form of a valid College I.D. is required, and must be presented upon request by the driver.



New Jersey City University
2039 Kennedy Boulevard
Jersey City, New Jersey 07305