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GRADUATE

About the Catalog
The Graduate Catalog of New Jersey City University is published on an annual 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.

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 website at www.njcu.edu (http://www.njcu.edu).

Failure to read the graduate catalog and information on the University's website does not excuse a student from the requirements and regulations described therein.

The Office of the Provost and Senior Vice President is responsible for the preparation of the content of this publication. Send any inquiries regarding catalog content to catalog@njcu.edu.

Academic Calendar

2020-2021 University Calendar

2020 Fall Semester

<table>
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<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester classes begin</td>
<td>Tuesday, September 1, 2020</td>
</tr>
<tr>
<td>Labor Day: University Closed</td>
<td>Monday, September 7, 2020</td>
</tr>
<tr>
<td>Convocation</td>
<td>Wednesday, September 16, 2020</td>
</tr>
<tr>
<td>Thanksgiving Recess: No Classes</td>
<td>Thursday-Saturday, November 26-28, 2020</td>
</tr>
<tr>
<td>Fall Semester Last Day of Classes</td>
<td>Sunday, December 13, 2020</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Monday-Tuesday, December 14-15, 2020</td>
</tr>
<tr>
<td>Fall Semester Final Exam Week</td>
<td>Wednesday-Tuesday, December 16-22, 2020</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>Tuesday, December 22, 2020</td>
</tr>
<tr>
<td>Winter Recess: University Closed</td>
<td>Friday, December 25, 2020–Sunday, January 3, 2021</td>
</tr>
</tbody>
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2020-2021 Winter Intersession

<table>
<thead>
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<th>Event</th>
<th>Date</th>
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<tr>
<td>Winter Intersession (Online Session I)</td>
<td>December 22, 2020–January 15, 2021</td>
</tr>
<tr>
<td>Winter Intersession (Online Session II)</td>
<td>January 4, 2021-February 19, 2021</td>
</tr>
<tr>
<td>Winter Intersession (In-person Session)</td>
<td>January 4–15, 2021</td>
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2021 Spring Semester

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<th>Event</th>
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<tbody>
<tr>
<td>Martin Luther King Day:</td>
<td>Monday, January 18, 2021</td>
</tr>
<tr>
<td>University Closed</td>
<td></td>
</tr>
<tr>
<td>Spring Semester Classes begin</td>
<td>Tuesday, January 19, 2021</td>
</tr>
<tr>
<td>Presidents’ Day: University Closed</td>
<td>Monday, February 15, 2021</td>
</tr>
<tr>
<td>Spring Recess: No Classes</td>
<td>Monday–Saturday, March 8–13, 2021</td>
</tr>
<tr>
<td>Good Friday: No Classes</td>
<td>Friday, April 2, 2021</td>
</tr>
<tr>
<td>Good Saturday Classes Meet</td>
<td>Saturday, April 3, 2021</td>
</tr>
<tr>
<td>Spring Open House</td>
<td>TBA</td>
</tr>
<tr>
<td>Monday Classes Meet</td>
<td>Tuesday, May 4, 2021</td>
</tr>
<tr>
<td>Friday Classes Meet</td>
<td>Wednesday, May 5, 2021</td>
</tr>
<tr>
<td>Spring Semester Last Day of Classes</td>
<td>Wednesday, May 5, 2021</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Thursday-Friday, May 6-7, 2021</td>
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<tr>
<td>Spring Semester Final Exam Week</td>
<td>Saturday-Friday, May 8-14, 2021</td>
</tr>
<tr>
<td>Spring Semester Ends</td>
<td>Friday, May 14, 2021</td>
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<td>Undergraduate and Graduate Commencement</td>
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2021 Summer Sessions

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<tbody>
<tr>
<td>Memorial Day: University Closed</td>
<td>Monday, May 31, 2021</td>
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<tr>
<td>Summer Session I Classes Begin</td>
<td>TBA</td>
</tr>
<tr>
<td>Summer Session I Ends</td>
<td>TBA</td>
</tr>
<tr>
<td>Independence Day: University Closed</td>
<td>Monday, July 5, 2021</td>
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The Division of Academic Affairs is the academic and intellectual core of New Jersey City University, is committed to providing a richly diverse student population with a high quality education in an urban setting. The Division strives to uphold the value of a liberal arts education for its students by maintaining a highly qualified and diverse faculty, offering dynamic and challenging academic programs, and providing an integrated academic support system to promote student retention and achievement.

The Division of Academic Affairs transcends cultural and geographic barriers by offering dynamic and challenging academic programs and providing an integrated academic support system to promote student retention and achievement. The Division of Academic Affairs is committed to creating and sustaining a learner-centered environment that values excellence in teaching, scholarly achievement, creative activity, service, and diversity. The Division of Academic Affairs is dedicated to developing a culturally responsive educational environment that values and integrates cultural and global perspectives.
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Academic Requirements, Policies, and Procedures

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Academic Grievance/Appeal Procedure

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

The student must submit the academic grievance within (10) university calendar days, of the next semester of the academic calendar (fall or spring) in which the grievance takes place. The student must accompany the appeal with a clear, succinct statement and compelling evidence that there are legitimate grounds for the appeal. All supportive documentation/evidence must accompany the grievance/appeal. The following steps (1-4) of the Grievance/Appeal Procedure must be followed in sequence.

Step 1. Faculty Member: The student must submit in writing, (NJCU email or certified mail) a request for a meeting with the faculty member involved to resolve the situation in question, this meeting must take place within (10) university calendar days of the subsequent semester of the involved grievance (fall or spring). At the conclusion of the meeting the faculty member will inform the student of a decision in writing.

Step 2. Department Chairperson: The student must submit in writing (NJCU email or certified mail) a written appeal to the appropriate department chairperson within ten (10) university calendar days of notification of a decision pursuant to the previous step (Faculty Member) or upon failure of the faculty member to respond within the prescribed ten (10) university calendar days.

Step 3. Academic Dean: The student must submit in writing (NJCU email or certified mail) a written appeal to the appropriate academic dean within ten (10) university calendar days of notification of a decision pursuant to the previous step (Chairperson). The appropriate dean shall provide the student with a written decision within ten (10) university calendar days of receipt of the appeal from Step 2.

Step 4. University Senate Students Affairs Committee: The student must submit in writing, (NJCU email or certified mail) a written appeal to the University Senate Student Affairs Committee within ten (10) university calendar days of notification of a decision pursuant to the previous step 3, (Academic Dean).

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 student 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 of Student Affairs or Associate Vice President of Student Affairs will serve as a non-voting, ex-officio member of this Committee. 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 university calendar 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 chairperson 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) university 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) university 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.

Expedited Timeline: An expedited timeline (20 university calendar days) will be in effect if the Academic Grievance/Appeal Process affects the student's graduation status. This timeline is defined as the entire
procedure as completed within 20 university calendar days following the posting of the Spring Grades. Each step (1-4) of the Academic Grievance procedure will be followed except each step will be allotted (5) university calendar days.

Acknowledgements
New Jersey City University gratefully acknowledges excerpted materials from other universities that were utilized when formulating this policy:

- Kean University
- Montclair University
- Rutgers University
- William Paterson University
- Thomas Edison University
- Ramapo University
- New Jersey Institute of Technology
- Stockton University
- Fairleigh Dickinson University

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 https://www.njcu.edu/directories/offices-centers/university-senate/policies/ (https://www.njcu.edu/directories/offices-centers/university-senate/policies/).

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, which ever 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 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 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 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.
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 website for exceptions to the above with respect to course grades and overall GPA.

**Access to Student Records and FERPA**

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.

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. Students should submit to the Dean of Students, 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 that 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 students, 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:
- 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.);
- to appropriate parties in a health or safety emergency;
- to officials of another school, upon request, in which a student seeks or intends to enroll;
- 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;
- 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;
- to accrediting organizations to carry out their functions;
- to organizations conducting certain studies for or on behalf of the University;
- to the alleged victim of a crime of violence or a non-forcible sex offence 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;
- 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, telephone number, e-mail address, 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 or by completing a “Do Not Release Information Form” at the Registrar's Office. 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 that 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 under item 3, above.

Administrative Withdrawal

The University reserves the right to administratively withdraw or deny registration to any student who fails to comply with institutional policies and regulations.

Attendance Policy

Each faculty member determines attendance requirements for the courses he or she teaches. At the first meeting of each class, students shall receive a written statement of the attendance requirements. Attendance records may be factored into the evaluation of the student's performance and achievement for the course.

Absence from classes due to illness or personal reasons should be handled privately by the student and faculty member on an individual basis. Students who expect to be absent for more than three (3) days must contact the Dean of Students, who will notify faculty members of the student's situation.

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

Students are required to take all examinations announced by the faculty on the days scheduled for them.

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

To comply with federal and state aid requirements, instructors are required to keep attendance records, complete Mid-Semester Audit Report Forms, and certify the last date of attendance of students receiving aid.

Financial aid recipients who never attend one or more of their classes or who stop attending all of their classes will be paid a reduced amount of aid and are subject to forfeiture of their financial aid.

Students enrolled in Joint Programs (NJCU/ Rutgers) and (NJCU/ NJIT) shall at all times be required to follow the rules and regulations established by affiliated clinical, governmental, accreditation agencies, professional associations and any other institution, agency, or organization participating in the Joint Program.

They shall do so under the specific instruction of the supervisory staff of those agencies.

Cancellation of Course and Staffing

The University reserves the right to cancel any course for insufficient enrollment. Students registered for a cancelled course will be notified immediately of the cancellations, and their semester bills will be adjusted. A student can substitute another course. Adding the other course must be completed before the end of the Add/Drop period.

The University reserves the right to change faculty assignments and therefore cannot guarantee students faculty of their choice.

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.

Change of Grade Requests

Requests for Change of Grade must be submitted through the College Dean to the Registrar's Office (https://www.njcu.edu directories/offices-centers/registrar/) 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 Provost and Senior Vice President.

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.

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 Admissions (https://www.njcu.edu admissions-aid/graduate-admissions/) 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.

**Course Load**

The designated student status as determined by the number of enrolled credits is as follows:

- 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.

**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

**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 3.00.

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/dotal degree programs. If a student is required, or elects, to complete a research report, thesis, or dissertation, it must be approved by the department chairperson/graduate coordinator and a thesis/dissertation committee.

**Dropping or Adding a Class**

Students may add and drop classes during the designated Add/Drop period for each semester or Summer session. The last date for adding and dropping classes for each term is listed in the Master Course List (MCL) published by the Registrar and available online at [https://www.njcu.edu/academics/academic-calendar/graduate-academic-calendar](https://www.njcu.edu/academics/academic-calendar/graduate-academic-calendar). Separate dates may be established for classes that do not follow the normal start/end schedule. Students who drop courses during the designated Add/Drop period will receive full (100%) refunds for those courses. Students with Financial Aid should be cautioned that dropping courses may affect their eligibility status and Financial Aid award amounts. Furthermore, students are not allowed to drop Academic Foundations courses, All-University Requirement courses, and certain other courses, such as those with corequisites, unless special permission is granted.

Students may add and drop classes via GothicNet, or in person by submitting an Add/Drop form to the Registrar's Office, Hepburn Hall 214. The Add/Drop form is available at the Registrar’s Office, and at [https://www.njcu.edu/directories/offices-centers/registrar/forms](https://www.njcu.edu/directories/offices-centers/registrar/forms).

Students are strongly cautioned against dropping classes indiscriminately, as doing so may affect eligibility for Financial Aid and scholarships, registration in other courses, full-time status, and overall degree progress.

**Note:** Non-attendance does not constitute dropping a class. Students who never attend or stop attending class meetings will not be removed from class rosters. Furthermore, students who never attend or stop attending classes will be held responsible for their financial obligations to the University and will not be issued refunds. A student who does not officially drop or withdraw from a class by following the procedures described above, in the MCL, and elsewhere will be issued an “F” as a final grade. Delinquent withdrawal requests will not be honored and “F” grades resulting from failure to drop or withdraw from courses shall be considered final.

**Grading System**

The standing of each student at the completion of each course is determined by the instructor and recorded at the end of each semester. The following grades and values are used:

- A (4.0)
- A- (3.7)
- B+ (3.3)
accompanied by appropriate documentation of the time and nature of the circumstances. Decisions by the Academic Deans are final. To obtain a refund, students must file an official form and follow the Registrar’s Refund Schedule. A partial refund is available only within the first third of each semester or summer session.

**Grade Access**: Final grades are posted to the transcript file approximately three weeks following the last day of the semester. Grades can be accessed via the Internet at GothicNet.

### Graduate Courses Open to Undergraduate Seniors

Senior-year undergraduates are eligible for admission to 500-level courses, unless they cannot satisfy the special requirements for that course (see course descriptions within the current New Jersey City University Graduate Catalog). Such special requirements include, but are not limited to, completion of prerequisite courses, corequisites, attainment of minimum grades in certain courses or programs, and permission of the instructor.

Credits for undergraduate students in 500-level courses are applied in the following way:

1. **Undergraduate credit**: All credits for 500-level courses satisfactorily completed by an undergraduate student may be counted toward the 120 semester-hour requirements of a curriculum leading to a bachelor’s degree;

2. **Graduate credit**: Excess credits earned beyond the 120 required for undergraduate degrees, earned with grades of “B” or better by undergraduate students in 500-level courses, may be considered for advanced standing (graduate credit) for students matriculated in graduate programs at New Jersey City University no later than seven years after receiving credits for these courses;

3. **Graduate students may apply no more than nine credits of 500-level courses toward the fulfillment of master’s degree program requirements.**

### 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. Application forms are available online to be downloaded, at https://www.njcu.edu/directories/offices-centers/registrar or may be obtained at the Registrar’s Office, Hepburn Hall 214/219.

### 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 Admissions Office will be removed from the active files to the archives holdings. It will be necessary for the student to formally reapply.
if additional study is desired. Discontinued files are held for seven years and then shredded.

For further information, call the Office of Graduate Admissions (https://www.njcu.edu/admissions-aid/graduate-admissions/) (Hepburn Hall, Room 206) at 201-200-3409.

Independent Study

Independent Study courses consist of projects that are problem-centered and action-research oriented and may be undertaken on a variable-credit basis. 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 program with a 3.00 cumulative grade point average.

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
   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 that 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 six credits of independent study will be allowed.

5. Exceptions to this eligibility criteria will be determined by the college dean’s office.

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.

Late Registration

Students registering after the closing date of registration 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.

Maintenance of Matriculation Status

It is the policy of the Office of the Graduate Admissions 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 Office of Graduate Admissions and the college dean’s office, in writing, if prevailing circumstances prevent him or her from registering for a fall or spring semester.

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, his/her advisor or designated graduate program coordinator, and the Graduate Admissions Office. 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.

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 (p. 7) as outlined in the graduate 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 Provost and Senior Vice President. The Office of the Provost and Senior Vice President will review such matters in consultation with the Equal Employment Opportunity/ Affirmative Action (EEO/AA) Office.

Seven Year Limits 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;

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.

Students' Responsibility

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.

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 on the Office of Graduate Admissions Process (https://www.njcu.edu/admissions-aid/graduate-admissions/graduate-admissions-process/) website.

Three-Year International Baccalaureate Degrees

International students who have completed three-year baccalaureate degree programs are eligible to apply into select graduate programs at NJCU. To be considered for admission into a graduate program, students must submit all required admissions materials, including a course-by-course, NACES accredited evaluation of all post-secondary coursework taken at foreign institutions.

The graduate department will then review the applicant’s prior coursework to determine eligibility for admission into the graduate program.

Transcripts

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

1. In person: Complete a form at the Registrar’s Office, Hepburn Hall Room 214

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. Online: https://www.njcu.edu/directories/offices-centers/registrar/transcript-requests/

   Students may request separate undergraduate and graduate transcripts, but no portion of the undergraduate or 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 (Final Regulations, 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 credits 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 other institutions’ transcripts. To obtain transcripts from institutions other than New Jersey City University, students must contact the other institutions 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. The Registrar's Office has the right to deny a transcript request from any student who abuses this service.

   Effective January 1, 2012, the University will not issue an official transcript if a student owes a past due balance on a student account or has defaulted on repayment of a student loan.

A one-time transcript fee of $25.00 will be charged to all new students. Regular transcript requests are limited to ten annually. Regular service is provided within four working days. A one-hour transcript service is available weekdays until 4:00 p.m. for a $10.00 processing fee.

Waitlisted Courses

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 https://www.njcu.edu/directories/offices-centers/registrar/course-registration (https://www.njcu.edu/directories/offices-centers/registrar/course-registration/).

Withdrawing From a Class

Between add/drop and the posted 50% deadline, students must complete an official Withdrawal Form and submit the form to the Registrar’s Office Hepburn Hall, Room 214. These course(s) will receive a “W” grade on transcripts and will result in a reduction of charges for each credit. Forms maybe submitted at the window during regular working hours; after hour forms may be placed in the door mail slot.

1. DURING ADD/DROP PERIOD: Students may Add/Drop classes through self service by login to GothicNet, or at the Registrar’s Office Hepburn Hall, Room 214 on days assigned for add/drop. Any dropped course(s) will not be recorded on the student’s transcript and a 100% refund of tuition and fees will be granted for each credit below 12 credits.

2. BETWEEN ADD/DROP AND THE FIRST THIRD OF THE SEMESTER: Students must complete an official Withdrawal Form, at the Registrar's Office Hepburn Hall, Room 214. These course(s) will receive a “W” grade on transcripts and the student will receive a 50% refund of applicable tuition and fees for each credit below 12 credits.

3. AFTER THE FIRST THIRD OF SEMESTER TO NOVEMBER 1 FOR FALL SEMESTER; APRIL 1 FOR SPRING SEMESTER OR TO MID-SEMESTER FOR SUMMER SESSIONS I and II: Students must complete an official Withdrawal Form, at the Registrar’s Office, Hepburn Hall, Room 214. These course(s) will receive a “W” grade on the transcript and the student is not entitled to any refund.

4. AFTER NOVEMBER 1 FOR FALL SEMESTER; APRIL 1 FOR SPRING SEMESTER; AND MID-SEMESTER FOR SUMMER SESSIONS I and II: For any course(s) a student ceases to attend after these dates he/she will receive an “F” grade on his/ her transcript and there will be no refund. After the deadline, a student may no longer receive a “W” grade except in an extraordinary situation and only with the written authorization of the appropriate academic dean. Request for appeal of the deadline must be made in writing, and must be accompanied by appropriate documentation about circumstances that prevented the student from withdrawing within the required time limits. The academic dean will either grant or deny the “W” grade.

NOTE: Non-attendance does not constitute drop or withdrawal. The student will not receive a refund and will receive a grade of “F” for the course(s) in question. An official drop or withdrawal can only be
William J. Maxwell College of Arts and Sciences

George Kamoutsos Arts and Sciences Hall, Room 605
201-200-3001

Dr. João Sedycias, (jsedycias@njcu.edu) Dean

Dr. Scott Wittman, (SMITTMAN@njcu.edu) Associate Dean of Sciences

Dr Jason Martinek (jmartinek@njcu.edu), Interim Associate Dean of Arts, Humanities, and Social Sciences

Sarah Ambrose-Roman (sroman1@njcu.edu), Executive Assistant to the Dean

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The William J. Maxwell College of Arts and Sciences (https://www.njcu.edu/academics/schools-colleges/william-j-maxwell-college-arts-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.

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 Art Department of New Jersey City University is an accredited institutional member of the National Association of Schools of Art and Design since 1976.

Our mission is to encourage the development of our students as artists, designers, scholars, and leaders capable of excelling in a complex, rapidly changing society. The faculty of the Art Department, in support of the Urban Mission of the University, is committed to facilitating the outstanding achievement of every student in our program, to help each realize their goals, and to aid them in their development. Emphasis is placed on developing an understanding of the multiplicity of roles for the creative person in a contemporary urban society. Our program is dedicated to taking advantage of the cultural diversity of the greater metropolitan area. We recognize and stress the importance of balancing history and tradition with contemporary aesthetic ideas, skills, techniques and technologies.

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, Ceramics, or Jewelry/Metalsmithing. MFA students work closely with faculty mentors and culminate their studio thesis in a solo exhibition.

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.) and School Psychology (P.D.) and School Psychology Certification
- Mathematics Education (M.A.)
- Music Education (M.A.)
- Music Performance (M.M.)
- School Psychology (P.D.) and 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

Visual Arts Building, Room 120
201-200-3214
http://www.njcu.edu/department/art

The Art Department of New Jersey City University is an accredited institutional member of the National Association of Schools of Art and Design since 1976.

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 submitted to: https://njcu-art.submittable.com/
submit (https://njcu-art.submittable.com/submit/). 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 written thesis.

Review/Evaluation:
To assure proper guidance of the student's progress, periodic reviews take place in the MFA program. At the completion of thirty 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 Master Critique semester.

Martin Kruck, Chairperson
Professor of Art
Queens University, B.F.A.; State University of New York, M.F.A.

Hugo X. Bastidas
Associate Professor of Art
Rutgers University, B.F.A.; Hunter College, M.F.A.

Dennis Dittrich
Associate Professor of Art
Syracuse University, M.F.A.

Brian Gustafson
Associate Professor of Art
Tulane University, B.F.A.; Illinois State University, M.F.A.

Deborah Jack
Associate Professor of Art
Marsit College, B.A.; State University of New York, M.F.A.

Ashley Lyon
Assistant Professor of Art
University of Washington, B.F.A.; Virginia Commonwealth University, M.F.A.

Kenneth C. MacBain
Associate Professor of Art
State University of New York at New Paltz, B.F.A.; Temple University, M.F.A.

Winifred McNeill
Professor of Art
Boston University, B.F.A.; City University of New York, Queens College, M.F.A.

Janet Pihlblad
Assistant Professor of Art
Kansas City Art Institute, B.F.A.; Mason Gross School of the Arts, Rutgers University, M.F.A.

Ellen Quinn
Associate Professor of Art
University of Hartford Art School, B.F.A.; Rutgers University, Mason Gross, M.F.A.

Dennis Raverty (draverty@njcu.edu)
Associate Professor of Art History
University of Minnesota, University of Iowa, M.A. Rutgers University, Ph.D.

Midori Yoshimoto (myoshimoto@njcu.edu)
Associate Professor of Art History
Osaka University, B.A.; Rutgers University, M.A. Ph.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

- Art—Ceramics Concentration, M.F.A. (p. 21)
- Art—Graphic Design Concentration, M.F.A. (p. 22)
- Art—Illustration Concentration, M.F.A. (p. 23)
- Art—Jewelry Concentration, M.F.A. (p. 25)
- Art—Painting and Drawing Concentration, M.F.A. (p. 26)
- Art—Photography Concentration, M.F.A. (p. 28)
- Art—Printmaking Concentration, M.F.A. (p. 29)
- Art—Sculpture Concentration, M.F.A. (p. 30)
- Art—Studio Art, M.A. (p. 32)

Art (ART)

ART 501 Art Classroom Management (1 Credit)
Candidates learn knowledge and skills specific to classroom management for Art instruction K-12, including Special Needs and Gifted/Talented students. Seminars address behavior management specific to an art classroom; health and safety with art materials; the organization of the art classroom and "art-on-a-cart" situations; and developmentally appropriate assessment for art production.

UG Pre-Requisite(s): EDU 301, LTED 330, and Permission.

ART 510 Case Studies in Art Therapy (3 Credits)
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 and PSYC 110
ART 520 Foundations & Goals in Art Education (3 Credits)
This course develops an understanding of teaching methodology specific to Art Education. Lesson and Unit plan development teaches students to integrate art materials, art history and visual literacy with curricular outcomes and the cognitive development of children at different grade levels in the P-12 Art classroom.
UG Pre-Requisite(s): Permission of Art Teacher Certification Coordinator

ART 522 Creative Knowing (3 Credits)

ART 530 Pedagogy in Art Education (3 Credits)
This course focuses on contemporary pedagogy and teaching strategies for art instruction in the P-12 school setting. The subject matter content of Art is explored in relation to: the Common Core, cognitive development, interdisciplinary curricula; museum based learning; contemporary art; and contemporary technology.
UG Pre-Requisite(s): Permission of ATCP Coordinator and Praxis CORE
GR Pre-Requisite: Department Consent

ART 550 Workshop in the Visual Arts Standards (1 Credit)
Course gives participants a practical hands-on-approach to teaching the N.J.C.C.C. Standards in the Visual Arts and will include recent information about the Standards Clarification project. Students will construct standards-based art lessons that integrate the process of art making with the rich history of visual arts over the centuries, and throughout the world. Authentic Assessment and rubric construction is addressed.

ART 601 Materials & Methods in Art Education (2 Credits)

ART 606 The History of Modern Art (3 Credits)
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 Credits)
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 Credits)
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 609 Develop. Of Spatial Illusion (3 Credits)
Through lecture, discussion, and text analysis, the student develops an historical understanding of the changing visual/spatial meaning in the historical development of painting and drawing.

ART 610 Independent Study in Art (3 Credits)
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 & Critical Perspectives in Art (3 Credits)
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 613 Artgenesis MultIntele&The Arts (3 Credits)
Artgenesis is an in-depth two-week exploration of the relationship of the arts to Multiple Intelligences Theory and to student learning. Teachers learn to create, develop, and implement curricula based on the Theory of Multiple Intelligences. Emphasis is on building personal creative skills and applying this knowledge to professional teaching practice. This is an intensive course of study that involves the design of curriculum models and learning units grounded in the fundamentals of Multiple Intelligences, and illuminates the five points of effective lesson preparation. Teachers enhance their skill in designing lesson plans that integrate the arts with New Jersey State Standards.

ART 614 Making Artist Books (3 Credits)

ART 615 Lettering Design (3 Credits)
This course explores letter forms including analysis and rendering of five basic alphabets, their history and letter structure. Lettering indications for layout in pencil, marker, pen and brush techniques are covered. Creative communication through design variation and departure from conventional letter styles prepares students for advanced work in the design of logotypes and alphabets, among others.

ART 616 Advertising Design (3 Credits)
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 Adv. Advertising Design (3 Credits)
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.

ART 618 Ceramic Sculpture (3 Credits)
Technical and aesthetic problems of ceramic sculpture are resolved in studio production.

ART 621 Painting/Drawing Studio I (3 Credits)
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 Credits)
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 623 Watercolor (3 Credits)
This course is an introduction to the materials and techniques of this transparent, fluid, and luminous painting medium. Specific problems are presented to clarify the nature of form, color, and composition in working from observation and personal interpretation.

ART 624 Advanced Watercolor (3 Credits)
This is an advanced course in which the student is encouraged to develop both technical mastery and personal vision in utilizing the transparent, fluid nature of the watercolor medium from the perspective of historical and contemporary watercolors. By exploring the inner and outer spirit of subjects such as the human figure, students are further encouraged to create a series of independent, original works.
ART 626 Studio Sculpture (3 Credits)
Provides 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 Credits)
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 Adv.Printmaking(Book Arts) (3 Credits)
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 approaches to graphic art applications and expanded their understanding of their selected medium.

ART 630 Art of Spain (3 Credits)
The study of historical and aesthetic developments in Spanish painting, sculpture, architecture, crafts, and other visual media from Prehistoric Age to the 21st Century.

ART 633 Ceramics I (3 Credits)
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 Credits)
This intermediate course emphasizes common ceramic techniques and processes such as: handbuilding sculptures, wheel-throwing, tile design, slip casting, plaster moldmaking, clay and glaze formulation, and ceramic firings.

ART 635 Jewelry I (3 Credits)
This individualized course provides the opportunity to explore the technical and design problems involved in making jewelry as an art form.

ART 636 Jewelry II (3 Credits)
An advanced course designed to extend knowledge and skill in the design and fabrication of jewelry. The interrelationship between fine design. Technical facileness and material potential are further developed through the use of precious metals and other materials.

ART 637 Photography I (3 Credits)
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 Credits)
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 For Artists (3 Credits)
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 640 Painting/Drawing/Studio Iv (2 Credits)
ART 641 Life Drawing Studio (3 Credits)
Drawing is enhanced in this course by the ability to communicate ideas based upon a thorough understanding of the human body.

ART 642 Painting/Drawing Studio II (3 Credits)
Continuation of the focused study begun in Painting/Drawing Studio I in which the student works closely with a faculty mentor.

ART 643 Cooperative Education (2 Credits)
ART 644 Seminar in Cooperative Education (2 Credits)
ART 645 Lettering design (3 Credits)
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 (3 Credits)
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.

ART 649 Seminar Cooperative Education (3 Credits)
ART 650 Cooperative Education (3 Credits)
ART 652 Electronic Works (3 Credits)
The compositional problems of drawing which entail the organization of design elements into cohesive structures are manipulated by the use of the computer using drawing software.

ART 654 Experimental Painting (3 Credits)
Students will research alternative solutions to the problems and concerns of the paint medium.

ART 656 Conceptual Expression (3 Credits)
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 657 Figure Painting (3 Credits)
The class will work from the live model, exploring several styles/techniques, toward increased mastery of professional skills.

ART 658 Experimental Drawing (3 Credits)
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 Credits)
This seminar establishes an aesthetic and critical investigation in which the student conducts a master’s research thesis (MA and MFA) and exhibition thesis (MFA only) under the supervision of a thesis committee. The student develops (MFA) an outline, bibliography, and summary of objectives or finalizes the written thesis (MA).
ART 661 Master Thesis Seminar II (3 Credits)
This seminar the student continues the aesthetic, critical, and artistic investigation which culminates in either a master's exhibition thesis (MFA or MA) or a master’s research thesis (MA). The theses is developed under the supervision of faculty and the student’s mentor, and is defended at the final, oral review. This course focuses on finishing the written document which accompanies the exhibition or serves independently (MA only) as the culminating activity of the degree program.

ART 662 Prep. Of Art For Print. (3 Credits)
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/Desktop Publishing (3 Credits)
This course covers typography as a means of communication and design, as well as a basic document construction. It teaches students how to choose typefaces that look great together and plan an effective design with text and images. Students acquire knowledge through hands-on design projects incorporating the learning of typesetting techniques, using style sheets and master pages, and setting up a library.

ART 664 Illustration I (3 Credits)
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 Credits)
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 666 Seminar Cooperative Education (1 Credit)
ART 667 Advanced Ceramics (3 Credits)
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 Credits)
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 Credits)
Topics of this course include: 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 provide students with the technical means for designing and constructing aesthetically pleasing and functional hollowware such as vessels and flatware.

ART 670 Metalsmithing II (3 Credits)
This is an advanced course in metalsmithing emphasizing aesthetic, functional, and technical dimensions of designing and forging fine, hand-crafted hollowware. Historical and cultural approaches to metalwork will be reviewed in the context of developing individual approaches to metalware design. Pre-requisite: ART669 Metalsmithing I.

ART 671 Cooperative Education (1 Credit)
ART 672 Honors II (3 Credits)
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.

ART 701 Master Critique I (3 Credits)
This course focuses on synthesizing expression and intellect with innovative directions in the drawing genre.

ART 702 Master Critique II (3 Credits)
This is an applied theory. It utilizes 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. Interacting in group critiques encourages students to develop their capacity for integration of personal responses, art historical information, and art critical concepts into verbal commentary about their studio work. 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.

ART 703 Master Critique III (3 Credits)
This is an applied theory. It utilizes 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. Interacting in group critiques encourages students to develop their capacity for integration of personal responses, art historical information, and art critical concepts into verbal commentary about their studio work. 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.

ART 704 Master Critique IV (3 Credits)
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 Credits)
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 Credits)
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.

ART 713 Studio III (3 Credits)
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.

ART 714 Studio IV (3 Credits)
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.

ART 1647 Honors in Studio Art (1 Credit)
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.

ART 2647 Honors in Studio Art (2 Credits)
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.

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

Art—Ceramics Concentration, M.F.A.

MFA students focus on independently directed studio art practices guided by faculty mentors toward a research project that culminates in their thesis exhibition. Throughout the program work is produced in the Studio I-IV courses and discussed in the four Master Critique courses. Group critique sessions involving all MFA graduate students are the central feature of the Master Critique courses. Ideas and information gathered in these production and critique courses aid in directing the student toward his/her thesis. Elective courses support the student’s thesis work by developing and supplementing skills and knowledge outside the student’s primary studio art practice.

REQUIREMENTS FOR ADMISSION

- An application for admission to graduate study and an application for matriculation should be submitted to the Graduate Admissions Office at https://www.njcu.edu/admissions-aid/graduate-admissions/graduate-degrees/art-mfa/.
- A 250- to 500-word essay discussing your goals and objectives for pursuing your area of planned study. This will also serve as a writing sample.
- Official transcripts from all colleges attended. An undergraduate cumulative GPA of 2.75 or better on a 4.0 point scale is required for admission.
- Two letters of recommendation, preferably from previous instructors or professionals in Art, sent directly from those making the recommendations.
- International students have additional admission requirements; see the Graduate Studies webpage for details.
- The Art Department requires submission of a portfolio containing 20 images of art/design works completed by the applicant. The portfolio images must be submitted in digital form to https://njcu-art.submittable.com/submit/. Do not send original artwork.

TRANSFER STUDENTS

Students may transfer up to 12 credits, where applicable, to the MFA degree.

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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>ART 612</td>
<td>Aesthetic &amp; Critical Perspectives*</td>
<td>3</td>
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<td>ART 607</td>
<td>Art of Diverse Cultures</td>
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<td>ART 608</td>
<td>Contemporary Art Seminar</td>
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<td>ART 671</td>
<td>Master Thesis Seminar I</td>
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<td>ART 661</td>
<td>Master Thesis Seminar II</td>
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<td>Studio Art Electives</td>
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<td>The History of Modern Art</td>
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<td>ART 610</td>
<td>Independent Study in Art</td>
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<td>ART 616</td>
<td>Advertising Design</td>
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<td>ART 617</td>
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<td>ART 621</td>
<td>Painting/Drawing Studio I</td>
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<td>ART 622</td>
<td>Art of Latin America</td>
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<td>ART 626</td>
<td>Studio Sculpture</td>
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<td>ART 627</td>
<td>Printmaking I</td>
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<td>ART 628</td>
<td>Adv.Printmaking(Book Arts)</td>
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<td>ART 630</td>
<td>Art of Spain</td>
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<td>ART 633</td>
<td>Ceramics I</td>
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<td>Ceramics II</td>
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<td>Jewelry I</td>
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<td>ART 637</td>
<td>Photography I</td>
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Art—Graphic Design Concentration, M.F.A.

**Required Studio Courses**

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**Total: 60 Credits**

**First Year**

**Semester 1**

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<tr>
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**Credits**  12

**Semester 2**

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**Credits**  12

**Second Year**

**Semester 1**

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**Credits**  12

**Semester 2**

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**Credits**  12

**Third Year**

**Semester 1**

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**Credits**  12

**Total Credits**  60

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Upon completion of the Fine Arts Masters program, students will be able to:

1. Demonstrate exceptional proficiency and knowledge of art/design applications in a focuses studio art practice.
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4. Professionally engage the community with their art practice.

**Art—Graphic Design Concentration, M.F.A.**

MFA students focus on independently directed studio art practices guided by faculty mentors toward a research project that culminates in their thesis exhibition. Throughout the program work is produced in the Studio I-IV courses and discussed in the four Master Critique courses. These courses are thematically organized and change each semester to cover a range of current and relevant topics in Art and Design. Group critique sessions involving all MFA graduate students are the central feature of the Master Critique courses. Ideas and information gathered in these production and critique courses aid in directing the student toward his/her thesis. Elective courses support the student’s thesis work by developing and supplementing skills and knowledge outside the student’s primary studio art practice.

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**Transfer Students**

Students may transfer up to 12 credits, where applicable, to the MFA degree.

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<tr>
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ART 713  Studio III  3  
ART 714  Studio IV  3  

### Required Critique Courses

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### Required Art History/Theory Courses

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<td>ART 608</td>
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### Thesis Requirements

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### Studio Art Electives

Select 3 courses from the list below

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<td>ART 610</td>
<td>Independent Study in Art</td>
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<td>ART 616</td>
<td>Advertising Design</td>
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<td>ART 617</td>
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<td>ART 621</td>
<td>Painting/Drawing Studio I</td>
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<td>ART 622</td>
<td>Art of Latin America</td>
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<td>ART 626</td>
<td>Studio Sculpture</td>
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<td>ART 627</td>
<td>Printmaking</td>
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<td>ART 628</td>
<td>Adv.Printmaking(Book Arts)</td>
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<td>ART 630</td>
<td>Art of Spain</td>
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<tr>
<td>ART 633</td>
<td>Ceramics I</td>
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<td>ART 663</td>
<td>Typography/Desktop Publishing</td>
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### Open Electives or Co-Op

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May also choose from art electives or open university graduate courses

**Total: 60 Credits**

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### First Year

**Semester 1**

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**Credits: 12**

**Semester 2**

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**Credits: 12**

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<td>ART 714</td>
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**Total Credits: 60**

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4. Professionally engage the community with their art practice.

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### Art—Illustration Concentration, M.F.A.

**MASTER OF FINE ARTS IN ILLUSTRATION**

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**TRANSFER STUDENTS**

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Art—Jewelry Concentration, M.F.A.

MASTER OF FINE ARTS IN JEWELRY/METALS

MFA students focus on independently directed studio art practices guided by faculty mentors toward a research project that culminates in their thesis exhibition. Throughout the program work is produced in the Studio I-IV courses and discussed in the four Master Critique courses. These courses are thematically organized and change each semester to cover a range of current and relevant topics in Art and Design. Group critique sessions involving all MFA graduate students are the central feature of the Master Critique courses. Ideas and information gathered in these production and critique courses aid in directing the student toward his/her thesis. Elective courses support the student’s thesis work by developing and supplementing skills and knowledge outside the student’s primary studio art practice.

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- A 250- to 500-word essay discussing your goals and objectives for pursuing your area of planned study. This will also serve as a writing sample.
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TRANSFER STUDENTS

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<tr>
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<td>ART 608</td>
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<td>Aesthetic &amp; Critical Perspectives</td>
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<td>ART 660</td>
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<td>ART 661</td>
<td>Master Thesis Seminar II</td>
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Select 3 courses from the list below

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<tr>
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<tr>
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<td>Advertising Design</td>
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<tr>
<td>ART 617</td>
<td>Adv. Advertising Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 621</td>
<td>Painting/Drawing Studio I</td>
<td>3</td>
</tr>
<tr>
<td>ART 622</td>
<td>Art of Latin America</td>
<td>3</td>
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<tr>
<td>ART 626</td>
<td>Studio Sculpture</td>
<td>3</td>
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<tr>
<td>ART 627</td>
<td>Printmaking I</td>
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<tr>
<td>ART 628</td>
<td>Adv.Printmaking(Book Arts)</td>
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<tr>
<td>ART 630</td>
<td>Art of Spain</td>
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<tr>
<td>ART 633</td>
<td>Ceramics I</td>
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<td>ART 634</td>
<td>Ceramics II</td>
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<td>ART 635</td>
<td>Jewelry I</td>
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<td>ART 636</td>
<td>Jewelry II</td>
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</tbody>
</table>
ART 637  Photography I  3
ART 638  Advanced Photography  3
ART 641  Life Drawing Studio  3
ART 642  Painting/Drawing Studio II  3
ART 645  Lettering design  3
ART 652  Electronic Works  3
ART 659  Experimental Drawing  3
ART 662  Prep. Of Art For Print.  3
ART 663  Typography/Desktop Publishing  3
ART 665  Advanced Illustration  3
ART 669  Metalsmithing I  3
ART 670  Metalsmithing II  3
Open Electives or Co-Op  6
ART 643  Cooperative Education  2
ART 644  Seminar in Cooperative Education  2
May also choose from art electives or open university graduate courses
Total: 60 Credits

First Year
Semester 1
ART 607  Art of Diverse Cultures  3
ART 701  Master Critique I  3
ART 711  Studio I  3
Art Studio Elective (600 level or higher)  3
Credits  12

Semester 2
ART 608  Contemporary Art Seminar  3
ART 702  Master Critique II  3
ART 712  Studio II  3
Art Studio Elective (600 level or higher)  3
Credits  12

Second Year
Semester 1
ART 612  Aesthetic & Critical Perspectives  3
ART 647  Honors I  3
ART 703  Master Critique III  3
ART 713  Studio III  3
Credits  12

Semester 2
ART 660  Master Thesis Seminar I  3
ART 672  Honors II  3
ART 704  Master Critique IV  3
ART 714  Studio IV  3
Credits  12

Third Year
Semester 1
ART 661  Master Thesis Seminar II  3
Co-Op or Open Electives  6

Student Learning Outcomes
Upon completion of the Fine Arts Masters program, students will be able to:
1. Demonstrate exceptional proficiency and knowledge of art/design applications in a focuses studio art practice.
2. Generate original ideas and critically evaluate aesthetic experiences in relation to the social and historical contexts in which they were produced.
3. Demonstrate the ability to critically assess their own work, their peers’ and that of professionals in the field.
4. Professionally engage the community with their art practice.

Art—Painting and Drawing Concentration, M.F.A.

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**Required Critique Courses**

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**Required Art History/Theory Courses**

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**Thesis Requirements**

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**Studio Art Electives**

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Open Electives or Co-Op

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**Total: 60 Credits**

**First Year**

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**Semester 2**

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**Second Year**

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Art—Photography Concentration, M.F.A.

MASTER OF FINE ARTS IN PHOTOGRAPHY

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Required Critique Courses

ART 607  Art In Diverse Cultures  3
ART 608  Contemporary Art Seminar  3
ART 612  Art of Latin America  3

Thesis Requirements

ART 660  Master Thesis Seminar I  3
ART 661  Master Thesis Seminar II  3

Studio Art Electives

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ART 610  Independent Study in Art  3
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ART 622  Art of Latin America  3
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ART 628  Adv.Printmaking(Book Arts)  3
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Art Studio Elective (600 level or higher)  
Credits 12

Semester 2
ART 702 Master Critique II  
ART 712 Studio II  
ART 608 Contemporary Art Seminar  
Art Studio Elective (600 level or higher)  
Credits 12

Second Year
Semester 1
ART 713 Studio III  
ART 703 Master Critique III  
ART 647 Honors in Studio Art  
ART 612 Art of Latin America  
Credits 12

Semester 2
ART 714 Studio IV  
ART 704 Master Critique IV  
ART 672 Honors II  
ART 660 Master Thesis Seminar I  
Credits 12

Third Year
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Co-Op or Open Electives  
ART 661 Master Thesis Seminar II  
Art Studio Elective  
Credits 12

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Art—Printmaking Concentration, M.F.A.

MASTER OF FINE ARTS IN PRINTMAKING

MFA students focus on independently directed studio art practices guided by faculty mentors toward a research project that culminates in their thesis exhibition. Throughout the program work is produced in the Studio I-IV courses and discussed in the four Master Critique courses. These courses are thematically organized and change each semester to cover a range of current and relevant topics in Art and Design. Group critique sessions involving all MFA graduate students are the central feature of the Master Critique courses. Ideas and information gathered in these production and critique courses aid in directing the student toward his/her thesis. Elective courses support the student's thesis work by developing and supplementing skills and knowledge outside the student's primary studio art practice.

REQUIREMENTS FOR ADMISSION

- An application for admission to graduate study and an application for matriculation should be submitted to the Graduate Admissions Office at https://www.njcu.edu/admissions-aid/graduate-degrees/art-mfa (https://www.njcu.edu/admissions-aid/graduate-degrees/art-mfa/).
- A 250- to 500-word essay discussing your goals and objectives for pursuing your area of planned study. This will also serve as a writing sample.
- Official transcripts from all colleges attended. An undergraduate cumulative GPA of 2.75 or better on a 4.0 point scale is required for admission.
- Two letters of recommendation, preferably from previous instructors or professionals in Art, sent directly from those making the recommendations.
- International students have additional admission requirements; see the Graduate Studies webpage for details.
- The Art Department requires submission of a portfolio containing 20 images of art/design works completed by the applicant. The portfolio images must be submitted in digital form to https://njcu-art.submittable.com/submit (https://njcu-art.submittable.com/submit/). Do not send original artwork.

TRANSFER STUDENTS

Students may transfer up to 12 credits, where applicable, to the MFA degree.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>ART 714</td>
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Required Studio Courses

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Required Critique Courses

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<tr>
<td>ART 608</td>
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Thesis Requirements

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<td>Master Thesis Seminar II</td>
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Studio Art Electives

Select 3 courses from the list below

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<td>ART 610</td>
<td>Independent Study in Art</td>
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ART 616 Advertising Design 3
ART 617 Adv. Advertising Design 3
ART 621 Painting/Drawing Studio I 3
ART 622 Art of Latin America 3
ART 626 Studio Sculpture 3
ART 627 Printmaking I 3
ART 628 Adv.Printmaking(Book Arts) 3
ART 630 Art of Spain 3
ART 633 Ceramics I 3
ART 634 Ceramics II 3
ART 635 Jewelry I 3
ART 636 Jewelry II 3
ART 637 Photography I 3
ART 638 Advanced Photography 3
ART 641 Life Drawing Studio 3
ART 642 Painting/Drawing Studio II 3
ART 645 Lettering design 3
ART 652 Electronic Works 3
ART 659 Experimental Drawing 3
ART 662 Prep. Of Art For Print. 3
ART 663 Typography/Desktop Publishing 3
ART 664 Illustration I 3
ART 665 Advanced Illustration 3
ART 669 Metalsmithing I 3
ART 670 Metalsmithing II 3
Open Electives or Co-Op 6
ART 643 Cooperative Education 2
ART 644 Seminar in Cooperative Education 2
May also choose from art electives or open university graduate courses

Total: 60 Credits

First Year

Semester 1

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<tr>
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Semester 2

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Second Year

Semester 1

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<td>ART 647</td>
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<tr>
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<td>Master Critique III</td>
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Student Learning Outcomes

Upon completion of the Fine Arts Masters program, students will be able to:

1. Demonstrate exceptional proficiency and knowledge of art/design applications in a focuses studio art practice.
2. Generate original ideas and critically evaluate aesthetic experiences in relation to the social and historical contexts in which they were produced.
3. Demonstrate the ability to critically assess their own work, their peers’ and that of professionals in the field.
4. Professionally engage the community with their art practice.

Art—Sculpture Concentration, M.F.A.

MASTER OF FINE ARTS IN SCULPTURE

MFA students focus on independently directed studio art practices guided by faculty mentors toward a research project that culminates in their thesis exhibition. Throughout the program work is produced in the Studio I-IV courses and discussed in the four Master Critique courses. These courses are thematically organized and change each semester to cover a range of current and relevant topics in Art and Design. Group critique sessions involving all MFA graduate students are the central feature of the Master Critique courses. Ideas and information gathered in these production and critique courses aid in directing the student toward his/her thesis. Elective courses support the student’s thesis work by developing and supplementing skills and knowledge outside the student’s primary studio art practice.

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Required Studio Courses

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Credits 12

Semester 2

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Credits 12

Second Year

Semester 1

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Credits 15

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<td>Studio Art Electives</td>
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Select 3 courses from the list below

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<td>ART 617</td>
<td>Adv. Advertising Design</td>
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<td>ART 621</td>
<td>Painting/Drawing Studio I</td>
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<td>ART 622</td>
<td>Art of Latin America</td>
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</tr>
<tr>
<td>ART 626</td>
<td>Studio Sculpture</td>
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<tr>
<td>ART 628</td>
<td>Adv.Printmaking(Book Arts)</td>
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<td>ART 630</td>
<td>Art of Spain</td>
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<td>ART 633</td>
<td>Ceramics I</td>
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<td>ART 634</td>
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<td>ART 636</td>
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<td>ART 638</td>
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<td>ART 641</td>
<td>Life Drawing Studio</td>
<td>3</td>
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ART 642 | Painting/Drawing Studio II     | 3       |
ART 645 | Lettering design               | 3       |
ART 652 | Electronic Works               | 3       |
ART 659 | Experimental Drawing           | 3       |
ART 662 | Prep. Of Art For Print.        | 3       |
ART 663 | Typography/Desktop Publishing  | 3       |
ART 664 | Illustration I                 | 3       |
ART 665 | Advanced Illustration          | 3       |
ART 669 | Metalsmithing I                | 3       |
ART 670 | Metalsmithing II               | 3       |

Open Electives or Co-Op 6

ART 643 | Cooperative Education          | 2       |
ART 644 | Seminar in Cooperative Education | 2 |

May also choose from art electives or open university graduate courses

Total: 60 Credits
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1. Demonstrate exceptional proficiency and knowledge of art/design applications in a focuses studio art practice.
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**Art—Studio Art, M.A.**

The MA in Studio Art degree is an interdisciplinary program that engages the creative and intellectual potential of each candidate. Graduate students focus on directed studio art practices within a series of specialization courses and assisted by a primary mentor. This degree culminates in a thesis research paper, education research paper, or technical white paper.

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**TRANSFER STUDENTS**

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<td>Studio Sculpture</td>
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<td>ART 627</td>
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<td>ART 628</td>
<td>Adv.Printmaking(Book Arts)</td>
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**Courses in Fine Arts (Select six courses.)**

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**Electives: Studio Art, Art Education, or Co-Op (select 3 courses.)**

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**Design & Crafts**

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**Photography**

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**Art History**

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**Communication Design**

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**Art Education**

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<td>ART 530</td>
<td>Pedagogy in Art Education</td>
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**Honors in Studio Art**

<table>
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<tbody>
<tr>
<td>ART 647</td>
<td>Honors I</td>
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**Art History/Theory Courses (Select 3 courses.)**

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<tr>
<td>ART 606</td>
<td>The History of Modern Art</td>
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<tr>
<td>ART 607</td>
<td>Art of Diverse Cultures</td>
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<td>ART 608</td>
<td>Contemporary Art Seminar</td>
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<tr>
<td>ART 612</td>
<td>Aesthetic &amp; Critical Perspectives</td>
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**Master Thesis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 660</td>
<td>Thesis Approval Form prior to registering for ART 660.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 39

1. Submit Thesis Approval Form prior to registering for ART 660.

**Student Learning Outcomes**

Upon completion of the MA in Studio Art, students will be able to:

1. Demonstrate technical proficiency and knowledge of art/design applications in a broad variety of studio art disciplines.
2. Develop ideas and critically evaluate aesthetic experiences in relation to the social and historical contexts in which they were produced.
3. Engage in guided independent research that results in a written thesis.
4. Integrate knowledge of artistic discipline within a field of technical or historical practice.

Mathematics

Karnoutsos Hall, Room 506
201-200-3201
http://www.njcu.edu/department/mathematics

The Mathematics Department is a member of the Mathematical Association of America and the National Council of Teachers of Mathematics. Faculty scholarship includes research ranging from methods for teaching mathematics to historical and analytical studies of mathematics.

Sandra Caravella, Chairperson
Assistant Professor of Mathematics
Rutgers University, B.A., M.S., Ph.D.

Deborah Bennett (dbennett@njcu.edu)
Professor of Mathematics
University of Alabama, B.S.; George Washington University, M.S.; New York University, Ph.D.

Gunhan Caglayan
Assistant Professor of Mathematics
University of Georgia, Ph.D.

James Camacho
Professor of Mathematics
Polytechnic University (New York), B.S., M.S., Ph.D.

Sandra Caravella
Assistant Professor of Mathematics
Rutgers University, B.A., M.S., Ph.D.

Debananda Chakraborty
Associate Professor of Mathematics
Jadavpur University, India, B.S.; Jadavpur University, India, M.S.; State University of New York at Buffalo, M.A.; State University of New York at Buffalo, Ph.D.

Zhixiong Chen
Professor of Mathematics
Zhejiang University, B.S.; Chinese Academy of Sciences, M.S.; University of Massachusetts, Amherst, M.S., Ph.D.

Yi Ding
Professor of Mathematics
University of Massachusetts, Amherst, M.S., Ph.D.

Wayne Eby
Associate Professor of Mathematics
Duke University, B.A.; University of Maryland, M.S., Ph.D.

Dasarat Misir
Associate Professor of Mathematics
City College of New York, B.A., M.A.; Graduate Center, City University of New York, Ph.D.

Frederic Mynard
Professor of Mathematics
Burgundy University, B.A., M.A., Ph.D.

Freda Robbins
Professor of Mathematics
Brooklyn College, B.S.; New York University, M.S.; Polytechnic Institute of New York, Ph.D.

Beimnet Teclezghi
Professor of Mathematics
Asmara University, B.A.; Addis Ababa University, M.S.; University of Arkansas, Ph.D.

Alemtsehai Turasie
Assistant Professor of Mathematics
Addis Ababa University, B.S, M.S.; University of Exeter, Ph.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

• Mathematics Education, M.A. (p. 35)

Mathematics (MATH)

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. “Applied mathematics” courses provide students with a mathematical approach and computational processes to solve problems in science, engineering, and other related fields.

MATH 501 Mathematics Content PRAXIS Review (1 Credit)
A review of the mathematical concepts included in the ETS PRAXIS (Professional Assessments for Beginning Teachers) Mathematics Content Knowledge secondary teachers’ examination. (PASS/FAIL)
Requirement: 24 credits in mathematics or permission of the Department Chairperson.

MATH 503 Computers in Mathematics (3 Credits)
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: precalculus, 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 Credits)
This course offers a study of procedures in arithmetic. Attention is given to concepts in manipulative and problem solving areas. Various services for diagnostic and remedial measures are introduced and evaluated.

MATH 510 Professionalized Subject Matter in Algebra (3 Credits)
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. This course demands evidence of effective use of taught concepts in the student’s own classroom. Topics include: number, set, relations, functions, operation structure, and problem solving.
MATH 511 Professionalized Subject Matter in Middle School Mathematics (3 Credits)
This course stresses mathematical concepts and skills required of children entering the junior high school curriculum in recent years, as well as those, which are appropriate for junior high students with less interest and ability in mathematics. The student will be required to show evidence of use of some of these in the student's own classroom. Topics include: modular arithmetic, numeration, geometry, descriptive statistics, algebra, and mathematical games.

UG Pre-requisite: Perm of Chair for Undergraduates only

MATH 512 Professionalized Subject Matter in Geometry (3 Credits)
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, duality and dimensionality; 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. This course requires evidence that the student is making effective use of these concepts in the student's own classroom.

MATH 514 Professionalized Subject Matter in Pre-Calculus Mathematics (3 Credits)
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. This course requires evidence that the student is making effective use of these concepts in the student's own classroom.

MATH 515 Math Manipulatives I (3 Credits)
This course explores the use of manipulative 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 manipulative are utilized.

MATH 516 Mathematics Manipulative II (3 Credits)
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 Credits)
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 which make use of the calculator.

MATH 518 Calculators in the Secondary Classroom (3 Credits)
This course explores the use of graphing calculators in the teaching of secondary school mathematics. The use of calculators is demonstrated for algebra, geometry, trigonometry, and calculus. Student projects are constructed which make use of the calculator.

MATH 526 Algorithmic Number Theory (3 Credits)
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 Credits)
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 in FORTRAN and APL for solution on electronic computers at NJCU Computer Center.

MATH 536 Mathematical Modeling (3 Credits)
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 Credits)
Topics studied in this course include paths, walks, networks, trees, connected graphs, subgroups and related applications.

MATH 598 Mathematical Principles of Computer Graphics (3 Credits)
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 perspective 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 602 Elements of Modern Mathematics (Pre-Calculus) (3 Credits)
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 Mathematics Curriculum in the Urban Schools (3 Credits)
This course, designed primarily for in-service 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 Credits)
This course offers a review of modern trends in mathematics, with emphasis given to experimental programs. Analyses are made of recommendations for new mathematics curricula.

MATH 607 Mathematics in Secondary School (3 Credits)
A presentation of objectives and techniques in major areas of junior and senior high 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 Credits)
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. (This course does not count towards the MA in Math Education.)
MATH 609 Statistics for Classroom Teachers (3 Credits)
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 Credits)
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 Credits)
This course provides an intermediate level knowledge of mathematical concepts, techniques, and applications related to calculus and their application to the arts and sciences, professional studies and education.
Pre-Requisite(s): MATH 614 - Calculus for Teachers I

MATH 620 Selected Topics in Advanced Calculus I (3 Credits)
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.

MATH 621 Selected Topics in Advanced Calculus II (3 Credits)
This course studies: vector, multiple integrals, curves and surfaces, theory of integration, and infinite and power series. Prerequisite: MATH 620 Selected Topics in Advanced Calculus I.
Pre-Requisite(s): MATH 620

MATH 622 Selected Topics in Abstract Algebra (3 Credits)
This course extends the concepts that are taught in an undergraduate 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 Credits)
This course studies: vector spaces, Euclidean space, sets of linear transformations and matrices, and bi-linear and quadratic forms.

MATH 624 Selected Topics in Modern Geometry (3 Credits)
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 Credits)
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 Credits)
Prefaced by a study of the foundations of probability and statistics, this course is an extension of the elements of probability and statistics introduced in an undergraduate course. Topics include: unlimited sequences, random variables, expectation, law of large numbers, and generating functions.

MATH 629 Topics in Topology (3 Credits)
This course stresses the merging of fundamental ideas of analysis, algebra, and geometry. Topics include: open sets, closed sets, topological spaces, continuity, connectedness, compactness, and separation properties.

MATH 630 Complex Variables (3 Credits)
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 639 Structured Programming in C Language (3 Credits)
Topics include: Fractal geometry (Basic Definitions), metric spaces, classification of subsets, the space of fractals, transformations on metric spaces, contraction mappings, construction of fractals, recursion and fractals, Sierpinski triangle, Hilbert curve, dragon curves, trees, chaotic dynamics on fractals, fractal dimension and programming principles using C or C++.
Pre-Requisite(s): Approval by Chair of Math Department

MATH 640 History of Mathematics (3 Credits)
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 651 Advanced Numerical Analysis (3 Credits)
This course examines the theoretical foundations of numerical methods and studies in detail existing numerical methods for solving many standard mathematical problems in analysis, algebra, theory of chaos and nonlinear dynamics. Error analysis will be developed for all methods. A very recent advancement like polynomial chaos will also be presented.

MATH 655 Numerical Linear Algebra (3 Credits)
This course examines the theoretical foundations of linear algebra and studies in detail the related numerical methods for analyzing linear algebra problems. Students will learn how to solve large systems of linear equations using different numerical methods, and computer software with the understanding and knowledge of the underlying mathematical concepts.

MATH 659 Independent Study (3 Credits)

MATH 660 Research Seminar in Mathematics (2 Credits)
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.

MATH 661 Research Credit in Mathematics (3 Credits)
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)

Mathematics Education, M.A.

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 the Thesis Option

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<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MATH 660</td>
<td>Research Seminar in Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>MATH XXX</td>
<td>Any graduate level mathematics course</td>
<td>21</td>
</tr>
<tr>
<td>MATH 661</td>
<td>Research Credit in Mathematics</td>
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</table>

Restricted Electives Courses
Select six credits from either pair of courses:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MATH 620</td>
<td>Selected Topics in Advanced Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 621</td>
<td>Selected Topics in Advanced Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 622</td>
<td>Selected Topics in Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 623</td>
<td>Selected Topics in Linear Algebra</td>
<td></td>
</tr>
</tbody>
</table>

Total 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

<table>
<thead>
<tr>
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<td>MATH 660</td>
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<td>MATH XXX</td>
<td>Any graduate level mathematics course</td>
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Restricted Electives Courses
Select six credits from either pair of courses:

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<tr>
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<tbody>
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<td>MATH 623</td>
<td>Selected Topics in Linear Algebra</td>
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Total Credits 35

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

First Year

<table>
<thead>
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<td>MATH 623</td>
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<tr>
<td>Math 5XX or Math 6XX</td>
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<td>Math 5XX or Math 6XX</td>
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Second Year

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<td>3</td>
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</table>

Total 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.

First Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Math 5XX or Math 6XX</td>
<td>3</td>
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</tbody>
</table>

Total Credits 35

NOTE: No more than three 500-level courses can be counted towards the M.A. in Mathematics Education.
Math 5XX or Math 6XX  
Credits 3  
Semester 2  
MATH 621 or MATH 622  
Selected Topics Advanced Calculus II or Selected Topics in Abstract Algebra  
Math 5XX or Math 6XX  
Credits 3  
Math 5XX or Math 6XX  
Credits 3  

Second Year  
Semester 1  
MATH 660  
Research Seminar in Mathematics  
Credits 2  
Math 5XX or Math 6XX  
Credits 3  
Math 5XX or Math 6XX  
Credits 3  

Semester 2  
Math 5XX or Math 6XX  
Credits 3  
Math 5XX or Math 6XX  
Credits 3  
Math 5XX or Math 6XX  
Credits 3  

Total Credits 35  

Media Arts  
Fries Hall, Room 106  
201-200-3494  
http://www.njcu.edu/department/media-arts  

The Media Arts Department is accredited by the National Association of Schools of Art and Design (NASAD). The Media Arts Department houses a full color, broadcast-quality television studio, Macintosh and PC digital media labs, radio and audio production facilities, and 16mm film production and post-production facilities. The department has a studio/classroom for multi-media production and two large projection/seminar rooms for weekly screenings. Completing the Media Arts facilities are AVID and Final Cut Pro video editing suites, and 16mm Steenbeck editing suites. Works produced in the Media Arts Department include experimental, digitally animated, documentary and narrative short subjects, and independent feature productions.

The department is the official home of The Thomas Edison-Black Maria Film and Video Festival, recognized by The Academy of Motion Picture Arts and Sciences as an Academy Award qualifying festival for short films (documentary, animation, and live action). The department also sponsors the Urban Image media collective whose mission is to provide venues for emerging artists – current media majors and graduates of the Media Arts program – to exhibit their work through partnership with arts organizations in Hudson County. The Media Arts Department is also a co-sponsor of the New Jersey Young Film and Videomakers Festival.

Faculty members are active in the production of original films and videos. Their work has been screened at major festivals and museums including the Museum of Modern Art, the Margaret Mead Festival at the Museum of Natural History, and The Whitney Museum of American Art.

Marcin Ramocki, Chairperson (mramocki@njcu.edu)  
Associate Professor of Media Arts  
Dartmouth College, B.A.; University of Pennsylvania, M.F.A.

Robert Albrecht (ralbrecht@njcu.edu)  
Associate Professor of Media Arts  
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Roddy Bogawa (rbogawa@njcu.edu)  
Associate Professor of Media Arts  
University of California, San Diego, B.A., M.F.A.

Vera Dika (vdika@njcu.edu)  
Assistant Professor of Media Arts  
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Robert Foster (rfoster@njcu.edu)  
Assistant Professor of Media Arts (Part-time)  
Rochester Institute of Technology, B.A.; Syracuse University, M.F.A.

Joel D. Katz (jkatz@njcu.edu)  
Professor of Media Arts  
Oberlin College, B.A.; Hunter College, M.F.A.

Jane Steuerwald (jsteuerwald@njcu.edu)  
Professor of Media Arts  
Syracuse University, B.F.A., M.A.; Bard College, M.F.A.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

Media Production, M.F.A. (p. 39)  

MEDI 601 Intermedia Research (3 Credits)  
Intermedia Research is a graduate-level course that is part of the Media Arts M.F.A. program. Taking advantage of NJCU's proximity to one of the world's foremost cities for art, this course is based on field visits to contemporary media exhibitions at museums, galleries, media arts centers. This is not topically arranged; the variation of the content is a result of variation of sites. On weeks when there is no field visit the class will focus on digestion/critique of the past visit and preparation for the upcoming one.

MEDI 602 Graduate Projects (3 Credits)  
In this course students will develop their own body of work. First semester they start developing ideas and doing pre-production research for what will eventually become their thesis project; the second they start producing the project; the third they work on post-production of the project and the written part of their thesis work; the fourth they start the final presentation and do self-critique of their work.

MEDI 606 Visiting Artist Studio (3 Credits)  
Each semester four visiting artist will present their work to MFA students and will be available for the day to critique students' work. This is not topically arranged; the variation of the content is a result of having different guests. On week when there is not a guest the class will focus on digestion/critique of the past visit and preparation for the upcoming one.

MEDI 607 Graduate Seminar (3 Credits)  
These change topically each semester. Distinct syllabi have been approved. Synchronism in the Avant Garde; Non-Fiction in Media; Images, Meaning and Technology, etc.
MEDI 610 Advanced Video Field Production (3 Credits)
Advanced Video Field Production is a graduate-level studio course covering all stages of single channel remote television production. Critical readings, screenings, writing and discussion will complement hands-on technical instruction. Content, expression, and communication will be emphasized as much as technical skills involving camera, lighting, audio, and editing. Careful pre-production planning and thoughtful structuring of projects are stressed.

MEDI 611 Advanced Video (3 Credits)
Advanced Video is a graduate-level studio course emphasizing the development of the directorial voice and the evolution of students as video producers. This course concentrates on ideas, conceptual issues, and storytelling as much as on technical instruction. The relationship of form to content is examined, and issues of genre, ethics, journalism, and narrative are explored.

MEDI 615 Advanced Film/Computer Animation (3 Credits)
Advanced Animation for Film and Video is a graduate-level studio course exploring the aesthetic and technical principles of 3-D modeling and animation. Techniques in modeling, lighting, texture mapping, animation, and rendering are taught.

MEDI 616 Advanced Film/TV Lighting (3 Credits)
This course offers advanced study of the functional and aesthetic applications of lighting for color and black and white interiors and exteriors in film and video. By learning technical resources and participating in practical exercises with a lighting equipment and tools, as well as by becoming aware of outstanding examples of cinematography prepares a student for professional studio and location production work.

MEDI 617 Film Practicum: Advanced Cinematography (3 Credits)
This is a graduate-level studio course designed to expand the filmmaker's skill in budgeting, production management, lighting, cinematography, filters, gels, and various film stocks. Technical aspects from choice of lens to roles and responsibilities of the camera crew are examined.

MEDI 619 Advanced Digital Media II (3 Credits)
Advanced Digital Media II is a graduate-level course on digital time-based media. Students will expand their knowledge of both the software and concepts behind the contemporary digital animation. The purpose of the class is to advance skills using the vocabulary, technology and theory behind 2-D animation. Main software examined will be Adobe After-Effects. Advanced Digital Media II is a very demanding class; learning this software can be done only through constant experimentation and exercises. Advanced knowledge of Photoshop required.

MEDI 620 Synchronism in the Avant-Garde I (3 Credits)
Course examines the history of modernist Avant-Garde movements, with a particular emphasis on photographic and cinematic media and their connection to contemporary media practice.

MEDI 623 Advanced Sound Post Production (3 Credits)
In this advanced graduate-level course students master tools and techniques required of those producing sound for motion picture synchronization in the media of film, video and animation. Sound elements are discussed, developed and employed in visuals. The building blocks of the modern soundtrack: effects, music, ambiance, atmospheres, dialogue - and techniques such as Foley and ADR - are explored in depth. The course presents SMPTE time code issues and practical approaches to resolving common synchronization problems. Students must supply one original motion picture (film/video/animation) for soundtrack creation. Studio course.

MEDI 624 Advanced Post-Production Techniques in Video (3 Credits)
In this graduate-level studio course students master advanced tools and techniques required of those producing sound for motion picture synchronization in the media of film, video and animation. The building blocks of the modern soundtrack: effects, music, ambiance, atmospheres, dialogue - and techniques such as Foley and ADR - are explored in depth. The course presents SMPTE time code issues and practical approaches to resolving common synchronization problems.

MEDI 6202 Graduate Projects II (3 Credits)
In this course students will develop their own body of work. First semester they start developing ideas and doing pre-production research for what will eventually become their thesis project; the second they start producing the project; the third they work on post-production of the project and the written part of their thesis work; the fourth they mount the final presentation and do self-critique of their work.

MEDI 6206 Visiting Artist Studio II (3 Credits)
Each semester four visiting artist will present their work to MFA students and will be available for the day to critique students' work. This is not topically arranged; the variation of the content is a result of having different guests. On week when there is not a guest the class will focus on digestion/critique of the past visit and preparation for the upcoming one.

MEDI 6207 Graduate Seminar I (3 Credits)
These change topically each semester. Distinct syllabi have been approved. Synchronism in the Avant Garde; Non-Fiction in Media; Images, Meaning and Technology, etc.

MEDI 6201 Intermedia Research II (3 Credits)
Intermedia Research is a graduate-level course that is part of the Media Arts M.F.A. program. Taking advantage of NJCU's proximity to one of the world's foremost cities for art, this course is based on field visits to contemporary media exhibitions at museums, galleries, media arts centers. This is not topically arranged; the variation of the content is a result of variation of sites. On weeks when there is no field visit the class will focus on digestion/critique of the past visit and preparation for the upcoming one.
MEDI 2607 Graduate Seminar II (3 Credits)
These change topically each semester. Distinct syllabi have been approved. Synchronism in the Avant Garde; Non-Fiction in Media; Images, Meaning and Technology, etc.

MEDI 3601 Intermedia Research III (3 Credits)
Intermedia Research is a graduate-level course that is part of the Media Arts M.F.A. program. Taking advantage of NJCU's proximity to one of the world's foremost cities for art, this course is based on field visits to contemporary media exhibitions at museums, galleries, media arts centers. This is not topically arranged; the variation of the content is a result of variation of sites. On weeks when there is no field visit the class will focus on digestion/critique of the past visit and preparation for the upcoming one.

MEDI 3602 Graduate Projects III (3 Credits)
In this course students will develop their own body of work. First semester they start developing ideas and doing pre-production research for what will eventually become their thesis project; the second they start producing the project; the third they work on post-production of the project and the written part of their thesis work; the fourth they mount the final presentation and do self-critique of their work.

MEDI 3606 Visiting Artist Studio III (3 Credits)
Each semester four visiting artist will present their work to MFA students and will be available for the day to critique students’ work. This is not topically arranged; the variation of the content is a result of having different guests. On week when there is no guest the class will focus on digestion/critique of the past visit and preparation for the upcoming one.

MEDI 3607 Graduate Seminar III (3 Credits)
These change topically each semester. Distinct syllabi have been approved. Synchronism in the Avant Garde; Non-Fiction in Media; Images, Meaning and Technology, etc.

(Enter text.)

**Media Production, M.F.A.**

Students in the Master of Fine Arts in Media Production have an opportunity to become acquainted with many types of media production while becoming expert in the practice of one or more modes of production.

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**MEDI XXX Production Elective* 12
Total Credits 60

* Production Elective Courses chose from:
  MEDI 610 Advanced Video Field Production
  MEDI 611 Advanced Video
  MEDI 615 Advanced Film/Computer Animation
  MEDI 617 Film Practicum: Advanced Cinematography
  MEDI 624 Advanced Post Production Techniques in Video
  MEDI 623 Advanced Sound Post-Production
  MEDI 616 Advanced Film & TV Lighting
  MEDI 619 Advanced Digital Media II

**First Year**

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**Second Year**

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**Purpose**

Production Elective to be chosen from MEDI 610, MEDI 611, MEDI 615, MEDI 617, MEDI 624, MEDI 623, MEDI 616, and MEDI 619.

**Music, Dance and Theatre**

Rossey Hall, Room 234
201-200-2025
http://www.njcu.edu/department/music-dance-and-theatre
The Music, Dance and Theatre Department offers two master’s degree programs:

1. Music Education, M.A.
2. Performance, M.M.

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:

1. Classical - Instrumental
2. Classical - Vocal
3. Jazz
4. Multiple Woodwinds

Desamparados Fabra Crespo, Chairperson
Associate Professor of Music, Dance, and Theatre
Conservatorio Superior de Musica de Valencia, Valencia, Spain; The Brooklyn College Conservatory of Music, New York, M.M.; The Graduate Center, The City University of New York, Ph.D.

Gabriel Alegria
Assistant Professor of Music, Dance, and Theatre
Kenyon College, B.A.; City University of New York, M.A.; University of Southern California, D.M.A.

Gilles Bernard (gbernard@njcu.edu)
Assistant Professor of Music, Dance, and Theatre
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Donna Connolly (dconnolly@njcu.edu)
Associate Professor of Music, Dance, and Theatre
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Marc G. Dalio (mdalio@njcu.edu)
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Joseph d’Auguste (jdauguste@njcu.edu)
Assistant Professor of Music, Dance, and Theatre
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Stelio Dubbiosi (sdubbiosi@njcu.edu)
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Min Kim (mkim@njcu.edu)
Professor of Music, Dance, and Theatre
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Ana Maria Rosado (arosado@njcu.edu)
Associate Professor of Music, Dance, and Theatre
University of Puerto Rico, B.A.; University of Paris, M.M.; Université de Paris VIII, M.M.E.; SUNY Stony Brook, D.M.A

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on “Completing a Graduate Program (p. 6).”

- Music Education, M.A. (p. 43)
- Performance—Classical Instrumental, M.M. (p. 44)
- Performance—Classical Vocal, M.M. (p. 45)
- Performance—Jazz, M.M. (p. 47)
- Performance—Composition, M.M. (p. 46)
- Performance—Multiple Woodwinds, M.M. (p. 48)

Music, Dance, and Theatre (MDT)
NOTE: No more than three 500-level courses below can be counted towards a master’s degree.

MDT 500 Louis Armstrong-American Hero (3 Credits)
A study of the development of jazz with Louis Armstrong as the vehicle: who he influenced and how he did it. Comparative analytical studies with his peers and other musicians are explored.

MDT 501 Baroque Music (3 Credits)
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, Georg Telemann, and Antonio Vivaldi.

UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.
MDT 502 Classical Music (3 Credits)
This course is a study of the major works by Haydn, Mozart, Beethoven and Schubert.
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 503 Romantic Music (3 Credits)
This course is a study of the major orchestral and solo instrument compositions written during the nineteenth century.
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 504 The Opera (3 Credits)
This course involves the study of some of the major operatic masterpieces from Monteverdi to the modern era.
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 505 Contemporary Music (3 Credits)
This course involves the study of the major compositional techniques and innovations developed in twentieth century music.

MDT 506 Music in America (3 Credits)
This course engages in an appraisal of American music and its contributions to the cultural, social, and religious life of our country.
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 507 Computer Music (3 Credits)
This course is a study of tape techniques, manipulation and modification. It includes terminology of electronic synthesis and electronic music repertory.
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 508 Woodwind Literature and Performance (3 Credits)
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 Credits)
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 510 Latin American Music (3 Credits)
A course in the music of selected Latin America countries offering music and Spanish-language majors and educators perspectives into the musical traditions of this multifaceted region. Analysis of the music will be discussed in terms that accommodate non specialists, and all lyrics will be supplied with English translations.

MDT 511 Vocal Pedagogy (3 Credits)
This course is to provide the student of singing a deeper understanding of the vocal process, physiology, and synergistic nature of the vocal mechanism. We will explore the anatomical construction of the voice as well as its function in order to enlighten the performer, pedagogue and scholar. Each student will learn to codify a practical knowledge of, and skill in, teaching voice.

MDT 520 Musical On B'Way&Hollywood I (3 Credits)
This course offers an analysis of current Broadway musicals with special seminars with those connected with one or two productions. Major movie musicals are analyzed which may include the "golden oldies" and the transfer from Broadway to Hollywood. Special attention is directed toward key people such as: George and IRA Gershwin, Irving Berlin, Richard Rogers, Moss Hart, Oscar Hammerstein II, Cole Porter, Jerome Kern, Jerry Herman, Alan Jay Lerner, and Frederick Lowe. This course requires a lab fee to cover the cost of the theatre tickets. Students should not register for another course on the same evening that “the musical” is scheduled as that is when the class must attend plays and other field trips.

MDT 521 Musical On B'Way&Hollywood II (3 Credits)
A continuation of MDT 520. This course offers an analysis of current Broadway musicals with special seminars with those connected with one or two productions. Major movie musicals are analyzed which may include the "golden oldies" and the transfer from Broadway to Hollywood. Special attention is directed toward key people such as: George and IRA Gershwin, Irving Berlin, Richard Rogers, Moss Hart, Oscar Hammerstein II, Cole Porter, Jerome Kern, Jerry Herman, Alan Jay Lerner, and Frederick Lowe. This course requires a lab fee to cover the cost of the theatre tickets. Students should not register for another course on the same evening that “the musical” is scheduled as that is when the class must attend plays and other field trips.

MDT 524 Jazz Pedagogy (3 Credits)
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.

MDT 525 Application of Theory in Performance (3 Credits)
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.
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 526 Jazz Arranging (3 Credits)
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.
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 527 Vocal Literature (2 Credits)
This course is dedicated to the study and performance of the standard art song repertoire. Emphasis is on style, diction, text interpretation, and program building. Languages addressed include English, Italian, German, French, and Latin, as well as some extended languages, such as Spanish and Russian. Students are required to research and perform assigned literature in class.
MDT 528 Diction for Singers (1 Credit)
This course for performers and educators covers the four main singer’s languages, English, Italian, German, and French. Emphasis is on transcription skills using the International Phonetic Alphabet and the various rules of diction as they apply to each respective language. The course stresses performance-based application of concepts through live and recorded song presentations.

MDT 530 Music in the Elementary School (3 Credits)
This is a methods course for the general classroom teacher of the techniques and principles for teaching music in the elementary schools. Available for MAT music concentration and MA Music Education (elective).
UG Pre-Requisite(s): MDT 241, 242, and 337 for Classical Track courses or MDT 327 and 339 for Jazz Track courses.

MDT 601 Graduate Musicianship (3 Credits)
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 analysis and composition.

MDT 602 Curriculum Development in Music Education (3 Credits)
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 Credits)
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 Res. In Music Education (3 Credits)
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 in Music Education (3 Credits)
Registration is limited to matriculated students who are required 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 Credits)
This Graduate course/project is for M.M candidates in performance. This seminar calls for a significant paper (20 pages minimum) on an approved topic. The final evaluation will include an oral presentation, a performance, and a Question and Answer forum before three MDT faculty members.
Co-Requisite(s): MDT 623

MDT 611 Woodwind Doubling Laboratory (3 Credits)
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 Credits)
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.

MDT 613 Jazz History II (3 Credits)
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 Credits)
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.

MDT 616 Graduate Applied Music Minor I (1 Credit)
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.

MDT 617 Grad Applied Music Minor II (1 Credit)
This 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 Min III (1 Credit)
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 Credits)
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 learn and see music that, in some cases, is no longer in print or has never been published (provided by the instructor). Course Pre-requisites: Jazz Arranging MDT 526; Early Jazz to the Swing Era MDT 612; Jazz History II (Bebop to Contemporary) MDT 613.
Pre-Requisite(s): MDT 526 Jazz Arranging; MDT 612 Early Jazz to the Swing Era; and MDT 613 Jazz History II (Bebop to Contemporary).

MDT 621 Grad Applied Music Major I (3 Credits)
This course involves the study of a major instrument or voice and a performance requirement in final jury exam.

MDT 622 Graduate Applied Music Major II (3 Credits)
This course involves the study of a major instrument or voice and a performance requirement in final jury exam.

MDT 623 Grad Applied Music Major III (3 Credits)
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 Music Ensemble I (1 Credit)
The student is required to register in a music ensemble in which he/she is qualified to participate.

MDT 625 Graduate Music Ensemble II (1 Credit)
This course is a continuation of MDT 624. The student is required to register in a music ensemble in which he/she is qualified to participate.

MDT 626 Grad Music Ensemble III (1 Credit)
This course is a continuation of MDT 625. The student is required to register in a music ensemble in which he/she is qualified to participate.

MDT 627 Vocal Literature (3 Credits)
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 Credits)
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 Grad Applied Music Major IV (3 Credits)
This course is a continuation of MDT 628. This advanced level course involves the study of a major instrument or voice. There is a performance requirement in final jury exam.

MDT 631 Independent Study (1 Credit)
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 (2 Credits)
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 (3 Credits)
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 Grad Music Ensemble IV (1 Credit)
This course is a continuation of MDT 625 and 626. The student is required to register in a music ensemble in which he/she is qualified to participate.

MDT 642 Orff Schulwerk (3 Credits)
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. Offered Summer II only â€“ one-week intensive; serves on-campus residency component.

MDT 650 Philosophical Foundations of Music Education (3 Credits)
This course will focus on the nature and value of music, the historical and philosophical foundations of music education, and will enable the student to develop and refine a personal teaching philosophy.

Music Education, M.A.

The Master of Arts in Music Education offers coursework that develops discipline and knowledge in music theory. The degree expands on music philosophies and theories learned in undergraduate training and encourages teachers to build a sense of autonomy in the classroom while enhancing the lives of their students.

Admission requirements:
- A completed graduate application form, including a $55 non-refundable application fee
- A 250-500 word essay discussing your goals and objectives for pursuing admission to the degree program to which you are applying
- Official transcripts from all previous colleges attended or official NACES (http://naces.org/members.html) course-by-course evaluation of any foreign transcripts
- Two (2) letters of recommendation
- Professional Resume or CV
- Official copy of GRE/MAT scores or waiver (http://njcu.edu/sites/default/files/testwaiverform.pdf)
- A copy of Music teaching certification (a list of your certifications can be downloaded on NJDOE website (https://www20.state.nj.us/DOE_TCIS_ASC/pages/appStatusSearch.jsp))
- Audition
  - In-person audition must be scheduled, or
  - CD/DVD/MP3/.wav format or URL link to the website is acceptable, and must directly send to the Graduate Coordinator of Music Dance and Theatre Department
- Official documentation of English Language Proficiency (TOEFL/IELTS) or waiver (http://njcu.edu/sites/default/files/toefl-ieltsgrad.pdf) if applicable

Pre-requisites:
- An undergraduate degree with a major in music, or in exceptional cases, a proven equivalency in music theory, music history, and repertory.
- Proficiency in performance on a major instrument or voice.

Courses only Option:
If you are not interested in working toward a graduate degree, but want to take a few graduate classes, applying for Courses Only is a great option.

Admission requirements:
- A completed graduate application form, including a $55 non-refundable application fee
- Official transcripts from all previous colleges attended or official NACES (http://naces.org/members.html) course-by-course evaluation of any foreign transcripts
- A copy of Music teacher certification (a list of your certifications can be downloaded on NJDOE website (https://www20.state.nj.us/DOE_TCIS_ASC/pages/appStatusSearch.jsp)) if any

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<tr>
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<tr>
<td>MDT 601</td>
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<tr>
<td>MDT 602</td>
<td>Curriculum Development in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MDT 603</td>
<td>Administration and Supervision in Music Education</td>
<td>3</td>
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<td>MDT 604</td>
<td>Res.In Music Education</td>
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<td>MDT 616</td>
<td>Graduate Applied Music Minor I</td>
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<td>MDT 621</td>
<td>Grad Applied Music Major I</td>
<td>3</td>
</tr>
<tr>
<td>MDT 624</td>
<td>Graduate Music Ensemble I</td>
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Electives
Select twelve credits from any graduate-level music courses:

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<tr>
<td>MDT 501</td>
<td>Baroque Music</td>
<td>3</td>
</tr>
<tr>
<td>MDT 502</td>
<td></td>
<td>3</td>
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</tbody>
</table>
Students prepare and submit an outline of their proposed thesis. The prerequisite is MDT 604.

NOTE: No more than three 500-level courses can be counted towards a master's degree.

*M.A. In Music Education is intended for teachers who wish to improve their pedagogical and performing skills. Pre-requisite for matriculating into the program is an undergraduate baccalaureate degree with a major in music.

*Requirement:
- Successfully passing GRE with combined score of at least 900, or GRE in Music Discipline with a score of 500 or higher or MAT with a score in the 50th percentile
- NJ Teaching Certificate and official transcripts

*NJCU Graduate Division reviews the student’s program at the completion of 12 semester hours. Students who have failed to maintain a "B" average or higher are not permitted to continue in their graduate work.

*MDT 602, MDT 603, and MDT 604 are web-enhanced courses that meet regularly as scheduled classes.

**The pre-requisite is MDT 604 (students prepare and submit an outline of their proposed thesis)

*M.A. In Music Education is intended for teachers who wish to improve their pedagogical and performing skills. Pre-requisite for matriculating into the program is an undergraduate baccalaureate degree with a major in music.

*Requirement:
- Successfully passing GRE with combined score of at least 900, or GRE in Music Discipline with a score of 500 or higher or MAT with a score in the 50th percentile
- NJ Teaching Certificate and official transcripts

*NJCU Graduate Division reviews the student’s program at the completion of 12 semester hours. Students who have failed to maintain a "B" average or higher are not permitted to continue in their graduate work.

*MDT 602, MDT 603, and MDT 604 are web-enhanced courses that meet regularly as scheduled classes.

**The pre-requisite is MDT 604 (students prepare and submit an outline of their proposed thesis)

Student Learning Outcomes

Upon completion of the Music Education program, students will be able to:
1. Improve the quality of primary and secondary instrumental, vocal, and general music education through better prepared teachers.
2. Enable MDT graduate to qualify for salary increases.
3. Enhance the standards of the MDT ensembles by including experienced graduate students in rehearsals and performance.
4. Establish good relationships with our graduates' school districts for the purpose of recruitment.

Performance—Classical Instrumental, M.M.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MDT 507</td>
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</tr>
<tr>
<td>MDT 525</td>
<td>Application of Theory in Performance</td>
<td>3</td>
</tr>
<tr>
<td>MDT 601</td>
<td>Graduate Musicianship</td>
<td>3</td>
</tr>
<tr>
<td>MDT 610</td>
<td>Performance Seminar</td>
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</tr>
<tr>
<td>MDT 621</td>
<td>Grad Applied Music Major I</td>
<td>3</td>
</tr>
<tr>
<td>MDT 622</td>
<td>Grad Applied Music Major II</td>
<td>3</td>
</tr>
<tr>
<td>MDT 623</td>
<td>Grad Applied Music Major III</td>
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<tr>
<td>MDT 624</td>
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</table>
MDT 626  Grad Music Ensemble III  1
MDT 629  Grad Applied Music Major IV  3

Select six credits from the following courses:

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<th>Credits</th>
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</thead>
<tbody>
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<td>MDT 502</td>
<td>Classical Music</td>
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<td>MDT 503</td>
<td>Romantic Music</td>
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<td>MDT 504</td>
<td>The Opera</td>
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<td>MDT 505</td>
<td>Contemporary Music</td>
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<td>MDT 506</td>
<td>Music in America</td>
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<td>MDT 631</td>
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<td>MDT 633</td>
<td>Independent Study</td>
<td>3</td>
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</table>

**NOTE:** No more than three 500-level courses can be counted towards a master’s degree.

- An undergraduate degree with a major in music or, in exceptional cases, a proven equivalency in music theory, music history, and relevant repertory.
- Proficiency in performance as demonstrated by an audition on a major instrument or voice.
- The terminal project is a culminating recital. MDT 610 Performance Seminar; a recommended prerequisite course for MDT 610 is MDT 525 to assist with the final research paper. As a corequisite requirement, MDT 610 requires a Q&A session with three-member panel.

First Year

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
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<td>Semester 1</td>
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<td>MDT 601</td>
<td>Graduate Musicianship</td>
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<td>MDT 622</td>
<td>Graduate Applied Music Major II</td>
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<td>MDT 625</td>
<td>Graduate Music Ensemble II</td>
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<td>MDT 525</td>
<td>Application of Theory in Performance</td>
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<tr>
<td>MDT History Elective (500 level or higher)</td>
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Second Year

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<td>Grad Applied Music Major IV</td>
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<td>Total Credits</td>
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Performance—Classical Vocal, M.M.

A Master in Music Performance—Classical Vocal prepares students to pursue a variety of careers in the music industry by teaching music theory and technique, as well as providing them the skills required to lead a professional performance career as a classical vocalist. Students are required to take an entrance audition. The degree program puts emphasis on the study and performance of all styles of Classical Voice. The culminating activities include a research paper and a full-length recital.

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<tr>
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<td>MDT 610</td>
<td>Performance Seminar</td>
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<td>MDT 621</td>
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<td>MDT 622</td>
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<td>MDT 627</td>
<td>Vocal Literature</td>
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<td>MDT 628</td>
<td>Diction for Singers</td>
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**NOTE:** No more than three 500-level courses can be counted towards a master's degree.

First Year

<table>
<thead>
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<th>Semester</th>
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<tbody>
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<td>Semester 1</td>
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<td>MDT 624</td>
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<td>MDT 621</td>
<td>Grad Applied Music Major I</td>
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<td>MDT 601</td>
<td>Graduate Musicianship</td>
</tr>
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<td>MDT 627</td>
<td>Vocal Literature</td>
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<td>Credits</td>
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<td>Semester 2</td>
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<td>MDT 622</td>
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<td>Grad Music Ensemble III</td>
</tr>
<tr>
<td>MDT 525</td>
<td>Application of Theory in Performance</td>
</tr>
<tr>
<td>Total Credits</td>
<td>33</td>
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</tbody>
</table>
All compositions that use (a) graphic or non-standard notation or (b) aleatoric elements or (c) taped/electronic sounds, must be accompanied by CD recordings.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
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<td>MDT 629</td>
<td>Grad Applied Music Major IV</td>
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</tr>
<tr>
<td>MDT 601</td>
<td>Graduate Musicianship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Performance—Composition, M.M.**

The M.M. in Composition students will develop writing skills and techniques in a variety of styles and musical forms so that they can organize their thematic ideas into original compositions and arrangements. For students interested in electronic music, the well-equipped studios in the MDT Department will provide an excellent opportunity to explore in depth this vital aspect of music, using the latest computer technology. Students interested in composing for film, dance, or theatre will be encouraged to form interactive relationships with students majoring in those disciplines. Candidates are required to submit a Statement of Goals, a Resume, and a Portfolio that should demonstrate the student’s skills in music composition.

**AUDITION REQUIREMENTS**

The candidate for the Master of Music in Composition is required to submit the following documentation:

- **Statement of Goals:** The Statement of Goals should include the student's special interests within the discipline and expectations for the program.
- **Resume:** A resume should include the student’s academic record and a list of professional activities.
- **Portfolio:** The composition portfolio should demonstrate the student’s skills in music composition.

Candidates are required to submit a portfolio of several original compositions, which may include at least one work in each of the following categories:

- A composition for a large ensemble (orchestra, symphonic band, or chorus)
- A composition for a small ensemble (vocal with keyboard or instrumental accompaniment, a cappella choir, or a chamber ensemble)
- A composition for a solo instrument or voice (with or without accompaniment)

At least three of the compositions submitted must be of sufficient duration to demonstrate skill in handling a fully developed structure.

Preferably, two copies of a CD/MP3/.wav recording of at least one of the substantial compositions should accompany the submission.

1. # The culminating activity will consist of a composition/compositions to be performed during one of the scheduled artistic events presented by the MDT plus a research paper accompanied by a presentation illustrating the student's compositional style and technique. The research paper requires a Q&A session with a three-member panel.
2. # Proficiency in performance as demonstrated by an audition on a major instrument or voice.
3. # The terminal project is a culminating recital. MDT 610 Performance Seminar; a recommended prerequisite course for MDT 610 is MDT 525 to assist with the final research paper. As a corequisite requirement, MDT 610 requires a Q&A session with a three-member panel.
First Year

Semester 1

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<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MDT 621</td>
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<td>MDT 601</td>
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<td>Credits</td>
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Semester 2

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<td>MDT 507</td>
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<tr>
<td>Credits</td>
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Second Year

Semester 1

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<tbody>
<tr>
<td>MDT 623</td>
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<td>MDT 5XX or MDT 6XX Music History Elective</td>
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Semester 2

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</table>

Total Credits 32

* In addition to the general graduate study admission requirement, 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 relevant repertory. 2: Portfolio of composition and two copies of CD/MP3/wav recording of at least one of the substantial compositions
  
  * Portfolio should include: A composition for a large ensemble, a composition for a small ensemble, a composition for a solo instrument. Total performance time of the complete portfolio should be approximately 30 minutes

** Requires a research paper, Q&A with a panel of three music faculty members.

The culminating activity will consist of a composition to be performed during one of the scheduled artistic events presented by the MDT plus a research paper accompanied by a presentation illustrating the student’s compositional style and technique.

Performance—Jazz, M.M.

The Master of Music in Jazz Performance provides a flexible curriculum that encourages focus on areas of musical interest while developing entrepreneurial skills necessary for a career in jazz.

Students are required to take an entrance audition. The degree program emphasizes professional development in the real world as a necessary and concurrent aspect of working towards the degree. Degree projects include a professional paper and published website, a full-length recording project and a concert.

Graduate Students at NJCU are expected to mentor and nurture the undergraduate cohort and to uphold the core values of the program.

Code

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>MDT 526</td>
<td>Jazz Arranging</td>
<td>3</td>
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<td>MDT 610</td>
<td>Performance Seminar</td>
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<tr>
<td>MDT 612</td>
<td>Early Jazz to the Swing Era</td>
<td>3</td>
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<tr>
<td>MDT 613</td>
<td>Jazz History II</td>
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Music Electives

Select six credits from the following:

- MDT 507 Computer Music
- MDT 524 Jazz Pedagogy
- MDT 609 Independent Study
- MDT 614 Jazz Composition
- MDT 620 Jazz Compositional Styles
- MDT 631 Independent Study

NOTE: No more than three 500-level courses can be counted towards a master’s degree.

- An undergraduate degree with a major in music or, in exceptional cases, a proven equivalency in music theory, music history, and relevant repertory.
- Proficiency in performance as demonstrated by an audition on a major instrument or voice.
- Degree projects include a Professional Paper and published website, a full-length recording project and a concert.
- The terminal requirement is a full-length recording project accompanied by a professional paper.
- MDT 610 is the course designed to support completion of the recording project and paper and requires a jury.

First Year

Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>MDT 624</td>
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<tr>
<td>MDT 612</td>
<td>Early Jazz to the Swing Era</td>
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<td>MDT 509</td>
<td>Advanced Jazz Improvisation</td>
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Semester 2

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Second Year
Semester 1

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Semester 2

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Total Credits 33

Performance—Multiple Woodwinds, M.M.

The Master of Music in Multiple Woodwind Performance degree requires students to demonstrate their performance abilities on a number of woodwind instruments for their audition. The degree program emphasizes fluency in all performing styles including classical, jazz and commercial music. The culminating activity for this degree program is a research paper and a full-length recital.

Program Requirements

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NOTE: No more than three 500-level courses can be counted towards a master's degree.

# An undergraduate degree with a major in music or, in exceptional cases, a proven equivalency in music theory, music history, and relevant repertory.

# Proficiency in performance as demonstrated by an audition on a major instrument or voice.

# The terminal project is a culminating recital. MDT 610 Performance Seminar; a recommended prerequisite course for MDT 610 is MDT 525 to assist with the final research paper. As a corequisite requirement, MDT 610 requires a Q&A session with three-member panel.

First Year
Semester 1

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Semester 2

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Second Year
Semester 1

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Semester 2

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Total Credits 31

Psychology

Professional Studies Building, Room 430
201-200-3309
http://www.njcu.edu/department/psychology (http://www.njcu.edu/department/psychology/)

Faculty members of the Psychology Department are involved in a number of research projects supported by grants and other related sources. Students are given opportunities to collaborate with faculty members on research projects.

James Lennon, Chairperson (jlennon@njcu.edu)
Professor of Psychology
Manhattan College, B.A.; State University of New York, New Paltz, M.A.; State University of New York, Albany, Ph.D.

Joan Bailey (jbailey@njcu.edu)
Professor of Psychology
Hunter College, B.A.; The Graduate Center of the City University of New York, Ph.D.

Patrice J. Dow-Nelson (pnelson@njcu.edu)
Professor of Psychology
Hunter College, B.A., City University of New York, M.A., Ph.D.

Andrew Getzfeld (agetzfeld@njcu.edu)
Professor of Psychology
Vassar College, B.A.; University of Wisconsin, M.S.S.W.; University of Tennessee, Ph.D.

Annsley LaMar (alamar@njcu.edu)
Professor of Psychology
Hunter College, B.A.; City University of New York, Ph.D.

Frank Nascimento (fnascimento@njcu.edu)
Assistant Professor of Psychology
Rutgers, The State University of New Jersey, B.A., M.A.; New Jersey City University, M.A. and Professional Diploma in School Psychology; Fairleigh Dickinson University, Psy.D.

Matthew Roche (mroche@njcu.edu)
Assistant Professor of Psychology
Cornell University, B.S.; State University of New York at Binghamton, Ph.D.

William Wattenmaker (wwattenmaker@njcu.edu)
Associate Professor of Psychology
University of Pittsburgh, B.A.; University of Illinois, M.A., Ph.D.

Peri O. Yüksel-Sokman (pyuksel@njcu.edu)
Assistant Professor of Psychology
John Jay College of Criminal Justice, B.A., B.S.; The Graduate Center of City University of New York, Ph.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

- Educational Psychology, M.A. (p. 52)
- School Psychology, Professional Diploma (p. 53)
- School Psychology, Certification

Psychology (PSYC)

PSYC 601 Psychology of Learn and Cognition (3 Credits)
This course teaches theories of cognition and learning. The implications of these theories as they relate to intellectual functioning are presented.

PSYC 602 Psychology Of Personality (3 Credits)
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 Credits)
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 & Measurements (3 Credits)
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 Intro To Counseling (3 Credits)
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 Credits)
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; and tests of significance, chi square and other introductory nonparametric techniques; and introduction to analysis of variance.

PSYC 608 Interviewing & Counseling (3 Credits)
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 Pers Maladjusts Child&Adoles (3 Credits)
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 Credits)
An in-depth examination of the dynamic forces which affect group relationships is offered. Historic, psychological and sociological 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 Credits)
This course offers a study of the basic concepts of behavior modification systems, which apply the principles of learning theory to behavioral problems.

PSYC 615 Therapeutic Intervention Techniques I: Alcohol and Substance Abuse (3 Credits)
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: Consultation in Educational Settings (3 Credits)
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 is reviewed. In terms of the Reflective Urban Practitioner Model, students acquire knowledge to enable them to refine their pragmatic intervention skills.

PSYC 618 Adolescent Psychology (3 Credits)
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 620 Trauma and Crisis Intervention (3 Credits)
This course prepares graduate candidates to take on a leadership role in crisis prevention and intervention planning and develop interventions to help the recovery process for P-12 students. Furthermore, this course prepares candidates to build counseling skills based on trauma informed care.

PSYC 621 Applied Social Psychology (3 Credits)
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, which have been implemented to facilitate productive changes in various types of groups.

PSYC 623 Research Thesis (3 Credits)
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 Elementary School (3 Credits)
Philosophy, functions, research, and organization 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 in Group Counseling (3 Credits)
This course increases students’ understanding of growth processes, which 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 Credits)
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) is 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 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 Credits)
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, 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 Credits)
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 Credits)
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 630 Independent Study (3 Credits)

PSYC 631 Psychopharmacology (3 Credits)
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, antipsychotics, anxiolytics (anti-anxiety agents), anticonvulsants, stimulants, narcotic analgesics (opiates), hallucinogens (psychodelics), sedatives and alcohol. This course will presume knowledge of introductory biological concepts and basic pharmacological concepts.

PSYC 632 Family Therapy and Referral Networks (3 Credits)
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 635 Advanced Practices in Group Counseling: Supervision (3 Credits)
Course provides a generic framework for supervision of group psychotherapists. 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 the modern day dilemmas facing facilitators of groups.

PSYC 650 Psychology of Alcohol and Substance Abuse (3 Credits)
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 Credits)
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 Credits)
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. Stunts will learn how to organize data using statistical software for efficient and comprehensive analysis of variables.

PSYC 686 Counseling Case Studies (3 Credits)
This course introduces the students to the multiaxial assessment and diagnostic techniques associated with the DSM-IV. Special emphasis is placed on biological and psychological disorders from the section on Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence.

PSYC 690 Practicum in Counseling (3 Credits)
Course is designed to provide students with an intensive school 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 course work.

PSYC 694 Internship I (3 Credits)
Students are placed in a wide range of counseling internships with respect to stated interests and career options. The practicum provides students with a realistic assessment of the work of a 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 many different levels; career and educational counseling; self-assessment; program assessment; and professional development.

PSYC 695 Internship II (3 Credits)
This practicum includes experience in planning, placement and follow-up; counseling on many different levels; career and educational counseling; self-assessment; program assessment; and professional development. Also, the practicum includes a requirement that students complete a community resources survey indigenous to their geographical placement. Prerequisite: PSYC694 Supervised Practicum in Counseling I.

PSYC 703 Independent Study In Psychology (3 Credits)
This is a specialization and research course. Prerequisite: Matriculation and membership in the School Psychology Program.

PSYC 704 Cognitive Assessment and Intervention (3 Credits)
This is a clinical course in the administration, scoring, and interpretation of individual intelligence tests, which includes demonstration and participation. Each student is required to demonstrate competence in the use of the Stanford-Binet, the Wechsler Intelligence Scale for Children-revised, and the Wechsler Adult Intelligence Scale-revised. Prerequisite: Advanced standing in the Professional Diploma in School Psychology program.

Co-Requisite(s): PSYC 7042-Assessment Laboratory

PSYC 705 Pract In The Psycho.Eval Spec (3 Credits)
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 and PSYC704 Individual Intelligence Testing.

PSYC 706 Personality Assessment (3 Credits)
This course covers the theories underlying the use of projective techniques and gives an overview of some of the more commonly used projective techniques. Prerequisite: Advanced standing in the Professional Diploma in School Psychology program.

PSYC 708 Sem In Sch Psych Extern I (3 Credits)
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 Semin Sch Psyec Extern II (3 Credits)
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 Credits)
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 Credits)
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 up to 35 clock hours of practicum experience.

PSYC 720 Academic Assessment and Interventions in School Settings (3 Credits)
This course prepares graduate candidates to assess academic skills and develop interventions that build academic competence and resilience in P-12 students. The class will promote and provide practice in research validated instructional, academic, and motivational interventions. Prerequisite(s): PSYC 604 and PSYC 675
PSYC 2704 Laboratory: Cognitive Assessment & Intervention (2 Credits)
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.

Co-Requisite(s): PSYC 704-Cognitive Assessment and Intervention

Educational Psychology, M.A.

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.

Prerequisite 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.

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<td>PSYC 604</td>
<td>Tests &amp; Measurements</td>
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<td>Research Methodology and Applications</td>
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<td>PSYC 631</td>
<td>Psychopharmacology</td>
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</tbody>
</table>

Total Credits: 36-39

1. Thesis Option: Select nine credits.
   OR
   Non-thesis Option: Select 12 credits.

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.

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Total Credits: 36

Non-Thesis Option

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Total Credits: 36

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.

School Psychology, Professional Diploma

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.

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.

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<td>PSYC 602</td>
<td>Psychology Of Personality</td>
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<td>PSYC 603</td>
<td>Developmental Psychology</td>
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<td>PSYC 2704</td>
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<td>PSYC 706</td>
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Required Courses in Education:

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Required Courses in Special Education:

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<td>Introduction to Learning Disabilities</td>
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Admission Procedures

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The Deborah Cannon Partridge Wolfe College of Education (https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-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 Council for the Accreditation of Education Preparation (CAEP) and all certification eligibility programs are approved by the New Jersey Department of Education.

**THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:**

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses
- Passing scores on the Praxis CORE, or 560 verbal, 540 on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733 Passing Score 150
- Reading Test #5712 Passing Score 156
- Writing Test #5722 Passing Score 162

Students who meet the score levels below are not required to take the Praxis CORE:

**SAT Scores**
• If taken before 4/1/1995: Math 520, Reading 480
• If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
• If taken on or after 3/1/2016: Math 570, 610 Evidence-Based Reading and Writing or 30 Reading Section

ACT Scores
• If taken before 8/28/1989: Math 23, English 20
• If taken on or after 8/28/1989: Math 23, English 23

GRE Scores
• If taken before 8/1/2011: Quantitative 720, Verbal 530
• If taken on or after 8/1/2011: Quantitative 156, Verbal 155

For more information on Praxis exams: https://www.ets.org/praxis/nj/requirements

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:
• Completion of NJCU General Education requirements or equivalent
• Successful completion of major in intended content area
• Passing scores on appropriate Praxis II Exam
• A minimum cumulative GPA of 3.0
• Successful completion of clinical experience and clinical practice (student teaching)

This includes successful submission of the performance assessment, edTPA, as required by the New Jersey Department of Education.

Note: For the most updated information on this teaching certification program, students are directed to contact the College of Education as changes may have occurred since publication.

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 an alternate route program offered fully online. Students can complete the program for graduate credit or non-degree certification only. For more information, visit their website at https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj. Student can also call at 201-200-2128 or email at newpathways@njcu.edu.

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/ctpp (http://www.njcu.edu/ctpp/). Inquiries can be sent to ctppcert@njcu.edu.

Counselor Education
Rossey Building, 5th Floor, Room 536
Students achieve competencies in eight CACREP core areas: Counseling Competencies and Standards are infused in all courses. The Code of Ethics of the Counseling and Related Educational Programs (CACREP). Common core knowledge (content), skills (practice), and dispositions (personal awareness and development). The Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Qualified students may be invited to Chi Sigma Iota, Counseling Academic and Professional Honor Society International.

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.

The Counseling Program offers:
- M.A. in Counseling, Clinical Mental Health Counseling option
- M.A. in Counseling, School Counseling option

Elective courses for:
- Licensed Associate Counselor (LAC), and Licensed Professional and Counselor (LPC)
- Licensed Clinical Alcohol and Drug Counselor (LCADC)
- Registered Play Therapist (RPT)

For more information about the Counseling Program, go to http://www.njcu.edu/department/counselor-education.

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 Programs Option
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 accredited 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

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

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 Admissions Home Page: http://www.njcu.edu/admissions/graduate-admissions.

- A baccalaureate degree with a minimum 3.0 cumulative GPA.
- 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 complete the first two classes with a successful grade in order to be approved for matriculation and continue in the program.

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

Jean Georgiou, Co-Chairperson
Associate Professor of Counselor Education
Thomas Edison State University, B.A.; Monmouth University, M.A.; Argosy University, Ed.D.

Yumiko Ogawa, Co-Chairperson (yogawa@njcu.edu)
Associate Professor of Counselor Education
Meijigakuin University, B.A., M.A.; University of North Texas, M.Ed., Ph.D.

Vaibhavsee Agaskar
Associate Professor of Counselor Education
University of Mumbai, B.A., M.A.; Oakland University, Ph.D.
Victor Tuazon (vtuazon@njcu.edu)
Associate Professor of Counselor Education
James Madison University, B.S.; Regent University, M.A.; William & Mary, Ph.D.

Yung-Wei Lin
Associate Professor of Counselor Education
Taipei University, BA; Dallas Baptist University, MA; University of North Texas, Ph.D.

Grace Wambu
Associate Professor of Counselor Education
Kenyatta University, Kenya, B.Ed, M.Ed; Northern Illinois University, Ed.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

- Counseling—Clinical Mental Health Counseling Option, M.A. (p. 60)
- Counseling—School Counseling Option, M.A. (p. 61)
- Counseling—Play Therapy Certification (p. 59)

Counseling (COUN)

COUN 601 Orientation to Professional Counseling and Ethics (3 Credits)
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 602 Psychology Of Personality (3 Credits)
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.

COUN 603 Counseling and Developmental Psychology Across the Life Span (3 Credits)
This course provides an understanding of the development 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 Credits)
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 the appraisal.

COUN 605 Counseling Theories (3 Credits)
This course introduces the major counseling theories with an 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 Methodology and Program Evaluation (3 Credits)
This course provides a comprehensive study of research methodology and program evaluation in counseling. Students learn how to examine research literature, evaluate outcome studies, and design action research in order to improve counseling and program effectiveness. Ethical and cultural issues in conducting research in counseling settings are addressed.

Pre-Requisite(s): COUN 604 and Academic Plans MA-Counseling, or MA-Counseling w/Schl Cou Crt, or CA-Counseling, or MA-C-CMHC.

COUN 607 Group Process (3 Credits)
This course increases students' understanding of growth processes, which 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.

COUN 608 Counseling Skills (3 Credits)
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 Credits)
This course examines how psychopathologies affect children, adolescents, and adults focusing on emotional and behavioral disorders; history, etiology, and classification of psychopathologies; developmental, bioecological, 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 Credits)
This course provides an overview of the history and practice of mental health counseling and a examination of prevention, intervention, and referral services in community agencies. Ethical issues regarding managed health care, advocacy, public policy, service utilization, and program funding are addressed. Mental health counseling, and crisis intervention skills are introduced.

Pre-Requisite(s): COUN 601(or COUN 626), COUN 605, COUN 607(or COUN 625), and COUN 608

COUN 616 Therapeutic Intervention Techniques: Consultation in Educational Settings (3 Credits)
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.

Pre-Requisite(s): Academic Plans MA-Counseling, or MA- Counseling w/Schl Cou Crt, or CA-Counseling, or MA-C-CMHC.

COUN 618 Integrated Hlth Care & EBPractices for Working with Children, Adolescent, and Transitional Age Youth (3 Credits)
Lecture, Role-Play, Clinical Demonstration, Discussion (face-to-face and web-based) and Problem-Solving, Video-Recorded Instruction, Guest Speakers, Group Discussion, Playback of Video-Recorded Counseling Sessions, and Hands on Activities.
COUN 627 Consultation and Management of Developmental School Counseling (3 Credits)
This course provides an overview of the role of a professional school counselor as a consultant and manager of a development school counseling program (i.e., needs assessments, program development, and program evaluation). Students will put the knowledge learned into real use by working with a school in all of these roles.
Pre-Requisite(s): COUN 616

COUN 629 Multicultural Counseling (3 Credits)
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.

COUN 631 Psychopharmacology (3 Credits)
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, antipsychotics, anxiolytics (anti-anxiety agents), anticonvulsants, stimulants, narcotic analgesics (opiates), hallucinogens (psychedelics), sedatives and alcohol. This course will presume knowledge of introductory biological concepts and basic pharmacological concepts.

COUN 632 Family and Couple Counseling (3 Credits)
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.

COUN 636 Group Counseling Theory and Practice (3 Credits)
Course provides a generic framework for supervision of group psychotherapists. 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 the modern day dilemmas facing facilitators of groups.
Prerequisite(s): COUN 607

COUN 640 Counseling Children and Adolescents (3 Credits)
This course provides a comprehensive study of the history, theory, and practice of counseling children and adolescents. Individual counseling skills and experience 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.
Pre-Requisite(s): COUN 605, COUN 608, and COUN 609

COUN 642 Play Therapy (3 Credits)
This course provides an overview of history, theories, and applications of play therapy. Play material and toys are introduced and integrated into ethical and culturally sensitive counseling practice. Students will practice basic play therapy skills through watching videos, role playing, and conducting mock sessions.

COUN 644 Parent-Child Centered Play Therapy (3 Credits)
This course provides a comprehensive study of filial therapy. Students develop advanced child centered 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 in parent child play therapy are examined.
Pre-Requisite(s): COUN 608, COUN 642 and One of Academic Plans MA-Counseling, or MA- Counseling w/Schl Cou Crt, or CA-Counseling.

COUN 650 Foundations of Addictions Counseling (3 Credits)
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.

COUN 651 Development of Substance Awareness Programs (3 Credits)
This course is designed to explore, analyze, and develop school and family programs which focus on substance abuse prevention and intervention.

COUN 652 Assessment, Treatment Planning, and Interventions in Addictions Counseling (3 Credits)
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.

COUN 654 Addictions Prevention and Intervention Programs and Resources (3 Credits)
This course addresses the needs of counselors, community and school professionals responsible for the coordination of substance awareness and prevention activities. Issues in education, prevention, community resources and programs, and intervention are emphasized in this course. Specific prevention programs and community resources and techniques for children, adolescents and adults will be addressed.

COUN 658 Addictions Counseling: Family Systems Assessment and Treatment (3 Credits)
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.
Prerequisites: COUN 650

COUN 663 Career Counseling and Development (3 Credits)
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.

COUN 680 Advanced Counseling Techniques (3 Credits)
This course provides students with an in-depth study of advanced counseling techniques with an emphasis on developing their own proficiency. Students will learn theoretical perspectives, fundamental benefits, and common factors facilitating change in counseling. Through experiential components, students are given opportunity to practice techniques while applying cultural sensitivity and ethical values.
Pre-Requisite(s): COUN 601, 605, 607, and 608.

COUN 686 Case Conceptualization and Treatment Planning in Counseling (3 Credits)
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.
Pre-Requisite(s): COUN 609
COUN 690 Practicum in Counseling (3 Credits)
Course is designed to provide students with an intensive school 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 course work.
Pre-Requisite(s): Permission of the Department, and 30 credits successfully completed before beginning Practicum, including COUN 601, COUN 605, COUN 607, and COUN 608.

COUN 694 Internship I (3 Credits)
Internship I is a 300-hour counseling internship in a counseling setting. The requirements include 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.

COUN 695 Internship II (3 Credits)
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.

COUN 698 Disaster, Trauma, and Crisis Counseling (3 Credits)
This course focuses on the skills counselors need to respond effectively in crises and mass disasters including psychological first aid, crisis intervention, and disaster mental health. Ethical, cultural, and treatment issues are examined in the treatment of posttraumatic stress, suicide, abuse, sudden loss, and mass trauma.

COUN 699 Counseling Supervision (3 Credits)
This course provides an intensive study and practice of counseling supervision. Emphasis is on the assimilation and application of major theoritical/conceptual models, ethical and cultural considerations, and supervision issues in mental health, agency, school, and university settings. Advanced students will apply their skills by providing individual or triadic supervision to practicum supervisees. Supervision sessions will be video recorded and reviewed by the instructor and student to improve supervision skills. Course Pre-Requisite(s): COUN 694.
Pre-Requisite(s): Permission of the Coordinator

COUN 700 Internship III in Counseling (3 Credits)
Internship 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 university group supervision provide continuous feedback and evaluation of counseling skills and dispositions.
Pre-Requisite(s): COUN 695 and Permission of Chair

COUN 701 Internship IV in Counseling (3 Credits)
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.
Pre-Requisite(s): COUN 700

COUN 703 Independent Study In Counseling (3 Credits)
This is a specialization and research course. Prerequisite: Matriculation and membership in the School Psychology Program.

COUN 715 Consultation and Program Evaluation (3 Credits)
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.

Counseling-Play Therapy Certification
The Center for Studies of Play Therapy (CSPT) is housed in the Department of Counselor Education at New Jersey City University. We are proud to announce that CSPT is the very first Center of Play Therapy Education in the state of New Jersey approved by the Association for Play Therapy (APT). CSPT is passionate about promoting play therapy by providing professionals and students with training opportunities and by reaching out to communities to offer play therapy services. In addition, we are in support of licensed mental health professionals to obtain a certification of Registered Play Therapist (RPT) issued by APT.

For more details about play therapy, please visit the Association for Play Therapy website (http://www.a4pt.org/).

NJCU Counseling Program currently offers three graduate level play therapy courses:

- COUN 642 Play Therapy (offered Summer I; COUN 601, COUN 605, COUN 607, COUN 608 are prerequisites)

This course provides an overview of the history, theory, and applications of play therapy. Play materials and tools are introduced and integrated into ethical and culturally-sensitive counseling practice. A video-recorded experiential component working with children focuses on understanding the therapeutic process and developing basic play therapy skills.

- COUN 644 Parent-Child Play Therapy (offered Spring semester; COUN 642 is a prerequisite)

This course provides a comprehensive study of filial therapy. Students develop advanced child-centered play therapy skills and learn how to work with a child's system to facilitate relational and systemic change by conducting Child Parent Relationship Therapy with parents under supervision of the instructor. Ethical, cultural, and clinical issues in parent-child play therapy are examined.

- COUN 613

As one of the requirements to be certified as a Registered Play Therapist, APT requires 150 clock hours of play therapy specific coursework or training. (For more detailed information on becoming RPT, please visit the APT website for the RPT & RPT-S credentials. (http://www.a4pt.org/?page=Credentials)) The aforementioned graduate-level play therapy courses at NJCU will be most likely counted toward the coursework requirements. Those two courses are aligned with the contents that APT requires. However, APT alone holds the right to accept or deny any continuing education training at its discretion.

- Play Therapy Internship (for clinicians currently seeking RPT)

You must be employed or willing to find a site which allows you to professionally practice play therapy techniques with children or adolescents in order to be in this internship class. Hours for this
Counseling—Clinical Mental Health Counseling Option, M.A.

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. The Clinical Mental Health Counseling program at the Department of Counselor Education at NJCU is accredited by the Council for Accreditation of Counseling Related and Educational Programs (CACREP) (https://www.cacrep.org/).

Graduates of the Clinical Mental Health Counseling program meet the academic eligibility requirements for New Jersey Licensed Associate Counselor and are eligible to take the National Counselor Examination.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Phase I</td>
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<tr>
<td>COUN 601</td>
<td>Orientation to Professional Counseling and Ethics ¹</td>
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<td>COUN 603</td>
<td>Counseling and Developmental Psychology Across the Life Span</td>
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<td>COUN 604</td>
<td>Appraisal and Assessment in Counseling</td>
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<td>COUN 605</td>
<td>Counseling Theories ¹</td>
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<td>COUN 606</td>
<td>Research Methodology and Program Evaluation</td>
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<tr>
<td>COUN 607</td>
<td>Group Process ¹</td>
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<td>COUN 608</td>
<td>Counseling Skills</td>
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<td>Differential Diagnosis of Maladaptive Behavior</td>
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<td>Phase II</td>
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<td>COUN 629</td>
<td>Multicultural Counseling</td>
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<td>COUN 632</td>
<td>Family and Couple Counseling</td>
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<td>COUN 636</td>
<td>Group Counseling Theory and Practice</td>
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<td>COUN 650</td>
<td>Foundations of Addictions Counseling</td>
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<td>COUN 663</td>
<td>Career Counseling and Development</td>
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<td>Case Conceptualization and Treatment Planning in Counseling</td>
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<td>COUN 694</td>
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¹ COUN 601, COUN 605, COUN 607, and COUN 608 must be completed within the first 12 credits, preferably in the first year of study, but no later than the second year.

New students in the M.A. in Counseling Program are admitted to begin study in the Fall or Spring semesters only.

This degree map is to be used as an example only. Please consult with your advisor in your first semester to develop your own degree map/academic plan.
Fourth Year
Semester 1
COUN 694  Internship I  3
Credits  3
Semester 2
COUN 695  Internship II  3
Credits  3
Total Credits  57

Student Learning Outcomes
Upon completion of the M.A. in Counseling with an option in Clinical Mental Health Counseling students will:

1. Gain foundational knowledge and skills to become culturally and ethically competent professional counselor.

2. Develop necessary counseling skills and techniques to work effectively with diverse clients in the formats of individual, couples, families, and group counseling to accomplish mental health, wellness, education, and career goals.

3. Demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.

4. Demonstrate knowledge and skills in evidence based practices (EBPs) or best practices, including assessment, diagnosis, prevention and intervention treatment, for a wide range of mental health and substance use issues.

5. Demonstrate leadership and advocacy skills to promote social justice and support both individual and systemic change for the purpose of promoting clients’ well-being.

Counseling—School Counseling Option, M.A.
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 School Counseling program at the Department of Counselor Education at NJCU is accredited by the Council for Accreditation of Counseling Related and Educational Programs (CACREP) (https://www.cacrep.org). The program graduates are eligible for school counselor certification.
The Early Childhood Education Department offers the following:

- Masters of Arts in Teaching Early Childhood Education—Preschool-3 (P-3) certification (39 credits, offered online)

This program leads to initial P-3 certification. 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 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 (39 credits, offered online)

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 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 (offered online)

This program is designed for candidates who have the New Jersey Department of Education Preschool through Grade Three Certificate of Eligibility, working full time as a lead teacher in an early childhood setting and are required to complete the New Jersey Department of Education (NJDOE) approved 24-credit course of study. The program is taken over a two-year period. The courses focus on developmentally appropriate practices, curriculum and the knowledge, skills and dispositions needed to be an effective early childhood educator. Candidates also have to obtain a passing score on edTPA. A letter of completion or NJDOE program verification form can be obtained by the candidate upon completion of the courses and obtaining a passing score on edTPA.

**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:

THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses
- Passing scores on all three sections of the Praxis CORE, or 560 verbal, 540 Math on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733 Passing Score 150
- Reading Test #5712 Passing Score 156
- Writing Test #5722 Passing Score 162

Students who meet the score levels below are not required to take the Praxis CORE:

SAT Scores

- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, 610 Evidence-Based Reading and Writing or 30 Reading Section

ACT Scores

- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

GRE Scores

- If taken before 8/1/2011: Quantitative 720, Verbal 530
- If taken on or after 8/1/2011: Quantitative 156, Verbal 155

For more information on Praxis exams: https://www.ets.org/praxis/nj/requirements (https://www.ets.org/praxis/nj/requirements/)

Note: For the most updated information on this teaching certification program, students are directed to contact the Department Chairperson, Dr. Sai Jambunathan (sjambunatha@njcu.edu) as changes may have occurred since publication.

Early Childhood Education (ECE)

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

ECE 500 Early Childhood Classroom Management (1 Credit)

This course addresses classroom management in settings that serve children from birth through third grade. Using the Reflective Urban Practitioner Model, 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.

UG Pre-Requisite(s): 3.00 CGPA and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

ECE 601 Creating Developmentally Appropriate Learning Centers (1 Credit)

ECE 602 Strats for Successful Teaching (3 Credits)

ECE 603 Science and Mathematics in the Early Childhood Classroom (3 Credits)

Course explores appropriate scientific and mathematical pedagogy for children pre K through third grade. Candidates study the theory of science and mathematics instruction and observe practical models in early childhood classrooms and other settings. Candidates will demonstrate specific lessons in the University classroom.

Saigeetha Jambunathan, Chairperson
Professor of Early Childhood Education
University of Madras, B.S., M.S.; Oklahoma State University, Ph.D.

Basanti Chakraborty (bchakraborty@njcu.edu)
Professor of Early Childhood Education
Utkal University, B.S.; B.Ed., M.Ed., Ph.D

Muriel Rand (mrand@njcu.edu)
Professor of Early Childhood Education
Bucknell University, B.A.; Rutgers University, M.S.W., M.Ed., Ed.D.

Jale Aldemir
Associate Professor of Early Childhood Education
Inonu University, Malatya, Turkey, B.S.; Pennsylvania State University, M.Ed., Ph.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

- Teaching Early Childhood Education (including P-3 certification eligibility), M.A.T. (p. 69)
- Early Childhood/Special Education (P-3 and Teacher of Students with Disabilities), M.A.T. (p. 66)
- The Early Childhood Specialized P-3 Alternate Route Program (p. 71)
ECE 604 Building Meaningful Curriculum/Developmentally Appropriate Pract in Creative Arts & Social Studies (3 Credits)
In this course candidates learn to design developmentally appropriate lessons in the creative arts and social studies in diverse, urban early childhood settings. Candidates analyze and evaluate lessons based on theories, research implementation of lessons, and state and national standards. The course includes a 15 hour field experience.

ECE 605 ECE GRAD Clinical Practice II (4 Credits)
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.
Pre-Requisite(s): ECE 624, ECE 631, ECE 610, ECE 607, SPEC 648, SPEC 656, ECE 623, ECE 634, SPEC 692, SPEC 621, GPA 2.75 equal to or greater
Co-Requisite(s): ECE 608

ECE 606 Early Childhood/Special Education Field Experience II including Portfolio Development (1 Credit)
This course is a pass/fail field/seminar experience for Early Childhood Special Education candidates. A University supervisor visits the classrooms of the candidates to observe and to assist in putting theory into practice. In the seminars, the attributes of a reflective practitioner are discussed and practiced by utilizing real experiences in urban child care and/or educational settings where knowledge of child development can be observed and applied to early childhood special education program practices. Emphasis will be placed on the dimensions of modification and reframing of knowledge, along with the utilization of knowledge applied to the delivery of developmentally appropriate practice to children and their families.

ECE 607 Assessment Strategies for the Primary Grades II: Best Practices in Diverse Urban Environments (3 Credits)
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 Credit)
This internship seminar for early childhood special education teacher candidates gives teacher candidates an opportunity to engage in reflective thought and dialogue with their peers and the University instructor.

ECE 609 P3 Alternate Route Field Experience I (1 Credit)
In this course, through coaching and mentoring, teachers completing the alternate route coursework will employ appropriate planning and instructional techniques. Utilization of school curriculum will be supported as well as modeling of appropriate instruction as needed.

ECE 610 Child Study Basis Educational Planning (3 Credits)
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 related to the school situation and the various age levels involved.

ECE 612 Experiences for Learning and Development (3 Credits)
This course offers a comprehensive survey of psychological principles of learning and development of infants and young children in early childhood and elementary education. Emphasis is on implications for the early childhood setting, educational processes, and the creation of an enriched educational environmental.

ECE 622 Constructing Early Childhood Education & Field Experience (3 Credits)
This course has as its focus the history, philosophy, theories, and research which underlie early childhood education. From this base the student participates in the construction of knowledge and meaning through interviews with community and family members as well as observations in early childhood child care and school settings. Assignments, lectures, class discussion, activities, interviews, and observations are designed to enhance knowledge and skills needed to integrate philosophy and theory with practice.

ECE 623 ECE Graduate Clinical Practice I (2 Credits)
This course takes place during the entire semester and consists of a once-a-week, all-day, focused field experience and four seminar meetings. Students are placed in an early childhood/elementary education 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 document interactions with parents that encourage and enhance their involvement in their young child's development and education.
Pre-Requisite(s): Department Consent

ECE 624 Introduction to Early Childhood Special Education: Establishing a Positive Urban Educational Envi (3 Credits)
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 625 Early Childhood Education Foundation of Literacy & Numeracy (1 Credit)
This course provides a framework of theory, research, and developmentally appropriate practice. Influences of the family and the environment on the development of numeracy and literacy are explored.

ECE 626 Primary Writing Development: Theory into Practice in the Early Childhood Classroom (3 Credits)
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 Credits)
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 Credits)
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 Credits)
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: Creative Arts and Social Studies (3 Credits)
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.

Pre-Requisite(s): ECE 660 and ECE 661

ECE 631 Early Childhood Curriculums & Programs (3 Credits)
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 Credits)
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.

Pre-Requisite(s): ECE 631

ECE 633 Seminar & Practicum in Early Childhood Education (3 Credits)
This course combines field experience 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.

Pre-Requisite(s): ECE Senior Standing- requires ECE 610, ECE 631, LTED 606

ECE 634 Family, Child and School Interaction (3 Credits)
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 Early Childhood Education (3 Credits)
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. (EDL 668. Research in Urban Education, Supervision and Administration may be substituted.)

Pre-Requisite(s): ECE Senior Standing- requires ECE 610, ECE 631, LTED 606

ECE 636 Advanced Theories of Child Development and Learning (3 Credits)
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 Credits)
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 Credits)
The course explores language development and the construction of meaning across the curriculum in the Pre-K and kindergarten classrooms primarily through tasks or activities that reflect best practices, strategies proven effective in research, and are grounded in theory.

ECE 639 Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum (3 Credits)
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.

Pre-Requisite(s): ECE 638

ECE 640 Families, Communities and Social World of Children (3 Credits)
Early childhood educators acquire a clear understanding of the families, communities and social world of children and the impact of each entity on school 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 641 Infant Care Methods and Programs (3 Credits)

ECE 642 Development & Adjust Problems (3 Credits)
This course focuses on techniques to help young children who show evidence of developmental delays, disorders, or disabilities. Students learn strategies for the identification, assessment, evaluation, program planning, and individualized teaching of these young children.

ECE 643 Observation, Documentation, Assessment of Young Children (3 Credits)
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 644 Play & Creativity (1 Credit)
This course explores the nature of play and creativity and how they are nurtured and enriched. Play theory and research as well as the nature and stages of play are examined. Interrelationships between play, creativity and development, learning, and imagination are considered.

ECE 646 Research Methods in Early Childhood Education II (3 Credits)
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.

Pre-Requisite: ECE 637 Research Methods in Early Childhood Education I

ECE 647 Observing & Understanding Young Children and Families I (3 Credits)
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 families to develop an appropriate research based performance based assessment for the children.

ECE 648 Meet Diverse Needs ECE Clsrn (1 Credit)
This course focuses on the diversities present in typical early childhood classrooms. Students learn strategies and current best practices effectively used to enhance the optimal development of all children, how to identify and assess children's needs and how to meet these needs.

ECE 649 Advanced Theories and Research I (3 Credits)
This course will integrate knowledgeable, reflective, and critical perspectives on 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.

ECE 650 ECE GRAD Clinical Practice II (5 Credits)
This internship is a field-based, full-time, full semester experience assigned to local and regional public schools. Students observe master teachers and tutor and teach children in their certification area. Students are placed in an early childhood setting, or if employed in an appropriate early childhood setting, they may use their own classroom as their laboratory.

Pre-Requisite(s): Department Consent

ECE 651 Early Childhood Education Internship Seminar (1 Credit)
In this course students analyze and evaluate their own student teaching experience and progress. Developmentally appropriate curriculum (with an integrated approach) as well as planning, implementing, assessing, and managing unique instructional methods and activities are the topics included.

ECE 655 Classroom Management, Classroom Behavior and Positive Behavior Supports (3 Credits)
Based on research and theory, teacher candidates learn to design, structure, and manage daily routines, including transition time, for all children. Teacher candidates learn to define target behaviors, teach replacement behaviors and use positive behavior supports. Candidates see how technology, including assistive technology, assists with management of teaching and learning.

Co-Requisite(s): ECE 650 and ECE 651

ECE 656 Building Meaningful Curriculum/Developmentally Appropriate Practice in Mathematics and Science (3 Credits)
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.

ECE 660 Observing and Understanding Young Children and Families II (3 Credits)
This course will focus on the implementation of appropriate performance-based assessments developed with families in Part I (e.i. Observing and Understanding Young Children and Families I) of this two course sequence. The student will develop developmentally appropriate educational planning based on information from assessments and an understanding of developmental research and principles.

Pre-Requisite(s): ECE 647 Observing and Understanding Young Children with Families I

ECE 661 Advance Theories and Research Methods in Child Development II (3 Credits)
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.

Pre-Requisite(s): ECE 649 Advanced Theories and Research in Child Development I

ECE 666 Supervision in Early Childhood (3 Credits)
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.

ECE 667 School&Child Care Legal Issues (1 Credit)
This course is designed to provide early childhood administrators and teachers with an awareness of legal issues regarding the rights and responsibilities of educators, parents and children. Students examine current law and appropriate strategies for early childhood settings.

ECE 668 Application of Early Childhood Supervision Strategies (3 Credits)

ECE 680 School & Child Care Center Financial (1 Credit)
This course provides budgetary knowledge. Students explore the principles of financial management and accounting for making decisions regarding the fiscal management of early childhood programs.

ECE 683 Facil.Des.Oper.&Admin.Issues (1 Credit)
This course provides an overview of effective facility design for early childhood settings of quality. Students consider various operational and administrative issues that pertain to facilities and to educational programming.

Early Childhood and Special Education (P-3 and Teacher of Students with Disabilities), M.A.T.

The graduate programs in early childhood education are completely online and are designed to deepen the understanding and perfect the skills of teacher candidates who plan to work with children from birth through eight years of age in a variety of child-development and school settings. Emphasis is placed on current theory and research in child
development and application to early childhood education practice. This is a 39 credits program. Those candidates who successfully complete this program will be eligible for the New Jersey Preschool through grade Three Certificate of Eligibility with Advanced Standing and an endorsement in Teacher of Students with Disabilities.

THE REQUIREMENTS FOR ADMISSION TO THIS PROGRAM ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- Passing scores on all three sections of the Praxis CORE, or 560 verbal, 540 Math on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733 Passing Score 150
- Reading Test #5712 Passing Score 156
- Writing Test #5722 Passing Score 162

Students who meet the score levels below are not required to take the Praxis CORE:

SAT Scores
- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, 610 Evidence-Based Reading and Writing or 30 Reading Section

ACT Scores
- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

GRE Scores
- If taken before 8/1/2011: Quantitative 720, Verbal 530
- If taken on or after 8/1/2011: Quantitative 156, Verbal 155

For more information on Praxis exams: https://www.ets.org/praxis/nj/requirements

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE ARE:

- Completion of all education courses with B- or higher grades
- Passing scores on Praxis Core and Praxis II Exam
- A minimum cumulative GPA of 3.0
- Successful completion of clinical practice 1 and 2
- Obtaining a passing score of 37 on the performance assessment, edTPA, as required by the New Jersey Department of Education.
- 60 Liberal Arts credits

Note: For the most updated information on this teaching certification program, students are directed to contact the Department Chairperson. Dr. Sai Jambunathan (sjambunathan@njcu.edu) as changes may have occurred since publication.

All master’s degree candidates must have a bachelor’s degree with a liberal arts major or 60 liberal arts credits, including the following courses or their equivalents:

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Program Requirements*

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Phase II (6 credits - Prerequisites: Satisfactory completion of Phase I and passing scores on all three sections of Praxis Core or meet exemption requirements with SAT/ACT/GRE scores. However, it is strongly recommended that students pass the Core exams prior to Phase 1 in order to prevent disruption in taking education classes in case you do not pass the exams in a timely manner)

- ECE 631 Early Childhood Curriculums & Programs 3
- ECE 634 Family, Child and School Interaction 3

Phase III (6 credits)

- SPEC 620 Early Childhood Special Education Curriculum and Program Development I (including Clinical Field Experience) 3
- SPEC 656 Curriculum Planning with Young Children with Disabilities 3

Phase IV (6 credits - Students must pass the Praxis Early Childhood Exam (5025) before or during Phase IV. You must take these courses prior to ECE 623 and these courses have to be taken together)

- ECE 638 Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum Pre KK 3
- SPEC 669 Developing Communication Skills in Atypical Learners 3

Phase V (5 credits - The following courses are offered only in the Fall and have to be taken together)

- ECE 623 ECE Graduate Clinical Practice I 2
- ECE 639 Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum 3

Phase VI (10 credits - All courses have to be taken together)
Jambunathan (sjambunathan@njcu.edu) for most current requirements.

Education requirements. Please contact Department Chairperson Dr. Sai Jambunathan (sjambunathan@njcu.edu) for most current requirements.

**Important:** The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education requirements. Please contact Department Chairperson Dr. Sai Jambunathan (sjambunathan@njcu.edu) for most current requirements.

### First Year

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**Semester 2**

Prerequisites: Satisfactory completion of ECE 610, 624 and obtain passing scores on all three sections of the Praxis Core or meet exemption requirements with SAT/ACT/GRE scores.

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### Second Year

**Semester 1**

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<td>ECE 656 Building Meaningful Curriculum/Developmentally Appropriate Practice in Mathematics and Science</td>
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<tr>
<td>SPEC 620 Early Childhood Special Education Curriculum and Program Development I</td>
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</table>

**Semester 2**

Students must pass the Praxis Early Childhood Exam (5025) before or during this semester. You must take these courses prior to ECE 623 and these courses have to be taken together.

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### Third Year

**Semester 1**

The following courses are offered only in the Fall and must be taken together.

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### Student Learning Outcomes

Learning outcomes are aligned to the INTASC Model Core Teaching Standards:

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep
understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teaching Early Childhood Education (including P-3 certification eligibility), M.A.T.

The graduate programs in early childhood education are completely online and are designed to deepen the understanding and perfect the skills of teacher candidates who plan to work with children from birth through eight years of age in a variety of child-development and school settings. Emphasis is placed on current theory and research in child development and application to early childhood education practice. This program is 39 credits. Those candidates who successfully complete this program will be eligible for the New Jersey Preschool through grade Three Certificate of Eligibility with Advanced Standing.

THE REQUIREMENTS FOR ADMISSION TO THIS PROGRAM ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- Passing scores on all three sections of the Praxis CORE, or 560 verbal, 540 Math on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

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- If taken before 8/28/1989: Math 23, English 20
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For more information on Praxis exams: https://www.ets.org/praxis/nj/requirements

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE ARE:

- Completion of all education courses with B- or higher grades
- Passing scores on appropriate Praxis Core and Praxis II Exam
- A minimum cumulative GPA of 3.0
- Successful completion of clinical practice 1 and 2
- Obtaining a passing score of 37 on the performance assessment, edTPA, as required by the New Jersey Department of Education.
- 60 Liberal Arts credits

Note: For the most updated information on this teaching certification program, students are directed to contact the Department Chairperson Dr. Sai Jambunathan (sjambunathan@njcu.edu) as changes may have occurred since publication.

The Master of Arts in Teaching in Early Childhood Education leads to initial P-3 certification and to a MAT degree. Students who successfully complete this program will be eligible for the New Jersey Preschool through Grade Three Certificate of Eligibility with Advanced Standing. Coursework focuses on developmentally appropriate practices and curriculum and the knowledge, skills and dispositions needed to be an effective early childhood teacher.

All master's degree candidates must have a bachelor's degree with a liberal arts major or 60 liberal arts credits, including the following courses or their equivalents:

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Teaching Early Childhood Education (including P-3 certification eligibility), M.A.T.

Phase II (6 credits - Prerequisites: Satisfactory completion of Phase I and passing scores on all three sections of Praxis Core or meet exemption requirements with SAT/ACT/GRE scores. However, it is strongly recommended that students pass all three sections of the Core prior to Phase I in order to prevent disruption of taking education courses in case you are not successful in passing all three sections.)

ECE 631 Early Childhood Curriculums & Programs 3
ECE 634 Family, Child and School Interaction 3

Phase III (6 credits)

ECE 604 Building Meaningful Curriculum/Developmentally Appropriate Pract in Creative Arts & Social Studies (including field experiences) 3
ECE 656 Building Meaningful Curriculum/Developmentally Appropriate Practice in Mathematics and Science (including field experiences) 3

Phase IV (6 credits - Students must pass the Praxis Early Childhood Exam (5025) before or during Phase IV. You must take these courses prior to taking ECE 623 and theses courses have to be taken together) 1

ECE 638 Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum Pre K-K (offered Fall only) 3
ECE 635 Research Early Childhood Education (offered Fall only) 3

Phase V (5 credits - The following courses are offered only in the Fall and have to be taken together)

ECE 623 Early Childhood Field Experience II 2
ECE 639 Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum (offered Spring only) 3

Phase VI (10 credits - The following credits must be taken together)

ECE 633 Seminar & Practicum in Early Childhood Education 3
ECE 605 ECE SPEC GRAD Clinical Practice II 4
ECE 655 Classroom Management, Classroom Behavior and Positive Behavior Supports 3

Total Credits 39

Students also have to obtain a passing score on edTPA in order to be able to apply for certification. Important: The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education requirements. Please contact Department Chairperson, Dr. Sai Jambunathan at sjambunathan@njcu.edu

1 All candidates must pass the EC Content Knowledge Praxis II (5025) before or during Phase IV.

* All graduate level education courses are offered online (except clinical courses)

Praxis Core or appropriate test waiver must be submitted prior to enrolling.

First Year
Semester 1

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Semester 2

Prerequisites: Satisfactory completion of ECE 610, 624 and obtain passing scores on all three sections of the Praxis Core or meet exemption requirements with SAT/ACT/GRE scores. However, it is strongly recommended that students pass all three sections of the Core prior to Phase I in order to prevent disruption of taking education courses in case you are not successful in passing all three sections.

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<tr>
<td>ECE 631</td>
<td>Early Childhood Curriculums &amp; Programs</td>
<td>3</td>
</tr>
<tr>
<td>ECE 634</td>
<td>Family, Child and School Interaction</td>
<td>3</td>
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Second Year
Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECE 604</td>
<td>Building Meaningful Curriculum/Developmentally Appropriate Pract in Creative Arts &amp; Social Studies</td>
<td>3</td>
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<tr>
<td>ECE 656</td>
<td>Building Meaningful Curriculum/Developmentally Appropriate Practice in Mathematics and Science</td>
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</table>

Semester 2

Phase IV (Students must pass the Praxis Early Childhood Exam (5025) before or during this semester. You must take these courses prior to ECE 623 and these courses have to be taken together.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECE 638</td>
<td>Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ECE 635</td>
<td>Research Early Childhood Education</td>
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Third Year
Semester 1

<table>
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<tr>
<td>ECE 623</td>
<td>ECE Graduate Clinical Practice I</td>
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<tr>
<td>ECE 639</td>
<td>Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum (ECE 623 AND ECE 639 MUST BE TAKEN TOGETHER)</td>
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Semester 2

THE FOLLOWING COURSES MUST BE TAKEN TOGETHER:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ECE 633</td>
<td>Seminar &amp; Practicum in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 605</td>
<td>ECE SPEC GRAD Clinical Practice II</td>
<td>4</td>
</tr>
<tr>
<td>ECE 655</td>
<td>Classroom Management, Classroom Behavior and Positive Behavior Supports</td>
<td>3</td>
</tr>
</tbody>
</table>
Students also have to obtain a passing score on edTPA in order to be able to apply for certification. Important: The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education requirements. Please contact Department Chairperson Dr. Sai Jambunathan at sjambunathan@njcu.edu

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<thead>
<tr>
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<tbody>
<tr>
<td>ECE 610</td>
<td>Child Study Basis Educational Planning</td>
<td>3</td>
</tr>
<tr>
<td>ECE 631</td>
<td>Early Childhood Curriculums &amp; Programs</td>
<td>3</td>
</tr>
<tr>
<td>ECE 655</td>
<td>Classroom Management, Classroom Behavior and Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>ECE 638</td>
<td>Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum Pre K K</td>
<td>3</td>
</tr>
<tr>
<td>or LTED 606</td>
<td>Literacy Learning in the Early Childhood Curriculum</td>
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<tr>
<td>ECE 624</td>
<td>Introduction to Early Childhood Special Education:Establishing a Positive Urban Educational Envir</td>
<td>3</td>
</tr>
<tr>
<td>ECE 656</td>
<td>Building Meaningful Curriculum/ Developmentally Appropriate Practice in Mathematics and Science</td>
<td>3</td>
</tr>
<tr>
<td>ECE 633</td>
<td>Seminar &amp; Practicum in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 634</td>
<td>Family, Child and School Interaction</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 24

The Early Childhood Specialized P-3 Alternate Route Program

This completely online program is designed for candidates who have the New Jersey Department of Education Preschool through Grade Three regular (not the temporary) Certificate of Eligibility, working full time as a lead teacher in an early childhood setting, completed the 50 hour Introduction to Teaching P3 course and are required to complete the NJDOE approved 24-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. A letter of completion or NJDOE program verification form can be obtained by the candidate upon completion of the program requirements.

Admission Requirements
• A NJDOE issued regular (not the temporary one) CE in P-3
• Employment verification letter to provide a proof of full-time employment as a lead teacher in P-3 setting
• 50 hour Introduction to Teaching PreK-3 course completion verification form (Contact the Office of Professional and Lifelong Learning at 201-200-3089, or email pell@njcu.edu or visit the website www.njcu.edu/pell for more information)

Students also have to obtain a passing score on edTPA in order to be able to apply for certification

Important: The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education requirements. Please contact Department Chairperson Dr. Sai Jambunathan (sjambunathan@njcu.edu) for most current requirements.
The Department of Educational Leadership aims to prepare reflective, caring, and highly skilled educational practitioners to lead urban schools in their chosen professions, to expand educational theory and practice in urban settings through research, and to work in partnership with constituents to effect change in educational practice in urban schools. Throughout the program, leadership candidates are required to demonstrate competency in their patience and perspective, to exercise judgment and wisdom, to develop their technical, analytical and communication skills, and to exhibit sensitivity to other cultures.

NJCU educational leadership programs prepare students with the awareness to acquire concepts, information definitions, and procedures. These programs provide understanding for students to interpret, integrate and utilize their knowledge and skills. Further they provide unique opportunities for students to apply knowledge and skills to new or specific prospects or problems. Our programs provide students with intentionally developed culturally sustaining school leadership development experiences that connect, embed, and transcend explicit leadership skills within authentic contexts.

The Educational Leadership programs offer predominately online formats. Online formats may also include a blend of synchronous and asynchronous course sessions.

The Educational Leadership Department offers the following programs: • Doctorate of Education (Ed.D) in Community College Leadership • M.A. in Urban Education with a specialization in Educational Administration and Supervision • Principal Certification Program • Supervisor (P-12) Certification

The MA degree, Principal Certification, and Supervisor Certification programs are standards based programs aligned to the Professional Standards for Educational Leaders (PSEL), and the National Educational Leadership Preparation (NELP) Program Recognition Standards at the Building Level, as well as accredited by the Council for the Accreditation of Educator Preparation (CAEP) for educational leadership advanced programs.

Contact Us
201-200-2400
Susan Phifer, Ed.D, Chairperson
sphifer@njcu.edu

201-200-3401
Michele Rhodes, Administrative Assistant
mrhodes2@njcu.edu

REQUEST MORE INFORMATION

Susan Phifer, Chairperson (sphifer@njcu.edu)
Assistant Professor of Educational Leadership
Rutgers University, B.A., New Jersey City University, M.A., University of San Francisco, Ed.D.

Christine Harrington
Associate Professor of Educational Leadership
The College of New Jersey, B.A., M.A.; Lehigh University, Ph.D.

Roger F. Harris
Assistant Professor of Educational Leadership
Boston University, B.A.; University of Massachusetts, M.A., Boston College, Ph.D.

Adele T. Macula
Assistant Professor of Educational Leadership
New Jersey City University, B.A.; Saint Peter’s University, M.A.; Seton Hall University, Ed.D.

John Melendez
Professor of Educational Leadership

<table>
<thead>
<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td>ECE 638 or LTED 606</td>
<td>Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum Pre K-K or Literacy Learning in the Early Childhood Curriculum</td>
</tr>
<tr>
<td>ECE 655</td>
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| Second Year | Semester 1 |  |
|---|---|
| ECE 624 | Introduction to Early Childhood Special Education:Establishing a Positive Urban Educational Envir |
| ECE 656 | Building Meaningful Curriculum/ Developmentally Appropriate Practice in Mathematics and Science |
|  | Credits 6 |

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|  | Total Credits 24 |

Students also have to obtain a passing score on edTPA in order to be able to apply for certification

Important: The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education requirements. Please contact Department Chairperson Dr. Sai Jambunathan (sjambunathan@njcu.edu) for most current requirements.

Student Learning Outcomes

1. Our candidates demonstrate mastery of the subject matter they plan to teach.
2. Our candidates demonstrate their pedagogical knowledge, integrating their understanding of their pupils’ developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Our candidates demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Our candidates know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Our candidates are able to use appropriate technology in carrying out their professional responsibilities.
Rutgers University, B.A.; New Jersey City University, M.A.; Seton Hall University, Ph.D.

Carrie Robinson  
Professor of Educational Leadership  
Hunter College, B. A.; Harvard University, M.Ed.; Fordham University, Ed.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on “Completing a Graduate Program (p. 6).”

- Community College Leadership, Ed.D. (p. 76)
- Urban Education with a specialization in Educational Administration and Supervision, M.A. (p. 78)
- Supervisor (P-12) Certification (p. 77)
- Principal/Supervisor Certification Program (p. 77)

Educational Leadership (EDLD)

EDLD 601 School Law (3 Credits)
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 602 Collective Negotiations in the Public Sector (3 Credits)
This course offers a survey of the development of collective negotiations in public education and public service; a study of evolving concepts in the negotiation process; technical preparation to assist administrators and employees in negotiations; legal trends; and evolving issues and current practices. There is some emphasis on case studies, collective agreements, and the status of public employee bargaining in selected states. This course is designed for individuals in personnel management, employer/employee relations in the public sector, and for individuals who wish to learn more about collective negotiations in the public sector.

EDLD 619 Individually Guided Education Leadership Workshop (3 Credits)
The workshop is an intensive experience design to prepare facilitators/principals/learning community leaders for implementation of individually guided education. Training in individualization of instruction, peer teaching observation methods, advisor/advisee relationships, and learning design.

EDLD 620 Selected Problems in Law for Teachers, Supervisors, Administrators and School Business Officials (3 Credits)
The seminar topics and activities focus on legal problems that are particularly significant for teachers, supervisors and administrators in contemporary urban schools. Topics are examined for legal principles with illustrations from leading court decisions. Emphasis is placed on current trends and issues and the impact of the law on educational theory and practice.

EDLD 624 Evaluating School Programs (3 Credits)
This course examines the processes of mandatory and voluntary evaluation of schools. Its foci include both compliance reviews and reviews for school renewal and improvement. It outlines the self study process, examines the various approaches to school self-examination, explores development and modification of instruments which are helpful to information gathering, and examines the diverse methods of reporting findings.

EDLD 640 Home, School and Community Relations (3 Credits)
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.  
Pre-Requisite(s): Marticulation required

EDLD 643 Educational Leadership Total Quality Management (3 Credits)
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 or moving a school district toward TQM is developed. Group participation is stressed.

EDLD 646 Innovations in Curriculum and Educational Leadership (3 Credits)
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 655 School and Community Partnerships in Innovative Curriculum, Teaching and Learning (3 Credits)
This course explores established strategies, curriculum, and effective programs that develop partnerships between the school, parents, and the community to improve student achievement. The emphasis in curriculum innovation will focus on the standards-based curriculum in New Jersey as well as strategies and models for teachers to engage parents/guardians in supporting their children for better achievement.

EDLD 659 Planning & Managing Technology in Schools (3 Credits)
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 Credits)
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. 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 Curric Dev&Eval (3 Credits)
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 Credits)
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.
Pre-Requisite(s): Matriculation Required.

EDLD 664 Educational Administration Leadership II-Strategic Leadership and Teaching (3 Credits)
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.
Pre-Requisite(s): Matriculation Required and EDLD 663

EDLD 665 Personnel, Supervision and Staff Development (3 Credits)
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 Credits)
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.
Pre-Requisite(s): Matriculation Required and EDLD 669

EDLD 669 Measurement and Supervision of Learning and Teaching (3 Credits)
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 Credits)
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 (N.J.). 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 673 The Principalship (3 Credits)
This course examines the responsibilities and duties of the principal today. The special problems of the principal in the urban schools are explored. The emerging role of the principal in identifying urban school objectives and developing and administering programs relevant to urban areas is emphasized. Legal and social aspects of the principalship are areas of focus.

EDLD 681 School Finance (3 Credits)
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 Credits)
An examination of the political, social, fiscal and technical/professional components for planning and renovating physical facilities for educational use. Attention given to operating and maintenance costs in the context of declining enrollments and changing educational requirements. Theoretical and practical policies for effective plan utilization, including the withdrawing of school buildings from educational service and reviewed.

EDLD 685 Foundations of Policy and Political Systems in Urban Schools (3 Credits)
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 Finance for School Leaders (3 Credits)
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.
Pre-Requisite(s): Matriculation
EDLD 690 Internship For Urban School Personnel I (3 Credits)
This directed 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. In addition to working closely with the sponsoring administrator or supervisor in the full range of activities, 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.
Pre-Requisite(s): Matriculation Required

EDLD 693 Internship for Urban School Personnel II (3 Credits)
A continuation of EDLD 690 Internship for Urban School Personnel I, this course is available only with the approval of the assigned graduate advisor and department chair.
Pre-Requisites: Matriculation Required and EDLD 690

EDLD 695 Internship for Urban Personnel III (3 Credits)
This internship, for educators with an MA in Educational Leadership and principal certification, provides a 150-hour clinical experience in educational supervision and administration. The role of the superintendent is a focus of observation, study and practice, as participants work cooperatively with a department faculty member and a practicing school superintendent.

EDLD 700 Advanced Seminar: Selected Problems and Issues in Administration, Supervision and Curriculum I (3 Credits)
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.

EDLD 810 Community College Leadership Institute (1 Credit)
This institute introduces students to scholarly practice and the Community College Leadership Doctoral program learning goals, related learning tasks, and timeline. This course explores current issues facing community colleges, innovative practices, and the role and competencies of community college leaders.
Pre-requisite: Admission to doctoral program
Co-requisite: EDLD 811

EDLD 811 Community Colleges: Past, Present, and Future (3 Credits)
This course provides a comprehensive historical overview of community colleges, emphasizing past and current practices as well as exploring future directions. The expanded mission from access to success and the changing role of the community college considering social, political, and economic factors will be discussed.
Pre-requisite: Admission to doctoral program
Co-requisite: EDLD 810

EDLD 812 Leadership Theory and Change Management (3 Credits)
This course explores organizational leadership theories and how these theories can be used to positively influence rapidly changing, complex educational organizations. Emphasis is on the impact of diversity, culture, ethnic origin and societal change on educational institutions and the role that change management leaders play in student success reform.
Pre-requisite: EDLD 810 and 811; Co-Requisite: EDLD 831.
Co-Requisite: EDLD 831.

EDLD 813 Promoting Equity: Teaching and Supporting Diverse Student Learners (3 Credits)
This course examines issues, strategies, and methods for teaching and supporting adult learners in the community college setting in order to promote equity and excellence for all learners. The focus will be on institutional level policies and practices that promote equity, social justice, and student success.
Corequisites: EDLD 832 Educational Research I.

EDLD 814 Innovative Teaching Strategies and Practices (3 Credits)
This course provides community college leaders with a strong foundation in backward course design principles and evidence-based teaching and learning practices. Students will also explore and evaluate innovative approaches to teaching in-person, online, and blended courses to meet the changing needs of diverse student populations.
Prerequisite(s): Prerequisite EDLD 813 and Corequisite EDLD 840
Corequisite: EDLD 840

EDLD 815 Strategic Planning, Assessment, and Innovation (3 Credits)
This course focuses on strategic planning and assessment processes within community colleges. Students will develop planning, implementation, and leadership skills needed to direct and evaluate strategic decision-making and engage in continual assessment practices. Focus will be on using data-driven and innovative practices to improve student success outcomes.
Prerequisites: EDLD 814 and EDLD 840; Corequisites EDLD 833 and EDLD 842
Corequisites: EDLD 833 and EDLD 842

EDLD 831 The Scholarly Practitioner (3 Credits)
This course is an introduction to the dissertation process. The focus is on using research and theory to identify and solve complex problems of practice related to equity and social justice issues in community colleges. Being a critical consumer and contributor to scholarly literature will be emphasized.
Pre-requisite: EDLD 810 and 811; Co-Requisite: EDLD 812.
Co-Requisite: EDLD 812.

EDLD 832 Educational Research I (3 Credits)
This course introduces students to commonly used descriptive and inferential statistics and research methods such as quantitative, qualitative, implementation science, and mixed methods that can be used to investigate problems of practice. This course will enable students to determine appropriate methods and carefully evaluate research.

EDLD 833 Educational Research II (3 Credits)
Students will learn how to ethically collect, analyze, and interpret quantitative and qualitative data to determine the effectiveness of programs, policies, and practices in community colleges. Document reviews, surveys, interviews, and focus groups, along with traditional student success outcome data, will be used to inform decisions.
Prerequisite: EDLD 814 and EDLD 840; Corequisite EDLD 815 and EDLD 842
Corequisite: EDLD 815 and EDLD 842
EDLD 840 Mentoring I (1 Credit)
Students will learn how to maximize learning through mentorship and establish relationships with their mentor and other key stakeholders at their experiential learning placement. Working with a professional mentor, students will engage in self-assessment and develop a professional growth plan aimed at improving leadership skills and building content expertise.
Corequisite: EDLD 814

EDLD 850 Experiential Learning I (2 Credits)
Students will provide at least 50 hours of virtual coaching and project-based support to a community college partner. The focus of the service-learning project will be determined in collaboration with the community college partner and approved by mentoring coordinator. To support this work, students will receive mentoring from a professional.
Corequisite: EDLD 833

EDLD 855 Experiential Learning II (2 Credits)
In this second experiential learning course, students will provide another 50 hours of virtual coaching and project-based support to a community college partner. To support this work, students will receive mentoring from a professional.

EDLD 860 Mentoring II (1 Credit)
In this second mentoring course, students will continue to develop leadership and change management skills, along with content expertise, by working with a professional mentor. At the conclusion of the yearlong experiential learning component of the doctoral program, students will engage in self-assessment and reflect on professional growth.

Community College Leadership, Ed.D.

The Ed.D. in Community College Leadership is a practice-focused 55-credit cohort-based online program with an annual 1-week in-person summer institute requirement that is designed to be completed by working professionals in 3 years. Recognizing the need for future leaders in the community college sector, this program aims to provide students with the essential skills and experiences needed so that they can take on a variety of leadership roles and positions. For example, graduates of this program may find success as mid-level and high-level administrators, teaching and learning center directors, leaders of student success initiatives, faculty and student services leaders, and more.

As a member of the Carnegie Project on the Education Doctorate (CPED) consortium, this program has a strong emphasis on social justice and equity as well as scholarly practice. Distinguishing features of the program include:

1. A year-long mentoring and experiential learning component where students are supporting community college partners while guided by national experts.
2. An emphasis on public scholarship so that students are disseminating research to practitioners in the field.
3. A program evaluation dissertation that provides students with the opportunity to assess the effectiveness of programs, policies, or practices that address problems of practice in the field.

This program is designed to attract faculty, staff, and administrators, especially those from underrepresented groups, who are passionate about the community college mission of access and success and want to develop or enhance leadership skills.

The NJCU Community College Leadership program is designed to admit candidates who meet the academic requirements for rigorous doctoral study and who possess personal qualities and professional experiences that suggest a strong potential for success both as doctoral students and as educational leaders.

The following are the requirements of all applicants for the Ed.D. in Community College Leadership:

1. An earned master’s degree or equivalent from a regionally accredited institution of higher education with a cumulative GPA of 3.0 or above;
2. Professional experience in the field of education; and
3. Demonstrated academic excellence, problem-solving ability, and an interest in critically assessing and bringing about improvements within current educational policies and practices.

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<td>EDLD 812</td>
<td>Leadership Theory and Change Management</td>
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<td>EDLD 831</td>
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<tr>
<td>EDLD 813</td>
<td>Promoting Equity: Teaching and Supporting Diverse Student Learners</td>
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<td>EDLD 832</td>
<td>Educational Research I</td>
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<td>Semester 2</td>
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<td>EDLD 840</td>
<td>Mentoring I</td>
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<td>EDLD 814</td>
<td>Innovative Teaching Strategies and Practices</td>
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<td>EDLD 8XX</td>
<td>Strategic Human Resource Management</td>
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<td>EDLD 8XX</td>
<td>Curricular and Instructional Leadership</td>
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<tr>
<td>EDLD 8XX</td>
<td>Student Services Leadership</td>
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Matriculation into the Principal in Educational Leadership

Eligibility for this program requires:

• Possession of a standard teaching and/or educational services certification or equivalent
• Five years of full-time teaching and/or educational experience under an appropriate standard certification
• Verification of current employment in P-12 setting

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.

Student Learning Outcomes

Upon completion of the Community College Leadership doctoral program, students will be able to:

1. Use an evidence-based approach to decision making and leadership, with a focus on the goal of increased rates of student completion and success.
2. Promote culturally responsive pedagogical and supportive practices that are grounded in theory and research.
3. Engage in partnerships to champion the mission of the community college and lead various reform efforts aimed at reducing equity gaps.
4. Effectively engage in strategic planning and assessment and clearly communicate vision and data to various stakeholders.

Principal Certification Program

The Principal/Supervisor Certification program is designed for P-12 setting personnel who have at least five year’s experience under a standard certification in their profession and/or possess a Supervisor Certification. This unique program allows students to utilize prior approved EDLD coursework to obtain this certification. The Principal Certification specializes in preparing experienced school leaders to foster the success of all students through engaging in effective instructional leadership, continuous professional learning, and collaborating and communicating with all stakeholders. The NJCU setting provides opportunities to develop culturally sustaining leadership and advocacy for equity for all in the P-12 setting.

The principal certification program is a standards based program aligned to the Professional Standards for Educational Leaders (PSEL), and the National Educational Leadership Preparation (NELP) Program Recognition Standards at the Building Level, as well as accredited by the Council for the Accreditation of Educator Preparation (CAEP) for educational leadership advanced.

The Principal/Supervisor Certification is a 36 credit program which requires students to have at least 5 years work experience under a standard certification and be working full-time in a P-12 setting. The program includes a year-long internship of 300 hours. Students must take the School Leaders Licensure Assessment (SLLA) to complete the program as well as maintain a B grade point average. Students will be tasked to meet any additional requirements established by our accreditation organization and the New Jersey State Education Department.

Eligibility for this program requires:

• Matriculation into the Principal in Educational Leadership

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<td>Measurement and Supervision of Learning and Teaching</td>
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<td>EDLD 646</td>
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Phase II

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<td>EDLD 664</td>
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<td>EDLD 668</td>
<td>Research in Urban Education, Supervision and Administration</td>
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<td>EDLD 681</td>
<td>School Finance</td>
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Phase III

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<tr>
<td>EDLD 690</td>
<td>Internship For Urban School Personnel I</td>
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<tr>
<td>EDLD 693</td>
<td>Internship for Urban School Personnel II</td>
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1 Matriculated students in the following degree programs: ECE, EDTC, LTED, MCC, and MDT, may substitute the following courses for EDLD 646 and EDLD 669.

2 Substitution must be approved by your advisor.

Supervisor (P-12) Certification

The Supervisor certification program is designed for P-12 setting personnel who hold a Master's degree, have three years full time experience under a standard certification in their profession, and who desire to become a supervisor in their field. This certification specializes in preparing students with the skills, knowledge, and dispositions for effective supervision of instruction and staff supervision. Students will engage in clinical experiences that promote curriculum design and the latest staff supervision models and strategies. The NJCU setting provides opportunities to develop culturally sustaining supervision skills as well as promote equity and advocacy for all in the P-12 setting.

The principal certification program is a standards based program aligned to the Professional Standards for Educational Leaders (PSEL), and the National Educational Leadership Preparation (NELP) Program Recognition Standards at the Building Level, as well as accredited by...
the Council for the Accreditation of Educator Preparation (CAEP) for educational leadership advanced.

The Supervisor certification program is a 12 credit program which requires students to be working full-time in a P-12 setting. Students will complete courses in the following areas:

- Three credits in general principles of instructional staff supervision in preschool through grade 12
- Three credits in general principles of curriculum design and development for preschool through grade 12
- Three elective credits in instructional staff supervision
- Three graduate credits in curriculum development

Students will engage in several PSEL standards based clinical experiences and maintain a B grade point average. Students will be tasked to meet any additional requirements established by our accreditation organization and the New Jersey State Education Department.

Eligibility for this program requires:

- Hold a Master's degree or higher from a regionally accredited college or university
- Possession of a standard teaching and/or educational services certification or equivalent
- Three years of full-time teaching and/or educational experience under an appropriate standard certification
- Verification of current employment in P-12 setting

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.

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**Total Credits 12**

Urban Education with a specialization in Educational Administration and Supervision, M.A.

The Master of Arts in Urban Education (with a specialization in Educational Administration and Supervision) is a 36 credit degree program which requires students to have at least three years of full-time experience under a standard certification and be working full-time in a P-12 setting. The program includes a year-long internship of 300 hours. Students must take the School Leaders Licensure Assessment (SLLA) to complete the program as well as maintain a B grade point average. Students will be tasked to meet any additional requirements established by our accreditation organization and the New Jersey State Education Department.

Eligibility for this program requires:

- Matriculation into the M.A. in Educational Leadership
- Possession of a standard teaching and/or educational services certification or equivalent
- Three years of full-time teaching and/or educational experience under an appropriate standard certification
- Verification of current employment in P-12 setting

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.

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In the NJCU Educational Leadership program educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The PSEL standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success. Students who successfully complete this educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to the following:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

**Educational Technology**

Professional Studies Building, Room 209
201-200-3078
http://www.njcu.edu/department/educational-technology

**Mission Statement:** Empower learners to become educational technologists who develop their expertise to help others become digital citizens in this evolving global environment.

Why do some technologies succeed and others fail in classrooms? What are the educational applications and policy consideration of wearable technologies, robotics, and virtual reality? What is the role of technology in international education? Addressing issues like these is the principal work of the faculty and students in the Educational Technology Master’s and Doctoral programs at New Jersey City University. The purpose of the programs is to develop educators and leaders with a vision for technology in a broad spectrum of contexts. Our students work in school districts, colleges, and the private and nonprofit sector in New Jersey and around the world.

The Masters of Arts degree program in Educational Technology and the Master of Arts degree program in Educational Technology with a Specialization in School Library Media both focus on developing expertise in teaching with technology for classroom, media center, school, and district improvement. They are designed to meet the needs of educators who want to apply technology to the learning process and for individuals wishing to develop leadership skills as site-based technology coordinators. The degree 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. Students in the program 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 technology users. All courses are offered completely online and feature a highly interactive and collaborative learning community. The online Master’s degree programs in the department of Educational Technology are highly regarded and ranked in the field for their effective teaching, extensive faculty/student collaboration, and practical application to the real world.

The Ed.D. in Educational Technology Leadership is a three-year doctoral program where students work online for three semesters per year (Summer II, Fall, and Spring), and come to NJCU for a one-week Summer Institute. During the Summer Institute, candidates are on the NJCU campus attending classes and guest lectures, collaborating with faculty
and each other, and participating in field visits with organizations such as the Liberty Science Center and the Museum of the Moving Image. The program is unique in that it looks at educational technology in higher education, K-12 environments, and the private sector. The 60-credit program is demanding, but the community likes to refer to it as ‘hard fun’.

Laura Zieger, Chairperson  
Professor of Educational Technology  
Montclair State University, B.A., M.A., Pepperdine University, Ed.D.

Tracy Amerman  
Professor of Educational Technology  
Montclair State University, B.S., M.A.; Rutgers University, Ed.D.

Christopher Carnahan (ccarnahan@njcu.edu)  
Associate Professor of Educational Technology  
Indiana University of Pennsylvania, B.S., M.A., Ph.D.

Christopher Shamburg (cshamburg@njcu.edu)  
Professor of Educational Technology  
Rutgers University, B.A., M.A.; Teachers College, Columbia University, Ed.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on “Completing a Graduate Program (p. 6).”

- Educational Technology Leadership, Ed.D. (p. 86)
- Educational Technology, M.A. (p. 89)
- Educational Technology with a Concentration in School Library Media Specialist, M.A. (p. 87)
- Associate School Library Media, Specialist Certification (p. 84)
- Assistive Technology, Specialist Certificate (p. 84)
- Career Education, Specialist Certificate (p. 85)
- Distance Learning, Specialist Certificate (p. 85)
- STEM Certificate (https://catalog.njcu.edu/graduate/education/educational-technology/stem-certification/)

Education Technology (EDTC)

EDTC 612 Technology in the Math Science Curriculum (3 Credits)  
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 and integrate 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 Credits)  
This course provides knowledge of emerging distance learning systems. Candidates learn to enhance online learning instruction by using various methodologies. 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 Social Studies Curriculum. (3 Credits)  
This course explores the use of technology within the social studies curriculum. Candidates are asked to work with a broad range of technology. 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, candidates are asked to analyze these standards with respect to new technologies.

EDTC 616 Technology In Special Education Curriculum (3 Credits)  
This course assists candidates in understanding the roles of technology and contemporary learning theories as they relate to the education of students with disabilities. Inclusive practices and assistive technology are examined. The goal is to develop candidates who know how to access and integrate 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 Credits)  
This course focuses on emerging technologies as well as the theory of online information presentation and design. The goal is to develop candidates who know how to access and integrate resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class.

Pre-Requisite(s): EDTC 621 Using The Internet In Education

EDTC 618 Learning Theories, Motivation, & Relationship to Technology (3 Credits)  
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 Credits)  
This course examines a variety of technologies to create dynamic multimedia content. The goal is to develop candidates who know how to access and integrate resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project and a portfolio as part of this class.

Pre-Requisite(s): EDTC 642 Introduction to Authoring Tools

EDTC 620 Special Topics in Educational Technology (3 Credits)  
This course examines current issues and topics in educational technology. Since the field of educational technology is ever changing, topics vary.

EDTC 621 Using The Internet In Education (3 Credits)  
This course develops students’ capacity to create and lead school-wide STEM efforts to foster student success using internet-based tools and applications. Students will learn and practice strategies for using the internet to analyze data, determine learner needs, and generate curriculum and policies to support faculty and learner success.

EDTC 622 Research Applications in Educational Technology I (3 Credits)  
(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 or project which is completed in EDTC 628 Research Applications in Educational Technology II.

Pre-Requisite(s): Minimum of 24 EDTC graduate credits, including EDTC 618 or EDU 628 and EDTC 631.
EDTC 623 Introduction to Educational Technology (3 Credits)
This course provides background knowledge of basic educational technologies with particular emphasis on the applications of instructional technology in the K-12 curriculum. 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 Credits)
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 and integrate 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 Credits)
Candidates will learn how to apply a variety of technologies in systemic approaches to curriculum design and implementation. Participants consider the professional standards that address technology integration and professional development, as well as the ethical, legal, and human dimensions of such a change. They explore leadership and supervisory approaches to the redesign of instruction through emerging and online technologies. The goal is to develop candidates who know how to access and integrate resources to maintain state-of-the-art technological literacy.

EDTC 626 Technology in the Art/Music Curriculum (3 Credits)
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 and integrate resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class.

EDTC 627 Seminar: Current Issues and Trends in Educational Technology (3 Credits)
This course is designed to explore the latest trends and research in curriculum and technology integration and explore how these trends affect instructional settings. Candidates provide evidence of their knowledge and expertise through the creation of an electronic portfolio.

EDTC 628 Research Applications in Educational Technology II (3 Credits)
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 or project in this course.

Pre-Requisite(s): EDTC 622 Research Applications in Educational Technology I

EDTC 629 Graphics and Graphic Design in Education (3 Credits)
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 students 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 students to current topics of this changing field. Assignments emphasize the development of aesthetic - or “feel” - for type and the current philosophic discussions concerning the production of meaning through visual form.

EDTC 631 Administration and Supervision of Technology in Educational Settings (3 Credits)
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 Credits)
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 and integrate 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 Credits)
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 and integrate 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 Credits)
In this course, candidates focus on educational technology research conducted by teachers around the world and design an online learning experience.

Pre-Requisite(s): EDTC 614, EDTC 622, EDTC 676, EDTC 677, and EDTC 678.

EDTC 642 Introduction to Authoring Tools (3 Credits)
This course will explore a variety of multimedia creation tools. Candidates will conduct a comprehensive survey of authoring tools and create projects applying design elements. Throughout the course, candidates will reflect upon the capabilities of authoring tools that are available to instructional multimedia designers.

EDTC 647 Educational Theory and Curriculum Design for the School Library Media Specialist (3 Credits)
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 Credits)
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 many choices in handling situations that may arise in their libraries.

EDTC 649 Teaching Methodologies for the School Library Specialist (3 Credits)
Course is designed to prepare School Library Media Specialists for their roles as teachers, curriculum developers, and partners with teachers. The focus of this courses is on developing effective methods and the related work of correlating content, standards, and assessment techniques.
EDTC 651 Organization of Library Media Materials (3 Credits)
This course provides an examination of the technical processes (acquisitions, cataloging, processing, and circulation) necessary for the access, organization, and maintenance of 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 652 Computer Hardware/Courseware for the Library Media Center (3 Credits)
This course will provide an entry-level experience for the educational media specialist. The project-based format of the course will allow opportunities for students to gain valuable knowledge in computer hardware and courseware for the Library Media Center.

EDTC 653 Selection and Acquisition of Print and Non-Print Media (3 Credits)
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 654 Educational Media Prod Techn (3 Credits)

EDTC 655 Internship: School Media Centers (3 Credits)
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. (This course is taken as the last course in the sequence.)

EDTC 661 Administration and Supervision of Library Media Centers (3 Credits)
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.

EDTC 662 Advanced Field Experience (3 Credits)
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.

Pre-Requisite(s): EDTC 655-Internship School Media Center

EDTC 671 Introduction to Assistive Technology (3 Credits)
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 AT Devices (3 Credits)
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.

EDTC 673 The Internet as Assistive Technology (3 Credits)
This course examines the research, theory, resources, and design issues related to the use of the Internet for persons with disabilities. Students will evaluate Internet-based programs and resources and apply design theory for the creation of Internet-based education material for persons with disabilities and will learn current web development tools.

EDTC 674 Assistive Technology Assessment and Evaluation (3 Credits)

EDTC 675 Practicum in Assistive Technology (3 Credits)

EDTC 676 Effective Models of E-Learning (3 Credits)
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.

EDTC 677 Methods for Building Online Communities (3 Credits)
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.

EDTC 678 Developing and Managing Distance Learning Programs (3 Credits)
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.

EDTC 801 Summer Institute in Educational Technology Leadership I (2 Credits)
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 Credits)
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 Credits)
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.
EDTC 804 Global Issues in Educational Technology Leadership (3 Credits)
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.
Pre-Requisite(s): EDTC 801, EDTC 802, and EDTC 803

EDTC 805 Cross-Discipline Studies in Technology (3 Credits)
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.
Pre-Requisite(s): EDTC 801, 802, and 803

EDTC 806 Research Methods in Educational Technology Leadership (3 Credits)
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.
Pre-Requisite(s): EDTC 804 and EDTC 805

EDTC 807 Implementation and Evaluation of Curriculum (3 Credits)
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.
Pre-Requisite(s): EDTC 804 and EDTC 805

EDTC 808 Summer Institute in Educational Technology Leadership II (2 Credits)
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.
Pre-Requisite(s): EDTC 806, and EDTC 807

EDTC 809 Assessment and Evaluation (3 Credits)
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 real-world challenges of conducting and analyzing research in educational and corporate settings.
Pre-Requisite(s): EDTC 808, EDTC 625, and EDTC 676

EDTC 810 Statistics for Educational Research (3 Credits)
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.
Pre-Requisite(s): EDTC 809, and EDTC 631

EDTC 811 Summer Institute in Educational Technology Leadership III (2 Credits)
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.
Pre-Requisite(s): EDTC 810 and EDTC 677

EDTC 812 Teaching in the Adult Learning Environment (3 Credits)
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.
Pre-Requisite(s): EDTC 810, and EDTC 677

EDTC 813 Advanced Using Integrated Software across the Curriculum (3 Credits)
Students will examine the patterns of traditional use, current issues and emergent trends of digital technology in learning, and develop an expertise to function as entrepreneurs in establishing new products or services. They will assess integration strategies that support and enhance educational experiences across a diverse array of learners and analyze professional development and training initiatives in technology for relevant stakeholders.

EDTC 814 Advanced Effective Models of E-Learning (3 Credits)
At an advanced level, this course focuses on concepts and strategies necessary to step into a leadership role in the integration and application of technology and E-learning. Students explore delivering instruction through multimedia and/or multiple modalities with a focus on matching appropriate technologies to learning outcomes. Students will also explore the role of leadership in balancing the priorities of technology integration and curriculum decisions.

EDTC 815 Advanced Administration & Supervision of Technology in Educational Settings (3 Credits)
This course prepares students to serve as professionals who promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for schools and organizations at an advanced level. The course prepares students who desire to lead education and training organizations in improving teaching and learning through the scientifically sound application of educational technology.

EDTC 816 Advanced Methods for Building Online Communities (3 Credits)
The course prepares students for roles as online community researchers, designers, managers, and users. It will introduce important concepts, terms, and theories about online communities. Students will gain a better understanding of how social science research can help design interaction spaces that encourage community building.

EDTC 817 Advanced Development and Managing Distance Learning Programs (3 Credits)
Delivering high-quality distance learning programs requires innovation in program development and delivery. In this course, students will analyze the relevant issues impacting distance education and incorporate an understanding of the historical and current evolution of distance learning into a vision for the future. Students will explore industry best practices in planning, launching, maintaining, and coordinating distance education programs.
EDTC 901 Dissertation I (6 Credits)
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.
Pre-Requisite(s): EDTC 811, EDTC 812, and EDTC 678

EDTC 902 Dissertation II (6 Credits)
In Dissertation II candidates will conduct their research, process the data gathered, draw conclusions, and reflect upon their study.
Pre-Requisite(s): EDTC 901

EDTC 903 Maintenance of Matriculation for the Doctorate in Educational Technology Leadership (3 Credits)
This course is designed for students to work one-on-one with their dissertation chairs and other committee members to complete their dissertations. The student will demonstrate, rigorous research, ethical data collection and reporting, a synthesis of their conclusions with related literature.
Pre-Requisite(s): EDTC 902

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 671</td>
<td>Introduction to Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 672</td>
<td>Hardware, Software, and Telecommunications AT Devices</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 673</td>
<td>The Internet as Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 674</td>
<td>Assistive Technology Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 675</td>
<td>Practicum in Assistive Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Associate School Library Media, Specialist Certification
The Associate School Library Media Specialist (ASLMS) certification program is for those seeking only the ASLMS certification and not a graduate degree. The program consists of 8 courses offered completely online. Students are also required to complete a 150-hour internship as part of the requirements for the last class in the program. Students acquire the skills and competencies for the certification that will enable them to develop and coordinate school library media services while learning to apply multimedia to the instructional design process. All coursework is project-based with immediate applicability to real-world practice.

Admissions requirements:
- Official transcript(s) with 3.00 or higher cumulative GPA
- Essay

Transfer Student Information: Transfer credits are not accepted into Certification only programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 621</td>
<td>Using The Internet In Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 625</td>
<td>Using Integrated Software Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 627</td>
<td>Seminar: Current Issues and Trends in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 642</td>
<td>Introduction to Authoring Tools</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 651</td>
<td>Organization of Library Media Materials</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 653</td>
<td>Selection and Acquisition of Print and Non-Print Media</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 655</td>
<td>Internship: School Media Centers</td>
<td>3</td>
</tr>
<tr>
<td>LTED 618</td>
<td>Pedagogy and Application of Children's Literature in the K-12 Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 24

If you do not hold a NJ teaching certification, you must take the following 3 courses for advanced Standing or Standard NJ certification:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 647</td>
<td>Educational Theory and Curriculum Design for the School Library Media Specialist</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 648</td>
<td>Student Learning Development and Behavior Management for the School Library Media Specialist</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 649</td>
<td>Teaching Methodologies for the School Library Specialist</td>
<td>3</td>
</tr>
</tbody>
</table>

Course
First Year
Semester 1
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 653</td>
<td>Selection and Acquisition of Print and Non-Print Media</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 642</td>
<td>Introduction to Authoring Tools</td>
<td>3</td>
</tr>
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</table>

Total Credits 6

Semester 2
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LTED 618</td>
<td>Pedagogy and Application of Children's Literature in the K-12 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 625</td>
<td>Using Integrated Software Across the Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 6

Summer 1
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 651</td>
<td>Organization of Library Media Materials</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 627</td>
<td>Seminar: Current Issues and Trends in Educational Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 6

Summer 2
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 621</td>
<td>Using The Internet In Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 3
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.


<table>
<thead>
<tr>
<th>Code</th>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 602</td>
<td>Instructional Strategies for Work-Based Education</td>
<td>3</td>
</tr>
<tr>
<td>COE 610</td>
<td>Health and Safety in Career Educaiton</td>
<td>3</td>
</tr>
<tr>
<td>COE 612</td>
<td>Industrial and Labor Relations in Career Educaiton</td>
<td>3</td>
</tr>
<tr>
<td>COE 630</td>
<td>Administration &amp; Supervision of Vocational-Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>COE 660</td>
<td>Career Education for Educators</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
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<td>15</td>
</tr>
</tbody>
</table>

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.

The Career Education Specialist Certificate courses (15 credits) plus:

<table>
<thead>
<tr>
<th>Code</th>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 614</td>
<td>Introduction to Distance Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 618</td>
<td>Learning Theories, Motivation, &amp; Relationship to Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 622</td>
<td>Research Applications in Educational Technology I (Fall only)</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

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.

GAINFUL EMPLOYMENT DISCLOSURES: Certificate in Distance Learning Specialist ([http://web.njcu.edu/advancement/GEDTs/GEDT2018/Gedt-Distance-Learning-Specialist/13.0501-Gedt.html](http://web.njcu.edu/advancement/GEDTs/GEDT2018/Gedt-Distance-Learning-Specialist/13.0501-Gedt.html))

<table>
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<tr>
<td>EDTC 614</td>
<td>Introduction to Distance Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 622</td>
<td>Research Applications in Educational Technology I (Fall only)</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 676</td>
<td>Effective Models of E-Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 677</td>
<td>Methods for Building Online Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 678</td>
<td>Developing and Managing Distance Learning Programs</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Candidates who have completed EDTC 622 for the Master’s in Educational Technology must take EDTC 639, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 618</td>
<td>Learning Theories, Motivation, &amp; Relationship to Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 621</td>
<td>Using The Internet In Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Educational Technology Leadership, Ed.D.

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. This is a three-year cohort program where you work alongside leaders in education and our internationally recognized faculty. All Fall and Spring courses are fully online with hybrid summer courses including a one-week on-campus Summer Institute in July. Students take six credits in fall, six credits in spring, and eight credits in summer for three years. All cohorts begin in the Summer. Students will take comprehensive exams during Summer Institute II and present their portfolios and defend their dissertation proposals during Summer Institute III. Students focus on their dissertations during their third year of study.

Admission application requirements:

- A completed graduate application form, including a $55 non-refundable application fee
- A minimum of 1,000-word essay discussing your goals and objectives for pursuing admission to the degree program to which you are applying
- Official transcripts from all previous colleges attended with 3.25 or higher graduate cumulative GPA or official NACES course-by-course evaluation of any foreign transcripts
- Three (3) letters of recommendation
- Professional Resume or CV
- Official documentation of English Language Proficiency (TOEFL/ IELTS) or waiver if applicable
- Interview

Prerequisites: Applicants must hold a Master’s degree or have up to 21 graduate credits (following the University’s transfer policy) and then must take 9 credits from the Master’s in Educational Technology program, to be selected by the program advisor.

Priority Application Deadline: April 1


REQUIREMENTS FOR ADMISSION

Official Transcripts

- All Bachelor’s- and Master’s-level coursework must be sent directly to the Office of Graduate Admissions from each degree-granting institution. Official transcripts of applicants must bear the raised seal of the institution from which it is sent. The Master’s Degree or applicable masters-level coursework must have been earned at a nationally accredited institution. Official transcripts of all other non-degree coursework should also be submitted. Applicants with non-US credentials must have their transcripts evaluated by World Education Service (WES) or another member of the National Association of Credential Evaluation Services (NACES).

GPA Requirements

Applicants entering with a Master’s Degree or 21 graduate credits must have a minimum of 3.25 Master’s-level GPA to apply for the Doctoral program. Applicants from an international institution must have a strong academic performance comparable to a 3.25 for a Master’s Degree or relevant graduate coursework. All GPA’s are based on a 4.00 scale.

Essay

This 1000-word essay should describe the applicant’s background, past work in the intended field of study, plans for graduate study and professional career, and any other relevant information. The essay should highlight your technology experience and describe how the doctorate will extend the work you have been doing. This should be submitted with the Application Form. Applicants must include a statement of purpose, which will detail their reasons for applying to the program and suitability for doctoral study.

Résumé

With the Application Form, applicants are required to submit a current resume showing employment history, education history, professional activities, publications, presentations, programs or initiatives where you were the leader, and other significant activities determined to be relevant for consideration for the Doctoral program.

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. If the applicant has been out of school for many years, professional recommendations may be used. No more than one letter of recommendation or Recommendation Form may be submitted from the same institution or company.

Interview

The interview will be conducted by the Educational Technology Leadership Admissions Committee.

Application Fee

A non-refundable application fee must accompany the application.

Last Day to Apply

All requirements for the admission process—including the interview—must be completed and ready for review by the Admissions Committee by April 1.

Deposit

86   Educational Technology Leadership, Ed.D.
If an applicant is accepted into the Educational Technology Leadership Doctoral program, a non-refundable deposit in the amount of $1,500 must be received by New Jersey City University within 21 days of the date of the Acceptance Letter. Directions for submitting the payment will be included in the Acceptance Letter. If the University does not receive the deposit within the stated timeframe, the opening will go to the next candidate on the accepted list.

Curriculum

The scope and sequence of the program highlights the policies, systems, pedagogies of educational technology and leadership across K-12, higher education, and entrepreneurship.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDTC 801</td>
<td>Summer Institute in Educational Technology Leadership I</td>
<td>2</td>
</tr>
<tr>
<td>EDTC 802</td>
<td>Principles of Educational Technology Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 803</td>
<td>Data Analysis and Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 804</td>
<td>Global Issues in Educational Technology Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 805</td>
<td>Cross-Discipline Studies in Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 806</td>
<td>Research Methods in Educational Technology Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 807</td>
<td>Implementation and Evaluation of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 808</td>
<td>Summer Institute in Educational Technology Leadership II</td>
<td>2</td>
</tr>
<tr>
<td>EDTC 809</td>
<td>Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 810</td>
<td>Statistics for Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 811</td>
<td>Summer Institute in Educational Technology Leadership III</td>
<td>2</td>
</tr>
<tr>
<td>EDTC 812</td>
<td>Teaching in the Adult Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 813</td>
<td>Advanced Using Integrated Software across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 814</td>
<td>Advanced Effective Models of E-Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 815</td>
<td>Advanced Administration &amp; Supervision of Technology in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 816</td>
<td>Advanced Methods for Building Online Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 817</td>
<td>Advanced Development and Managing Distance Learning Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 901</td>
<td>Dissertation I</td>
<td>6</td>
</tr>
<tr>
<td>EDTC 902</td>
<td>Dissertation II</td>
<td>6</td>
</tr>
<tr>
<td>EDTC 804</td>
<td>Global Issues in Educational Technology Leadership</td>
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</table>

First Year

<table>
<thead>
<tr>
<th>Summer 1</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDTC 801</td>
<td>Summer Institute in Educational Technology Leadership I</td>
</tr>
<tr>
<td>EDTC 802</td>
<td>Principles of Educational Technology Leadership</td>
</tr>
<tr>
<td>EDTC 803</td>
<td>Data Analysis and Report Writing</td>
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<tr>
<td>EDTC 804</td>
<td>Global Issues in Educational Technology Leadership</td>
</tr>
</tbody>
</table>

Semester 1

| EDTC 804 | Global Issues in Educational Technology Leadership               | 3       |

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDTC 805</td>
<td>Cross-Discipline Studies in Technology</td>
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</table>

| EDTC 806 | Research Methods in Educational Technology Leadership            | 3       |
| EDTC 807 | Implementation and Evaluation of Curriculum                      | 3       |

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDTC 808</td>
<td>Summer Institute in Educational Technology Leadership II</td>
</tr>
<tr>
<td>EDTC 813</td>
<td>Advanced Using Integrated Software across the Curriculum</td>
</tr>
<tr>
<td>EDTC 814</td>
<td>Advanced Effective Models of E-Learning</td>
</tr>
</tbody>
</table>

| EDTC 809 | Assessment and Evaluation                                       | 3       |
| EDTC 815 | Advanced Administration & Supervision of Technology in Educational Settings | 3       |

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDTC 901</td>
<td>Dissertation I</td>
</tr>
<tr>
<td>EDTC 902</td>
<td>Dissertation II</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTC 901</td>
<td>Dissertation I</td>
</tr>
<tr>
<td>EDTC 902</td>
<td>Dissertation II</td>
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</tbody>
</table>

Total Credits 60

Educational Technology with a Concentration in School Library Media Specialist, M.A.

The Master of Arts Degree in Educational Technology with School Library Media Specialist certification program includes the best of both worlds. Students acquire the skills and competencies for the certification that will enable them to develop and coordinate school library media services while learning to apply multimedia to the instructional design process. Successfully completing the completely online 36-credit program leads to a Master of Arts degree in Educational Technology and a New Jersey Certificate of Eligibility for the School Library Media Specialist.
certification. All coursework is project-based with immediate applicability to real-world practice.

Admissions requirements:

- Official transcript(s) with 3.00 or higher cumulative GPA
- Essay
- 2 recommendation letters/forms
- Resume
- GRE or test waiver
- Interview

Transfer Student Information

For the purpose of transfer credit, courses taken at another accredited college or university must be approved by the University Admissions and academic departments.

Transfer of credits from another college or university may be considered only after the student is fully matriculated into the degree program.

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 University Admissions. Transfer credits must carry a grade of “B” (3.0) or higher; pass/fail credits are not transferable. Credits which are seven years old, or older, are not applicable to a graduate program at New Jersey City University. Credits earned to complete a previous degree may not be applied toward another degree at New Jersey City University.

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<td>3</td>
</tr>
<tr>
<td>EDTC 631</td>
<td>Administration and Supervision of Technology in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 642</td>
<td>Introduction to Authoring Tools</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 651</td>
<td>Organization of Library Media Materials</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 653</td>
<td>Selection and Acquisition of Print and Non-Print Media</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 655</td>
<td>Internship: School Media Centers</td>
<td>3</td>
</tr>
<tr>
<td>LTED 618</td>
<td>Pedagogy and Application of Children's Literature in the K-12 Classroom</td>
<td>3</td>
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</table>

If you do not hold a NJ teaching certification, you must take the following 3 courses for Advanced Standing or Standard NJ certification:

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<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>EDTC 647</td>
<td>Educational Theory and Curriculum Design for the School Library Media Specialist</td>
<td>3</td>
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<tr>
<td>EDTC 648</td>
<td>Student Learning Development and Behavior Management for the School Library Media Specialist</td>
<td>3</td>
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<tr>
<td>EDTC 649</td>
<td>Teaching Methodologies for the School Library Specialist</td>
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Option 1

First Year

<table>
<thead>
<tr>
<th>Semester 1</th>
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<td>EDTC 642</td>
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<td>Credits</td>
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<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td>LTED 618</td>
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<td>EDTC 618</td>
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<table>
<thead>
<tr>
<th>Summer 1</th>
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<tr>
<td>EDTC 651</td>
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Second Year

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<tr>
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<tr>
<td>EDTC 631</td>
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<td>EDTC 655</td>
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<tr>
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<tbody>
<tr>
<td>EDTC 625</td>
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<tr>
<td>EDTC 621</td>
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Third Year

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>EDTC 627</td>
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<table>
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<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td>EDTC 661</td>
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<tr>
<td>EDTC 662</td>
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| Total Credits | 36 |

Accelerated Option 2

First Year

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>EDTC 642</td>
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Student Learning Outcomes

Upon completion of the Educational Technology with a Concentration in School Library Media Specialist program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils' developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Use appropriate technology in carrying out their professional responsibilities.

Educational Technology, M.A.

This completely online program focuses on developing expertise in teaching and training with technology for varied contexts—K-12 schools, universities, workplaces, museums, and nonprofits. This degree is intended to develop a broad range of technological expertise while exploring the use of current and emerging technologies for effective and efficient teaching in a dynamic, global society. Areas of focus will include online teaching and training, multimedia technology integration, innovative teaching techniques, and educational games and simulations. All coursework is project-based with immediate applicability to real-world practice. NJ Supervisory Certification may be earned with degree.

Admissions requirements:

- Official transcript(s) with 2.75 or higher GPA
- Essay
- 2 recommendation letters/forms
- Resume
- GRE or test waiver
- Interview

Transfer Student Information:

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## Option 1

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<tbody>
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<td>EDTC 620</td>
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<tr>
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<td>Using The Internet In Education</td>
<td>3</td>
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<tbody>
<tr>
<td>EDTC 625</td>
<td>Using Integrated Software Across the Curriculum</td>
<td>3</td>
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<tr>
<td>EDTC 616</td>
<td>Technology In Special Education Curriculum (or students may choose to take EDTC 612 in the Fall or EDTC 624 or EDTC 633 in Summer I)</td>
<td>3</td>
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<tr>
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<td>Research Applications in Educational Technology I</td>
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<tbody>
<tr>
<td>EDTC 628</td>
<td>Research Applications in Educational technology II</td>
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**Total Credits: 36**

## Accelerated Option 2:

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5. Use appropriate technology in carrying out their professional responsibilities.

## Elementary and Secondary Education

Professional Studies Building, Room 329  
201-200-3421  
http://www.njcu.edu/department/elementary-secondary-education

The Department of Elementary and Secondary Education prepares distinguished educators for the state of New Jersey, the country, and many foreign countries. Our programs emphasize critical thinking and analytical skills for problem solving in urban and other school settings. We are dedicated to graduating knowledgeable, capable, and articulate educators who are reflective about their own teaching. We are also
committed to the belief that education is transformative and empowering and that social justice can be best accomplished through an educated citizenry.

THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses
- Passing scores on the Praxis CORE, or 560 verbal, 540 Math on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733 Passing Score 150
- Reading Test #5713 Passing Score 156
- Writing Test #5723 Passing Score 162

Students who meet the score levels below are not required to take the Praxis CORE:

**SAT Scores**

- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, 610 Evidence-Based Reading and Writing or 30 Reading Section

**ACT Scores**

- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

**GRE Scores**

- If taken before 8/1/2011: Quantitative 720, Verbal 530
- If taken on or after 8/1/2011: Quantitative 156, Verbal 155

For more information on Praxis exams:  https://www.ets.org/praxis/nj/requirements (https://www.ets.org/praxis/nj/requirements/)

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:

- Completion of NJCU General Education requirements or equivalent
- Successful completion of major in intended content area
- Passing scores on appropriate Praxis exams
- A minimum cumulative GPA of 3.0
- Successful completion of Clinical Practice 1 and Clinical Practice 2 (student teaching)
- Students will be required to complete a sequence of 50 observation hours in Phase I as per New Jersey Department of Education guidelines

This includes successful submission of the performance assessment, edTPA, as required by the New Jersey Department of Education.

**Note:** For the most updated information on this teaching certification program, students are directed to contact the College of Education as changes may have occurred since publication.

Erik Morales, Chairperson (emorales2@njcu.edu)

---

**Professor of Elementary and Secondary Education**

New York University, B.S., Ph.D., William Paterson University, M.Ed.

Arlene Bloom (abloom@njcu.edu)

**Associate Professor of Elementary and Secondary Education**

Brooklyn College, B.S., M.S.; Rutgers University, Ed.D.

John Bragg (jbragg@njcu.edu)

**Associate Professor, Elementary/Secondary Education**

University of Evansville, B.A.; University of Wisconsin, M.A., Ph.D.

Adrian Martin (amartin6@njcu.edu)

**Assistant Professor of Elementary and Secondary Education**

Montclair State University, B.A.; New Jersey City University, M.A.; Montclair State University, Ph.D.

Vanashri Nargund-Joshi (vnargund@njcu.edu)

**Associate Professor of Elementary and Secondary Education**

Fergusson College, B.S.; Adarsha Comprehensive College of Education and Research, B.Ed.; University of Pune, M.S.; Indiana University, Ph.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

- Elementary Education—Teacher Certification, M.A.T. (p. 94)
- Secondary Education—Teacher Certification, M.A.T. (p. 95)

**Elementary and Secondary Education (EDU)**

**EDU 500 Classroom Management Workshop (1 Credit)**

EDU 500 Classroom Management (1) This course improves and evaluates students' ability to create a learning environment which 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-Requisite(s):** EDU 655

**EDU 501 English Content Praxis Review (1 Credit)**

This course prepares students to take the English Content PRAXIS, the subject assessment in English required to obtain certification to teach secondary language arts in New Jersey. The course offers a broad review of different topics in English as well as strategies for effective test taking and time management.

**EDU 604 New Curriculum Approach Strategies in Elementary/Middle School Mathematics (3 Credits)**

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 Credits)
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 Credits)
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 Knowledge of Teaching in Urban Schools (1 Credit)
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 610 Rethinking Canonical Literature in the Middle School and
Secondary Classroom (3 Credits)
This course focuses on the teaching of the traditional literary canon in the
urban middle school and secondary English language arts classroom.
The course will explore the history and politics of the literary canon, as
well as strategies for successfully using the traditional canon in an urban
classroom. The bulk of class time will be spent 1) reading and analyzing
new theoretical approaches to literature and 2) reading and analyzing
new and diverse approaches to canonical literary texts. The course will
also focus on pedagogical strategies for bringing new critical/theoretical
approaches to canonical literature into the urban classroom.

EDU 611 Adding Excitement to the Teaching of Science: Recent
Developments in Elementary School Sciences (3 Credits)
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 Credits)
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 613 The Teaching of Shakespeare for the Urban Secondary
Classroom (3 Credits)
EDU 614 Multicultural Literature for the Urban Middle School and
Secondary Classroom (3 Credits)
EDU 615 Critical Issues In Urban Education (3 Credits)
Attention is given to the role of the school in American society and to the
issues attendant upon the interest in and the controversy about present
day education. The content covered in this course reflects the needs and
interests of class members.

EDU 616 Innovations in Teaching in the Urban Setting I (3 Credits)
This course deals with the changes that are taking place in education
today. It examines current and innovative methods of teaching in a variety
of settings that include urban studies. This course addresses what
students are learning, the relationship between theory, research, and
educational practices, and expectations of the professional educator.
Master’s students learn the art of grant writing as a part of this course.
This basic professional course is open to all majors.

EDU 618 Innovations in Teaching in the Urban Setting II (3 Credits)
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 619 Research Seminar (3 Credits)
The purpose of this course is to enable students to use the knowledge
acquired in the research course to design and carry out their own
research investigation on an approved topic of professional interest.
Pre-Requisite(s): EDU 621 Research Methods in Education

EDU 621 Research Methods in Education (3 Credits)
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 622 Introduction to Middle Level Education (3 Credits)
This course prepares graduate students to teach in grades 5-8, and is
focused on understanding the development characteristics of the 10 to
14 year old in order to teach them effectively. Participants learn to create
learning activities responsive to the emotional, cognitive, physical, and
social needs of early adolescents.

EDU 628 Learning and Motivation (3 Credits)
Students explore theoretical principles of learning and related practices,
which provide appropriate individualized instruction for pupils who, in a
multicultural community, exhibit widely divergent educational abilities
and values.

EDU 629 Individualizing the Learning Experience (3 Credits)
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 Credits)
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 projects.

EDU 631 Teacher - Research Seminar (3 Credits)
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 prerequisite 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 traditional literature review.

EDU 632 Teachers’ Work (3 Credits)
Introduction to theory and research on the school as a workplace and its effects on classroom teaching, teachers’ constructions of their work and of their career commitments. Readings focus on individual and institutional factors that reflect society and schooling’s stratification by gender, race and class.

EDU 645 Curriculum and Methods (3 Credits)
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 649 Secondary and Middle School Curriculum (3 Credits)
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 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 651 Clinical Practice I (1 Credit)
This course takes place throughout the semester and consists of weekly one and a half day field experiences in elementary or secondary school classrooms appropriate to the area of teaching licensure. Students participate in classroom activities, develop lessons and provide instruction supported by a clinical supervisor and cooperating teacher.

EDU 652 Student Teach Int & Seminar (2 Credits)

EDU 654 Urban Challenge (3 Credits)
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 Clinical Practice II (4 Credits)
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.

EDU 660 Middle School Field Experience (1 Credit)
This course helps students to understand developmental characteristics of the 10 to 14 year olds. Participants observe in a middle school classroom, examining adolescent learning and effective classroom settings. The reflective urban practitioner model is also examined in the context of real classroom experiences.

Pre-Requisite(s): Matriculation and completion of Phase I courses or NJ State Certification and EDU 622
Co-Requisite(s): EDU 672.

EDU 672 Internship Seminar (2 Credits)

EDU 680 Adv Curric in World Lang & Cul (3 Credits)

EDU 681 Independent Study in Education (1 Credit)
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.

EDU 682 Independent Study In Education (2 Credits)
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.

EDU 683 Independent Study In Education (3 Credits)
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.
EDU 684 Integrated Curriculum and Instruction including Diverse Populations (3 Credits)
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 685 Adv Curr in Social Studies (3 Credits)
EDU 686 Advanced Curriculum Development in Mathematics (3 Credits)
EDU 687 Advanced Curriculum Development in English Language Arts (3 Credits)
EDU 691 Curriculum Integrating Social Studies World Cultures Literature (3 Credits)
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 world wide 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 I (3 Credits)
EDU 693 Educational Assessment (3 Credits)
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.
Pre-Requisite(s): EDU 628 and EDU 645 and EDU 654 and LTED 605

EDU 694 Curriculum: Math Science Technology (3 Credits)
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 Alternate Route Internship & Seminar in World Language Education (2 Credits)
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.
Co-Requisite(s): EDU 500
NOTE: No more than three 500-level courses can be counted towards a master’s degree.

Elementary Education—Teacher Certification, M.A.T.
This concentration within the Master of Arts in Teaching Program is designed for individuals who have completed an appropriate baccalaureate degree in the liberal arts. Students who complete the certification part of this program will be eligible for Elementary (K-6) 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.

Program is now fully online (aside from clinical practice experiences) to provide a maximum amount of flexibility.

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.

THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better in all education courses
- Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:
  - Math Test #5733 Passing Score 150
  - Reading Test #5713 Passing Score 156
  - Writing Test #5723 Passing Score 162

Students who meet the score levels below are not required to take the Praxis CORE:

SAT Scores
- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, 610 Evidence-Based Reading and Writing or 30 Reading Section

ACT Scores
• If taken before 8/28/1989: Math 23, English 20
• If taken on or after 8/28/1989: Math 23, English 23

GRE Scores
• If taken before 8/1/2011: Quantitative 720, Verbal 530
• If taken on or after 8/1/2011: Quantitative 156, Verbal 155

For more information on Praxis exams: https://www.ets.org/praxis/nj/requirements/https://www.ets.org/praxis/nj/requirements/

Students with bachelor’s degrees in designated areas may be eligible to add middle school extension certifications (grades 6-8). Speak with an advisor for details.

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:
• Passing scores on appropriate Praxis II Exam
• A minimum cumulative GPA of 3.0
• Successful completion of Clinical Practice 1 and Clinical Practice 2 (student teaching)
• Students will be required to complete a sequence of 50 observation hours in Phase I as per New Jersey Department of Education guidelines

This includes submission of the performance assessment, edTPA, as required by the New Jersey Department of Education.

Note: For the most updated information on this teaching certification program, students are directed to contact the College of Education as changes may have occurred since publication.

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<tr>
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<td>EDU 628</td>
<td>Learning and Motivation</td>
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<td>EDU 694</td>
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<td>EDU 691</td>
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<td>EDU 655</td>
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<td>Total Credits</td>
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Student Learning Outcomes

Upon completion of the Elementary Education-Teacher Certification program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils’ developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Use appropriate technology in carrying out their professional responsibilities.

Secondary Education—Teacher Certification, M.A.T.

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.

Program is now fully online (aside from clinical practice experiences) to provide a maximum amount of flexibility.
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.

THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses
- Passing scores on the Praxis CORE, or 560 verbal, 540 Math on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733 Passing Score 150
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For more information on Praxis exams: https://www.ets.org/praxis/nj/requirements

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:

- Completion of NJCU General Education requirements or equivalent
- Successful completion of major in intended content area
- Passing scores on appropriate Praxis II Exam
- A minimum cumulative GPA of 3.0
- Successful completion of Clinical Practice 1 and Clinical Practice 2 (student teaching)

- Students will be required to complete a sequence of 50 observation hours in Phase I as per New Jersey Department of Education guidelines

This includes submission of the performance assessment, edTPA, as required by the New Jersey Department of Education.

Note: For the most updated information on this teaching certification program, students are directed to contact the College of Education as changes may have occurred since publication.

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<td>or EDU 629</td>
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<td>LTE 607</td>
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<td>EDU XXX</td>
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Total Credits: 27

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Total Credits: 36

First Year

Semester 1

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Second Year

Semester 1

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### Literacy Education

**Professional Studies Building, Room 345**
201-200-3521
http://www.njcu.edu/department/literacy-education (http://www.njcu.edu/department/literacy-education/)

The Department of Literacy Education (https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments/literacy-education/) prepares literacy specialists for careers in teaching, coaching, training, coordinating instructional programs, diagnosing and treating literacy problems, and developing curriculum. Literacy specialists may work one-on-one, in small groups, or with whole classes. They also focus on all aspects of literacy: reading, writing, listening, speaking, and viewing.

This program is **100% online**.

Candidates preparing to become literacy specialists study the components of the reading and writing processes and how children and adults develop literacy. Candidates learn diagnostic techniques and strategies that address the many different types of literacy problems struggling readers and writers may have. They learn strategies for working with all students, including special needs students and English language learners.

Michelle Rosen, Chairperson (mrosen@njcu.edu)
*Associate Professor of Literacy Education*
Rider University, B.A.; Rutgers University, Ed.M., Ed.D.

Allan De Fina (adefina@njcu.edu)
*Professor of Literacy Education*
New Jersey City University, B.A.; New York University, M.A., Ph.D.

Frances Levin (flewin@njcu.edu)
*Professor of Literacy Education*

Rutgers University, B.A.; Temple University, M.Ed. Rutgers University, Ed.D.

Mary McGriff (mmcgriff@njcu.edu)
*Associate Professor of Literacy Education*
Dartmouth College, B.A.; Rutgers University, M.Ed., Ed.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

- Reading and Reading Specialist Certification, M.A. (p. 99)

### Literacy Education (LTED)

**LTED 601 Reading And The Multi-Media (3 Credits)**
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 Disability and Remediation (3 Credits)**
This course is designed for the growing number of school districts in New Jersey, especially urban and special needs districts, which are incorporating the contemporary concepts of inclusion, early reading intervention systems, "Success for All" concepts of learning, 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 Credits)**
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, which has given indication 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 Credits)**
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 effective components as they relate to urban settings.

**LTED 606 Literacy Learning in the Early Childhood Curriculum (3 Credits)**
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.

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<th>Semester 2</th>
<th>EDU 619</th>
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</table>
LTED 607 Reading Secondary School (3 Credits)
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 608 Elementary & Middle School Language Arts/Literacy for Alternate Route Teachers (3 Credits)
This course is designed for alternate route teachers to provide classroom support, networking, and practical application of instructional techniques for the development of elementary and middle school literacy. Examining research-based best practices, planning curriculum, designing physical environments, and organizing and evaluating instruction will be addressed.

LTED 609 Literacy Start Early Childhood Education Curriculum (3 Credits)
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 Credits)
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 (3 Credits)
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. Student is supervised by a research supervisor in cooperation with the student’s advisor and the departmental chair.

LTED 612 Research in Reading (3 Credits)
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 Credits)
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.
LTED 642 Seminar in Reading: Select Topics (3 Credits)
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 Credits)
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.

LTED 645 Best Practices in Literacy in Middle/Secondary School (3 Credits)
This course is designed to promote understanding and expertise with instructional strategies related to literacy in middle and secondary school settings. It focuses on the ways in which literacy is developed and used within the learning of discipline specific curriculum including adaptations of discipline specific curriculum including adaptations for culturally diverse, exceptional learners and struggling readers.

Pre-Requisite(s): LTED 637

LTED 646 Diagnostic Procedures in Reading I (3 Credits)
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: LTED637 Nature of Reading; or LTED641 Reading and the School Curriculum; or full-time LTED graduate status; or consent of the chairperson.

Pre-Requisite(s): LTED 637, LTED 641

LTED 647 Diagnosis & Treatment II (3 Credits)
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 on the Elementary Level (3 Credits)
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 Credits)
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.

LTED 650 Solving Reading Problems in the Secondary School (3 Credits)
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 in Reading and Linguistics (3 Credits)
This course presents an overview of significant knowledge and research in linguistics, psycholinguistics, and sociolinguistics that can be utilized by elementary and secondary schoolteachers in understanding and enhancing their students’ literacy.

LTED 667 Administration and Supervision—School Reading Programs (3 Credits)
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.

Reading and Reading Specialist Certification, M.A.

The 100% online Master of Arts in Reading/Reading Specialist Certification is offered through the Department of Literacy Education (https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments/literacy-education/). We prepare literacy specialists for careers in teaching, coaching, training, coordinating instructional programs, diagnosing and treating literacy problems, and developing curriculum. Literacy specialists may work one-on-one, in small groups, or with whole classes. They also focus on all aspects of literacy: reading, writing, listening, speaking, and viewing.

Candidates preparing to become literacy specialists study the components of the reading and writing processes and how children and adults develop literacy. Candidates learn diagnostic techniques and strategies that address the many different types of literacy problems struggling readers and writers may have. They learn strategies for working with all students, including special needs students and English language learners.

Whatever the subject matter you teach, knowing how to improve critical thinking, develop students’ articulation of ideas, help them through difficult and new reading materials, and assisting them in writing their thoughts in a clear and interesting manner is essential to helping students succeed in your classrooms.

THE REQUIREMENTS FOR TO THIS DEGREE PROGRAM ARE:

Applicants must satisfy the general admissions requirements for graduate study at NJCU. Applicants must have a 3.0 or better GPA for admission to the program.
Once admitted, students must maintain a GPA of 3.0 or better to graduate.

APPLICATION OF OUT-OF-DEPARTMENT CREDITS

Individuals who already possess a master’s degree and graduate credits in literacy education may qualify for certification-only course work. The NJ State Department of Education must review transcripts to determine eligibility for certification and identify any additional course requirements needed to qualify.

Note: NJCU New Pathways to Teaching in New Jersey (NPTNJ) program completers may apply up to 12 credits NPTNJ credits toward the Master of Arts / Reading Specialist Program.

The program leading to Reading Specialist Certification consists of 33 credits described below. For certification eligibility, there is also a requirement of two years of teaching experience.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Reading and the School Curriculum 1</td>
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<td>Solving Reading Problems on the Elementary Level</td>
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<td>Best Practices in Literacy in Middle/Secondary School</td>
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<td>LTED 618</td>
<td>Pedagogy and Application of Children's Literature in the K-12 Classroom</td>
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</tr>
<tr>
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<td>Seminar in Reading:Select Topics</td>
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<td>Administration and Supervision-School Reading Programs</td>
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<td>LTED 646</td>
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<td>LTED 643</td>
<td>Practicum in Reading</td>
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<td>LTED 612</td>
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<td>Electives (Select 3 credits from the following courses): 2</td>
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<tr>
<td>LTED 601</td>
<td>Reading And The Multi-Media</td>
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<td>LTED 602</td>
<td>Reading Disability and Remediation</td>
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<td>LTED 613</td>
<td>Advanced Research In Reading</td>
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<td>LTED 614</td>
<td>Pedagogy Aspects Teaching Writing K-12</td>
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<td>Effective Literacy Teaching for English Language Learners</td>
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<td>Total Credits:</td>
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1 Introductory foundation course to be taken at the onset of program studies.

2 An out-of-department elective may be taken with advisor approval.

First Year

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Semester 2

| LTED 641 | Reading and the School Curriculum | 3       |

Second Year

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Elective Course

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Semester 2

| LTED 642 | Seminar in Reading:Select Topics | 3       |
| LTED 667 | Administration and Supervision-School Reading Programs | 3       |

Third Year

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Semester 2

| LTED 643 | Practicum in Reading                                        | 3       |

| Credits |

Total Credits: 33

Student Learning Outcomes

Upon completion of the Reading Specialist and Reading Specialization Certification program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils’ developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Use appropriate technology in carrying out their professional responsibilities.

Multicultural Education

Professional Studies Building, Room 345
201-200-3380
http://www.njcu.edu/department/multicultural-education (http://www.njcu.edu/department/multicultural-education/)

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.
**Program Options**

- The Master of Arts in Urban Education can be taken with Specialization in ESL or Specialization in Bilingual/Bicultural Education
- Non-degree, Certification Only program in ESL Endorsement, Bilingual/Bicultural Endorsement, Dual Endorsement, or ESL Certification (NPTNJ-ESL)

**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). 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 if chosen, the OPI and WPT tests can be administered in the Advisement Center.

**THE REQUIREMENTS FOR ADMISSION TO THE ESL AND BILINGUAL/BICULTURAL ENDORSEMENT PROGRAM ARE:**

1. B.A. degree with GPA 3.0 or higher OR a post Bachelor degree or completed program with GPA 3.0 or higher
2. NJDOE issued standard content area certification OR current ESL Provisional License
3. Passing scores in ACTFL OPI or OPIc and WPT tests as set forth by the NJDOE

ESL Certification as part of NPTNJ-ESL program

1. B.A. degree with GPA 3.0 or higher OR a post Bachelor degree or completed program with GPA 3.0 or higher
2. NJ Certificate of Eligibility or Provisional License in ESL
3. Dual enrollment in the NPTNJ program

**Bilingual/Bicultural Endorsement:**

1. B.A. degree with GPA 3.0 or higher OR a post Bachelor degree or completed program with GPA 3.0 or higher
2. NJDOE issued standard content area certification (Note: World Language certification is not eligible)
3. Passing scores in ACTFL OPI or OPIc and WPT tests in English and Target Language as set forth by the NJDOE

Jeong Alexis Kim, Chairperson (akim@njcu.edu)
Assistant Professor of Multicultural Education
Skidmore College, B.S.; New York University, M.A., Ph.D.

Donna Farina (dfarina@njcu.edu)
Professor of Multicultural Education
George Washington University, B.A.; Université des Sciences Humaines (Strasbourg, France) Licence, Maitrise; University of Illinois, A.M., Ph.D.

Vesna Radanovik-Kocic
Assistant Professor of Multicultural Education
Univerzitet u Sarajevu, B.A.; University of Illinois, M.A., Ph.D.

- English as a Second Language, Certification (p. 104)
- Bilingual/Bicultural Education Endorsement (p. 103)

**Multicultural Center (MCC)**

**MCC 600 General Linguistics (3 Credits)**

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 Credits)**

This course examines the latest research on second language acquisition, similarities between first and second language development, 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 ethnolinguistic identity for curriculum planning and classroom procedure.

**MCC 604 Phonology and Structure of American English (3 Credits)**

This course analyzes the sound system and grammatical structure of American English as it applies to the teaching of English as a second language. It focuses on common learner language errors, sources of errors, and ways to teach grammar structures in their typical context, through communicative and interactive activities.

**Pre-Requisite(s):** MCC 600, General Linguistics

**MCC 605 Introduction to Bilingual/Multicultural Education (3 Credits)**

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 Practices of Teaching Bilingual Children (3 Credits)**

This course deals with the theory and practice of education for ethnolinguistic minority students at both elementary and secondary levels. Emphasis is placed on the approaches to the teaching of language arts, mathematics, science, and social studies. Relevant materials are presented to illustrate the classroom implementation of bilingual instruction.

**MCC 608 Language Culture and Communication (3 Credits)**

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 also 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.

**MCC 609 Multicultural Education and Psycholinguistics (3 Credits)**

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 Sociolinguistics (3 Credits)
This course explores the development of language in relation to social and cultural history, social issues, and gender. It covers a variety 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 Credits)
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(s): MCC 612

MCC 612 Observation of English as a Second Language (1 Credit)
This course is offered concurrently with 611 Theories of Language Teaching. Students are asked to observe approved ESL and/or bilingual classrooms taught by experienced teachers and share their observations in class.
Co-Requisite(s): MCC 611

MCC 615 Experience in Learning Another Language (3 Credits)
Students experience learning a language other than English through student-centered approaches. While acquiring the ability to function in that language, students gain insights into the psychology of language learning and teaching through personal experience.

MCC 616 Soc Psych Biling Child (3 Credits)

MCC 617 Field Experience in Bilingual/Multicultural Education (3 Credits)
The in-service teacher is given an opportunity to observe and to participate in a field experience in bilingual/multicultural education. Experienced teachers are supervised "on the job" and meet in seminar groups to discuss and evaluate their experience. Videotaped data may be utilized in the evaluation.
Pre-Requisite(s): MCC 655

MCC 618 Human Relations and Multicultural Education (3 Credits)
This course in intergroup 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 Credits)
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 K-12 classes.

MCC 620 Workshop in Open Classroom Education (3 Credits)
Some theory behind openness is explored, but emphasis is on setting up learning centers and developing curricula for individual and small group learning. Participants share task cards and centers they have developed with their children and develop techniques of record keeping and evaluation.

MCC 621 Multicultural Values in the Urban Community (3 Credits)

MCC 622 Contemporary Issues in Bilingual Curriculum Development (3 Credits)
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/multicultural programs as well as the relationship between curriculum designs and bilingual legislation are discussed.

MCC 624 Bilingual Students and Special Education Intervention and Assessment (1 Credit)

MCC 625 Advanced Topics in ESL (3 Credits)
This course offers an in-depth study of aspects of ESL and Bilingual Education. The primary focus is on exploring the latest instructional strategies, pedagogy, and best practices for diverse learners in the classroom.

MCC 626 Survey and Development of English as a Second Language Material (3 Credits)
Through the review of the most recent printed and electronic materials available for use in schools, students explore the relationship between the current trends in theories of language teaching and available classroom materials. They evaluate, adapt, and create original materials for ESL classes.

MCC 627 Historical and Cultural Background of Limited English Proficient Students (3 Credits)
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 Credits)
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 629 Pedagogical Strategies for Native Language Instruction in the Spanish Bilingual Classroom (3 Credits)

MCC 631 Teaching American Language and Culture to ESL Students in Higher Education (3 Credits)
Course examines how the cultural mores of contemporary America society are expressed through the medium of American English. Candidates examine how the English language expresses mostly unspoken cultural assumptions and develop strategies for teaching college students various aspects of pragmatics that are governed by cultural norms.
MCC 632 Fieldwork in ESL Programs for College Students (3 Credits)
This course gives candidates the opportunity to observe and conduct ESL classes at the post-secondary level. The candidates evaluate their experience in class discussions and reflect on that experience in their observation logs. The course provides practical tools and strategies for teaching adult learners at post-secondary levels.
Pre-Requisite(s): MCC 631

MCC 633 Teaching ESL in Higher Education (3 Credits)
Course prepares candidates to teach ESL to college students. Candidates will identify pedagogical and linguistic needs for academic success of ESL college students and adult learners. Candidates will develop a repertoire of instructional strategies for teaching various aspects of English for Academic Purposes.

MCC 634 Assessment and Evaluation for ESL Learners (3 Credits)
This course provides key concepts and ideas of classroom-based assessment for ESL students of P-12, aligning to the New Jersey English Language Proficiency Standards and the WIDA Standards. Students will examine and create authentic assessment measures for standards-based ESL classrooms for the purpose of diagnosing and monitoring students’ progress.

MCC 635 Effective Literacy Teaching for English Language Learners (3 Credits)
Course offers ESL and mainstream classroom teachers instructional strategies for developing the literacy skills of K-12 and adult English Language Learners. 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 Urban Education in ESL/Bilingual Education (3 Credits)
This course introduces students to different research techniques so as to allow them to work on topics relevant to the fields of bilingual/multicultural education and the teaching of English as a second language.

MCC 655 Methods of Teaching ESL (3 Credits)
Students observe, practice, and develop practical techniques for teaching listening, speaking, reading, and writing skills to English Language Learners through the content areas of math, science and social studies. Students conduct peer teaching to demonstrate various second language teaching techniques and methodologies. Emphasis is on classroom management, testing, and developing creative materials and approaches that promote the acquisition of academic English language skills through content instruction.

MCC 656 Clinical Experience in ESL/Bilingual Education (1 Credit)
Candidates spend 50 hours in different schools, focusing on the application of the current theory of second language teaching and assisting teachers in implementing strategies and techniques for differentiated instruction across various proficiency levels and learner needs. During regular weekly meetings, students become familiar with various aspects of the ED TPA assessment.
Pre-Requisite(s): MCC 655

MCC 660 Internship In ESL (5 Credits)
This internship is 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.
Co-Requisite(s): MCC 661 and Department Consent

MCC 661 Seminar in ESL (1 Credit)
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.
Pre-Requisite(s): MCC 617

Bilingual/Bicultural Education Certification
This non-degree certification program is designed for students who already hold a standard New Jersey Department of Education teaching certification and would like to attain the Bilingual/Bicultural Endorsement. Note 1: Candidates with standard P-3 certification only and seeking to add the Bilingual/Bicultural Endorsement, please contact the department for additional requirements as per the NJDOE. Note 2: Candidates with only the World Languages standard certification are not eligible for the Bilingual/Bicultural Endorsement.

Admission requirements:
- Online application
- Essay of 250-500 words
- Transcripts from all previous institutions attended
- Verification of current standard NJ certification(s)
- BA GPA of 3.0 or higher

Certification requirements:
- Passing scores on the ACTFL Language Proficiency tests as mandated by NJDOE
- English OPI: Intermediate High or higher; English WPT: Advanced Low or higher; (Intermediate High, IF Target language WPT score is Advanced Low) Target Language OPI: Advanced Low; Target Language WPT: Advanced Low (Intermediate High if English WPT score is Advanced Low). For additional ACTFL score requirements, please check NJDOE website.

Students are strongly recommended to take the courses in specified phases.

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<td>MCC 627</td>
<td>Historical and Cultural Background of Limited English Proficient Students</td>
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<td>Effective Literacy Teaching for English Language Learners</td>
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<td>Phase II</td>
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<td>MCC 655</td>
<td>Methods of Teaching ESL</td>
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<td>MCC 603</td>
<td>Applied Linguistics with Emphasis on Problems of Second Language</td>
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<tr>
<td>MCC 607</td>
<td>Theory and Practices of Teaching Bilingual Children</td>
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MCC 617  Field Experience in Bilingual/Multicultural Education  3

First Year  Credits
Semester 1  12
MCC 627  Historical and Cultural Background of Limited English Proficient Students  3
MCC 605  Introduction to Bilingual/Multicultural Education  3
MCC 635  Effective Literacy Teaching for English Language Learners  3
MCC 655  Methods of Teaching ESL  3

Semester 2  9
MCC 617  Field Experience in Bilingual/Multicultural Education  3
MCC 603  Applied Linguistics with Emphasis on Problems of Second Language  3
MCC 607  Theory and Practices of Teaching Bilingual Children  3

Total Credits  21

English as a Second Language Certification

This non-degree certification program is designed for students who already hold a standard New Jersey Department of Education teaching certification and would like to attain the ESL certification. Note: Those whose standard certification is in P-3 only will need to complete additional classes as required by the NJDOE. Please inquire with the department for details.

For those who do not hold a standard NJ teaching certification and would like to pursue the standard ESL teaching certification will need to be dually enrolled in the NPTNJ program as well as the ESL Certification program.

Admission requirements:

• Online application
• Essay of 250-500 words
• Verification of current standard NJ certification(s)
• Transcripts from all previous institutions attended
• BA GPA of 3.0 or higher

Certification requirements:

• Passing scores on the ACTFL Language Proficiency tests as mandated by NJDOE
• OPI: Advanced Low or higher; WPT: Advanced Low or higher

Students Who Hold a Standard New Jersey Department of Education Teaching Certification

Students are strongly encouraged to take the courses listed below in the specified phases.

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Phase II

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<td>MCC 604 Phonology and Structure of American English</td>
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<td>MCC 617 Field Experience in Bilingual/Multicultural Education</td>
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Total Credits  24

Students Who Don't Hold a Standard New Jersey Department of Education Teaching Certification

Students must be dually enrolled in the NPTNJ program as well as the ESL Certification program.

• Pre-requisite: 50-Hour Introduction to Teaching Course

For program sequence, please visit [https://www.njcu.edu/sites/default/files/docs/2019-08/ESL%20Alternate%20Route%20NPTNJ.pdf](https://www.njcu.edu/sites/default/files/docs/2019-08/ESL%20Alternate%20Route%20NPTNJ.pdf)

Students Who Hold a Standard New Jersey Department of Education Teaching Certification

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>MCC 627 Historical and Cultural Background of Limited English Proficient Students</td>
<td>3</td>
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<tr>
<td></td>
<td>MCC 611 Theories of Language Teaching</td>
<td>2</td>
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<tr>
<td></td>
<td>MCC 612 Observation of English as a Second Language</td>
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<tr>
<td></td>
<td>MCC 655 Methods of Teaching ESL</td>
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<td>MCC 600 General Linguistics</td>
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Semester 2

<table>
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<th>Code</th>
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<tr>
<td></td>
<td>MCC 635 Effective Literacy Teaching for English Language Learners</td>
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<td>MCC 603 Applied Linguistics with Emphasis on Problems of Second Language</td>
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<td>MCC 604 Phonology and Structure of American English</td>
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Credits  12
Students Who Don't Hold a Standard New Jersey Department of Education Teaching Certification

First Year
Semester 1

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Historical and Cultural Background of Limited English Proficient Students</td>
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<td>MCC 611</td>
<td>Theories of Language Teaching</td>
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Semester 2

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<tr>
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<td>MCC 603</td>
<td>Applied Linguistics with Emphasis on Problems of Second Language</td>
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Second Year
Semester 1

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<td>EDU 628</td>
<td>Learning and Motivation</td>
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<td>MCC 635</td>
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Semester 2

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<td>MCC 661</td>
<td>Seminar in ESL</td>
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Total Credits: 36

Urban Education—Bilingual/Bicultural Education Specialization, M.A.

This master’s degree program is designed for students who already hold a standard teaching certification and would like to take courses for the standard NJ Bilingual/Bicultural Endorsement as part of their program of study. Note 1: Candidates with standard P-3 certification only and seeking to add the Bilingual/Bicultural Endorsement, please contact the department for additional requirements as per the NJDOE. Note 2: Candidates with only the World Languages standard certification are not eligible for the Bilingual/Bicultural Endorsement.

- Online application
- Essay of 250-500 words
- Transcripts from all previous institutions attended
- Two professional references from employers, supervisors, professors, and mentors/counselors
- Verification of NJ certification(s)
- BA GPA of 3.0 or higher

Certification requirements:

- Passing scores on the ACTFL Language Proficiency tests as mandated by NJDOE
- English OPI: Intermediate High or higher; English WPT: Advanced Low or higher; (Intermediate High, IF Target language WPT score is Advanced Low) Target Language OPI: Advanced Low; Target Language WPT: Advanced Low (Intermediate High if English WPT score is Advanced Low). For additional ACTFL score requirements, please check NJDOE website.

Students are strongly recommended to take the courses in specified phases.

<table>
<thead>
<tr>
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<tr>
<td>MCC 605</td>
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<tr>
<td>MCC 627</td>
<td>Historical and Cultural Background of Limited English Proficient Students</td>
<td>3</td>
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Phase II

<table>
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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>MCC 655</td>
<td>Methods of Teaching ESL</td>
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<td>MCC 603</td>
<td>Applied Linguistics with Emphasis on Problems of Second Language</td>
<td>3</td>
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<tr>
<td>MCC 607</td>
<td>Theory and Practices of Teaching Bilingual Children</td>
<td>3</td>
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<tr>
<td>MCC 617</td>
<td>Field Experience in Bilingual/Multicultural Education</td>
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Research Courses

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>MCC 623</td>
<td>Contemporary Issues in Bilingual Curriculum Development</td>
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<td>MCC 650</td>
<td>Research Urban Education in ESL/Bilingual Education</td>
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Electives

Select 15 credits from the following courses:

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<td>Phonology and Structure of American English</td>
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<td>MCC 608</td>
<td>Language Culture and Communication</td>
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<td>MCC 609</td>
<td>Multicultural Education and Psycholinguistics</td>
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<tr>
<td>MCC 610</td>
<td>Sociolinguistics</td>
<td>3</td>
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<td>MCC 611</td>
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<td>Code</td>
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<td>MCC 612</td>
<td>Observation of English as a Second Language</td>
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<td>Human Relations and Multicultural Education</td>
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<tr>
<td>MCC 619</td>
<td>Americans in the World Community</td>
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<tr>
<td>MCC 626</td>
<td>Survey and Development of English as a Second Language Material</td>
<td>3</td>
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<tr>
<td>MCC 631</td>
<td>Teaching American Language and Culture to ESL Students in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>MCC 632</td>
<td>Fieldwork in ESL Programs for College Students</td>
<td>3</td>
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<tr>
<td>MCC 633</td>
<td>Teaching ESL in Higher Education</td>
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<td><strong>Total Credits</strong></td>
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### First Year

#### Semester 1

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<tr>
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<td><strong>Credits</strong></td>
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#### Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>MCC 655</td>
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<tr>
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<td>Applied Linguistics with Emphasis on Problems of Second Language</td>
<td>3</td>
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<tr>
<td>MCC 607</td>
<td>Theory and Practices of Teaching Bilingual Children</td>
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### Second Year

#### Semester 1

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<tr>
<td>MCC 617</td>
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<td>MCC 623</td>
<td>Contemporary Issues in Bilingual Curriculum Development</td>
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<td>MCC 6XX</td>
<td>Elective</td>
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#### Semester 2

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<th>Code</th>
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<tr>
<td>MCC 650</td>
<td>Research Urban Education in ESL/Bilingual Education</td>
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<tr>
<td>MCC 6XX</td>
<td>Elective</td>
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<tr>
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</tbody>
</table>

### Student Learning Outcomes

Upon completion of the Urban Education—ESL Specialization program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils’ developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Use appropriate technology in carrying out their professional responsibilities.

### Urban Education—ESL Specialization, M.A.

This master’s degree program is designed for students who already hold a standard teaching certification or a Provisional ESL certification and would like to take courses for the standard NJ ESL teacher certification as part of their program of study. Note: Candidates with standard P-3 certification only and seeking to add the ESL Certification, please contact the department for additional requirements as per the NJDOE.

### Admission requirements:

- Online application
- Essay of 250-500 words
- Transcripts from all previous institutions attended
- Two professional references from employers, supervisors, professors, and mentors/counselors
- Verification of NJ certification(s)
- BA GPA of 3.0 or higher

### Certification requirements:

- Passing scores on the ACTFL Language Proficiency tests as mandated by NJDOE
- OPI: Advanced Low or higher; WPT: Advanced Low or higher

Students are strongly recommended to take the courses in specified phases.

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### Phase II
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<tr>
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<tbody>
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<td>MCC 604</td>
<td>Phonology and Structure of American English</td>
<td>3</td>
</tr>
<tr>
<td>MCC 617</td>
<td>Field Experience in Bilingual/Multicultural Education</td>
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<tr>
<td>MCC 626</td>
<td>Survey and Development of English as a Second Language Material</td>
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<tr>
<td>MCC 650</td>
<td>Research Urban Education in ESL/Bilingual Education</td>
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<tr>
<td>MCC 605</td>
<td>Introduction to Bilingual/Multicultural Education</td>
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<td>MCC 607</td>
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<td>Language Culture and Communication</td>
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<td>MCC 610</td>
<td>Sociolinguistics</td>
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<td>MCC 618</td>
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<td>MCC 619</td>
<td>Americans in the World Community</td>
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<td>Fieldwork in ESL Programs for College Students</td>
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<td>MCC 633</td>
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**Total Credits** 42

**Research Courses**

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<th>Course Title</th>
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<tr>
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<tr>
<td>MCC 650</td>
<td>Research Urban Education in ESL/Bilingual Education</td>
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**Electives (Select 12 credits from the following):**

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<tr>
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<tbody>
<tr>
<td>MCC 605</td>
<td>Introduction to Bilingual/Multicultural Education</td>
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<tr>
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**Total Credits** 9

**Student Learning Outcomes**

Upon completion of the Urban Education-ESL Specialization program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils’ developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Use appropriate technology in carrying out their professional responsibilities.

**Special Education**

Professional Studies Building, Room 350
201-200-3023
http://www.njcu.edu/department/special-education

The Special Education Department offers course work leading to an endorsement of Teacher of Students with Disabilities, for teachers who have a Certificate of Eligibility with Advanced Standing or Standard certificate to teach an instructional area of general education. This coursework must be completed along with degree requirements for certification in Elementary Education. Graduates of the Special Education Department become capable teachers who believe in the transformative power of an outstanding education. We prepare distinguished educators who work with students with physical, communicative, cognitive, behavioral and specific learning disabilities.

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses
- Passing scores on the Praxis CORE, or 560 verbal, 540 Math on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733  Passing Score 150
- Reading Test #5712  Passing Score 156
- Writing Test #5722  Passing Score 162
Students who meet the score levels below are not required to take the Praxis CORE:

**SAT Scores**
- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, 610 Evidence-Based Reading and Writing or 30 Reading Section

**ACT Scores**
- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

**GRE Scores**
- If taken before 8/1/2011: Quantitative 720, Verbal 530
- If taken on or after 8/1/2011: Quantitative 156, Verbal 155

Candidates exempt from taking the Praxis CORE must complete the Confirmation of Praxis CORE Exemption form at https://www.njcu.edu/sites/default/files/confirmation_of_praxis_core_exemption._coe_candidate_form.pdf Candidates wishing to be admitted to the College of Education are advised to take the Praxis CORE before or when entering NJCU.

For help in preparing for the Praxis CORE see:
How The Hub can help at: https://www.njcu.edu/sites/default/files/core_flyer.pdf
Online resources in NJCU's Frank Guarini Library at: https://njcu.libguides.com/c.php?g=828896&p=6880868
The Khan Academy at: https://www.ets.org/praxis/prepare/materials/5732/ . ETS, the publisher of the Praxis CORE, at: https://www.ets.org/praxis/nj/requirements (https://www.ets.org/praxis/nj/requirements/)

A course through NJCU's Professional Education and Lifelong Learning Division at:
https://www.ed2go.com/njcu/online-courses/praxis-1-preparation?tab=detail

Requirements for Completion of the Degree Track:

- Completion of NJCU General Education requirements or equivalent
- Successful completion of major in intended content area
- Passing scores on appropriate Praxis II Exam in Elementary Education
- A minimum cumulative GPA of 3.0
- Successful completion of clinical experience and clinical practice (student teaching)
- This includes successful submission of the performance assessment, edTPA, as required by the New Jersey Department of Education.

Note: For the most updated information on this teaching certification program, students are directed to contact the College of Education as changes may have occurred since publication.

Carol Fleres, Co-Chairperson (cfleres@njcu.edu)
Professor of Special Education
Hunter College, B.A., University of South Florida, M.A., University of South Carolina, Ph.D.

Charles Reid Taylor, Co-Chairperson (rtaylor@njcu.edu)

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**Special Education (SPEC)**

**SPEC 504 Introduction to Manual Communications (3 Credits)**
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. 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 Credits)**
This course covers the values, traditions, and experiences of families from 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 for Special Education (3 Credits)
This course deals with issues that impact inclusive education in an urban milieu. It reviews ethnic and socioeconomic issues which impact a student and his or her family’s ability to function adequately in an urban educational environment. Assessment and instruction in a multi-ethnic environment, are central to the course.

SPEC 508 Helping Exceptional Children and Youth in the Regular Classroom (3 Credits)
This course involves the identification of students struggling to learn with and without disabilities. It emphasizes methods that address all learners and includes collaboration with pupil-personnel service providers for the support of students requiring specialized instruction. Special methods and materials for use in general education are explored.

UG Pre-Requisite(s): 3.00 CGPA, and Passing Scores on the Praxis Tests
(Core Academic Skills in Reading, Writing and Mathematics)

SPEC 531 Introduction to Early Childhood and Special Education in Multiple Setting (3 Credits)
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 Credits)
This course involves the identification of students struggling to learn with and without disabilities. It emphasizes methods that address all learners and includes collaboration with pupil-personnel service providers for the support of students requiring specialized instruction. Special methods and materials for use in general education are explored.

SPEC 601 Assistive Technology in Special Education (3 Credits)

SPEC 603 Curriculum Modifications for Teaching Culturally/Linguistically Diverse Students (3 Credits)
Candidates learn to modify teaching for diverse learners including culturally and/or linguistically diverse students. The process of second language acquisition is discussed. Methods include materials selection, alternate assessments measures for culturally and linguistically diverse students, assistive technology, and working with families in the educational process.

SPEC 605 Introduction to Educational and Psychologically Exceptional Children (3 Credits)
This course provides an overview of the needs of exceptional children and youth. Candidates research how poverty may impact health, the brain and the environment, development, and learning while differentiating between poverty and disability. Multicultural and bilingual issues, assistive technology, and Universal Design for Learning are discussed.

SPEC 606 Lifespan Assessment in the Care and Education of the Handicapped (3 Credits)
This course trains students in the principles of educational and psychological testing for handicapped 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.

SPEC 607 Counseling, Vocational Guidance, and Rehabilitation Services for the Handicapped (3 Credits)
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, mentally, and emotionally handicapped. Emphasis is placed on the development of broad understanding of human behavior, together with skill in the techniques of vocational appraisal 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 608 Fieldwork Exp. Multi. Se Setting (3 Credits)

SPEC 609 Nature and Needs of the Multiply Handicapped (3 Credits)
This course is designed for teachers of the child with multiple handicaps. Etiology, care, education, social and emotional implications of conditions involving cerebral palsy, mental retardation, deaf-blind, seizure disorders, orthopedic, and other health problems studied and discussed.

SPEC 613 Summer Institute Effective Transition Practices (3 Credits)

SPEC 614 Effective Transition for Students with Disabilities (3 Credits)
This course requires students to develop effective Individual Education Plans (IEPs) in accordance with the student’s interests, preferences, strengths, and abilities. Students will also visit three adult agencies that provide service to individuals with disabilities. Students are expected to observe, interview, and reflect on their experiences.

SPEC 616 Teaching High-Functioning Children and Youth with Autism Spectrum (3 Credits)
In this course, participants will be introduced to academic and social challenges of high-functioning children and youth with autism. Students will become familiar with key features of this population, such as language, social interaction, motor issues, restricted interests, and emotional vulnerability. Specific interventions will be introduced.
Pre-Requisite(s): SPEC 605

SPEC 619 Nature & Needs of Multi Handicapped (3 Credits)

SPEC 620 Early Childhood Special Education Curriculum and Program Development I (3 Credits)
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 Symbolic Systems Including Strategies Alleviating Impact of Disabilities on Linguistic Processes (3 Credits)
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 Credits)
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 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 full-time teaching is achieved.

SPEC 628 Special Education Internship Seminar (1 Credit)
Candidates attend this weekly seminar to share, analyze, and evaluate their teaching experiences. Candidates help find solutions to problems they face and successfully complete the Stateâ€™s Performance Assessment.

SPEC 629 Teaching the Children with Autism (3 Credits)
This course links educators and parents in partnership and provides a practical guide for professionals, particularly teachers, to understand the unique nature of autism spectrum disorders. Suggested approaches, including the use of assistive technology for teaching learners with autism are the principal focus.

SPEC 630 Psychology of Mental Retardation (3 Credits)
This course introduces the student to the field of moderate to severe developmental disabilities. The nature of significant developmental disabilities, historical approaches, and sociological and psychological theory are emphasized. Students develop an understanding of the various approaches to intervention and design lesson plans that focus on teaching individuals with significant developmental disabilities.

SPEC 631 Procedures in Teaching the Moderately and Severely Retarded (3 Credits)
This course focuses on the environment, strategies and methods that students with intellectual and moderate to severe developmental disabilities require to learn. Opportunity is given for candidates to reflect on and analyze the teaching of students with intellectual and developmental disabilities and to plan instruction.

SPEC 632 Seminar In Mental Retardation (3 Credits)
Studies of current and new theories and research with regard to individuals with intellectual disabilities in society and institutions are explored. Attitudes and beliefs are discussed. Candidates engage in qualitative research in through field observations and structured interviews.

SPEC 634 Teaching the Learning Disabled Adolescent (3 Credits)
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 learning disabled pupils. 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 Credits)
Building trust and community is the background for explicit social/ emotional learning in the education of students with emotional and behavioral maladjustments. They provide the theoretical and experiential emotional background for preventing discipline problems and implementing effective positive interventions, positive behavior supports and other techniques. School-wide approaches to discipline are emphasized.

SPEC 641 Disturbed, Disturbing, and Disruptive Adolescents (3 Credits)
This course offers a consideration children and youth with social and/ emotional handicaps in the special setting. Identification, treatment, and educational planning for behaviorally disordered and/or delinquent children and youth are discussed. Attention is given to the emotionally disturbed child in regular class setting. Opportunities are provided for observation of such children in learning situations.

SPEC 646 Administration of Special Education (3 Credits)
SPEC 648 Language Skills in Early Childhood (3 Credits)
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 651 Advanced Procedures Teaching Perceptual Impaired & Neurological Impaired (3 Credits)
This course focuses on advanced techniques and procedures for teaching the neurologically and/or perceptually impaired child. An analysis of teaching procedures is undertaken to suggest optimal ways of presenting learning tasks to children with minimal cerebral dysfunction. Meeting the needs of the child, physically, socially, emotionally, and intellectually are a prime objective of procedures reviewed. The student undertakes a thorough understanding etiology, associated conditions of impairment, procedures for evaluating disabilities, and teaching procedures to enhance learning.

SPEC 654 Introduction to Early Childhood Special Education (3 Credits)
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 Planning for Young Children with Disabilities (3 Credits)
No course description available at time of print.

SPEC 660 Medical, Emotional and Social Implications of the Visually Handicapped (3 Credits)
This course offers a study of the visually handicapped. 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 662 Advanced Procedures Teaching Visually Handicapped (3 Credits)
SPEC 663 Interdisciplinary Assessment of Children and Family (3 Credits)
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 with Disabilities (3 Credits)

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 Field Experience & Seminar in Multicultural Early Childhood Settings (3 Credits)

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 Development Communication Skills Atypical Children (3 Credits)

This course focuses on speech/language as it develops in the typical child and disorders associated with various disabilities. Symptomatology, diagnosis, and therapeutic approaches to ameliorate speech/language difficulties are explored, as is the use of a wide variety of supportive technologies. Candidates observe and/or work with a learner with communication difficulties.

SPEC 670 Remediation of Learning Disabilities (3 Credits)

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, which allow them to choose the appropriate strategies or interventions for specific academic problems.

SPEC 671 Therapeutic interventions for the Learning Disabled Child (3 Credits)

This course focuses on issues of self-esteem and social skills of individuals with disabilities. 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 Learning Factors in the Education of Children with Disabilities (3 Credits)

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.

SPEC 673 Function on the Child Study Team (3 Credits)

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.

SPEC 674 Interpersonal and Consultation Techniques in Special Education (3 Credits)

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.

SPEC 675 Corrective Techniques for Teaching the Exceptional Children (3 Credits)

This course emphasizes analysis of educational tasks and preparation of instructional objectives and sequences for students with disabilities and others requiring extra supports. Lesson planning, task analysis, and unit planning are discussed. Preparation of remedial materials and specialized techniques for correction of learning differences is included.

SPEC 676 Behavior Interventions for Children with Autistic Spectrum Disorders (3 Credits)

In this course, participants are introduced to behavior management methods used in the field for children and youth with ASD. Students will analyze the research pertaining to interventions used in the field to assist these individuals in avoiding behavioral challenges that impact negatively on academic and social success.

Pre-Requisite(s): SPEC 605 and SPEC 640

SPEC 677 Classroom Management/Classroom Behavior and Positive Behavior Supports (3 Credits)

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 678 Behavior Interventions for Children with Autistic Spectrum Disorders (3 Credits)

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 680 Seminar Special Education: Trends/Issues/Research (3 Credits)

This course will provide teachers with a framework for applying knowledge of current theoretical perspectives on autism to their ongoing treatment efforts to promote social-communication abilities in children and youth with Autism Spectrum Disorders. Application of this knowledge base to educational practice will be emphasized.

Pre-Requisite(s): SPEC 605 and SPEC 669
SPEC 686 Scholarship of Teaching (3 Credits)
This research course is designed to enable special education teachers to pursue sustained inquiry into their own teaching practices and student learning. Teachers will develop and defend an action research proposal. This course is required in the Master of Arts in Special Education program.
Pre-Requisite(s): MATH 604 and LTED 646 and SPEC 603 and SPEC 610 and SPEC 680

SPEC 690 Field Experience in Special Education (3 Credits)
This course is a required course for the Master of Arts in Teaching Program in Special Education. This course includes 45 hours of field experience working with exceptional learners. Candidates who are already teaching may use their classroom for field experience. Others will work in schools with priority given to partnership districts. In addition, all candidates in the course are required to attend two seminars during the field experience.

SPEC 691 Research Seminar in Special Education (3 Credits)
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 (MAT) (3 Credits)
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 Credits)
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. Course Pre-Requisites or Co-Re-Requisites: This is a Tier 3 course. Courses should be taken sequentially; therefore, all courses included in Tier 1 and Tier 2 should be taken prior to this course.
Pre-Requisite(s): TIER 1: SPEC 603, LTED 646, MATH 604 and TIER 2: SPEC 610, SPEC 614, SPEC 680.

SPEC 695 Independent Study in Special Education (1 Credit)
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.

SPEC 697 Diagnose Children with Learning Disabilities (3 Credits)
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. All areas of learning are studied with an emphasis on the causes of learning disabilities in children. Time is provided to study factors, which affect learning such as motivation, perception, interests, and concept development.
Pre-Requisite(s): Department Consent

SPEC 698 Practicum in Learning Disabilities I: Diagnosis (3 Credits)
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. Students fulfill 75 hours of clock time.

SPEC 699 Practicum in Learning Disabilities II: Remediation (3 Credits)
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.

SPEC 700 Adults with Learning Disabilities (3 Credits)
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. This course is designed to be a mid-program course in the Master's degree program in Special Education with the Learning Disabilities Teacher Consultant Certification. It is also designed to be a prerequisite for Practicum in Learning Disabilities III: Adults.

SPEC 701 Cognition, Motivation, and Instructional Practice (3 Credits)
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.
Pre-Requisite(s): SPEC 600, SPEC 605, SPEC 606, SPEC 640, SPEC 675 and Department Permission.

Special Education—Teacher of Students with Disabilities Program (Autism Specialization), M.A.T.

This program provides teachers with the expansive knowledge base needed to work with children who present with special learning needs, including children with autism spectrum disorder (ASD), and to meet their unique academic and social needs. The knowledge base includes a wide range of instructional methodologies, including universal design for learning, assistive technology, critical thinking skills, and the ability to modify the classroom to accommodate special needs children.

Candidates are to be aware that the M.A.T. in Special Education includes a choice of coursework in varying exceptionalities or specialization in autism spectrum disorders following completion of the first 21 credits in the TOSD eligibility program. The candidate must notify Graduate Admissions of his/her program choice. The candidate will not be cleared to graduate unless coursework is appropriate to the M.A.T. option of choice.
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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPEC 605</td>
<td>Introduction to Education and Psychology of Exceptional Children and Youth</td>
<td>3</td>
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<td>SPEC 600</td>
<td>Introduction to Learning Disabilities</td>
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<td>SPEC 505</td>
<td>Working with Families of Students with Disabilities</td>
<td>3</td>
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<tr>
<td>SPEC 508</td>
<td>Helping Exceptional Children and Youth in the Inclusive Classroom</td>
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<td>SPEC 640</td>
<td>Emotional and Behavior Disorders in Children and Youth</td>
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<td>SPEC 669</td>
<td>Developing Communication Skills in Atypical Learners</td>
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<tr>
<td>SPEC 675</td>
<td>Corrective Techniques for Teaching the Exceptional Student</td>
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**Autism Spectrum Disorders Specialization Courses**

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<th>Code</th>
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<tr>
<td>SPEC 629</td>
<td>Teaching the Student with Autism Spectrum Disorders in School and at Home</td>
<td>3</td>
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<tr>
<td>SPEC 678</td>
<td>Behavior Interventions for Children with Autistic Spectrum Disorders</td>
<td>3</td>
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<tr>
<td>SPEC 616</td>
<td>Teaching High-Functioning Children and Youth with Autism Spectrum</td>
<td>3</td>
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<tr>
<td>SPEC 681</td>
<td>Teaching Social-Communication Skills to Children and Youth with Autism Spectrum Disorders (ASD)</td>
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| Total Credits | 33 |

**COMPLETION REQUIREMENTS**

To maintain eligibility for continued enrollment in the Teacher of Students with Disabilities certification eligibility program (first 21 credits) and/or the Master of Arts in Teaching Special Education program (33 credits), candidates must maintain a minimum graduate cumulative grade point average of 3.0 out of 4.0 throughout their course of study at the University. Falling below a 3.0 GPA will result in removal from either program, with no recourse for readmission.

On successful completion of the TOSD program, candidates may apply for the endorsement through Ms. Cynthia Vazquez, the Administrator for Certification, in the Center for Teacher Preparation and Partnerships in P203A. They may submit an application for the TOSD along with a copy of their New Jersey teaching certificate (CEAS or Standard) in an instructional area of general education. Candidates who complete the entire TOSD program at NJCU are advised to apply through the University.

Candidates must successfully pass a comprehensive (Praxis II) examination in completing the degree. In the 2020-2021 academic year, Special Education Core Knowledge and Applications (ETS Praxis 5354) applies and practice is highly recommended. Practice materials are available through the Frank Guarini library. Although the Praxis is not required by the state of New Jersey, it is required for the degree. Candidates are encouraged to check the examination number with the Special Education Office to be sure there has been no change.

Candidates must send their score to the Registrar:

Navin Saiboo, Interim Registrar
New Jersey City University
Hepburn Hall, Room 214
2039 Kennedy Blvd.

Jersey City, NJ 07305
Phone: 201-200-3048
Fax: 201-200-2062

Candidates must also scan and send their score to the Administrative Assistant in the Department of Special Education:

Renita Bhimdass, Administrative Assistant
Department of Special Education
New Jersey City University
Professional Studies Building, Room 350
2039 Kennedy Blvd.
Jersey City, NJ 07305
Phone: 201-200-3023
Fax: 201-200-3119

<table>
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<tr>
<th>First Year</th>
<th>Semester 1</th>
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<tr>
<td>SPEC 605</td>
<td>Introduction to Education and Psychology of Exceptional Children and Youth</td>
<td>3</td>
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<td>SPEC 600</td>
<td>Introduction to Learning Disabilities</td>
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<td>Credits</td>
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| Semester 2 | SPEC 505   | Working with Families of Students with Disabilities                        | 3 |
|            | SPEC 508   | Helping Exceptional Children and Youth in the Inclusive Classroom           | 3 |
|            | Credits                                             | 6 |

| Summer 1   | SPEC 640   | Emotional and Behavior Disorders in Children and Youth                      | 3 |
|            | SPEC 669   | Developing Communication Skills in Atypical Learners                         | 3 |
|            | Credits                                             | 6 |

| Summer 2   | SPEC 675   | Corrective Techniques for Teaching the Exceptional Student                  | 3 |
|            | Credits                                             | 3 |

| Second Year| Semester 1 | SPEC 629   | Teaching the Student with Autism Spectrum Disorders in School and at Home | 3 |
|            | SPEC 678   | Behavior Interventions for Children with Autistic Spectrum Disorders        | 3 |
|            | Credits                                             | 6 |

| Semester 2 | SPEC 616   | Teaching High-Functioning Children and Youth with Autism Spectrum           | 3 |
|            | SPEC 681   | Teaching Social-Communication Skills to Children and Youth with Autism Spectrum Disorders (ASD) | 3 |
|            | Credits                                             | 6 |

| Total Credits | 33 |

*Eligibility to apply for TOSD is through CTPP in P 203A, 201-200-2069 occurs after the first 21 credits in the TOSD eligibility sequence.*
Student Learning Outcomes

Upon completion of the Special Education-Autism Specialization program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils’ developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Use appropriate technology in carrying out their professional responsibilities.

Special Education—Learning Disabilities Teacher Consultant Endorsement Eligibility, M.A.

NJCU offers a 39-credit online Master of Arts degree in Special Education with Learning Disabilities Teacher Consultant (LDTC) Program for New Jersey teachers who are already certified to teach Special Education or an allied field and who 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.

Completion of this rigorous degree program requires, two 50-hour practicums, and the candidate's willingness to ensure enlistment of a volunteer who is a qualified LDTC mentor as well as his/her principal's permission in addition to satisfactory completion of coursework and field experiences. Candidates may take courses year round including in summer during Cluster I ONLY. Absolutely NO summer coursework is required or available in Clusters II and III.

Coursework that applies to this M.A. in Special Education with LDTC Program includes Clusters I, II and III. Cluster I applies only to the Master's Program, not to the Certificate Only Program. Cluster I begins throughout the year but Clusters II and III begin ONLY in the fall. Once a candidate begins Cluster II, s/he is expected to take 6 credits each semester and to remain with the cohort during the two years of program in Clusters II and III. Courses may be transferred within Cluster I but there are absolutely no transfer credits permitted for courses in Clusters II and III. There are absolutely NO summer courses either required or available in Clusters II and III.

REQUIREMENTS FOR ADMISSION ARE:

• Official transcript(s) with 3.0 out of 4.0 or higher cumulative GPA
• Essay (250-500 words)
• Recommendation letter from principal, vice principal, or instructional supervisor
• A copy of standard certification(s)
• An original employment verification letter from a school official on school letterhead documenting at least two years of successful fulltime teaching experience and current employment as a teacher
• Interview, as necessary at discretion of application committee

Cluster I courses may not be taken contiguously with Cluster II or Cluster III courses in fall or spring.

Applicants for the M.A. in Special Education with LDTC Program must be certified to teach Special Education or an allied field, and have achieved a minimum grade point average of 3.00 out of a possible 4.00. Applicants with degrees from out-of-state universities must have their credentials evaluated by the New Jersey Department of Education prior to admission, and have submitted an official copy of the State’s evaluation along with their application to the Admissions Office.

TRANSFER CREDITS

Candidates may apply for transfer credit of up to 9 semester hours toward meeting Cluster I requirements 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. Candidates wishing to transfer credits should fill out the transfer of credits request form from the Transfer Resource Center. See https://www.njcu.edu/admissions-aid/transfer-student-admissions/transfer-resource-center/transfer-forms Once accepted to the program, candidates are required to take all remaining courses at NJCU.

MAJOR REQUIREMENTS

The LDTC endorsement eligibility program begins with Cluster II each fall semester. Cluster I courses are taken individually and not as a cohort. However, Clusters II and III courses are taken as a cohort in fall and spring. Candidates in Clusters II and III are required to take two courses each semester. All of the courses are taught online with the exception of three courses in Cluster III that are blended. The Office of Special Education enrolls candidates in Cluster II and III courses close to the beginning of the fall and spring semesters. The three blended courses meet one day a month on Saturdays for a full day. The Office of Special Education enrolls candidates in Clusters II and III courses. Once accepted to the Masters in Special Education with LDTC endorsement eligibility program, candidates must take all coursework through NJCU.

Each candidate must ensure documented enlistment of a volunteer who is a qualified LDTC mentor and secure his/her principal’s permission to participate in the following experiences:

• Consult with a qualified, certified district employed LDTC who volunteers to serve as a mentor and who is currently assigned to the school, preferably one who has a minimum of three years of experience
• Design assessment plans based on referral issues
• Complete learning evaluations for students referred for child study, preferably students at different age/grade levels
• Use a variety of testing material, conduct observations and review records as required
• Score assessments and write reports in consultation with the LDTC mentor
• Contribute to and develop Individualized Education Plans by making educational recommendations to remediate diagnosed learning difficulties

**The Comprehensive Examination for the degree consists of ETS Praxis II in special education-Exam number 5354. Candidates are encouraged to check the examination number with the Special Education Office to be sure there has been no change.**
• Consult with administrators, teachers, child study team and parents; participate in planning and child study team meetings; interpret the results of evaluations and remediation plans to other professionals and parents.
• Utilize trial teaching and other strategies to address the learning needs of students demonstrating learning differences and difficulties.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC 600</td>
<td>Introduction to Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 605</td>
<td>Introduction to Education and Psychology of Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 606</td>
<td>Lifespan Assessment in the Care and Education of the Handicapped</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 640</td>
<td>Emotional and Behavior Disorders in Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 675</td>
<td>Corrective Techniques for Teaching the Exceptional Student</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cluster II: LDTC Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC 670</td>
<td>Remed. Of Lrng Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 672</td>
<td>Physiological and Learning Factors in the Edu of Child w Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 702</td>
<td>Cognition, Motivation, and Instructional Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 697</td>
<td>Diagnose Chldrn Lrng Disabili</td>
<td>3</td>
</tr>
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</table>

**Cluster III: Clinical Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SPEC 673</td>
<td>Func.On The Child Study Team</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 674</td>
<td>Interpersonal &amp; ConsTech Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 675</td>
<td>Corrective Techniques for Teaching the Exceptional Student</td>
<td>3</td>
</tr>
</tbody>
</table>

A grade of B or better is required in SPEC 697 in order to enroll in SPEC 698.
2 A grade of B or better is required in SPEC 698 in order to enroll in SPEC 699.

**Student Learning Outcomes**

Upon completion of the Special Education-Learning Disabilities Teacher Consultant Endorsement Eligibility program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils’ developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Use appropriate technology in carrying out their professional responsibilities.

**Special Education—Learning Disabilities Teacher Consultant, Endorsement Eligibility Program**

NJCU offers a 24-credit online Learning Disabilities Teacher Consultant certificate program for New Jersey teachers who are already certified to teach Special Education or an allied field and who 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 from an accredited university is required for admission to the LDTC endorsement eligibility program. Completion of this rigorous non-degree program requires two 50-hour practicums, and the candidate's willingness to ensure enlistment of a volunteer who is a qualified LDTC mentor as well as his/her principal's permission in addition to satisfactory completion of coursework and field experiences. Candidates may choose to take courses in summer during Cluster I ONLY. Absolutely NO summer coursework is required or available in Clusters II and III.

Coursework that applies to this LDTC Certificate Only Program include Clusters II and III. Cluster I applies only to the Master’s Program.

Clusters II and III begin ONLY in the fall. Candidates are expected to take 6 credits a semester and to remain with their cohort during the two years of Clusters II and III. There are absolutely no transfer credits permitted in this program and there are absolutely NO summer courses available.

**Requirements for Admission Are:**

- Official transcript(s) with 3.0 out of 4.0 or higher cumulative GPA
- Essay (250-500 words)
- Recommendation letter from principal, vice principal, or instructional supervisor
- A copy of standard certification(s)
- An original employment verification letter from a school official on school letterhead documenting at least two years of successful fulltime teaching experience and current employment as a teacher
- Interview, as necessary at discretion of application committee

Cluster I courses may be viewed under the Master’s with LDTC Program. They may not be taken contiguously with Cluster II or Cluster III courses in fall and spring.

Applicants for the LDTC endorsement program must have completed an accredited master’s program in Special Education or an allied field, and have achieved a minimum grade point average of 3.00 out of a possible 4.00. Applicants with degrees from out-of-state universities must have their credentials evaluated by the New Jersey Department of Education prior to admission, and have submitted an official copy of the State's evaluation along with their application to the Admissions Office.

**Transfer Credits**

Candidates may apply for transfer credit of up to 9 semester hours toward meeting Cluster I requirements only: 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. Candidates wishing to transfer credits from universities or colleges other than NJCU should fill out the transfer of credits request form from Transfer Resource Center. See https://www.njcu.edu/admissions-aid/transfer-student-admissions/transfer-resource-center/transfer-forms. Once accepted to the program, candidates are required to take all remaining courses at NJCU.

**Major Requirements**

The LDTC endorsement eligibility program begins with Cluster II each fall semester. Clusters II and III courses are taken as a cohort in fall and spring. Candidates in Clusters II and III are required to take two courses each semester. All of the courses are taught online. The Office of Special Education enrolls candidates in Cluster II and III courses close to the beginning of the fall and spring semesters. Once accepted to the Masters in Special Education with LDTC endorsement eligibility program, candidates must take all coursework through NJCU.

Each candidate must ensure documented enlistment of a volunteer who is a qualified LDTC mentor and secure his/her principal's permission to participate in the following practicum experiences in the final year of the program. Experiences include:

- Consulting with a qualified, certified district employed LDTC who volunteers to serve as a mentor and who is currently assigned to the school, preferably one who has a minimum of three years of experience
- Designing assessment plans based on referral issues
- Completing learning evaluations for students referred for child study, preferably students at different age/grade levels
- Using a variety of testing material, conduct observations and review records as required
- Scoring assessments and write reports in consultation with the LDTC mentor
- Contributing to and develop Individualized Education Plans by making educational recommendations to remediate diagnosed learning difficulties
- Consulting with administrators, teachers, child study team and parents; participate in planning and child study team meetings; interpret the results of evaluations and remediation plans to other professionals and parents
- Utilizing trial teaching and other strategies to address the learning needs of students demonstrating learning differences and difficulties
COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC 600</td>
<td>Introduction to Learning Disabilities</td>
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</tr>
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<td>SPEC 605</td>
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<td>3</td>
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<td>SPEC 606</td>
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</tr>
<tr>
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<td>Corrective Techniques for Teaching the Exceptional Children</td>
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</tr>
</tbody>
</table>

Cluster I Courses

Cluster II: LDTC Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC 670</td>
<td>Remediation of Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 672</td>
<td>Physiological and Learning Factors in the Education of Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 702</td>
<td>Cognition, Motivation, and Instructional Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 697</td>
<td>Diagnose Children with Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Cluster III: Clinical Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC 673</td>
<td>Function on the Child Study Team</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 674</td>
<td>Interpersonal and Consultation Techniques in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 698</td>
<td>Practicum in Learning Disabilities I: Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 699</td>
<td>Practicum in Learning Disabilities II: Remediation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 39

1. Cluster I courses may be taken summer, fall or spring as desired.
2. Cluster II must be taken two courses per semester with Departmental permission on completion of Cluster I coursework.
3. Cluster III must be taken two courses per semester with Departmental permission on completion of Cluster II coursework.

COMPLETION REQUIREMENTS

To maintain eligibility for continued enrollment in the Master of Arts with Learning Disabilities Teacher Consultant endorsement eligibility program, candidates must maintain a minimum graduate cumulative grade point average of 3.0 out of 4.0 and must complete the sequence of courses as described above throughout their course of study at the University. Falling below a 3.0 cumulative GPA will result in removal from the endorsement eligibility program, with no recourse for readmission. Candidates must satisfactorily demonstrate consultative, diagnostic and instructional skills in field experiences.

Completion of this program requires demonstration of skill in field experiences including two 50 hour practicums. Candidates are also required to enlist the support of a volunteer who is a qualified LDTC mentor willing to supervise his/her administration of testing/report writing and consultation, to ensure the permission of the principal and to satisfactorily complete all coursework.

At the successful conclusion of the LDTC endorsement eligibility program, candidates may apply for the endorsement through the Administrator for Certification in the Center for Teacher Preparation and Partnerships in P203A. Candidates will submit a copy of their standard New Jersey Certificate, a letter from a school official on official school letterhead documenting at least 3 full years of full-time teaching experience.

CLUSTER II

(Courses may be taken only after completion of Cluster I and with department permission. No transfer credit permitted. No summer courses are required or available.)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPEC 670</td>
<td>Remediation of Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 672</td>
<td>Physiological and Learning Factors in the Education of Children with Disabilities</td>
<td>3</td>
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</table>

Credits 6

Semester 2

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC 702</td>
<td>Cognition, Motivation, and Instructional Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 697</td>
<td>Diagnose Children with Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 6

Total Credits 12

CLUSTER III

(Courses may be taken only after completion of Clusters I and II and with department permission. No transfer credit permitted. No summer courses are required or available)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC 673</td>
<td>Function on the Child Study Team</td>
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</tr>
<tr>
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<td>Practicum in Learning Disabilities I: Diagnosis</td>
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</tbody>
</table>

Credits 6

Semester 2

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPEC 674</td>
<td>Interpersonal and Consultation Techniques in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 699</td>
<td>Practicum in Learning Disabilities II: Remediation</td>
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</tr>
</tbody>
</table>

Credits 6

Total Credits 12

1. A grade of B or better is required in SPEC 697 in order to enroll in SPEC 698.
2. A grade of B or better is required in SPEC 698 in order to enroll in SPEC 699.

Combined New Pathways to Teaching and Teacher of Students with Disabilities, M.A.T.

Candidates interested in completing the Alternate Route in Special Education will need to complete two certification programs. In New Jersey, the Teacher of Students with Disabilities is added onto a general
Candidates MUST apply for this program and become matriculated through the Admissions Office. A GPA of 3.0 out of 4.0 is required for admission and a minimum GPA of 3.00 is required for graduation, along with a copy of an NJ standard instructional certificate in an area of general education, which may be achieved through the NPTNJ Program (https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj/).

Degree candidates complete the full NPTNJ program (https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj/). Twelve of the credits from NPTNJ will be accepted into the MAT program. Candidates take an additional 24 Special Education credits, and pass a PRAXIS examination number 5354 Core Knowledge and Applications. Candidates are advised to check the Praxis number with the Special Education Department before taking the examination to be sure the number has not changed. Practice materials for the Praxis examination are available through the Frank Guarini Library.

COMPLETION REQUIREMENTS

To maintain eligibility for continued enrollment in the Teacher of Students with Disabilities certification eligibility program (first 21 credits) as well as the Master of Arts in Teaching Special Education program (33 credits), candidates must maintain a minimum graduate cumulative grade point average of 3.0 out of 4.0 throughout their course of study at the University. Falling below a 3.0 GPA will result in removal from either program, with no recourse for readmission.

On successful completion of the TOSD program, candidates may apply for the endorsement through the Administrator for Certification in the Center for Teacher Preparation and Partnerships in P203A. They may submit an application for the TOSD along with a copy of their New Jersey teaching certificate (CEAS or Standard) in an instructional area of general education. Candidates are advised NOT to apply on their own but through the University as it is much more efficient to apply through the University. Application for the TOSD is completed through the Certification Administrator, Ms. Cynthia Vazquez, in the Center for Teacher Preparation and Partnerships in P203A.

Candidates must successfully pass a comprehensive or Praxis II examination in completing the degree. In the 2017-2018 academic year, Special Education Core Knowledge and Applications (ETS Praxis 5354) applies and practice is highly recommended. Practice materials are available through the Frank Guarini Library. Although the Praxis is not required by the state of New Jersey, it is required for the degree. Candidates are encouraged to check the examination number with the Special Education Office to be sure there has been no change.

When applying for graduation (approximately a semester beforehand), candidates (not ETS) must send their scanned Praxis II score to:

Renita Bhimdass, Secretary
Department of Special Education
New Jersey City University
2039 John F. Kennedy Blvd.
Jersey City, NJ 07305

In addition, scores should be sent to:

Jimmy Lau
Graduate Graduation Clearance Officer
Associate Registrar - Interim
Associate Director of Enrollment Management
New Jersey City University
2039 John F. Kennedy Blvd.
Jersey City, NJ 07305
Phone: (201)200-2121
Email: rbhimdass@njcu.edu

Or, you may email your score to:

Sohaib Talat
Registrar’s Office H214
Phone: (201) 200 3483
Email: stalat@njcu.edu

Complete all New Pathways to Teaching in New Jersey (NPTNJ) Courses. See NPTNJ Program (https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj/). Once New Pathways courses are completed with two years of teaching, the candidate is eligible to apply for his/her standard certification.

Convert 12 New Pathways credits to NJCU credits through the NPTNJ Office. Email Ms. Lola Martinez at lmartinez@njcu.edu. Complete 21 credits of special education coursework to qualify for the TOSD endorsement. Complete these courses while completing the NPTNJ courses. The New Jersey Department of Education allows six years to complete both programs. Apply here: https://www.njcu.edu/admissions-aid/graduate-admissions (https://www.njcu.edu/admissions-aid/graduate-admissions/)

Optional Master of Arts in Teaching in Special Education. With an additional 3 credits in special education coursework, we will accept 12 credits of the NPTNJ coursework into the degree program which will provide eligibility for the Master of Arts in Teaching Special Education.

The 36-credit Master of Arts (MAT) in Teaching degree program combines 24 credits in special education (21 credits are for the Teacher of Students with Disabilities (TOSD) endorsement eligibility program) plus 12 credits which must be converted from NPTNJ to NJCU. Candidates are required to pass a comprehensive (PRAXIS II) examination, number 5354 called “Core Knowledge and Applications” for the degree, not the certificate. Candidates are advised to check the Praxis number with the Special Education Department before taking the examination to be sure the number has not changed. Practice materials for the Praxis examination are available through the Frank Guarini Library.

Candidates MUST apply for either the T.O.S.D. or the M.A.T. program and become accepted to the certificate program or matriculated for the degree program through the Admissions Office. Apply online at https://www.njcu.edu/admissions-aid/graduate-admissions (https://
Special Education—Teacher of Students with Disabilities Endorsement (TOSD) Eligibility Program

NJCU provides opportunity for teachers currently holding a New Jersey Certificate of Eligibility with Advanced Standing or a standard certificate in an instructional area to enhance their credentials by working toward eligibility for the Teacher of Students with Disabilities endorsement. This endorsement requires 21 credits though the candidate must be accepted to the program on or before 12 credits have accrued and meet all other requirements in the catalog. They may, further, matriculate into a degree program on or before 12 credits are completed, contingent on application to the Office of Admissions. Current degree programs include a Master of Arts in Teaching in Special Education with an option specializing in autism or one for varying exceptionalities.

REQUIREMENTS FOR ADMISSION ARE:

- Official transcript(s) with 3.00 or higher cumulative GPA
- Essay (250-500 words)
- A copy of a standard New Jersey certification(s) or CEAS in an instructional area
- A minimum cumulative undergraduate grade point average (CGPA) of 3.0

TRANSFER CREDITS

Credits are not transferable to this program though students may compile credits from different programs in application for the endorsement to the state. Credits are only transferable to an NJCU program on matriculation to a degree program.

### CURRICULUM REQUIREMENTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPEC 605</td>
<td>Introduction to Educational and Psychologically Exceptional Children</td>
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</tr>
<tr>
<td>SPEC 600</td>
<td>Introduction to Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 505</td>
<td>Working with Families of Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 508</td>
<td>Helping Exceptional Children and Youth in the Regular Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 640</td>
<td>Behavior Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 669</td>
<td>Development Communication Skills Atypical Children</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 675</td>
<td>Corrective Techniques for Teaching the Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

### COMPLETION REQUIREMENTS

To maintain eligibility for continued enrollment in the Teacher of Students with Disabilities certification eligibility program, candidates must maintain a minimum graduate cumulative grade point average of 3.0 out of 4.0 throughout their course of study at the University. Falling below a 3.0 cumulative GPA will result in removal from the certificate eligibility program, with no recourse for readmission.

On successful completion of the TOSD program, candidates may apply for the endorsement through the Administrator for Certification in the Center for Teacher Preparation and Partnerships in P203A. They may submit an application for the TOSD along with a copy of their New Jersey teaching certificate (CEAS or Standard) in an instructional area of general education. Candidates are advised NOT to apply on their own but through the University as it is much more efficient to apply through the University.

Special Education—Teacher of Students with Disabilities Endorsement Eligibility Program, M.A.T.

This master’s degree program includes the 21 credits required for Teacher of Students with Disabilities (TOSD) endorsement eligibility. The program is designed for those initially certified (Certificate of Eligibility with Advanced Standing, CEAS, or Standard Certificate) in and NJDOE content area of education other than Special Education.

REQUIREMENTS FOR ADMISSION ARE:

- Official transcript(s) with 3.00 or higher cumulative GPA
- Essay (250-500 words)
- A copy of a standard New Jersey certification(s) or CEAS in an instructional area
- A minimum cumulative undergraduate grade point average (CGPA) of 3.0

TRANSFER CREDITS

Credits are not transferable to this program though students may compile credits from different programs in application for the endorsement to the state. Credits are only transferable for candidates on matriculation to a degree program.

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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPEC 629</td>
<td>Teaching the Children with Autism</td>
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<td>SPEC 606</td>
<td>Lifespan Assessment in the Care and Education of the Handicapped</td>
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<tr>
<td>SPEC 631</td>
<td>Procedures in Teaching the Moderately and Severely Retarded</td>
<td>3</td>
</tr>
<tr>
<td>SPEC 691</td>
<td>Research Seminar in Special Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

COMPLETION REQUIREMENTS

To maintain eligibility for continued enrollment in the Teacher of Students with Disabilities certification eligibility program (first 21 credits) as well as the Master of Arts in Teaching Special Education program (33 credits), candidates must maintain a minimum graduate cumulative grade point average of 3.0 out of 4.0 throughout their course of study at the University. Falling below a 3.0 GPA will result in removal from either program, with no recourse for readmission.

On successful completion of the TOSD program, candidates may apply for the endorsement through the Administrator for Certification in the Center for Teacher Preparation and Partnerships in P203A. They may submit an application for the TOSD along with a copy of their New Jersey teaching certificate (CEAS or Standard) in an instructional area of general education. Candidates are advised NOT to apply on their own but through the University as it is much more efficient to apply through the University.

Candidates must successfully pass a comprehensive or Praxis II examination in completing the degree. In the 2017-2018 academic year, Special Education Core Knowledge and Applications (ETS Praxis 5354) applies and practice is highly recommended. Practice materials are available through the Frank Guarini library. Although the Praxis is not required by the state of New Jersey, it is required for the degree. Candidates are encouraged to check the examination number with the Special Education Office to be sure there has been no change.

Candidates must send their score to the Registrar in Hepburn Hall:

4. Know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.

5. Use appropriate technology in carrying out their professional responsibilities

1. 

College of Professional Studies

Professional Studies Building, Room 402
201-200-3321
http://www.njcu.edu/academics/schools-colleges/college-professional-studies

Dr. Michael Edmondson (medmondson), Interim Dean
Dr. Christina B. McSherry (cmcsherry@njcu.edu), Associate Dean
Debra Welch (dwelch@njcu.edu), Administrative Assistant

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 Criminal Justice
• Master of Science in Health Sciences (Specializations: public health education, health administration, and school health education)
• Master of Science with a Major in Nursing, Specializing in Nursing 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
• Fire Safety Manager (Certificate eligibility)
• Certificate in School Nursing
• Post-Masters Certificate in Nursing Education
• 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

Student Learning Outcomes

Upon completion of the Special Education-Teacher of Students with Disabilities Endorsement Eligibility program, students will be able to:

1. Demonstrate mastery of the subject matter they plan to teach.
2. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils’ developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
3. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
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.

Criminal Justice

Professional Studies Building, Room 220
201-200-3492

The Criminal Justice Department (https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/criminal-justice/), a diverse, urban learning community of educators and students, is dedicated to a multidisciplinary education, merging theory and practice in service to society and the dynamic nature of criminal justice. The Department sponsors a Chapter of the American Criminal Justice Association's Lambda Alpha Epsilon for its students and has a very active Criminal/ Social justice club. The Department seeks academic excellence, whereby it develops the latest and most expedient assessment tools, develops new courses, promotes faculty development, enhances community outreach goals, increases its access to a diverse range of incoming students, and boosts retention.

Distinguished faculty and students are deeply involved in all aspects of criminal justice, and work and conduct research in the areas of policing, corrections, the courts, law, international criminal justice, white collar crime, community justice, restorative justice, victimology, and constitutional and human rights. We are all fully committed to deepening our understanding of crime, criminal justice policy, and social justice and are actively involved in a full range of community outreach activities as well. Our program emphasizes inter-disciplinary and multi-method inquiries that make a very real difference to day-to-day and long-term policy and practice. Our faculty and students pursue research and engage in practices that explore a wide variety of critical issues in the New Jersey, the NJ-NY metropolitan area, and across the United States in the context of global criminal justice developments and issues.

All Criminal Justice majors who qualify are eligible for NJCU's Cooperative Education Program. A major objective of the program is to combine classroom education with practical experience and to provide a realistic, in-the-field environment for skills and knowledge, skills, and abilities that supplement classroom learning. Students can earn up to 12 credits, with a maximum of 6 credits in any one experience.

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Konstantinos Papazoglou
Assistant Professor of Criminal Justice
Hellenic Police Academy, B.A.; University of Athens, B.S.; New York University, M.A.; University of Toronto, Ph.D.

Criminal Justice (CJ)

CJ 501 Crime in a Global Context (3 Credits)
Crime in a global context is examined through an investigation of transnational and international crimes. The basic relationship between crimes and international law is studied, with particular emphasis on terrorism, genocide, and human rights violations. Mechanisms for dealing with such crimes, including international proceedings, conventions and treaties are discussed, as are relevant current issues.

CJ 600 The Criminal Justice System and Urban Communities (3 Credits)
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 Credits)
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. This course is taught online.

CJ 602 Crime in the Global Context (3 Credits)
Crime in Global context is examined through an investigation of transnational and international crimes. The basic relationship between crimes and international law is studied, with particular emphasis on terrorism, genocide, and human rights violations. Mechanisms for dealing with such crimes are discussed, as are relevant current issues.

CJ 603 Restorative Justice (3 Credits)
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 Credits)
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 definitions, 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 606 Criminal Justice Research II (3 Credits)
This course examines the uses of statistics in research in crime and justice, with an emphasis on comprehension and not computation. The student will be provided with an accessible but sophisticated understanding of statistics that can be used to examine real-life criminal justice problems. After introducing the basic concepts of measurement, the course will examine descriptive statistics, inferential or inductive statistics, and multivariate statistics.

CJ 610 The Criminal Justice Professional (3 Credits)
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 Credits)
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 614 Women, Crime and Criminal Justice (3 Credits)
Course focuses on how women affect and are affected by crime and the criminal justice system. Women will be discussed as offenders, victims and professionals. Major emphases will be placed on theoretical and practical perspectives established in the discipline of criminal justice regarding women. Selected global comparisons will be considered.

CJ 615 Theory and Practice Police Administration (3 Credits)
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 Credits)
Course examines criminal and deviant acts by corporations and powerful political organizations, and by doing so, details the ramifications of political economy that lead to this type of behavior. Solutions to elite deviance are also identified and assessed.

CJ 620 Operational Strategy in Police Administration (3 Credits)
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 Credits)
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 Credits)
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 631 Crime Analysis: From Theory to Practice in Law Enforcement (3 Credits)
This course provides an introduction into the relationship between risk and crime, and will instruct students on the theoretical underpinnings underlying crime analysis and some popular quantitative methods used by law enforcement agencies. Quantitative methods to be examined include the calculation of offender, temporal and spatial risk in crime.

CJ 632 Environmental Crime (3 Credits)
This graduate course explores the uneven distribution of environmental hazards and benefits across numerous social settings. Concentration is placed on criminal injurious actions and other forms of deviance that affect current environmental conditions, as well as legal and activist approaches designed to protect the quality of the environment.

CJ 635 Seminar on Community Corrections (3 Credits)
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 inter-agency cooperation.

CJ 640 The Juvenile Justice System (3 Credits)
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 treatment 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 Credits)
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 Credits)
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 Community Crime Prevention (3 Credits)
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 657 Qualitative Research Methods for Program and Policy Analysis (3 Credits)
The course will instruct students on qualitative methods for the purpose of program and policy evaluation. Interpretive policy analysis will be used to examine program or policy effectiveness. Qualitative research methodologies to be examined include case study, content analysis, ethnmethodology, focus groups, interviewing, and action research.

CJ 660 Critical Issues in Policing (3 Credits)
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 670 Supervised Professional Placement (3 Credits)
Under faculty and practitioner supervision, this offering integrates the concepts of the classroom with the pragmatic realities of a work setting. Placement is by mutual agreement of the student, supervising faculty member, and cooperating agency.

CJ 671 Master's Project (3 Credits)
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. (Completion of 24 credits, including CJ 605)
Pre-Requisite(s): Completion of 24 credits, including CJ 605.

CJ 675 Thesis Supervision I (3 Credits)
This course prepares master's students to write a thesis. Students make connections between ideas and questions developed in all courses and focus on the design of a proposal for a thesis. Students assist in the identification and delineation of researchable topics with suggestions for appropriate methodologies. They review the process of writing scholarly and research reports, library research, and documentation styles. Students select a topic, refine it through preliminary research and meetings with faculty advisers, write a proposal/research question(s), and conduct the literature review.

CJ 676 Thesis Supervision II (3 Credits)
A continuation of CJ 675 Thesis I, this course prepares master's students to write a thesis or develop a culminating project for the degree. Students make connections between ideas and questions developed in all courses and focus on the design of a proposal for a thesis or project. Students assist in the identification and delineation of researchable topics with suggestions for appropriate methodologies. They review the process of writing scholarly and research reports, library research, and documentation styles. Students select a topic, refine it through preliminary research and meetings with faculty advisers, write a proposal/research question(s), and conduct the literature review.

CJ 680 Criminal Justice Management (3 Credits)
This seminar deals with the problems of criminal justice management. Change strategies, rational planning, efficient budgeting, needs assessment, and evaluation are stressed.

CJ 685 Planning in the Criminal Justice System (3 Credits)
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 Credits)
This seminar deals with the problems of criminal justice management. The focus is on improved management techniques used to "survive" in an era when more is expected to be done with less. Group projects are required and are judged by a panel of practitioner experts.

Student Learning Outcomes
Upon completion of the Master of Science Criminal Justice program, students will be able to:
1. Evaluate criminal justice institutions and processes through the selected application of criminological theory, law, and policy.
2. Employ advanced knowledge of research methods.
3. Appraise historic and current criminal justice literature in project topic.
4. Articulate advanced oral communication skills through the presentation of the masters project.

Criminal Justice, M.S.
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. To accommodate students with varying work schedules, all graduate coursework is offered on the main campus on a dual-track basis, whereby students have the option to attend each class at either 8:30 a.m. or 7:00 p.m. on the same day. Our courses are also available during our Summer sessions.

Distinguished faculty and students are deeply involved in all aspects of criminal justice, and work and conduct research in the areas of policing, corrections, the courts, law, international criminal justice, white collar crime, community justice, restorative justice, victimology, and constitutional and human rights. We are all fully committed to deepening our understanding of crime, criminal justice policy, and social justice and are actively involved in a full range of community outreach activities as well. Our program emphasizes inter-disciplinary and multi-method inquiries that make a very real difference to day-to-day and long-term policy and practice. Our faculty and students pursue research and engage in practices that explore a wide variety of critical issues in the New Jersey, the NJ-NY metropolitan area, and across the United States in the context of global criminal justice developments and issues.

Admission
It is the policy of the Graduate Program in Criminal Justice to admit those students who demonstrate promise of succeeding in our curriculum. Primary consideration is given to the applicant's academic record. Admissions requirements include: Cumulative minimum GPA of 2.75; a 250-500 word essay discussing your goals and objectives for pursuing admission to the degree program to which you are applying; official transcripts from all previous U.S. colleges attended or official NACES course-by-course evaluation of any foreign transcripts*; two (2) letters of recommendation; official copy of GRE/MAT scores or waiver; official documentation of English Language Proficiency (TOEFL/IELTS) or waiver if applicable; non-refundable application fee. Please refer to the Criminal Justice (M.S.) admission site (https://www.njcu.edu/admissions-aid/graduate-admissions/graduate-degrees/criminal-justice-ms/).

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. Students must maintain a 3.0 GPA in the graduate program, or be subject to academic probation or dismissal.

Master's Project Requirement
Upon completion of 24 credits (including CJ 605), all students are required to enroll in CJ 671. Students will choose an area of specialized
study for their project with the approval of the Graduate Coordinator. When the project is approved, and all requirements met, the student may qualify for graduation.

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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>CJ 605</td>
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<td>CJ 645</td>
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**Elective Courses:** Select 5 courses

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<td>CJ 601</td>
<td>Grant Proposal Writing</td>
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<td>CJ 602</td>
<td>Crime in the Global Context</td>
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<td>CJ 603</td>
<td>Restorative Justice</td>
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<td>CJ 610</td>
<td>The Criminal Justice Professional</td>
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<td>CJ 611</td>
<td>Graduate Seminar in Criminal Justice</td>
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<td>CJ 616</td>
<td>Elite Deviance</td>
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<td>CJ 620</td>
<td>Oper.Strat.In Police Admin.</td>
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<td>Seminar on Community Corrections</td>
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<td>Qualitative Research Methods for Program and Policy Analysis</td>
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<td>CJ 660</td>
<td>Critical Issues in Policing</td>
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<td>CJ 685</td>
<td>Planning in Crim Just Syst</td>
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<td>CJ 690</td>
<td>Workshop in Criminal Justice Administration and Decision-Making</td>
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**Independent Study**

**Master’s Project**

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<tbody>
<tr>
<td>CJ 671</td>
<td>Master’s Project</td>
<td>3</td>
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**Total Credits**: 33

Criminal Justice graduate students are required take five core courses (15 credits) and five courses in the electives area (15 credits), in addition to the Master’s Project (3 credit) for a total of 33 credits.

**First Year**

**Semester 1**

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<td>CJ 615</td>
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<td>CJ Elective Course</td>
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**Semester 2**

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<td>CJ 625</td>
<td>Contemporary Corrections</td>
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<td>CJ 630</td>
<td>The Judicial System</td>
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<td>CJ Elective Course</td>
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**Second Year**

**Semester 1**

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<th>Code</th>
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<th>Credits</th>
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<tr>
<td>CJ 645</td>
<td>The Nature Of Crime</td>
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CJ Elective Course

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<tr>
<td>CJ Elective Course</td>
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</table>

**Total Credits**: 33

Health Sciences

Professional Studies Building, Room 219
201-200-3431
http://www.njcu.edu/department/health-sciences

The Department of Health Sciences offers a Master of Science with specializations in:

- Health Administrations, M.S.
- Public Health Education, M.S.
- School Health Education, M.S.

**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 3.0 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 3.0 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).

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Assistant Professor of Health Sciences
University of Delaware, B.S.; Virginia Tech, M.S., Ph.D.

Lilliam Rosado-Hollenbach (lrosado1@njcu.edu)
Professor of Health Sciences
Brooklyn College, B.S.; Hunter College, M.S.; Columbia University, Ph.D.

Danny Schieffler
Assistant Professor of Health Sciences
Northeast Louisiana University, B.S.; Tulane University, Ph.D.

These disciplines-specific concentrations prepare students for employment encompassing a wide variety of Health Service Fields; or, additional graduate study and certifications.

• Health Sciences—Health Administration, M.S. (p. 128)
• Health Sciences—Public Health Education, M.S. (p. 129)
• Health Sciences—School Health Education, M.S. (p. 130)
• Driver Education Certification (p. 128)

Health Sciences (HLTH)

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

HLTH 500 Managed Health Care (3 Credits)
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 Credits)
This course is intended to provide students 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 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 Credits)
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 Credits)
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 Credits)
This course is designed to enrich the background of certified traffic safety educators. The latest instructional materials (audio-visual and computer software) are reviewed. Behind-the-wheel time is also included.

HLTH 506 Trends and Issues in Driver Education (3 Credits)
This is a seminar on current issues confronting traffic safety educators. Presentations and reports from the U.S. Department of Transportation provide the focus of group discussions and reports. Insight into the needs and problems of both schools and community traffic programs is the primary goal. The course helps traffic educators design more effective courses of study. The course is required for permanent New York State certification.

HLTH 507 Principles of Safety and Accident Prevention (3 Credits)
The psychology of human behavior as it relates to risks individuals take and to safety in school and community is the focus of this course. Domestic, industrial and school safety problems are studied. Liability issues relevant to education are also explored. This is a required course for permanent New York State certification.

HLTH 509 Driver Education for the Physically Disabled (3 Credits)
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 Sciences Field Study (3 Credits)
This advanced course examines the history, organization, cost and quality of managed health care in the United States with a special emphasis on New Jersey. The perspectives of hospitals, physicians, nurses, managed care administrators and government agencies are addressed.

HLTH 512 School Nursing (3 Credits)
HLTH 515 Curriculum Development in Health Education (3 Credits)
This course examines the school health curriculum in relation to curriculum development, design, planning and implementation for teachers, school nurses and school administrators in all levels of education K-12 grades.

HLTH 517 Methods of Teaching Health Education (3 Credits)
Instructional methodology, design, production, validation, utilization and evaluation of materials for use in community health, patient education and school health programs are studied.

HLTH 603 Coordinating School and Community Health Programs (3 Credits)
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 Credits)
This course reviews human nutritional requirements and the relation of diet to human health and well-being. Health delivery systems with nutrition components are studied. Methods of determining nutritional status of at-risk groups: infants, preschool children, teenagers, pregnant women, and the elderly are included. Current community nutrition issues: food faddism, weight control, food misinformation, and nutrition legislation are discussed.

HLTH 605 Environmental Occupational Health and Safety (3 Credits)
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 for Residency (6 Credits)
This is a directed field experience, which can take place within official, quasi-official, voluntary, proprietary, and tax supported agencies or health related organizations. Field training is supervised jointly by departmental faculty and agency personnel. Written reports and projects as well as regular meetings with a faculty supervisor are required.

HLTH 610 Contemporary Trends in Community Mental Health (3 Credits)
This course examines concepts of mental health, mental illness evaluation, and prevention of mental disorders. Mental health in public health programs, legal aspects of mental health programs, and program planning are discussed.

HLTH 612 Community Organization for Health (3 Credits)
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 Credits)
Epidemiologic methods and their application to both infectious and noninfectious diseases are analyzed. Emphasis is placed on critical analysis of the epidemiologic process as well as original problem formulation and solution.

HLTH 615 Measurement and Interpretation of Data for Health Professionals (3 Credits)
This course covers the basic tools for the collection, analysis, and presentation of data in Health Sciences. Central to these skills is assessing the impact of chance and variability on the interpretation of research findings and subsequent recommendations for health practice and policy.

HLTH 616 Techniques Of Health Research (3 Credits)
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 Admin Theory & Practice (3 Credits)
This course examines support of effective administrative behavior focusing on decision-making, planning, organizing, and evaluating. Other factors in administration considered are: analyzing situations, directing work of others, maintaining organizational relationships, and improving communication. Models and case studies are used, and “in-basket” exercises are related to broader organization and administration theory.
HLTH 618 Health Economics (3 Credits)
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 621 Seminar in Comprehensive Health Planning (3 Credits)
This seminar explores concepts and methods of community, regional, and national health planning. Topics include: consideration of the social, economic, structural, and political aspects of the planning agencies; budgetary and political constraints; accountability; and feasibility of implementation.

HLTH 622 Health Personnel Management (3 Credits)
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 625 Principles of Health Informatics (3 Credits)
This course provides students with a basic understanding of "informatics" and its application in the fields of school health and community health education. It will focus on the collection, organization, evaluation, interpretation and communication of health information. Students will be required to develop skills and strategies for effective use through hands-on experience with relevant software.

HLTH 626 Health Care Organization (3 Credits)
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, supply and distribution of health personnel and evaluation of organized medical programs.

HLTH 629 Health Education Theory and Practice (3 Credits)
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.

HLTH 630 Trends and Issues in Substance Abuse (3 Credits)
Course provides an overview of the biological, psychological, and social dimensions of substance use, abuse, and dependency. Students will gain a comprehensive and realistic perspective of the multifaceted nature of drug-related problems as they impact the individual and society.

HLTH 632 Long Term Care Administration (3 Credits)
This course is designed to give students a basic understanding of the administrative and policy issues related 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 society and attitudes towards aging.

HLTH 633 Consumer Health (3 Credits)
This course provides an in-depth examination of the problems consumers face when attempting to seek health care services and the solutions to those problems. Assessing health fads and quackery are also covered.

HLTH 635 Public Health Issues of Immigration (3 Credits)
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 The Role of the School Nurse in the Coordinated School Health Program I (3 Credits)
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 Credits)
This course gives students a comprehensive understanding of the managed care movement. Topics include the history, organization, management, financing, staffing, and oversight of managed care. Students analyze the advantages and disadvantages of managed care. They are given the tools to become facilitators and change agents in developing managed care plans that are responsive to the needs of society.

HLTH 638 Fiscal Management (3 Credits)
This course offers an introduction to financial and accounting principles for the health care administrator. Topics 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 Credits)
Course provides instruction in the methodology, design, implementation and assessment of health education lessons and programs. Students will be taught effective strategies for teaching sensitive health issues to diverse populations in school. Additional emphasis will be placed on addressing the cognitive and affective domains in designing, developing, implementing and evaluating health curriculum in the school setting for all levels of education (Pre-School - Grade 12).

HLTH 642 The Role of the School Nurse in the Coordinated School Nurse Program II (3 Credits)
This course is a second component of foundation coursework for school nurses. Focus is on the school nurses role in the coordinated school health program, including: caring for special needs students, participation in the 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.

Pre-Requisite(s): HLTH 636

HLTH 643 Graduate School Nurse/Health Education Practicum (6 Credits)
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. Students will actualize the role of the school nurse according to National Guidelines for School Nursing Practice.

Pre-Requisite(s): HLTH 636 and HLTH 641
HĽTH 645 Family Life and Sex Education (3 Credits)
This course is designed for school personnel who are responsible for implementing, teaching and evaluating family life and sex education programs.

HĽTH 647 Health Disparities Among Diverse Populations: Class, Race, and Gender. (3 Credits)
This course will examine the social factors that contribute to racial, ethnic, socio-economic, and gender disparities in health. There will be an emphasis on inequalities in socioeconomic status, social identity such as race, gender and sexuality, and how inequalities determine access to individual wellness and access to health services. This course will be an elective in the graduate School Health, Community Health tracks, and School Nurse Certificate program. Therefore, there are no prerequisites or co-requisites needed for this course.

HĽTH 648 Contemporary Issues in Family Life Education (3 Credits)
This course offers a study of the role of teachers and schools in providing education on current issues in family life education. A theory and method for examining topics of vital public concern in a rapidly changing society are developed. Each issue is investigated using three domains of learning: cognitive, affective, and skills.

HĽTH 650 Development of Substance Awareness Programs (3 Credits)
This course is designed to develop school and family programs which focus on substance abuse prevention and intervention.

HĽTH 654 Public Health Leadership (3 Credits)
This course is designed for graduate students in the Public Health Education track of the Master's Degree in Health Sciences. The purpose of the course is to expose students to leadership theory, to apply that theory to examples of public health practice and to discover personal leadership qualities.

HĽTH 655 Health Care Information Systems for Health Administrators (3 Credits)
The selection, procurement, implementation and security of clinical and administrative health information systems are examined. Governance, organization, budget, management and evaluation of IT departments are reviewed. Major emphasis is given to the analysis and evaluation of the components of health information systems.

Pre-Requisite(s): HĽTH 500 Managed Health Care

HĽTH 660 Thesis or Departmental Projects (3 Credits)
Students prepare an acceptable master's thesis or project under the guidance of an advisor.

**Certification of Driver Education**

Certification of Driver Education

New Jersey City University has the longest-standing Driver Education Program in the nation. The certificate programs enhance a bachelor degree in health sciences and supports state certifications.

The program offers:
- Classes on-campus and online
- Courses are facilitated by faculty who make driver instruction a high-quality, personal educational experience
- Courses are offered with classroom and behind the wheel instruction
- Graduate credit may be attained for 500-level courses, by students holding a baccalaureate degree from an accredited college or university

Certifications:
- New Jersey Certification of Driver Education
- New York (Provisional-One Year) Certification of Driver Education
- New York (Permanent) Certification of Driver Education

**Certification of Driver Education**

Prerequisites

The student must show evidence of coursework in Health and Physical Education to obtain the official state Driver Education Teaching certification in New Jersey/New York.

**New Jersey Certification for Driver**

The requirements to earn this certificate include: a valid New Jersey driver's license of three or more years; a Bachelors degree with certification in health sciences or physical education; and complete one of the following courses.

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<td>Defensive Driving Teaching Techniques</td>
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<td>Contemporary Methods, Materials and Evaluation in Driver Education</td>
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**New York Provisional Certification for Driver Education**

The requirements to earn this certificate include: a valid New York driver's license of two or more years; a Bachelors degree; and complete the following six credits.

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Total Credits Required: 6

**New York Permanent Certification for Driver Education**

Students must complete the following six additional credits.

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<td>Principles of Safety and Accident Prevention</td>
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Total Credits 6

**Health Sciences—Health Administration, M.S.**

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

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Total Credits 6
planning agencies and federal, state, and voluntary health organizations and agencies. Our students acquire skills to analyze current trends and needs to develop strategic plans that will ensure the health of the facility or organization that they lead. The 39-45 credit hour program can be completed on a part-time basis, enabling individuals to maintain their present employment status.

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<td>HLTH 660</td>
<td>Thesis Or Dept Project</td>
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Restricted Electives: Minimum of 6 credits

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Electives Courses: Maximum of 9 credits

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<td>HLTH 510</td>
<td>Health Sciences Field Study</td>
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Total Credits Required: 36 or 42 depending on Residency Requirement

Additional Requirement: Students without a minimum of two years experience in Public Health are required to take a supervised field placement of 8-12 weeks. Documentation of professional experience (residency) is required. If residency is waived, students will NOT receive additional 6 credits.

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Student Learning Outcomes

Upon completion of the Health Administration Masters, students will be able to:

1. Utilize critical thinking skills to confront health issues.
2. Effectively communicate (both orally and in writing) beliefs, ideas, and information about health care.
3. Demonstrate leadership in a variety of settings: programs, government agencies, and businesses.
4. Formulate policy to improve health care organizations.
5. Recognize, as culturally competent citizens, how racism, sexism, prejudice, and power impact on the health and well-being of people.

Health Sciences—Public Health Education, M.S.

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.

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Health Sciences—School Health Education, M.S.

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.

Student Learning Outcomes

Upon completion of the School Health Education Masters, students will be able to:

1. Utilize critical thinking skills to confront health issues.
2. Make use of basic health information and services in health-enhancing ways.
3. Effectively communicate (both orally and in writing) to convey beliefs, ideas, and information about health issues.
5. Recognize, as culturally competent citizens, how racism, sexism, prejudice, and power impact on the health and well-being of people.

Restricted Electives: 6 credits

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Elective Courses: 9 Credits

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Elective Courses: Maximum of 12 credits

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Elective Courses: Minimum of 9 credits

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<tr>
<td>HLTH 635</td>
<td>Public Health Issues of Immigration</td>
<td>3</td>
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<tr>
<td>SPEC 605</td>
<td>Introduction to Education and Psychology of Exceptional Children and Youth</td>
<td>3</td>
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</tbody>
</table>

Total Credits Required: 36

Substitution of any of the above courses must be approved in writing by Department Chairperson.

Student Learning Outcomes

Upon completion of the School Health Education Masters, students will be able to:

1. Effectively communicate (both orally and in writing) beliefs, ideas, and information about health promotion and prevention to students, teachers, parents and the community.
2. Create a healthy and safe school and community while bring together all stakeholders.
3. Develop plans, in collaboration with the entire health team and other members of the child study team, to help students with challenges.
4. Recognize, as culturally competent citizens, how racism, sexism, prejudice, and power impact on the health and well-being of people.

National Security Studies

Professional Studies Building, Room 449
201-200-2275
http://www.njcu.edu/nationalsecurity (http://www.njcu.edu/nationalsecurity/)
The National Security Studies Department focuses on a student-centered, scholar-practitioner approach to education. Its mission is to facilitate access, create opportunities and provide a supportive environment for achieving academic success, learning, and appreciation of subject matter, professional and personal growth, and the acquisition and development of identified and marketable global and disciplinary competencies. The Department's vision is to create a diversified, current, innovative, successful, and exemplary program that will integrate theory and practice through the knowledge, skills, and abilities that will enable students to be globally competitive in the field and discipline of national security.

The National Security Studies Department is one of only a few departments in the country recognized as a Center of Academic Excellence (CAE) in both cybersecurity and intelligence. We have maintained our cybersecurity excellence award from the National Security Agency (NSA) for years at both the graduate and undergraduate levels. In 2019 the department was awarded a second CAE, in intelligence, from the Defense Intelligence Agency (DIA) and the Office of the Director of National Intelligence (ODNI). These awards help our students in the job market and demonstrate our ongoing ability to provide an award-winning education at an affordable price.

All faculty are current practitioners and have distinguished careers in the many and diverse fields of national security. For details on our faculty, please visit the department's faculty page (https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/professional-security-studies/professional-security-studies-faculty/).

This National Security Studies degree program is designed for practicing security leaders, as well as those students who seek careers in national, corporate or information assurance/cyber security. All course work is offered on campus, at our satellite program at Wall, N.J., through our University Partnerships, at Middlesex County Community College, at Bergen County Community College, in web-enhanced format, and online. We are adding new locations across the state. For the latest info, please see the department’s web page (https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/professional-security-studies/).

SECU 600 National Security (3 Credits)
This course provides students with a broad perspective of National Security. It lays the foundation of one of the three key areas in the field of Professional Security Studies, focusing on the importance and impact that National Security has on the public and corporate America.

SECU 605 Corporate Security (3 Credits)
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 608 Introduction to Fraud Examination (3 Credits)
The student will be introduced to the elements that constitute fraud as well as who commits fraud. This course will cover the various types of fraud, the techniques used to detect fraud and the various anti-fraud initiatives that an organization uses to prevent and/or limit fraudulent acts.

SECU 610 Corporate Security (3 Credits)
This course provides students with a broad perspective of Corporate 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 Graduate Research Methods I (3 Credits)
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 Credits)
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.

Pre-Requisite(s): SECU 615

SECU 625 Counterintelligence (3 Credits)
Course covers 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 comprehensive knowledge of the use and practices of counterintelligence with respect to homeland and national security interests.

SECU 630 Domestic Terrorism and Extremist Groups (3 Credits)
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 631 Bio - Terrorism (3 Credits)
This course traces the history of the use of biological agents in wars and terrorism, globally and 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. Students will get foundation study on microorganisms, emerging infectious agents and past global pandemic or epidemic, especially as it relates to various routes of dissemination.

Pre-Requisite(s): SECU 600 National Security

SECU 632 International Terrorism and Extremist Groups (3 Credits)
This course examines the impact of international terrorism on the U.S. and other countries. Students will study various radicalized groups through an assessment process. Students must be able to identify and articulate a group's tactics, techniques, procedures, kinetic and cyber capabilities, philosophical orientation and ideology and political activism and engagement.

SECU 635 Contemporary Counterterrorism (3 Credits)
This course examines the evolution of intelligence and counter-terrorism 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 counter-terrorism policy will also be examined.

SECU 640 Critical Incident Command and Response (3 Credits)
This course prepares practitioners to manage critical incidents. Students explore issues relating to the on scene command structure, emergency command center, or field command post and the responsibilities of the Incident Commander, as they develop case scenarios and implement a command structure, overseeing an entire operation.

SECU 645 Corporate Threat Definition and Vulnerability Analysis (3 Credits)
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 649 International Diplomacy and Negotiations (3 Credits)
The course introduces building blocks and challenges of international diplomacy, with emphasis on the negotiation process. It aims to raise awareness of the interaction between theory and practice in diplomacy, focusing on key global security issues. The instructor of the course will be a former ambassador to the UN.

Pre-Requisite(s): SECU 640 Critical Incident Command and Response.

SECU 650 Organizational Crisis Management (3 Credits)
This course examines organizational crisis management. The importance to an organization of having a crisis management plan is emphasized, and 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.

Pre-Requisite(s): SECU 640 Critical Incident Command and Response.

SECU 655 Computer Security Topics (3 Credits)
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, and multilevel database management system architectures.

SECU 660 Security, Privacy of Information and Information Systems (3 Credits)
Students will develop knowledge and skills for security of information and information systems. It examines concepts and auditing security at all levels and systems platforms, presents techniques for assessing risk associated with accidental and intentional breeches of security, and studies associated issues of ethics of information and privacy considerations.

SECU 661 Global Threat Assessment: Public & Private Sectors (3 Credits)
This graduate course explores important risk mitigation themes in international security. Through the analysis of geopolitical issues, environmental disasters, crime and social activism, technology, privacy, workplace violence, and extremism, this course will examine Global Security and the art and science of keeping people and property safe in the 21st century.

SECU 665 Information Security Strategy and Policy Development (3 Credits)
Policy, planning and implementation in building a comprehensive information risk management program is emphasized. Students will develop an awareness of hacking and exploiting weaknesses.

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 are also emphasized.

SECU 670 Thesis I (3 Credits)
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. 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 Thesis II (SECU 675).

SECU 675 Thesis II (3 Credits)
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. Completion of all core courses and the courses relating to the specialization that student has chosen in this program (Professional Security Studies) including Thesis I (SECU 670).
SECU 680 Specialized Field Project (6 Credits)
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. 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 Civil Security Leadership, Management and Policy (CSLMP) Part I (3 Credits)
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 area in Part I are: 1.) security principles and practices and 2.) business principles and practices.

SECU 815 Current Issues in Civil Security Leadership, Management and Policy (CSLMP) Part II (3 Credits)
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.

SECU 820 Data Analysis for Civil Security Leadership, Management and Policy (CSLMP) I (3 Credits)
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 level degree experiences.

Pre-Requisite(s): SECU 815

SECU 825 Data Analysis for Civil Security Leadership, Management and Policy (CSLMP) II (3 Credits)
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.

Pre-Requisite(s): SECU 815

SECU 830 Doctoral Colloquium in Emergency Operations & Management I (3 Credits)
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.

Pre-Requisite(s): SECU 825

SECU 835 Doctoral Colloquium in Emergency Operations & Management II (3 Credits)
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.

Pre-Requisite(s): SECU 825

SECU 840 Communications for Civil Security Leadership, Management and Policy (CSLMP) I (3 Credits)
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.

Pre-Requisite(s): SECU 835

SECU 845 Communications for Civil Security Leadership, Management and Policy (CSLMP) II (3 Credits)
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.

Pre-Requisite(s): SECU 835

SECU 850 Civil Security Policy/Budget Development and Implementation I (3 Credits)
This course covers policy concepts that concern executive level Civil security practitioners: National, Corporate and Information Assurance/Cyber Security. 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.

Co-Requisite(s): SECU 855

SECU 855 Civil Security Policy/Budget Development and Implementation II (3 Credits)
This course continues the special emphasis placed on budget development and implementation in support of 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(s): SECU 850

SECU 860 Dissertation Proposal I (3 Credits)
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. Candidates will develop and refine their hypothesis, and research contemporary related literature.

Pre-Requisite(s): SECU 855 and Co-Requisite(s): SECU 865

Co-Requisite(s): SECU 860

SECU 865 Dissertation Proposal II (3 Credits)
In this course doctoral students will be guided in the development of their dissertation proposals in one of the three domains of security: National, Corporate and Information Assurance/Cyber Security. Candidates will continue their proposal, and explain in detail their research methodology, as well as design, and data collection instruments.

Pre-Requisite(s): SECU 855 and Co-Requisite(s): SECU 860

Co-Requisite(s): SECU 860

SECU 900 Dissertation Seminar I (3 Credits)
The doctoral seminar will focus on resolving dissertation issues and problems in preparation for SECU 910 - Dissertation Proposal II, 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.

Pre-Requisite(s): SECU 865 and Co-Requisite(s): SECU 910

Co-Requisite(s): SECU 910
SECU 910 Dissertation Seminar II (3 Credits)
This doctoral seminar will focus on resolving dissertation issues and problems in preparation for SECU 950 - Dissertation Advisement, 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.
Pre-Requisite(s): SECU 865 and Co-Requisite(s): SECU 900
Co-Requisite(s): SECU 900

SECU 950 Dissertation Advisement (3 Credits)
In this doctoral course, 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 Civil Security Leadership, Management and Policy.
Pre-Requisite(s): SECU 910

SECU 960 Dissertation Completion and Defense (3 Credits)
In this doctoral course, 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 Civil Security Leadership, Management and Policy.
Pre-Requisite(s): SECU 960

SECU 970 Maintenance of Matriculation for Doctorate in Civil Security Leadership, Management and Policy (3 Credits)
Course is designed for students to continue to work one-on-one with their dissertation chairs and other committee members to complete their dissertation. The student will demonstrate rigorous research, ethical data collection and reporting, a synthesis of their conclusions with related literature.

Civil Security—Leadership, Management and Policy (CSLMP), D.Sc.
This accredited doctoral degree is one of the first of its kind in the world. Each year a Learning Community (LC) of students enters this three-year program, with residence for selected summer weeks (two weeks each year) and four weekends throughout the year combined with distance-learning.

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 has 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 prepares students to become post-secondary teachers in the professional security field at institutions that require or expect graduation from an accredited doctoral 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 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. And in 2019, the NJCU Professional Security Studies program became one of the few in the country to be designated as a center of academic excellence (CAE) in both cybersecurity and intelligence.

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 April 15 (to start in July).

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.

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 final research projects.

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<tr>
<th>Code</th>
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<tr>
<td>SECU 810</td>
<td>Current Issues in Civil Security Leadership, Management and Policy (CSLMP) Part I (offered Summer)</td>
<td>3</td>
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<tr>
<td>SECU 815</td>
<td>Current Issues in Civil Security Leadership, Management and Policy (CSLMP) Part II (offered Summer)</td>
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Comprehensive Examination (No Credits)

All doctoral students must successfully pass the comprehensive examination before moving on to candidacy for the Doctor of Science degree. The exams will be placed on the transcript and will be graded - Pass or Failed. Each candidate will have two opportunities to receive a grade of Pass. Those students that fail will be academically dropped from the program.

Recycling of Candidates

Students in the LC may experience critical life-events (medical, family, work, etc.) of individual students. In such cases, the impacted doctoral student may ask for a leave of absence and can be reinstated at the same appropriate point of a subsequent LC, once the crisis has been resolved. Candidates are thereby recycled into the program to assist with potential attrition that would otherwise occur in traditional doctoral programs.

Dissertation (18 credits)

All doctoral students are expected to complete an original dissertation, in collaboration with their assigned mentor and dissertation committee. Candidates for the Doctor of Science degree are required to complete this dissertation within seven years of the initial coursework. Exceptions to this norm are anticipated only for those instances that are consistent with New Jersey City University’s policies on absences. Candidates failing to complete this requirement within the scheduled three-year cycle of their assigned learning community are required to repeat separately the dissertation until completion and this is referred to as matriculated status. Failure to maintain matriculated status will result in termination from the program.

The following courses comprise the dissertation component of the Doctor of Science Degree:

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<tbody>
<tr>
<td>SECU 860</td>
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<td>SECU 865</td>
<td>Dissertation Proposal II (offered Spring)</td>
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Second Year

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<th>Semester 1</th>
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<td>SECU 840</td>
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<td>SECU 845</td>
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<th>Semester 2</th>
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<td>SECU 850</td>
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<td>SECU 855</td>
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<th>Semester 3</th>
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Third Year

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<tr>
<th>Semester 1</th>
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<tr>
<td>SECU 900</td>
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<td>SECU 910</td>
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<th>Credits</th>
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The degree programs are designed for practicing security leaders, as well as for those students who seek careers in this field. Courses are offered at New Jersey City University’s main campus and online. Starting in Fall 2020 the degree can be fully completed online through distance-learning.

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.

36-credit program

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<tr>
<td>SECU 600</td>
<td>National Security</td>
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</table>

Upon completion of the Civil Security Leadership, Management and Policy Doctoral program, students will be able to:

1. Use the skills of applied research to conduct original research and analysis on contemporary national security issues (Research).
2. Understand the importance of developing sound policy measures within governmental, non-governmental and private sector organizations in developing a national security strategy (Policy).
3. Apply scholarly research to develop and implement executive level communication plans in the area of strategic communication, crisis communication, and media relations (Communication).
4. Identify seamless integration strategies proactive critical incident planning and response, that will incorporate the best practices regarding national, corporate, and cyber security in an urban setting (Emergency Management).
5. Demonstrate the capacity to use quantitative and qualitative analysis with the integration of current research and data involved in national security initiative (Data Analysis).

National Security Studies, M.S.

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, extended to 2018, and renewed in 2018).

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. Courses are offered...
SECU 605  Corporate Security  3
SECU 610  Cyber Security  3
SECU 615  Graduate Research Methods I  3
SECU 620  Research Methods II  3

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<th>Code</th>
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<tr>
<td>SECU 625</td>
<td>Counterintelligence</td>
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<td>SECU 630</td>
<td>Domestic Terrorism and Extremist Groups</td>
<td>3</td>
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<tr>
<td>SECU 635</td>
<td>Contemporary Counterterrorism</td>
<td>3</td>
</tr>
<tr>
<td>SECU 640</td>
<td>Critical Incident Command and Response</td>
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<tr>
<td>SECU 645</td>
<td>Corporate Threat Definition and Vulnerability Analysis</td>
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<tr>
<td>SECU 650</td>
<td>Organizational Crisis Management</td>
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<tr>
<td>SECU 655</td>
<td>Computer Security Topics</td>
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</tr>
<tr>
<td>SECU 660</td>
<td>Security &amp; Privacy of Information &amp; Information Systems</td>
<td>3</td>
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<tr>
<td>SECU 665</td>
<td>Information Security Strategy &amp; Policy Development</td>
<td>3</td>
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</table>

* Students who complete this concentration and the core course, SECU 610, will be certified as Information Systems Security Officers, Standard 4014 (Entry Level) under the authority of the National Security Agency, a certification program for information security professionals.

** To earn the degree, students must first fulfill all course requirements and then pass the Final Comprehensive Exam.

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<tr>
<td>SECU 648</td>
<td>International Security Seminar</td>
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<td>SECU 661</td>
<td>Global Threat Assessment</td>
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### Additional Elective Courses

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<tbody>
<tr>
<td>SECU 680</td>
<td>Specialized Field Project</td>
<td>6</td>
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* The Specialized Field Project must be approved by a faculty committee and the Dean of the College of Professional Studies.

** The Specialized Field Project and 12 additional elective credits.

### Final Comprehensive Exam

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<td>SECU 670</td>
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</tr>
<tr>
<td>SECU 675</td>
<td>Thesis II</td>
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** OR

### Culminating Experience

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>SECU XXX</td>
<td>Security Elective Course</td>
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</table>

** OR

### Specialized Field Project

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SECU XXX</td>
<td>Security Elective Course</td>
<td>6</td>
</tr>
</tbody>
</table>

### Final Comprehensive Exam

** OR

### Student Learning Outcomes

Upon completion of the National Security Studies Master program, students will be able to:

1. Understand the importance of the role policy plays in the development of governmental, non-governmental and private sector organizational goals and objectives with regard to national security initiatives (AN)
2. Demonstrate an understanding of national, corporate, and cyber theories and practices to analyze critical national security strategies (SWOT)
3. Demonstrate superior executive level communication skills in both written and oral communications (COM)
4. Critique organizational decisions made to eventually play a role in governmental, non-governmental, and private sector organizations (TM)

### Nursing

Rossey Hall, Room 405
201-200-3157
http://www.njcu.edu/department/nursing

Nursing constitutes the greatest segment of the health care workforce. Based on an extensive review of the this workforce, in 2010, the Institute for Medicine (IOM) published recommendations for nurse-led solutions to improving the quality of health care in the U.S. (IOM, 2010). These include that nurses be full partners, with physicians and other health professionals, in redesigning health care in the United States; and that nurses achieve higher levels of education and training through an improved education system that promotes seamless academic progression (2010). The Nursing Department at NJCU is proud to offer graduate programs that assist nurses in working towards these goals.

The challenges of a complex, dynamic, and often fragmented health care delivery system accentuate the need for nurses to emerge as leaders and change agents. To this end, nurses must be prepared to address the explosion of information, expanding technologies, increasing diversity, and global perspectives that are implicit in nursing delivery, education, and policy making.

The graduate nursing programs at NJCU are designed to prepare nurses to navigate and integrate care across the healthcare systems, design innovative nursing practices, translate evidence into practice, build and lead collaborative interprofessional care teams, lead change for quality health outcomes; and advance a culture of excellence through lifelong learning (AACN, 2011). The programs equip nurses with the enhanced nursing knowledge and skills required for flexible leadership and critical action within complex, changing systems, including health, academic, community and other organizational systems.

Barbara B. Blozen
The Nursing Department at NJCU offers two tracks toward the Master of Science in Nursing Degree, and two Graduate-level Certificates tailored to meet your specific academic and professional goals. Part-time, full-time, online, and in-person flexibility aligns with applied content.

No GRE or MAT required. Verification of unencumbered nursing license required. Get the preparation you need for advanced careers in nursing.

- School Nursing, Graduate Certificate (https://catalog.njcu.edu/graduate/professional-studies/nursing/school-nursing-graduate-certIFICATE/)
- Masters of Science in Nursing with a Specialization in Nursing Education (https://catalog.njcu.edu/graduate/professional-studies/nursing/master-science-specialization-nursing-education/)
- Masters of Science in Nursing with a Specialization in School Nursing (https://catalog.njcu.edu/graduate/professional-studies/nursing/master-science-specialization-school-nursing/)

### NURS 600 Science Of Health Promotion (3 Credits)

This course prepares the nurse to focus on population health and application of the principals of primary healthcare, the strategies of health promotion and epidemiology concepts when nursing individuals, families, communities and populations. Professional, legal/ethical, economic, cultural and environmental issues as they apply to health promotion are examined.

### NURS 601 Theory Development in Advanced Practice Nursing Science (3 Credits)

This course explores the historical development of nursing knowledge, nursing theory and philosophical underpinnings in the arenas of evidence based practice, education, administration, and research. Nursing theories are explored for content, utility, and testability. Concept development is explored in the context of theory generation. Future directions for nursing theory development are investigated.

### NURS 609 Healthcare Delivery Systems and Social Policy (3 Credits)

This course emphasizes health policy as it relates to healthcare delivery and nursing practice in the US healthcare system. The student will analyze health policy development, implementation and influence on health outcomes and the nursing profession. The role of the advance practice nurse in health policy will be evaluated.

### NURS 610 Research Methodology (3 Credits)

This course will prepare the graduate nursing student to be proficient in: research as essential to the role of the advanced practice nurse, apply research concepts by conducting rigorous critiques and synthesizing data to generate nursing evidence and demonstrate proficiency in the development of a research proposal.

### NURS 614 Role of the School Nurse I: Care Coordination (3 Credits)

This course prepares nurses to provide and coordinate care for well children and children with chronic and acute health conditions in the school setting. Emphasis is on management of school health services. Standards of professional practice and state regulations related to the provision of school health services are examined.

### NURS 616 Role of the School Nurse II: Reducing Barriers to Health & Learning (3 Credits)

This course prepares nurses to coordinate care for students with mental and behavioral health concerns, and those with medically complex and medically fragile health conditions. Emphasis is on the application of evidence based strategies in the reduction of adolescent high risk behaviors, and other barriers to health and academic success.
NURS 620 Measurement and Evaluation Methods (3 Credits)
This course prepares students to apply assessment and measurement techniques in testing and evaluation. The quality of assessment and measurement instruments, test creation, and the reliability and validity of instruments will be applied to the respective educational setting. The selection, interpretation, and application of standardized testing will be presented.

NURS 621 Curriculum, Design, Development and Evaluation in Nursing Education (3 Credits)
This course encompasses the theoretical and philosophical foundations for curriculum design, development, and evaluation in professional nursing education. Historical, contemporary and emerging curricular models are addressed. The role of the nurse educator in curricular development and evaluation process is reviewed. Evaluation and accreditation of nursing education is explored.

NURS 622 Curriculum Design, Development & Evaluation in School Health Education (3 Credits)
This course covers development of health education curriculum inclusive of instructional design methodologies, pedagogical approaches, learning objectives, assessment and evaluation for all levels of education, (K-12). Contemporary health and learning theories are examined. A skills-based approach is used in the application of state and national standards to formal instruction.

NURS 625 Pedagogical Teaching and Learning Strategies in Nurse Education (3 Credits)
This course focuses on teaching and learning strategies in nursing education. Diverse pedagogical strategies are explored inclusive of conventional strategies and emergent andragogical models reflective of critical, feminist, phenomenological and postmodern approaches to the teaching of nursing knowledge and practice. Learning theories reflective of the multicultural, diverse learner are reviewed.

NURS 630 Advanced Pathopharmacology (4 Credits)
This course focuses on pathophysiology of common health conditions affecting human beings across the lifespan. The pathophysiologic bases and pharmacotherapeutic agents utilized in the treatment of common health conditions and associated clinical manifestations will be analyzed to formulate individualized plans of care for patients and families.

NURS 642 Advanced Health Assessment (3 Credits)
This course builds upon undergraduate health assessment knowledge and skills to provide competencies need for the Advanced Practice Nurse. The Advanced Practice Nurse is expected to synthesize data collected and interpret findings to establish evidence based interventions to meet patient and family needs.

NURS 650 Concepts in Clinical Education (3 Credits)
This course focuses on the role of the Academic Nurse Educator in the clinical education of pre-licensure nursing students. Emphasis will be on best practices in clinical education to promote active learning in diverse students in the laboratory and clinical settings.

NURS 670 Nurse Educator Practicum I (3 Credits)
This course examines the role the nurse educator. Precepted clinical experiences provide advanced direct care role development and education experiences in undergraduate academic and/or clinical settings. Completion of 120 hours are required in an educational arena; with an additional 30 hours for direct care role development through advanced practice nursing care.

Pre-Requisite(s): All Graduate Nursing Courses with the exception of NURS 620,671, and 679.

NURS 671 Nurse Educator Practicum II (3 Credits)
This course expands the role of the nurse educator and direct care roles examined in Nurse Educator Practicum I. 120 Clinical hours are required in an educational arena; with an additional 30 hours for direct care role development. Population health and education experiences in academic and/or clinical settings are provided.

Pre-Requisite(s): All Graduate Courses except NURS 679

NURS 672 School Nurse Practicum I (3 Credits)
This course examines the role of the school nurse. Precepted clinical experiences are faculty supervised and evaluated, and provide advanced direct care role development in the school setting. Completion of 120 hours are required in a school setting, with an additional 30 hours for direct care role development.

NURS 673 School Nurse Practicum II (3 Credits)
This course will focus on application of knowledge and skills related to the school nurse as health educator. Precepted clinical experiences provide advanced direct care role development in the school setting. Candidates complete 120 hours in a school setting with an additional 30 hours for direct care role development.

NURS 679 Capstone: Program Evaluation (3 Credits)
The capstone course will integrate all aspects of the Masters in Nursing program by focusing on program evaluation. Students will utilize competencies developed in the graduate program to focus on the comprehensive process of program evaluation from assessment to evaluation of various education programs.

School of Business

Harborside 2
200 Hudson Street
Jersey City, NJ 07311

201-200-2001

Dr. Bernard McSherry (bmcscherry@njcu.edu), Founding Dean
Dr. Wanda Rutledge (wrutledge@njcu.edu), Interim Assistant Dean and Director of Graduate Business Programs
Deatra Ashley (dashley@njcu.edu), Administrative Assistant to the Dean
Isabel Casais (icasais@njcu.edu), Assistant to the Dean for Graduate Enrollment

At the NJCU School of Business (https://www.njcu.edu/academics/schools-colleges/school-business/), pursuing a graduate business degree can accelerate your business career and lead to management and leadership opportunities you would not otherwise receive. Whether you choose a part-time or full-time master of science or MBA program, you will learn new skills and build a network that will put you on track for management success. A graduate business degree is crucial when considering a career or industry change, when positioning yourself for an advanced leadership position, or when re-tooling your skills to remain relevant in the workplace.

NJCU's School of Business offers a range of Masters of Business Administration Specializations, Master of Science degree programs, and Graduate Certificates (https://www.njcu.edu/academics/schools-colleges/school-business/mba-graduate-business-certificate-programs/) tailored to meet your specific academic and professional goals. Part-time, full-time, online, and in-person flexibility aligns with applied content.
High-achieving students aspiring to complete both a bachelor’s and master’s degree at NJCU may be eligible to accelerate their program of study by completing up to nine (9) credits of graduate work during their final year of the bachelor’s degree. Credits may be applied to both undergraduate and graduate degree programs at the discretion of the appropriate Dean’s Office, with specific criteria and eligibility requirements determined by the academic department.

Our location in Jersey City’s Harborside Financial District (next door to the Exchange Place PATH train station) and our proximity to New York City provides learners with unparalleled access to business leaders, many of whom teach as part-time faculty in our programs and introduce graduate students to project-based learning opportunities.

Harvard Business School Credential of Readiness at NJCU (CORe) (https://www.njcu.edu/academics/schools-colleges/school-business/mba-graduate-business-certificate-programs/harvard-business-school-online/)

Through a unique collaboration with Harvard Business School Online, prospective graduate students get a jump start on their career with a professional certificate, Graduate Business Readiness (CORe), while obtaining the preparation they need for entering the NJCU MBA program. No GRE. No GMAT. No prerequisite courses.

Taught by world class Harvard Business School Online faculty with in-person classes led by NJCU instructor - coaches who are best-in-class industry professionals, prospective graduate students focus on developing fluency in business analytics, economics, and financial accounting while building a foundational set of skills that can help them get ahead.

The NJCU School of Business
Where 63 languages are spoken, and the common tongue is business.

CONTACT US
Faculty and Advisors: (201) 200-3353
Office of Business Administration - Room 205

GRADUATE BUSINESS inquiries:
graduatebusinessprograms@njcu.edu

ACCREDITATION
Graduate Business Programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). (http://www.acbsp.org/)

Accounting
200 Hudson Street, Harborside 2
(201) 200-3353
http://www.njcu.edu/department/accounting (http://njcu.edu/department/accounting/)

Graduate programs and certificates in accounting are designed to prepare students for continued professional advancement. Those earning 150 credits may be eligible for the NJ Certified Public Accounting (CPA) examination.

Nava Cohen
Ecole Normale Superieure, France, B.Sc., M.A.; University Paris-Dauphine, M.Sc.; ESSCC Business School, France, Advanced M.Sc., Ph.D.

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Associate Professor of Accounting

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Assistant Professor of Accounting
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Marguerite Griffin (mgriffin1@njcu.edu)
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Michael O’Neill (moneill@njcu.edu), CPA, CGMA
Assistant Professor of Accounting
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Jeanette Ramos-Alexander, CPA, CGMA, CFM, CMA
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LiJun Ruan
Assistant Professor of Accounting
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Professor of Accounting
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Mingshan Zhang (mzhang@njcu.edu)
Associate Professor of Accounting
Tsinghua University, China, B.A., M.A.; University of Pennsylvania, M.A.; Anderson School of Management at UCLA, Ph.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

Accounting, M.S. (p. 142)
B.S./M.S. Bridge Program in Accounting, M.S. (p. 144)

Professional Management Accounting, Certificate (p. 144)

Accounting (ACCT)
ACCT 501 Financial Accounting I (3 Credits)
This course provides an overview of the conceptual framework and an in-depth analysis of the accounting standards underlying financial reporting. Topics include cash, receivables, inventories, and long-live assets. Time value of money concepts are introduced for account measurement.
ACCT 502 Accounting for Business Entities (3 Credits)
This course begins with an introduction to accounting for mergers and acquisitions as well as long-term investments. A major part of the course is then devoted to the application of various accounting techniques, including consolidation theory and accounting for minority interests. Coverage is also includes other advanced topics such as accounting for partnerships, corporate bankruptcy and reorganization, foreign currency transactions and translation, and other current financial reporting issues. The course concludes with the study of fund accounting in governmental and non-profit entities.

ACCT 504 Federal Taxation of Individuals (3 Credits)
Course will explore Federal Taxation as it applies to the taxation of individuals. Although it is not the purpose of this course to approach the presentation and discussion of taxation from the standpoint of preparation of tax forms, some orientation to forms is necessary. to that end, students will prepare tax forms and schedules for selected problems.

ACCT 505 Introduction to Auditing (3 Credits)

ACCT 508 Financial Accounting II (3 Credits)
This course, a continuation of Intermediate Accounting I, provides an in-depth analysis of investments, liabilities, and stockholders’ equity. Topics including investments, bonds, leases, pensions, income tax and earnings per share are thoroughly explored. Official accounting pronouncements are introduced throughout the course.
Pre-Requisite(s): ACCT 501 Financial Accounting I

ACCT 510 Business Ethics (3 Credits)
The objectives of this course are to: familiarize students with some of the ethical problems which they will encounter in today’s business environment; encourage students to reflect on their own values; provide students with the analytical tools to enable them to analyze ethical problems in the workplace and to critically evaluate alternative solutions. Topics include: defining business ethics and exploring their role in the contemporary multi-cultural business environment; moral dilemmas in management; corporate social responsibility; conflicts of interest and the role of leadership in creating a strong ethical climate.

ACCT 511 Principles of Accounting I and ACCT 252 Principles of Accounting II

ACCT 512 Principles of Accounting I

ACCT 513 Principles of Accounting II

ACCT 521 Financial Reporting

ACCT 522 Financial Accounting

ACCT 523 Financial Accounting II

ACCT 524 Financial Accounting III

ACCT 525 Financial Accounting IV

ACCT 526 Financial Accounting V

ACCT 527 Financial Accounting VI

ACCT 528 Financial Accounting VII

ACCT 529 Financial Accounting VIII

ACCT 530 Financial Accounting IX

ACCT 531 Financial Accounting X

ACCT 532 Financial Accounting XI

ACCT 533 Financial Accounting XII

ACCT 534 Financial Accounting XIII

ACCT 535 Financial Accounting XIV

ACCT 536 Financial Accounting XV

ACCT 537 Financial Accounting XVI

ACCT 538 Financial Accounting XVII

ACCT 539 Financial Accounting XVIII

ACCT 540 Financial Accounting XIX

ACCT 541 Financial Accounting XX

ACCT 542 Financial Accounting XXI

ACCT 543 Financial Accounting XXII

ACCT 544 Financial Accounting XXIII

ACCT 545 Financial Accounting XXIV

ACCT 546 Financial Accounting XXV

ACCT 547 Financial Accounting XXVI

ACCT 548 Financial Accounting XXVII

ACCT 549 Financial Accounting XXVIII

ACCT 550 Financial Accounting XXIX

ACCT 551 Professional Auditing (3 Credits)
This course begins with a review 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 and control risk assessment. The utilization of statistical sampling tools, and the application specific audit procedures are reviewed. Audit programs are designed for several of the major audit cycles. 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.

ACCT 552 Strategic Profitability Analysis: Accounting for Managers (3 Credits)
This course explores managerial accounting methods that are used in today's complex manufacturing and service organizations. Focus is on the various aspects of a management accounting system that can be utilized to support primary management tasks or organizing, planning, and controlling through more accurate cost information. Technical topics include advanced issues in the cost-volume-profit analysis and its integration with pricing models, linear programming and regression analysis, pricing models which incorporate activity-based costing, total quality control and related cost measurement, just-in-time purchasing and production, computer integrated manufacturing, and various aspects of performance measurement, budgeting and planning.
Pre-Requisite(s): ACCT 501 Financial Accounting I and FINC 504 Quantitative Methods For Business Decisions

ACCT 553 Federal Taxation of Business Entities (3 Credits)
This course provides an in-depth review and discussion of current federal tax law with respect to corporations, partnerships, estates, and trusts. A research project concerning a particular aspect of the law is required. The impact of current changes in the tax law that pertain to business entities and the impact on their business strategy are integrated throughout the course.

ACCT 559 Analysis of Financial Statements (3 Credits)
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. Meth-ods are developed to measure the adequacy of profitability. The emphasis of the course is to develop evaluative, analytical, and critical thinking skills rather than computational skills.

ACCT 591 Introduction to Fraud Examination (3 Credits)
The student will be introduced to the elements that constitute fraud as well as who commits fraud. This course will cover the various types of fraud, the techniques used to detect fraud and the various anti-fraud initiatives that an organization uses to prevent and/or limit fraudulent acts.
Pre-Requisite(s): ACCT 251 Principles of Accounting I and ACCT 252 Principles of Accounting II or equivalent.

ACCT 754 Contemporary Accounting Issues (3 Credits)
This course provides the theoretical foundations of major accounting issues, the conceptual framework, recent pronouncements of the Financial Accounting Standards Board (FASB), the rationale for revenue and expense recognition and issues of controversy. The statements of the FASB provide the structure for the course. Emphasis is placed on the most recent standards such as accounting for income taxes and post-retirement benefits. Selected specialized industry standards are also examined. Established standards are analyzed from a theoretical standpoint including leases, earnings per share, changes of property, and accounting changes. Alternative theories are also explored including references to current research. The course is not a foundation course but one that is intended to build on previous knowledge acquired by the student.
ACCT 755 Master's Thesis (3 Credits)
This course is the capstone of the program. It involves a master’s thesis in an accounting topic that is of interest to the student. Under the direction of the instructor, the student conducts extensive library research connecting some of the many concepts presented to the student over the course of the program. This course is required in the final semester.

ACCT 756 Master's Thesis Continuation (3 Credits)
Required enrollment if a student cannot complete the thesis in one semester.

Accounting, M.S.

Accounting is the means by which a company or organization communicates its financial information. It is for this reason many call it the "language of business." Individuals who are fluent in this language are valuable contributors to the business world, which is perhaps why accounting is one of the most popular majors among college students. An accounting major who earns a bachelor’s or graduate degree has a variety of career options from which to choose after graduation.

Studying accounting includes learning about financial accounting—the reporting of an organization’s financial information—and managerial accounting—the use of that data to measure the entity’s performance and inform decisions about its future and controls. An accounting major learns how companies’ and other organizations’ financial records are prepared and maintained, studying taxation, auditing, and financial reporting.

The US Bureau of Labor Statistics notes that accountants will continue to be in demand for the foreseeable future, especially in light of increasing globalization and the accompanying complexity of the tax and regulatory environment. In fact, it’s projected that the accounting field will experience 10% growth through 2026.

Independent of the projected growth in the profession, accounting is a field that may help graduates prepare for work with a variety of businesses. As more businesses go public, and as taxes and regulations become more complex, the need for accountants in a diverse array of fields is likely to increase. In general, accountants deal with numbers, but the nature of the businesses for which they work spans the breadth of the economy.

A master’s degree in accounting is designed for those looking to get ahead as a public accountant, corporate accountant, auditor, fraud examiner, financial analyst and/or a higher-level position in any company with a financial division. It will also deepen your understanding and skills in a range of essential areas, including:

• Accounting principles and practices
• Professional auditing methods
• Cost analysis for informed decision-making
• Using information technology to evaluate financial information
• Applications of financial regulations in business
• Quantitative analysis
• Individual and corporate tax preparation

The Certified Public Accountant (CPA) exam is the industry standard for those who wish to pursue a career in public accounting. In order to sit for this exam, most states require a total of 150 hours of coursework, which equates to five years of school. Having a master’s in accounting can reduce the supervised work requirement by up to two years, enabling you to become certified faster.

Other certifications — which also require a certain number of credit hours — include:

• Certified Internal Auditor (CIA)
• Certified Financial Services Auditor (CFSA)
• Certified Information Systems Auditor (CISA)
• Certified Fraud Examiner (CFE)

A master of accounting degree not only helps students meet the credit requirements for these exams, it familiarizes them with the material on these rigorous tests. None of these exams, of course, are mandatory, but they legitimize your level of dedication to the trade and offer benefits many can’t attain with just a bachelor’s degree.

The NJCU master’s degree in accounting includes a combination of core courses and electives, generally between 30 and 42 credit hours. Students without an undergraduate accounting degree may be accepted into the program but may be required to take additional foundational accounting courses. Applicants with an undergraduate accounting degree can anticipate earning a master’s in one year or less, assuming full-time attendance.

ADMISSION REQUIREMENTS

• The completion of a Bachelor’s degree. (NOTE: The Master of Science in Accounting program requires students to have successfully completed undergraduate courses in Financial Accounting (ACCT 251), Managerial Accounting (ACCT 252), Intermediate Accounting I (ACCT 351), Intermediate Accounting II (ACCT 352), Problems in Taxation (ACCT 453) and Advanced Accounting (ACCT 454) or the equivalent from an accredited school with a grade of C or better.)

• A cumulative undergraduate grade point average (GPA) of 3.0

• Students whose undergraduate GPA is below 3.0 may be considered for admission and matriculation with the following conditions:
  • Business undergraduate majors with a GPA below 3.0 must take BUSI 599 in the first semester and attain a grade of B or better to continue in the MBA or MS program, or
  • must take the GMAT and attain a score of 560 (50th percentile) or better.

• Non-business majors must take BUSI 599 in the first semester and attain a grade of B or better to continue in the MS or MBA program or GMAT

• Meet all minimum requirements of the Graduate Studies Office including: completed application; transcripts; recommendation letters; essay; resume; and test results as required. An interview may be requested.

• Additional requirements for international students include: Test of English as a Foreign Language (TOEFL) test results, and Educational Credential Evaluators (ECE), or World Education Services (WES) evaluation of international transcripts.

• Up to nine graduate course credits in applicable content from other institutions may be accepted with approval of the School of Business.

• To apply for graduate study go to the Graduate Application web page (https://www2.njcu.edu/graduate_app/login.asp). For more information about the GMAT exam go to GMAT (http://www.mba.com/us/the-gmat-exam.aspx).
For more information about the TOEFL exam go to TOEFL (http://www.ets.org/toefl/).

Update on Graduate Requirements and Test Waiver Request, click here (https://www.njcu.edu/sites/default/files/pdfs/gstwrform.pdf).

Prerequisite Requirements:
The 30-credit course of study assumes an undergraduate degree in Business. A student that does not meet minimum requirements may be required to take foundational accounting courses or:

BUSI 599 in the first semester and attain a grade of B or better to continue in the MBA program.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUSI 599</td>
<td>Graduate Business Essentials</td>
<td>9</td>
</tr>
<tr>
<td><strong>Foundation accounting courses may include:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 501</td>
<td>Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 502</td>
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<td>3</td>
</tr>
<tr>
<td>ACCT 504</td>
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</tr>
<tr>
<td>ACCT 508</td>
<td>Financial Accounting II</td>
<td>3</td>
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| **Pre-Requisite Accounting Courses: If Required (12 credits)** | |
| SEE NOTE 3                                                    | |
| ACCT 501 | Financial Accounting I                    | 3       |
| ACCT 502 | Accounting for Business Entities          | 3       |
| ACCT 504 | Federal Taxation of Individuals           | 3       |
| ACCT 508 | Financial Accounting II                    | 3       |

| **Core Program (30 credits):** | |
| ACCT 410 | Business Ethics                           | 3       |
| ACCT 551 | Professional Auditing                     | 3       |
| ACCT 552 | Strategic Profitability Analysis: Accounting for Managers | 3       |
| ACCT 553 | Federal Taxation of Business Entities     | 3       |
| ACCT 559 | Analysis of Financial Statements          | 3       |
| MGMT 681 | Business Law Managers                     | 3       |
| ACCT 591 | Introduction to Fraud Examination         | 3       |
| ACCT 754 | Contemporary Accounting Issues (Pre-Requisite ACCT 501, ACCT 502, ACCT 508, ACCT 551, ACCT 552, and ACCT 559) | 3       |
| FINC 504 | Quantitative Methods for Business Decisions | 3       |
| FINC 507 | Corporate Financial Management            | 3       |

| **Approved Elective** | |
| FINC 504 | Quantitative Methods for Business Decisions | 3       |
| FINC 507 | Corporate Financial Management            | 3       |

SEE NOTES BELOW

**NOTE 3:** Students with an undergraduate business degree from the U.S. who have achieved a B or better in an undergraduate Business Law II course or equivalent, may not be required to take MGMT 681. If waived from MGMT 681 student must take an elective course instead.

Sample Degree Maps are based on full-time status. Full-time for graduate learners is defined as taking nine credits or more in a term. Term is defined as an academic time period during which the school holds classes. It may refer to scheduled fall, winter intersession, spring, or summer sessions. This is a sample degree map and sequence for required course work. Individual plans may vary based on specific learner needs. Students without an undergraduate accounting degree may be required to take foundational accounting courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 501</td>
<td>Financial Accounting I</td>
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<tr>
<td>ACCT 502</td>
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</tr>
<tr>
<td>ACCT 508</td>
<td>Financial Accounting II</td>
<td>3</td>
</tr>
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</table>

| **First Year** | |
| **Term 1** | |
| FINC 504 | Quantitative Methods for Business Decisions | 3       |
| FINC 507 | Corporate Financial Management            | 3       |
| ACCT 410 | Business Financial Management             | 3       |
| **Credits** | 9 |

| **Term 2** | |
| ACCT 551 | Professional Auditing                     | 3       |
| ACCT 552 | Strategic Profitability Analysis: Accounting for Managers | 3       |
| ACCT 553 | Federal Taxation of Business Entities     | 3       |
| **Credits** | 9 |

| **Term 3** | |
| ACCT 559 | Analysis of Financial Statements          | 3       |
| MGMT 581 | Business Law for Managers                 | 3       |
| Elective Course 1 | 3       |
| **Credits** | 9 |

| **Term 4** | |
| ACCT 754 | Contemporary Accounting Issues            | 3       |
| Elective Courses, choose one: | |
| ACCT 591 | Introduction to Fraud Examination         | 3       |
| **Credits** | 6 |

| **Total Credits** | 33 |

**Student Learning Outcomes**

Upon completion of the Master of Science in Accounting, students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues effect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.
Accounting—B.S./M.S. Bridge Program in Accounting, M.S.

The Master of Science in Accounting degree requires 30 credits in the specialization. Students in the B.S./M.S. Accounting Bridge Program will have completed 9 credits of the required graduate specialization courses in their undergraduate program. These credits count toward fulfillment of both undergraduate and graduate degree requirements at NJCU. Upon graduation from the B.S. in Accounting Program, Accounting Bridge students will have 21 credits (7 courses) remaining in order to complete their M.S. in Accounting Degree.

Undergraduate students who have been accepted into the Bachelor of Science in Accounting major may apply for admission to the Bridge Program during the semester in which they will complete 80 undergraduate credits. A minimum of 9 undergraduate credits in Accounting, including ACCT 351, are required to have been completed with a grade of B or better. Applicants must have a minimum CGPA of 3.00 and a minimum 3.25 CGPA in accounting subjects to be accepted into the program.

Students admitted to the Bridge Program will take 120 credits as undergraduates, including 9 graduate level credits that can be used to satisfy the degree requirements to earn the Bachelor of Science in Accounting Degree. Students in the Bridge Program pay undergraduate tuition rates for these three graduate courses. Upon graduation with a B.S. in Accounting, students matriculate into the M.S. in Accounting Program and complete the remaining 7 courses for a total of 21 additional credits to complete their M.S. in Accounting Degree. The 9 graduate credits taken as an undergraduate, plus the 21 credits taken after matriculation into the M.S. in Accounting Program, fulfill the 30-credit specialization requirement for the M.S. in Accounting Degree. Students seeking CPA licensure in NJ must take an additional 9 credits to reach a total of 150 credits.

NJCU accounting students who are accepted into the BS/MS Accounting Bridge Program take three graduate courses in lieu of three undergraduate courses. Undergraduate students are required to take ACCT 354, ACCT 451, and ACCT 455. Students in the Bridge Program do not take ACCT 354, ACCT 451, or ACCT 455. Instead, Bridge students must take: ACCT 551, ACCT 552, and ACCT 553. The three graduate courses taken in the Bridge program fulfill both the undergraduate and graduate course program requirements.

Students who successfully complete these three graduate courses and all undergraduate requirements for a total of 120 will be awarded a B.S. in Accounting degree. Upon verification of eligibility to begin graduate study, Bridge students may apply for matriculation to the M.S. Accounting Program to complete the 21 remaining credits.

The course requirements listed below assume that the Accounting Bridge student has successfully completed ACCT 551, ACCT 552, and ACCT 553 as part of their BS/MS Accounting Bridge Program during the B.S. phase of the program.

### MS Accounting Specialization Requirements for BS/MS Accounting Bridge Students who have completed their BS Accounting Degree

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 551</td>
<td>Professional Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 552</td>
<td>Strategic Profitability Analysis: Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 553</td>
<td>Federal Taxation of Business Entities</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 410</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 559</td>
<td>Analysis of Financial Statements</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 581</td>
<td>Business Law for Managers</td>
<td>3</td>
</tr>
<tr>
<td>FINC 504</td>
<td>Quantitative Methods for Business Decisions</td>
<td>3</td>
</tr>
<tr>
<td>FINC 507</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 754</td>
<td>Contemporay Accounting Issues</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

1. ACCT 551, ACCT 552, and ACCT 553 must be successfully completed as part of the BS Program (student must have been accepted into the BS/MS Accounting Bridge Program). If a student has taken less than these three classes, then the curriculum requirements will be adjusted as appropriate upon matriculation to the MS Accounting Program.

2. Students in the BS/MS Accounting Bridge Program who have successfully completed MGMT 236 with a B or better, while in the undergraduate accounting program, are exempt from this course and will take an elective course in lieu of MGMT 581. All MS Accounting students are required to take 30 credits in the specialization.

### Student Learning Outcomes

Upon completion of the Accounting—Bridge Program to the M.S. in Accounting, B.S., students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues affect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.

### Professional Management Accounting, Certificate

The Graduate Certificate in Professional Management Accounting is designed to broaden the accounting knowledge and competencies of private accounting professionals and strengthen critical thinking and business decision making skills of accounting managers. The program prepares the student for the Certified Management Accountant (CMA)
examination which is administered by the Institute of Management Accountants.

The CMA examination is a two-part examination. Part I of the examination (Financial Reporting, Planning, Performance, and Control) focuses on external financial reporting decisions: planning, budgeting, and forecasting; performance management; cost management; and internal controls. Part II of the examination (Financial Decision Making) focuses on financial statement analysis; corporate finance; decision analysis; risk management; investment decisions and professional ethics.

The Graduate Certificate in Professional Management Accounting requires 15 credits plus an accounting foundation course for those students whose undergraduate degree includes a major or specialization other than accounting. In addition, international students are also required to take the accounting foundation course.

To sit for the CMA, which is administered by an outside agency, the IMA requires:

The CMA education requirement is that you must have achieved at least 1 of 2 educational statuses:

1. Earn a bachelor’s degree from an accredited college or university
2. Have a professional certification

The accepted certifications from the U.S. are:

- Certified Internal Auditor (CIA), Institute of Internal Auditors
- Chartered Financial Analyst (CFA), CFA Institute
- Certified Fraud Examiner (CFE), Association of Certified Fraud Examiners
- Certified Treasury Professional (CTP), Association of Financial Professionals

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisite Courses (As Required):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 501</td>
<td>Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Required Core Program:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>FINC 504</td>
<td>Quantitative Methods for Business Decisions</td>
<td>3</td>
</tr>
<tr>
<td>or FINC 514</td>
<td>Introduction to Business Analytics and Data Science</td>
<td></td>
</tr>
<tr>
<td>FINC 507</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 510</td>
<td>Ethics for Accounting Professional</td>
<td></td>
</tr>
<tr>
<td>ACCT 552</td>
<td>Strategic Profitability Analysis: Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 559</td>
<td>Analysis of Financial Statements</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Upon completion of the Professional Management Accounting Certificate, students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues effect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.

**Finance**

200 Hudson Street, Harborside 2
(201) 200-3353
http://njcu.edu/department/finance (http://njcu.edu/department/finance/)

The Master of Science in Finance (MSF) offers several options to develop advanced skills for specific professional objectives in the field of finance: Financial Analysis, Financial Management, or Risk Management and Compliance. The curriculum for each of these options includes subject matter required for various professional certifications.

Master of Business Administration (MBA) in Finance program equips students with broader skills and knowledge in business. The program provides students with specific skills in finance to complement the broad business competencies required of managers in a dynamic and global economy.

The certificate programs include curriculum required to prepare for one of the following credentialing examinations: Chartered Financial Analyst (CFA®), Certified Financial Planner (CFP®), Certified Management Accounting (CMA®), Certified Treasury Professional (CTP®), Financial Risk Manager (FRM®)/Professional Risk Manager (PRM™).

**J.D Jayaraman, Co-Chairperson**
Associate Professor of Finance
Anna University, Chennai, India, B.S.; Bharathidasan Institute of Management, Trichy, India, M.B.A., Oklahoma State University, Ph.D.

**Zhimin Wang, Co-Chairperson**
Associate Professor of Finance
Hebei University of Economics and Business, B.A.; Shanghai University of Finance and Economics, M.A.; Southern Illinois University Carbondale, Ph.D.

**Marilyn Ettinger**
Professor of Finance
Goucher College, A.B.; New York University, M.B.A.

Youngmin Ha (yha@njcu.edu)
Assistant Professor of Finance
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George Zhengzheng Li (gli1@njcu.edu)
Professor of Finance
Zhejiang Gongshang University, B.A.; Shanghai University of Finance and Economics, M.S.; The University of Texas at Dallas, Ph.D.

**Richard Mayell**
Assistant Professor of Finance
Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (p. 6)."

Business Analytics and Data Science, M.S. (p. 148)
Finance, M.B.A. (p. 155)
Finance Specialization: Financial Analysis, M.S. (p. 150)
Finance Specialization: Financial Management, M.S. (p. 151)
Financial Technology, M.S. (https://catalog.njcu.edu/graduate/business/finance/financial-technology-ms/)
Finance Certificate: Professional Financial Management (p. 153)
Finance Certificate: Professional Investment Analysis (p. 154)
Finance Certificate: Professional Portfolio Management (p. 154)
Finance Certificate: Professional Risk Management (https://catalog.njcu.edu/graduate/business/finance/professional-risk-management-certificate/)

Finance (FINC)
FINC 504 Quantitative Methods for Business Decisions (3 Credits)
This course is aimed at familiarizing the student with the basic statistical techniques necessary to perform the research project (see BUSI 655). Following a brief review of basic statistical techniques the course will concentrate on regression analysis, topics in exponential design and analysis of variance, transformation of data and introductory econometric analysis.

FINC 505 Managerial Economics (3 Credits)
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.

FINC 506 Corporate Financial Management (3 Credits)
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.
Pre-Requisite(s): ACCT 501

FINC 514 Introduction to Business Analytics and Data Science (3 Credits)
This course will provide students with an overview of the field of data science and business analytics. Students will get a high level understanding of data acquisition, data manipulation, data storage, data analysis and data visualization. Students will also be introduced to machine learning and predictive analytics.

FINC 515 Programming for Business (3 Credits)
In this course students will be introduced to the R programming language and the Python programming language, which are the two widely used programming languages in the field of data science. Students will get a good understanding of using R and Python for statistical modeling and machine learning.

FINC 520 Statistical and Mathematical Methods for Data Science (3 Credits)
This course will introduce students to the statistical and mathematical methods needed in the practice of data analytics. Students will learn the basics of statistics, probability, linear algebra, calculus and optimization techniques relevant to data analytics.

FINC 525 Financial Modeling (3 Credits)
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.

FINC 530 Machine Learning for Business I (3 Credits)
This course will provide students with a thorough understanding of machine learning concepts. Students will learn the common machine learning algorithms and implement them in R or Python. Students will learn how to apply machine learning algorithms to detect patterns in the data and to predict outcomes.
Pre-Requisite(s): FINC 515

FINC 531 Current Topics in Financial Technology (3 Credits)
This course will introduce student to all the current topics in financial technology. Topics will include crypto currencies, cyber security, peer to peer lending systems, digital systems, robo-advisers and blockchain technology.

FINC 535 Data Management (3 Credits)
This course will provide students with a thorough understanding of the process starting from collecting data, cleaning data, to the storage of data. Students will be exposed to various tools and techniques required for collecting data, cleaning and normalizing the data and storing and retrieving large amounts of data.
Pre-Requisite(s): FINC 515
FINC 550 Experimental Design (3 Credits)
This course will provide students with a thorough understanding of Experimental design and help students develop the skills necessary to effectively design and analyze experiments. Common techniques used in Experimental Design such as Fixed Effects model, Random Effects model, Mixture experiment, Factorial Design, and Latin Square will be discussed.
Pre-Requisite(s): FINC 520

FINC 560 Data Visualization and Communication (3 Credits)
This course will provide students with the techniques and state of the art practices in data visualization and communication. The course will also explore a wide range of techniques from simple descriptive charts and maps to multidimensional analysis using dashboards, helping students develop creative visualizations to communicate data analysis.
Pre-Requisite(s): FINC 530

FINC 565 Time Series Modeling and Experimental Design (3 Credits)
This course will provide students with a thorough understanding of regression analysis. It covers both the theory and application of regression analysis. It focuses on maximum likelihood and time series techniques. As well, this course also covers the interpretation of regression results and best practices for regression analysis.
Pre-Requisite(s): FINC 520

FINC 613 Decision Analysis (3 Credits)
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.

FINC 670 Working Capital Management (3 Credits)
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 treasurer's 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.

FINC 671 Foundations of Professional Financial Planning (3 Credits)
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.

FINC 672 Risk Management and Insurance Planning (3 Credits)
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.
Pre/Co-Requisite(s): FINC 671 Foundations of Professional Financial Planning

FINC 673 Investment Planning and Portfolio Analysis (3 Credits)
This course presents investment planning concepts, integrated with the techniques of securities and portfolio management, in the context of the financial planning process. Topics include risk and return measurement, traditional and alternative investment choices, valuations techniques, modern portfolio theory, asset allocation and portfolio performance evaluation.

FINC 674 Income Tax Planning for Individuals and Businesses (3 Credits)
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.

FINC 675 Retirement Planning and Employee Benefits (3 Credits)
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.

FINC 676 Estate Planning (3 Credits)
Estate Planning investigates tax and non-tax considerations in the disposition of assets and protection of survivors at death. The course includes the estate planning process, methods of estate transfer at death, federal gift and estate taxes, issues of generation skipping, estate liquidity, special situations, and methods of transfer during life.
Prerequisite: FINC 671 Foundations of Professional Financial Planning

FINC 678 Healthcare Financial Management (3 Credits)
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. Please Note: This course is taught using WebCT Course Management Tools.

FINC 710 Counterparty Credit Risk Management (3 Credits)
In this course students will get a thorough understanding of credit risk management concepts. Techniques such as Potential Future Exposure, Credit Value at Risk etc. will be discussed. Using the Bloomberg terminal for risk management purposes will also be emphasized.
Pre-Requisite(s): FINC 603

FINC 720 Regulation and Compliance (3 Credits)
This course focuses on financial industry regulations and compliance. Topics include regulations’ impact on financial industry and regulatory compliance by different types of financial institutions, such as commercial banks, investment banks, insurance companies, central counterparties. It will also cover regulations on various risk disciplines and risk management activities.

FINC 740 Operational Risk Management (3 Credits)
This course focuses on operational risk and its management. Topics include identification of operational risk, assessment of the size of operational risk, monitoring and controlling of operational risk, and the best practices in operational risk management activities. This course will cover both qualitative and quantitative analyses of operational risk.
FINC 750 Market Risk and Liquidity Risk Management (3 Credits)
This course will provide students with a thorough understanding of
market risk and liquidity risk management concepts. Common techniques
used in market risk management such as Value Risk will be discussed in
deepth. Students will be exposed to liquidity risk management techniques
such as Liquidity adjusted Value at Risk.
Pre-Requisite(s): FINC 603

FINC 770 Ethical and Professional Standards in Investment Management
(3 Credits)
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. Pre-Requisites: BUSI 603 Quantitative Methods.
Pre-Requisite(s): BUSI 603 Quantitative Methods for Business Decisions

FINC 771 Analysis of Equity Investments (3 Credits)
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.

FINC 772 Analysis of Debt Investments (3 Credits)
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-based securities,
derivative instruments, credit analysis, and trading strategies.
Pre-Requisite(s): FINC 673 Investment Analysis

FINC 774 Analysis of Derivatives and Alternative Investments (3 Credits)
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.
Pre-Requisite(s): FINC 673 Investment Plan and Portfolio Analysis

FINC 775 Advanced Portfolio Management (3 Credits)
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.
Pre-Requisite(s): FINC 673 Investment Planning and Portfolio Analysis

FINC 776 Global Finance (3 Credits)
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, foreign exchange
risk management, and world financial markets and institutions.
Pre-Requisite(s): BUSI 607 or FINC 607 Corporate Financial Management

FINC 777 Financial Institutions and Banking Relations (3 Credits)
This course examines the role of financial institutions, the response
of institutions to changes in the economy, and their relationships with
customers. Topics include global financial markets, asset choices of
banks and non-bank institutions, risk management, financial regulations,
and contemporary developments in finance.
Pre-Requisite(s): ACCT 601 Financial Accounting I, BUSI 606 Managerial
Economics, & FINC 607 Corporate Financial Management

FINC 778 Financial Restructuring and Reorganization (3 Credits)
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 mergers, spinoffs, leveraged
buyouts, junk bond financing, bankruptcy, and other forms of corporate
restructuring.
Pre-Requisite(s): ACCT 601 Financial Accounting I and FINC 607
Corporate Financial Management

FINC 779 Capstone in Finance (3 Credits)
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.

FINC 780 Capstone: Creating the Comprehensive Financial Plan (3
Credits)
Students create several group cases and then an individually produced
professional caliber comprehensive personal financial plan. The
course synthesizes knowledge and skills including ethics, analysis,
risk management and insurance, investments, income tax, retirement
planning, estate planning, regulation and certification requirements,
communication, and professional responsibility into a comprehensive
whole.
Pre-requisite(s): Take 3 courses from the following: FINC 671
Foundations of Pro Fin Planni, FINC 673 Investment Plan and Portf Anal,
FINC 674 Income Tax Planning for Ind, FINC 675 Retirement Plan and
Empl Benef, and FINC 676 Estate Planning.

FINC 781 Thesis/Capstone Project in Data Science (3 Credits)
This course is the culmination of the Master of Science in Business
Analytics and Data Science degree program. The student produces
an original written and oral work that demonstrates mastery of the
curriculum 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.
Pre-Requisite(s): FINC 614, 615, 620, 635, 665, 630, 650, and 660.

Business Analytics and Data Science, M.S.

A Master of Science degree program in Business Analytics and Data
Science is designed to prepare students for careers in the burgeoning field
of data analytics. The program will develop the skills needed to
gather, store, analyze and interpret large amounts of “Big Data” in order
to facilitate informed business decisions. Students may elect to further
focus their studies on techniques suitable to specific business disciplines
such as finance, marketing, logistics and accounting. The curriculum
also supports the content of the Certified Analytics Professional (CAP) examination.

ADMISSION REQUIREMENTS

• Bachelor’s degree from a nationally accredited undergraduate program.
• Recommended minimum GPA 3.0.
• Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT), recommended 50th percentile or higher. The GRE/GMAT requirement can be waived on a case by case basis.
• Two letters of recommendation
• A personal Statement of Purpose (1000 to 2000 words), which should describe the applicant’s reasons for applying to the program and ways in which his or her experience, skills, and goals are aligned with the program.
• A current resume that outlines the applicant’s educational background, employment history, professional activities, and other activities.
• International students are required to take the Test of English as a Foreign Language (TOEFL) and submit an Educational Credential Evaluators (ECE), or World Education Services (WES) evaluation of international transcripts. The TOEFL requirements can be found at http://www.njcu.edu/admissions/how-apply/english-proficiency-requirements/.

PREREQUISITE REQUIREMENTS

The 33-credit course of study assumes an undergraduate degree and/or work experience in business, technology, or related disciplines. Depending on background and focus, students may be required to take the following prerequisites:

• BUSI 599 Graduate Business Essentials (9 credits)

Similar graduate courses from other institutions may be accepted with approval of the program coordinator.

Code Title Credits
Pre-Requisite Courses (As Required):
BUSI 599 Graduate Business Essentials 9

Required Core Program Courses:
FINC 514 Introduction to Business Analytics and Data Science 3
FINC 515 Programming for Business 3
FINC 520 Statistical and Mathematical Methods for Data Science 3
FINC 530 Machine Learning for Business I 3
FINC 535 Data Management 3
FINC 550 Experimental Design 3
FINC 560 Data Visualization and Communication 3
FINC 565 Time Series Modeling and Experimental Design 3

Required Electives:

Elective Course: Advisor Permission 3
Elective Course: Advisor Permission 3

Capstone Requirement:

FINC 781 Capstone Project in Data Science 3
Total Minimum Credits: 33

Traditional Full-time Plan

First Year

Term 1 Credits
FINC 514 Introduction to Business Analytics and Data Science 3
FINC 515 Programming for Business 3
FINC 520 Statistical and Mathematical Methods for Data Science 3

Credits 9

Term 2
FINC 530 Machine Learning for Business I 3
FINC 535 Data Management 3
FINC 565 Time Series Modeling and Experimental Design 3

Credits 9

Term 3
FINC 550 Experimental Design 3
FINC 560 Data Visualization and Communication 3
Elective course 3

Credits 9

Term 4
Elective Course 3
With guidance of an advisor, elective may be chosen from an approved list of electives.
FINC 781 Capstone Project in Data Science 3

Credits 6

Total Credits 33

Student Learning Outcomes

Upon completion of the Master of Business Administration with a specialization in Business Analytics program, students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues effect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.
Finance Specialization: Financial Analysis, M.S.

A Master of Science degree in Finance with a specialization in Financial Analysis prepares individuals for rewarding career progression in the fields of securities analysis and investment management. The program of study develops the ethical framework and analytical skills to evaluate investment products, navigate financial markets, and manage the portfolios of individual and institutional clients. In pursuing these competencies, the Financial Analysis specialization incorporates the curriculum of the Chartered Financial Analyst® (CFA) Program administered by CFA Institute, where NJCU is an affiliated university. Students are encouraged to earn the globally recognized CFA credential along with their MS in Finance degree.

Admission Requirements:

- The completion of a Bachelor's degree.
- A cumulative undergraduate grade point average (GPA) of 3.0
- Students whose undergraduate GPA is below 3.0 may be considered for admission and matriculation with the following conditions:
  - Business undergraduate majors with a GPA below 3.0 must take the GMAT and attain a score of 560 (50th percentile) or better to continue in the MBA or MS program
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<tr>
<td>FINC 504</td>
<td>Quantitative Methods for Business Decisions</td>
<td>3</td>
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<tr>
<td>FINC 506</td>
<td>Managerial Economics</td>
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<td>Corporate Financial Management</td>
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<td>ACCT 559</td>
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<td>FINC 579</td>
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<td>Ethical and Professional Standards in Investment Management Pre-Requisite FINC 603</td>
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<td>Analysis of Debt Investments Pre-Requisite FINC 673</td>
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Total Credits 39

Sample Degree Maps are based on full-time status. Full-time for graduate learners is defined as taking nine credits or more in a term. Term is defined as an academic time period during which the school holds classes. It may refer to scheduled fall, winter intersession, spring, or summer sessions. This is a sample degree map and sequence for required course work. Individual plans may vary based on specific learner needs.

Traditional Full-time Plan

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<td>3</td>
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<td>3</td>
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<table>
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<th>Term 4 Credits</th>
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<tr>
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<td>12</td>
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</table>

Student Learning Outcomes

Upon completion of the Masters of Science in Finance with a specialization in Financial Analysis program, students will be able to:
Admission Requirements:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues affect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.
8. Use finance theories/concepts, techniques and models for qualitative and quantitative analysis.
9. Communicate complex financial information and analysis effectively both in speaking and writing.
10. Apply financial knowledge/skills and an ethical compass to guide business decisions in academic simulations or real-world professional environments.
11. Synthesize the finance concepts and analytical methods in a variety of applications for effective portfolio management and wealth planning.

Finance Specialization: Financial Management, M.S.

A Master of Science degree in Finance with a specialization in Financial Management prepares students for rewarding careers as managers in corporate treasury and controller functions. The curriculum offers a unique blend of accounting, corporate finance, management, and decision analytics. This program of study includes the subject matter required for the Certified Management Accounting (CMA®) certification administered by the Institute of Management Accountants (IMA®), as well as the Certified Treasury Professional® (CTP) designation administered by the Association for Financial Professionals (AFP). Students are encouraged to pursue one or both of these credentials along with their M. S. in Finance degree.

Admission Requirements:

- The completion of a Bachelor’s degree.
- A cumulative undergraduate grade point average (GPA) of 3.0
- Students whose undergraduate GPA is below 3.0 may be considered for admission and matriculation with the following conditions:
  - Business undergraduate majors with a GPA below 3.0 must take
    - must take the GMAT and attain a score of 580 (50th percentile) or
    - better to continue in the MBA or MS program.
  - Non-business majors must take the GMAT and attain a score of
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- Meet all minimum requirements of the Graduate Studies Office including: completed application; transcripts; recommendation letters; essay; resume; and test results as required. An interview may be requested.
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<td>ACCT 502</td>
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<td>MGMT 515</td>
<td>Behavioral Issues and Ethics in Management</td>
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<td>FINC 613</td>
<td>Decision Analysis (Pre-Requisite FINC 603)</td>
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<td>Strategic Profitability Analysis: Accounting for Managers</td>
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<td>FINC 670</td>
<td>Working Capital Management (Pre-Requisite FINC 607)</td>
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<td>FINC 673</td>
<td>Investment Planning and Portfolio Analysis</td>
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<tr>
<td>or FINC 740</td>
<td>Operational Risk Management</td>
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<td>or FINC 776</td>
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<td>or FINC 614</td>
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Traditional Full-time Plan

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</tbody>
</table>
**Finance Specialization: Financial Risk Management and Compliance, M.S.**

A Master of Science degree in Finance with a specialization in Financial Risk Management and Compliance prepares students for rewarding positions in the risk management and compliance functions of financial institutions and corporate treasuries. The curriculum addresses the tools and techniques for managing multiple sources of risk, including counterparty credit risk, market risk, operating risk, and regulatory risk. This program of study includes the subject matter required for the Financial Risk Manager (FRM®) certification administered by the Global Association of Risk Professionals (GARP), as well as the Professional Risk Manager’s (PRM™) designation administered by the Professional Risk Manager’s International Association (PRMIA). Students are encouraged to pursue one or both of these credentials along with their M.S. in Finance degree.

**Admission Requirements:**

- The completion of a Bachelor’s degree.
- A cumulative undergraduate grade point average (GPA) of 3.0
- Students whose undergraduate GPA is below 3.0 may be considered for admission and matriculation with the following conditions:
  - **Business undergraduate majors** with a GPA below 3.0 must take the GMAT and attain a score of 560 (50th percentile) or better to continue in the MBA or MS program.
  - **Non-business majors** must take the GMAT and attain a score of 560 (50th percentile) or better to continue in the MBA or MS program.
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**Student Learning Outcomes**

Upon completion of the Master of Science in Finance with a specialization in Financial Management program, students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues effect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.
8. Use finance theories/concepts, techniques and models for qualitative and quantitative analysis.
9. Communicate complex financial information and analysis effectively both in speaking and writing.
10. Apply financial knowledge/skills and an ethical compass to guide business decisions in academic simulations or real-world professional environments.
11. Coordinate the critical accounting and financial skills needed to perform corporate treasury and other financial management functions.

---

**FINC 506 Managerial Economics**

| Term 2 | ACCT 559 Analysis of Financial Statements | 3 |
| FINC 507 Corporate Financial Management | 3 |
| FINC 525 Financial Modeling | 3 |

| Term 3 | ACCT 502 Accounting for Business Entities | 3 |
| FINC 613 Decision Analysis | 3 |
| MGMT 515 Behavioral Issues and Ethics in Management | 3 |

| Term 4 | ACCT 552 Strategic Profitability Analysis: Accounting for Managers | 3 |
| FINC 670 Working Capital Management | 3 |
| Elective Course | 3 |
| FINC 779 Capstone in Finance | 3 |
| Credits | 12 |
| Total Credits | 39 |

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**Traditional Full-time Plan**

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<td>FINC 710 Counterparty Credit Risk Management</td>
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<td>FINC 740 Operational Risk Management</td>
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<td>FINC 772 Analysis of Debt Investments</td>
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<td>FINC 720 Regulation and Compliance</td>
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**Financial Analysis Specialization (18 Credits): Required**

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<tr>
<td>FINC 740 Operational Risk Management</td>
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<tr>
<td>FINC 750 Market Risk and Liquidity Risk Management (Pre-Requisite FINC 603)</td>
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<td>FINC 720 Regulation and Compliance</td>
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**Capstone Requirement (3 Credits): Required**

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**Total** | **39**

**Student Learning Outcomes**

Upon completion of the Master of Science in Finance with a specialization in Financial Risk Management and Compliance program, students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues effect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.
8. Use finance theories/concepts, techniques and models for qualitative and quantitative analysis.
9. Communicate complex financial information and analysis effectively both in speaking and writing.
10. Apply financial knowledge/skills and an ethical compass to guide business decisions in academic simulations or real-world professional environments.
11. Evaluate the tools, techniques, and systems for managing multiple sources of financial-risk-market, liquidity, counterparty credit, operational, and regulatory risk.

**Finance Certificate: Professional Financial Management**

A certificate program in finance will be of particular interest to financial professionals seeking to update their skills or acquire a new expertise, as well as to graduate students in the School of Business who wish to leverage their advanced degrees by stacking a complementary credential in their skills inventory. The Certificate in Professional Financial Management prepares students for rewarding careers as managers in corporate treasury and controller functions. The curriculum offers a unique blend of accounting, corporate finance, management, and decision analytics. This program of study includes the subject matter required for the Certified Management Accounting (CMA®) certification administered by the Institute of Management Accountants (IMA®), as well as the Certified Treasury Professional® (CTP) designation administered by the Association for Financial Professionals (AFP). Students are encouraged to pursue one or both of these credentials along with their certificate.

Courses taken toward the certificate can be applied to an M.S. specialization.

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**Prerequisite Courses (as required):**

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<td>Regulation and Compliance</td>
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<tr>
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| Total Credits | 39 |
Finance Certificate: Professional Investment Analysis

A certificate program in finance will be of particular interest to financial professionals seeking to update their skills or acquire a new expertise, as well as to graduate students in the School of Business who wish to leverage their advanced degrees by stacking a complementary credential in their skills inventory. The Certificate in Professional Investment Analysis prepares individuals for rewarding career progression in the fields of securities analysis and investment management. The program of study develops the ethical framework and analytical skills to interpret financial statements, evaluate investment products, navigate the capital markets, and assist clients in the management of investment portfolios. In developing these competencies, the Professional Investment Analysis certificate incorporates the Level I and Level II curriculum of the Chartered Financial Analyst® (CFA) Program administered by CFA Institute, where NJCU is an affiliated university. Students are encouraged to pursue the globally recognized CFA credential along with their certificate.

Courses taken toward the certificate can be applied to an M.S. specialization.
What is the Difference between an MBA in Finance and an MS in Finance with specific concentrations or specializations?

The major difference between these programs is that the MBA equips students with broader skills and knowledge in business and helps graduates apply them in many different areas. On the other hand, Master of Finance programs are more finance-specific. The individual’s career goals should determine which program to choose.

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 analysis, financial management, or financial risk management, and prepares students for careers in commercial banking, corporate treasury, insurance, investment banking, and real estate. Meanwhile, the broad coverage in MBA programs prepares students to work in different fields and hold positions as financial managers and controllers. Those who want an MBA career may work in commercial banks and deal with things like trusts, mortgages, lending and investments. MBAs can also assume responsibilities like managing large financial institutions and administering individual branch office functions. Governments and non-profits also hire graduates from best MBA degrees to help them run the organization effectively.

Admission Requirements:

- The completion of a Bachelor’s degree.
- A cumulative undergraduate grade point average (GPA) of 3.0
- Students whose undergraduate GPA is below 3.0 may be considered for admission and matriculation with the following conditions:
  - Business undergraduate majors with a GPA below 3.0 must take BUSI 599 in the first semester and attain a grade of B or better to continue in the MBA or MS program, or
  - must take the GMAT and attain a score of 560 (50th percentile) or better.
- Non-business majors must take BUSI 599 in the first semester and attain a grade of B or better to continue in the MS or MBA program or GMAT
- Meet all minimum requirements of the Graduate Studies Office including: completed application; transcripts; recommendation letters; essay; resume; and test results as required. An interview may be requested.
- Additional requirements for international students include: Test of English as a Foreign Language (TOEFL) test results, and Educational Credential Evaluators (ECE), or World Education Services (WES) evaluation of international transcripts.
- Up to nine graduate course credits in applicable content from other institutions may be accepted with approval of the School of Business.

To apply for graduate study go to the Graduate Application web page (https://www2.njcu.edu/graduate_app/login.asp). For more information about the GMAT exam go to GMAT (http://www.mba.com/us/the-gmat-exam.aspx). For more information about the TOEFL exam go to TOEFL (http://www.ets.org/toefl/).

Prerequisite Requirements:

The 36-credit course of study assumes an undergraduate degree in Business, which includes financial accounting at the intermediate level,
and two semesters of statistics. Students with a degree in Business, but without these courses may be required to take:

BUSI 599 ([https://catalog.njcu.edu/search/?P=BUSI%20599](https://catalog.njcu.edu/search/?P=BUSI%20599)) with the embedded Harvard Business School Online Credential of Readiness (CORe) in the first semester and attain a grade of B to continue in the MBA program.

**Curriculum Requirements:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Program:</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>FINC 514</td>
<td>Introduction to Business Analytics and Data Science</td>
<td>3</td>
</tr>
<tr>
<td>FINC 507</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 595</td>
<td>Executive Communication</td>
<td>3</td>
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<tr>
<td>MGMT 516</td>
<td>Global Strategic Management</td>
<td>3</td>
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<tr>
<td>MKTG 515</td>
<td>Contemporary Marketing Perspectives: Trends, Strategies and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 552</td>
<td>Strategic Profitability Analysis: Accounting for Managers</td>
<td>3</td>
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**Required Finance Specialization Courses:** 15

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>FINC 670</td>
<td>Working Capital Management</td>
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</tr>
<tr>
<td>or FINC 678</td>
<td>Healthcare Financial Management</td>
<td></td>
</tr>
<tr>
<td>or FINC 679</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINC 673</td>
<td>Investment Planning and Portfolio Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FINC 776</td>
<td>Global Finance</td>
<td>3</td>
</tr>
<tr>
<td>FINC 777</td>
<td>Financial Institutions and Banking Relations</td>
<td>3</td>
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<tr>
<td>FINC 778</td>
<td>FinancialRestructuring and Reorganization</td>
<td>3</td>
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**Capstone Requirement** 3

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<tr>
<th>Code</th>
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<tr>
<td>BUSI 799</td>
<td>Interdisciplinary Capstone in Business Administration</td>
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**Total Credits:** 36

**Full-time Plan (excludes prerequisite course, as may be required*)**

**First Year**

**Term 1**

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>FINC 514</td>
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<tr>
<td>MGMT 595</td>
<td>Executive Communication</td>
<td>3</td>
</tr>
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<td>FINC 507</td>
<td>Corporate Financial Management</td>
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**Credits** 9

**Term 2**

<table>
<thead>
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<tbody>
<tr>
<td>MGMT 516</td>
<td>Global Strategic Management</td>
<td>3</td>
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**Credits** 9

**Term 3**

<table>
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<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>Working Capital Management</td>
<td>3</td>
</tr>
<tr>
<td>FINC 673</td>
<td>Investment Planning and Portfolio Analysis</td>
<td>3</td>
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</table>

**Code** 9

**Total Credits** 36

**Prerequisite Courses (as required)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 599</td>
<td>Graduate Business Essentials</td>
<td>9</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Upon completion of the Master of Business Administration with a specialization in Finance program, students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues effect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.
8. Use finance theory.concepts, techniques and models for qualitative and quantitative analysis.
9. Communicate complex financial information and analysis effectively both in speaking and writing.
10. Apply financial knowledge/skills and an ethical compass to guide business decisions in academic simulations or real-world professional environments.
11. Formulate financial management solutions based on qualitative and quantitative analysis.

**Management**

200 Hudson Street, Harborside 2
(201) 200-3353
http://www.njcu.edu/department/management (http://www.njcu.edu/ department/management/)

Organizational Management and Leadership prepares individuals for responsibilities in business, government and non-profit entities. Students will develop skills in the management of cross-functional teams, project management, technology application, and new products and
services development. A focus is on managing a diverse work force and competing in a multicultural global environment.

John Donnellan, Chairperson (jdonnellan@njcu.edu)
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Michael Bell
Assistant Professor of Management
Howard University, B.A.; Tulane Law School, J.D.

Yi-Yu Chen
Assistant Professor of Management
Chung Yuan University, B.A.; Rutgers University, M.B.A., Ph.D.

John Laski
Professor of Management
Salve Regina University, A.S.; Nyack College, B.S.; Saint Thomas Aquinas College, M.B.A., Nova Southeastern University, D.B.A.

EunSu Lee (elee3@njcu.edu)
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Melanie McDonald (mmcdonald@njcu.edu)
Associate Professor of Management
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Amir Jayant Mokashi (amokashi@njcu.edu)
Assistant Professor of Management
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Sungbeen Park
Assistant Professor of Management
Florida International University, M.S; Penn State University, Ph.D.

Gita Sharma
Assistant Professor of Accounting
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Sujin Song (SSONG1@njcu.edu)
Assistant Professor of Management
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Joseph Stern (jstern@njcu.edu)
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Daniel Julius
Professor of Management
Ohio State University, B.A.; Columbia University, M.A., Ed.D.; Stanford University, Visiting Scholar/Post-Doctoral Study

David S. Weiss
Assistant Professor of Management
Drew University, B.A.; New York Law School, J.D.; Cornell Law School, Post Doctorate in Law Studies

Management (MGMT)

MGMT 515 Behavioral Issues and Ethics in Management (3 Credits)
Managerial theories and behavioral concepts are examined in planning, organizing, staffing and controlling organizations. Emphasis is on ethics, teamwork, leadership, motivation, change and development. Readings in current and classical literature expand historical management through and alignment of managerial, financial and organizational goals with behavioral issues in developing budgets and standards.

MGMT 516 Global Strategic Management (3 Credits)
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.

MGMT 517 Optimization and Decision Modeling (3 Credits)
This course provides students with an understanding of the role of business analytics and optimization. Topics include linear programming (LP), nonlinear programming, transportation problems and assignments, project management, decision analysis, decision theory, and simulation frequently shown in management, project and resource management, supply chain management, logistics and transportation management.

MGMT 518 Business Analytics in Supply Chain, Logistics and Maritime Port Management (3 Credits)
This course will address supply chain, logistics, and transportation strategic, tactic, and operational considerations in planning, controlling, organizing, and measuring using analytical skills. The course will also discuss risk management and sustainability. A variety of analytics techniques and tools will be used in the course.

MGMT 595 Executive Communication (3 Credits)
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 Principles; Business Writing (clarity, brevity, organization, and tone); and Speaking/Presenting (neurolinguistics programming, body language, media constraints, engagement, technology, charts and graphs) for maximum clarity.

MGMT 690 Graduate Business Field Experience (1 Credit)
This course emphasizes the relationship of concepts and skills learned in the classroom with real world experience. Students will work part-time in a position approved by the graduate program coordinator and complete a project or paper under the supervision of a faculty adviser.

Pre-Requisite(s): Admission to MS- Financial Management
MGMT 697 Business Negotiation and Conflict Resolution (3 Credits)
This course focuses on negotiation techniques to manage risk and conflict in business discussions and investigations. Simulated negotiation activities will be used to sharpen business skills that include active listening, collaboration, tolerance and resolution. Students will be exposed to the psychology of negotiations and will develop their personal style.  
Prerequisite(s): For Accounting students - ACCT 591 / For Management Students - BUSI 599 or MGMT 595

MGMT 710 Operations and Management of Transportation (3 Credits)
This course provides an introduction to transportation systems. The fundamental principles utilizing multiple modes of transportation to include air, maritime, and ground transportation will also be explored in this class.

MGMT 711 Managing for Internal Innovation (3 Credits)
Major management and leadership theories are explored and applied to the challenge of timely innovation, applying these to deliver innovative products and services. Critical thinking, analysis, originality of design, and communication skills are exercised. Students self-evaluate and seek outside input on innovation skills required to develop viable new products and services.  
Pre-Requisite(s): A Master's Degree Program in Business

MGMT 712 Strategic Human Resources Management (3 Credits)
This course investigates the application of best practices in human resources management. 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.  
Pre-Requisite(s): BUSI 606 Managerial Economics, FINC 607 Corporate Financial management and MGMT 611 Behavior Issues & Ethics Management

MGMT 713 Managing the Services Organization (3 Credits)
Major management/leadership theories definitions are explored in the context of the service organization. Emphasis is on global, cross-cultural change situations, analyzing leader-follower behaviors, and team-building. The course integrates diversity of thought, custom, culture, belief structures; and applies these to deliver competitively superior services. Critical thinking, analysis, original design, and communication skills are exercised.  
Pre-Requisite(s): A Business Masters Degree Program

MGMT 714 Transformational and Situational Leadership (3 Credits)
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 leader/follower relationship.  
Pre-Requisite(s): MGMT 611 Behavior Issues & Ethics Management

MGMT 715 Operations and Supply Chain Management (3 Credits)
This course covers the issues facing Operations and Supply Chain Managers. This course covers: strategic, produces, and capacity; manufacturing and service processes; supply chain processes; supply chain demand planning and control, sustainability as well as basic tools and techniques.  
Pre-Requisite(s): MGMT 612

MGMT 716 Maritime Management (3 Credits)
This course is designed as a comprehensive study of maritime sector which forms part of the supply chain. The topics covered included span from economics of shipping a trade which forms the overall environment, right up the commercial and operational aspects of maritime transportation.  
Pre-Requisite(s): Operations and Management of Transportation

MGMT 717 Maritime Port Management (3 Credits)
This course provides the students with an insight into the management of Port and Intermodal Transportation as cross modal activity. It also explains how changes in the operations of the modes impacts the ports.  
Pre-Requisite(s): Operations and Management of Transportation

M.B.A., Organizational Management and Leadership Specialization

The Organizational Management and Leadership Specialization in the MBA degree program immerses graduate students in interesting and emergent topics in the dynamic field of management. Your MBA program will provide you with a solid grasp of business fundamentals, including both “hard” and “soft” business skills. These are taught through a fixed sequence of required courses, or “core classes.”

In the MBA with a specialization in Organizational Management and Leadership, you will be a business administration professional first and foremost, but with an enhanced understanding of traditional and contemporary management thought and best practices. The program is designed to help students gain the skills and knowledge needed to work in executive, supervisory, and management positions in various types of businesses.

The MBA in Organizational Management and Leadership prepares individuals for responsibilities in business, government and non-profit entities. Students will develop skills in the management of cross-functional teams, project management, technology application, and new products and services development. A focus is on managing a diverse work force and competing in a multicultural global environment.

Admission Requirements:

- The completion of a Bachelor’s degree.
- A cumulative undergraduate grade point average (GPA) of 3.0
- Students whose undergraduate GPA is below 3.0 may be considered for admission and matriculation with the following conditions:
  - Business undergraduate majors with a GPA below 3.0 must take BUSI 599 in the first semester and attain a grade of B or better to continue in the MBA or MS program, or
  - must take the GMAT and attain a score of 560 (50th percentile) or better.
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• Up to nine graduate course credits in applicable content from other institutions may be accepted with approval of the School of Business.

To apply for graduate study go to the Graduate Application web page (https://www2.njcu.edu/graduate_app/login.asp). For more information about the GMAT exam go to GMAT (http://www.mba.com/us/the-gmat-exam.aspx). For more information about the TOEFL exam go to TOEFL (http://www.ets.org/toefl/).

Update on Graduate Requirements and Test Waiver Request, click here (https://www.njcu.edu/sites/default/files/pdfs/gstwrform.pdf).

Prerequisite Requirements:
The 36-credit course of study assumes an undergraduate degree in Business, which includes financial accounting at the intermediate level, and two semesters of statistics. Students with a degree in Business, but without these courses may be required to take:

BUSI 599 (https://catalog.njcu.edu/search/?P=BUSI%20599) with the embedded Harvard Business School Online Credential of Readiness (CORe) in the first semester and attain a grade of B to continue in the MBA program.

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Specialization Courses

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<tbody>
<tr>
<td>MGMT 515</td>
<td>Behavioral Issues and Ethics in Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 697</td>
<td>Business Negotiation and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 711</td>
<td>Managing for Internal Innovation</td>
<td>3</td>
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<tr>
<td>MGMT 713</td>
<td>Managing the Services Organization</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 714</td>
<td>Transformational and Situational Leadership</td>
<td>3</td>
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Capstone Requirement

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<tr>
<td>BUSI 799</td>
<td>Interdisciplinary Capstone in Business Administration</td>
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</table>

Total Credits: 36

1 Thesis option available. Students must take one additional class - BUSI 703.

Sample Degree Maps are based on full-time status. Full-time for graduate learners is defined as taking nine credits or more in a term. Term is defined as an academic time period during which the school holds classes. It may refer to scheduled fall, winter intersession, spring, or summer sessions. This is a sample degree map and sequence for required course work. Individual plans may vary based on specific learner needs. Students without an undergraduate business degree or degree in a related discipline may be required to take BUSI 599 Graduate Business Essentials (9 credits).

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Term 1</td>
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<tr>
<td>FINC 514</td>
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<td>Credits</td>
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</table>

Term 2

<table>
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<tr>
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<th>Credits</th>
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<tbody>
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Term 3

<table>
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<tr>
<th>Term</th>
<th>Credits</th>
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<tbody>
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Term 4

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<th>Term</th>
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<tbody>
<tr>
<td>MGMT 713</td>
<td>Managing the Services Organization</td>
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</tr>
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<td>Interdisciplinary Capstone in Business Administration</td>
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<tr>
<td>Credits</td>
<td>9</td>
</tr>
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</table>

Student Learning Outcomes

Upon completion of the Master of Business Administration with a specialization in Organizational Management and Leadership program, students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues effect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.
8. Demonstrate recognition of ethical and social responsibility issues in a business environment and apply a process of ethical inquiry which informs recommendation and decision making.
9. Demonstrate effective leadership and management skills appropriate for a variety of business contexts.
10. Demonstrate proficiency in integrating the techniques, processes and procedures of the fundamental business (accounting, finance, marketing, management) and apply theory, skill and knowledge from these disciplines to business practices.

Marketing

200 Hudson Street, Harborside 2
(201) 200- 3353
http://njcu.edu/department/marketing

The NJCU Marketing Specialization in the MBA degree program immerses graduate students in interesting and emergent topics in the dynamic field of marketing. The program prepares students for upward career mobility in marketing and offers specialized courses in: New Product Development, Consumer Analytics, Digital Marketing, Strategic Integrated Marketing Communications, Global Marketing and more.

In addition to specialization courses, all MBA students receive a thorough grounding in market relevant aspects of management, finance, accounting, economics, quantitative methods, ethics, strategic and decision analysis, and executive communications. This rich business curriculum provides the marketing graduate student with the broad educational background in business that is necessary for career advancement.

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Assistant Professor of Marketing
Rutgers University, B.A.; Seton Hall University, M.A., Ph.D.

Zui Chih Lee (zlee@njcu.edu)
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Prashanth Ravula
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Susan D. Williams (swilliams2@njcu.edu)
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Serdar Yayla
Assistant Professor in Marketing
Purdue University, M.B.A.; Rutgers University, Ph.D.

M.B.A., Marketing Specialization (p. 160)

Marketing (MKTG)

MKTG 515 Contemporary Marketing Perspectives: Trends, Strategies and Practice (3 Credits)
Course is conducted as an interactive seminar which reviews trends and best practices in contemporary marketing. Concepts such as the life time value of a customer and one-to one marketing are studied, along with the impact that globalization and the internet have on current marketing strategies and practice.

MKTG 731 New Product Development (3 Credits)
The course is designed to accommodate multiple formats including a full schedule of in-person classes, a blended format with biweekly or monthly in-person meetings complementing on-line course work, and a fully on-line format. The course will be initially offered as a blended format with biweekly in-person meetings alternating with on-line course work. It is a required course for students with a marketing concentration in the NJCU MBA degree program.

Pre-Requisite(s): MKTG 615 Contemporary Marketing

MKTG 732 Digital Marketing Strategy (3 Credits)
This course will introduce management of e-commerce and its opportunities, limitations and risks as well as the impact of the internet on marketing and media. 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.

MKTG 733 Global Marketing Strategy (3 Credits)
Strategic marketing in an era of globalization is comprehensively examined. The global economy, social and cultural awareness in marketing theory and practice, global brand strategy, adaptation of domestic successes to international markets, and opportunities in emerging and developing markets are an important course focus.

M.B.A., Marketing Specialization

MBA classes in Marketing immerses graduate students in interesting and emergent topics in the dynamic field of marketing. The program prepares students for upward career mobility in marketing and offers specialized courses in: New Product Development, Consumer Analytics, Digital Marketing, Strategic Integrated Marketing Communications, Global Marketing and more.

In addition to specialization courses, all MBA students receive a thorough grounding in market relevant aspects of management, finance, accounting, economics, quantitative methods, ethics, strategic and decision analysis, and executive communications. This rich business curriculum provides the marketing graduate student with the broad educational background in business that is necessary for career advancement.

Admission Requirements:

- The completion of a Bachelor’s degree.
- A cumulative undergraduate grade point average (GPA) of 3.0
- Students whose undergraduate GPA is below 3.0 may be considered for admission and matriculation with the following conditions:
  - Business undergraduate majors with a GPA below 3.0 must take BUSI 599 in the first semester and attain a grade of B or better to continue in the MBA or MS program, or
  - must take the GMAT and attain a score of 560 (50th percentile) or better.
Curriculum Requirements:

- **Non-business majors** must take BUSI 599 in the first semester and attain a grade of B or better to continue in the MS or MBA program.
- Meet all minimum requirements of the Graduate Studies Office including: completed application; transcripts; recommendation letters; essay; resume; and test results as required. An interview may be requested.
- Additional requirements for international students include: Test of English as a Foreign Language (TOEFL) test results, and Educational Credential Evaluators (ECE), or World Education Services (WES) evaluation of international transcripts.
- Up to nine graduate course credits in applicable content from other institutions may be accepted with approval of the School of Business.

To apply for graduate study go to the Graduate Application web page (https://www2.njcu.edu/graduate_app/login.asp). For more information about the GMAT exam go to GMAT (http://www.mba.com/us/the-gmat-exam.aspx).
For more information about the TOEFL exam go to TOEFL (http://www.ets.org/toefl/). Update on Graduate Requirements and Test Waiver Request, click here (https://www.njcu.edu/sites/default/files/pdfs/gstwrform.pdf).

Prerequisite Requirements:

The 36-credit course of study assumes an undergraduate degree in Business, which includes financial accounting at the intermediate level, and two semesters of statistics. Students with a degree in Business, but without these courses may be required to take:

BUSI 599 (https://catalog.njcu.edu/search/?P=BUSI%20599) with the embedded Harvard Business School Online Credential of Readiness (COR) in the first semester and attain a grade of B to continue in the MBA program.

Curriculum Requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Required Core Program:</td>
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</tr>
<tr>
<td>FINC 514</td>
<td>Introduction to Business Analytics and Data Science</td>
<td>3</td>
</tr>
<tr>
<td>FINC 507</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 595</td>
<td>Executive Communication</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 515</td>
<td>Contemporary Marketing Perspectives: Trends, Strategies and Practice</td>
<td>3</td>
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<tr>
<td>ACCT 552</td>
<td>Strategic Profitability Analysis: Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Specialization Courses. Students must take any five (5) of the following:</td>
<td></td>
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<tr>
<td>MKTG 720</td>
<td>Customer Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 731</td>
<td>New Product Development</td>
<td>3</td>
</tr>
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<tr>
<td>MKTG 733</td>
<td>Global Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 735</td>
<td>Strategic Integrated Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>MKTG TBD-7</td>
<td>Emergent Marketing Topics</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Requirement</td>
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<tr>
<td>BUSI 799</td>
<td>Interdisciplinary Capstone in Business Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: **36**

Sample Degree Maps are based on full-time status. Full-time for graduate learners is defined as taking nine credits or more in a term. Term is defined as an academic time period during which the school holds classes. It may refer to scheduled fall, winter intersession, spring, or summer sessions. This is a sample degree map and sequence for required course work. Individual plans may vary based on specific learner needs. Students without an undergraduate business degree or degree in a related discipline may be required to take BUSI 599 Graduate Business Essentials (9 credits).

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TERM 1</td>
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TERM 2

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MGMT 516</td>
<td>Global Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 515</td>
<td>Contemporary Marketing Perspectives: Trends, Strategies and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
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</table>

TERM 3

Students must take any five (5) of the following:

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</tr>
<tr>
<td>MKTG TBD-7</td>
<td>Emergent Marketing Topics</td>
<td>3</td>
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<tr>
<td>Credits</td>
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<td>15</td>
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TERM 4

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>BUSI 799</td>
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<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: **36**

Student Learning Outcomes

Upon completion of the Master of Business Administration with a specialization in the Marketing program, students will be able to:

1. Identify ethical issues and understand the implications of social responsibility for sustainable business practices.
2. Evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
3. Utilize technology, apply quantitative methods and interpret data to solve business problems.
4. Integrate knowledge of core business concepts and collaborate productively as part of a team.
5. Work effectively in a diverse environment and understand how global and cultural issues affect the organization and its stakeholders.
6. Compose clear and concise forms of written communication to effectively convey ideas and information associated with business topics.
7. Communicate business concepts effectively through oral presentation.
8. Design and assess targeted marketing plans/programs and determine performance metrics.
9. Analyze current marketing research, trends and findings, and apply learnings in the creation of marketing plans and studies.
10. Demonstrate a level of oral and written communication proficiency that is expected of 21st century market professionals.

Master of Business Administration

Earning a Master’s in Business Administration (MBA) can help professionals enhance their career opportunities, receive increased compensation, and job promotions. An MBA can provide the skills and knowledge necessary to start a new business, and many employers require an MBA for certain management or leadership positions.

MBA coursework involves a broad spectrum of business-related topics including accounting, statistics, economics, communications, management, and strategy. An MBA not only prepares students to work for financial institutions such as banks but also prepare them for management positions in other fields or as founders of start-up companies.

The Master of Business Administration and our graduate business programs are designed with the working professional in mind.

The NJCU School of Business MBA:

- Emphasizes “real world” skills and experiential learning
- Offers a customizable degree process and simplified curriculum management
- Is an affordable program offered by a university that is nationally ranked as a “Best Bang for the Buck” institution
- Is now offered in two locations (Harborside in Jersey City and Wall Township in Monmouth County) and online

M.B.A., Business Analytics Specialization (https://catalog.njcu.edu/graduate/business/finance/business-analytics-mba/)

M.B.A., Finance Specialization (p. 155)

M.B.A., Marketing Specialization (p. 160)

MBA, Organizational Management and Leadership Specialization (p. 158)


An MBA is a 36-credit course of study that includes a common core of 18 credits regardless of discipline and 18 credits in the specialization, including a final capstone.

DEGREE MAP

Sample Degree Maps are based on full-time status. Full-time for graduate learners is defined as taking nine credits or more in a term. Term is defined as an academic time period during which the school holds classes. It may refer to scheduled fall, winter intersession, spring, or summer sessions. This is a sample degree map (p. 159) and sequence for required course work. Individual plans may vary based on specific learner needs. Students without an undergraduate business degree or degree in a related discipline may be required to take BUSI 599.

MBA REQUIRED CORE PROGRAM

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*See individual specializations below for specific remaining requirements.

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M.B.A., Marketing Specialization (p. 160)


Management Specialization: Organizational Management and Leadership, M.B.A. (p. 158)


MBA, CUSTOMIZED

A student who selects the Customized MBA option is required to take the 18-credit core of courses (as well as a prerequisite requirement for admission to the program). With the guidance of an advisor, students may complete their general MBA by successfully completing 18 credits from graduate course offerings in Accounting, Finance, Management, and/or Marketing.
Professional Education and Lifelong Learning

The Division of Professional Education and Lifelong Learning is located in the NJCU Center for Workforce and Community Development at 285 West Side Avenue.

Telephone: 201-200-2128  
Fax: 201-200-3252  
Email: pell@njcu.edu

Dr. Michael Edmondson (medmondson@njcu.edu), Dean  
Ozzie Lourenco (olourenco@njcu.edu), Administrative Assistant

Mission

Professional Education and Lifelong Learning (PELL) provides a diverse population with an excellent education by offering a variety of non-credit classes and programs that include: The New Pathways to Teaching in New Jersey Alternate Route Program, Kids on Campus, the Community Music School, the Public Safety Program, Walking Tours, Workplace Essentials, online non-credit classes and certificates, and workforce development programs. PELL also provides customized training programs in business communication, leadership, and many other designed to meet the unique skill develop needs of employers. We recognize that each organization is unique with specific training requirements. We offer free consultation and work closely with your representatives to create a customized training program that meets your unique needs. For more information visit www.njcu.edu/pell (http://www.njcu.edu/pell/)

The New Pathways to Teaching in New Jersey Alternate Route Program

In collaboration with the College of Education, the Division of Professional Education and Lifelong Learning offers The New Pathways to Teaching in New Jersey Alternate Route Program.

Email: newpathways@njcu.edu (olourenco@njcu.edu)

Dr. Muriel Rand (mrand@njcu.edu), Academic Director  
Lola Martinez (lmartinez@njcu.edu), Administrative Assistant

Mission

The New Pathways is a unique online program for people with a bachelor's degree to become a certified teacher in New Jersey. We offer three flexible paths:

- Low-cost non-credit course options
- Graduate online credit courses
- Integrated online Masters Degree with certification

NPTNJ offers personalized advice and assistance for navigating the New Jersey Department of Education regulations, strong faculty support, and high-quality coursework.

NPTNJ is...

- Convenient - Fully online anywhere in New Jersey
- Established - NJ Department of Education approved for more than 15 years
- Comprehensive - Over 60 Certificates of Eligibility accepted

- Dedicated - Student-focused instructors and personalized assistance
- Flexible - Graduate credit or not-for-credit options


Emeriti

Presidents Emeriti

William J. Maxwell, Ed.D.  
Carlos Hernandez, Ph.D.

Professors Emeriti

Ruth A. Allen, Ed.D. retired 1980  
Wilbur E. Appar, Ph.D. retired 1973  
Robert A. Arey, M.A. retired 1994  
Ezri A. Atzmon, Ph.D. retired 1987  
Esther Barish, Ed.D. retired 1994  
Janet Bower-Bachelet, Ph.D. retired 1981  
Harry L. Brown, Jr., Ed.D. retired 1988  
Mary Ellen Campbell, M.F.A. retired 2012  
Eleanor Campulli, Ed.D. retired 2000  
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  
John (Jack) Egan, Ph.D. retired 2017  
Cynthia Egli, M.S. retired 2013  
Myrna Ehrlich, Ed.D. retired 2002  
Seymour Eichel, Ph.D. retired 1994  
Ann H. M. Estill, D.A. 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 Goodman, 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 Karnoutos, Ph.D. retired 2009  
Marguarite LaBelle, M.A. retired 2000  
Michael LaBuda, Ed.D. retired 1996  
Clifford Landers, Ph.D. retired 2002  
Theodore Lane, Ed.D. retired 2001  
Jill Lewis-Spector, Ed.D. retired 2013  
William A. Liggitt, Ph.D. retired 1987  
Dale Lott, M.A. retired 1997
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 has adopted the policies and reporting procedures on non-discrimination 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.

Notice of Non-discrimination and Title IX

New Jersey City University (NJCU) is a higher education place of work, teaching, and learning for the benefit of students and the overall campus community. NJCU is committed to providing a campus environment free from discrimination based on sex. Compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. Section 1681 et seq. (“Title IX”) is an important part of this commitment.

Title IX is a federal civil rights law and provides that:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Under Title IX, discrimination on the basis of sex includes sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, or sexual coercion.

For the most current information about Title IX, students are directed to the University Title IX website at https://www.njcu.edu/about/njcu-policies-and-standards/notice-non-discrimination-and-title-ix (https://www.njcu.edu/about/njcu-policies-and-standards/notice-non-discrimination-and-title-ix/).

VA Pending Payment Compliance Statement

In accordance with federal law, New Jersey City University will not penalize recipients of the Post 9/11 GI Bill® or Vocational Rehabilitation & Employment, while payment to the institution is pending from the Department of Veterans Affairs. The university will not prevent the students’ enrollment, assess a late penalty fee against, require student to secure alternative or additional funding, or deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution. To qualify for this provision, students must provide NJCU...
with A Certificate of Eligibility (or equivalent) or VA Form 1905 by the first day of class, along with a request for certification of benefits, and other required information essential to the certification process.

If you have any questions regarding this provision, please contact the Office of Military & Veterans Services at 201-200-3199 or veterans@njcu.edu
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