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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

2025-2026 Graduate Calendar (https://www.njcu.edu/directories/offices-centers/registrar/academic-calendars/graduate-academic-calendar)

Academic Affairs

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The Office of the Provost houses the Provost and Senior Vice President, who is the chief divisional administrator of the University's academic programs, policies, procedures and departments. The vision of the Division of Academic Affairs is to lead New Jersey City University in becoming a nationally recognized leader in public urban higher education.

The Division of Academic Affairs is committed to creating and sustaining a higher education environment for New Jersey City University's students and faculty that is grounded in a culture of evidence and that values excellent teaching, scholarly achievement, creative activity, service, and lifelong learning. The Division supports the mission of the University by providing high quality academic degree and certificate programs with urban and global perspectives.

The Division of Academic Affairs, as the academic and intellectual core of New Jersey City University, is committed to providing a richly diverse student population with an exceptional 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 Office supports the faculty and professional staff assigned to all academic departments within the William J. Maxwell College of Arts and Sciences, the Deborah Cannon Partridge Wolfe College of Education, the College of Professional Studies, and the School of Business, the Professional Development and Lifelong Learning Office, the Congressman Frank J. Guarini Library, the Office of Global Initiatives, the Department of Online Learning, the Office of Research and Sponsored Programs, the Honors Program, General Education, and all academic support departments:

- Academic Career Planning and Placement
- Center for Latin American, Caribbean, and Latinx Studies
- Lee Hagan Africana Studies Center
- Registrar's Office and Transfer Resource Center
- Orientation to College Program
- Pre-College Programs
- University Advisement Center
- Youth Corps/AmeriCorps

Additional information can be obtained by visiting the office, located in Hepburn Hall, Room 309, or by calling 201-200-3003 between 9:00 a.m. and 5:00 p.m.

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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.

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 upon receipt of a report of plagiarism, find that a student has a prior record of plagiarism, the offense will be upgraded to Level III, and the Vice President for Academic Affairs will notify the instructor, the chair and the academic dean so that appropriate action can be taken. Any violation that involves repeat offenses at Level I is considered a Level III violation.

Level III
Level III penalties apply to offenses that are even more serious in nature and involve pervasive dishonesty on a significant portion of course work, such as a major paper, mid-term, final exam or other examination.

Example: Using a purchased term paper presenting the work of another as one's own; having a substitute take an examination; or possessing or obtaining an examination without the professor's authority or prior knowledge.

Possible Penalties: A failing grade on the assignment and/or in the course, which ever is applicable, may be given subject to the discretion of the instructor. Violations at this level will be reported to the department chair and the academic dean (for major courses, the report will be made to the corresponding Academic Dean, for general studies courses, the report will be made to the Dean of Arts and Sciences). In the case of an undergraduate student, a notation of plagiarism shall be placed in the student's record following this offense, and the student will not be allowed to expunge the grade of F from his/her GPA should he or she re-take the course. Confidential copies of the report will also be sent to the Vice President for Academic Affairs and the Dean of Students or the Dean of Graduate and Continuing Education. Should the Vice President for Academic Affairs or the Dean of Graduate and Continuing Education discover, upon receipt of a report of plagiarism, that a student has a prior record of plagiarism, the Vice President for Academic Affairs or the Dean of Graduate and Continuing Education will notify the faculty member, the chair and the academic dean so that appropriate action can be taken.

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

Academic Progress

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

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

*NOTE: Students should check their specific certificate or degree requirements under the department's program descriptions both in this catalog and at the department's 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 rights 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:
   a. to appropriate parties to comply with a judicial order or a lawfully issued subpoena (Unless a court order has ordered that the existence of the subpoena not be disclosed, the University will attempt to inform the student of the subpoena, by letter to his/her last known address, prior to the requested documents being released.);
   b. to appropriate parties in a health or safety emergency;
   c. to officials of another school, upon request, in which a student seeks or intends to enroll;
   d. to University and other appropriate officials in connection with a student's request for or receipt of financial aid, to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid;
   e. to certain officials of the U.S. Department of Education, the Comptroller General's office, or to state and local educational authorizes, in connection with certain state or federally supported education programs;
   f. to accrediting organizations to carry out their functions;
   g. to organizations conducting certain studies for or on behalf of the University;
   h. to the alleged victim of a crime of violence or a non-forcible sex 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;
   i. to the parent(s) or legal guardian the violation of any law or University rule or policy governing the use or possession of alcohol or a controlled substance if the student is under 21 years of age and the University determines that the student has committed a disciplinary violation with respect to use or possession.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
   The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC, 20202- 4605.

DIRECTORY INFORMATION

The University may disclose the following categories of student information, designated as public information: the student's name, address, 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

Administrative Withdrawal

The University reserves the right to administratively withdraw or deny registration to any student for reasons including, but not limited, to the following:

- The student fails to comply with institutional policies and procedures.
- A student accepts but does not enroll in classes, or attend classes, or has multiple F grades.

The Registrar's office will process the withdrawal, and the withdrawal will show as a WA on the students' transcript.

Attendance Policy

Absence and Attendance Policy

Class Attendance

- At the first-class meeting of a semester, students shall receive in print or electronically the course syllabus including the participation and attendance requirements for the course.
  - Both may factor into the evaluation of the student's performance and achievement for the course.
- Students must not schedule work, or other obligations, leisure activities or vacations during the scheduled in-person or online synchronous academic course or session or, the final assessment period.
- Students, seeking accommodation regarding the class attendance policy, must register with the Office of Specialized Services (https://www.njcu.edu/directories/offices-centers/office-specialized-services-and-supplemental-instruction). The OSS will retain documentation as necessary and work with faculty on appropriate adaptations.
- Financial aid (https://www.njcu.edu/admissions-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, such as NJCU/ Rutgers and NJCU/NJIT, must follow the rules and regulations established by NJCU as well as the affiliated clinical, governmental, accreditation agencies, professional associations and any other institution, agency, or organization participating in the Joint Program.
- Non-attendance does not constitute withdrawal from a course. Students who cease attending and otherwise participating in class activities may earn failing ("F") grade.

Class Absence

- In all circumstances, it remains the student's responsibility to initiate discussion about absence and arrangements for making up any missed work in a timely manner.

Excused Absence

- Instructors must provide fair and reasonable opportunities for students to make up an excused absence, examples include illness, injury, bereavement, or similarly compelling personal reasons.
- A student may need to schedule advanced absence from class to attend a religious observation, participate in a field trip, conference, academic or athletic competition or other sanctioned University event.
  - The student should communicate with the instructor in advance of the event and arrange to make up missed work.
  - Instructors may require documentation to verify the reason for an absence.
- Student participation in authorized University events is considered academic in nature and reasonable accommodation should be made to allow completion of assignments including exams.
- Athletic competition should be treated like an absence for an official college event in alignment with Excused Absence requirements.

Note: Club and intramural activities are not considered to be official NJCU activities with respect to absences.

Extended Absence Requirements

- Student absence from three class sessions is to be reported by the student, or his/her responsible designee, to the Dean of Students (https://www.njcu.edu/directories/offices-centers/student-affairs-and-enrollment-management/dean-students) office.
- The dean of students will notify the
  - The student's instructors,
  - The student's academic advisor(s), and
  - The Dean's office of the student's school.
- The University may request supporting documentation for short-term and extended absences and consider said documentation at their discretion.
  - Students need to provide requested documentation in a timely manner.
- Course withdrawal, or an incomplete grade are not automatically applied to extended absence. The student must consult with the course instructor and his/her academic advisor to discuss best options based on current academic policy.
- Students may be advised to withdraw from a course due to extended absences, failure to withdraw resulting in a F grade may not be considered for late withdrawal or change of grade.

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

Should a student seek to change from one graduate degree program to another degree or certificate program, the student must first be in good academic standing in their current program. A change in program may be denied if a student is not making adequate academic progress in their

existing program. Students seeking a change in program must fulfill the prerequisites and requirements of admission to the new degree program and complete the new application. Approval for a change in program is determined by the academic departments.

Change of Grade Requests

Requests for Change of Grade must be submitted through the appropriate academic School or 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 also be approved by the Provost and Senior Vice President.

Concurrent Study in Two-Degree Programs

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. 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 (9 or more credits)
- Part-time (less than 9 credits)

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

- international students holding an I-20 must be enrolled for a minimum of nine credits per regular semester (Minimum 6 credits in person; maximum 3 credits online.)
- 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 written approval of the chair of the major program/department and the appropriate academic school or college dean

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

Credit Hour Policy

INTRODUCTION AND STATEMENT OF PURPOSE
The US Department of Education requires that post-secondary institutions develop written policies regarding assignment of credit hours that conforms to the definition in the Federal Register. The federal definition for a credit hour, which is consistent with the Carnegie Unit, is: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CFR 600.2)

The New Jersey Administrative Code defines semester credit hour as:
50 minutes of face-to-face class activity each week for 15 weeks (or the equivalent attained by scheduling more minutes of face-to-face class activity per week for fewer weeks in the semester) in one semester complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length).
(A:1-1.2)

POLICY
New Jersey City University abides by the Federal and State definitions of a credit hour and adopts a policy consistent with the Carnegie Unit.

A one-credit class represents 150 minutes of academic work per week (e.g., one 50 minute class meeting plus 100 minutes of preparation). For a 15-week semester, this is equivalent to 37.5 hours. The standard NJCU semester is 15 weeks, with a 16th final examination week that does not count in the total time calculation.
This policy applies to all types of courses and all delivery formats, as outlined below:

Seminar and Lecture
One credit hour for a lecture (LEC) or seminar (SEM) course represents 50 minutes per week of scheduled class time and a minimum of 100 minutes per week of student preparation time for a regular (15-week) semester. For instance, a three-credit class represents 37.5 hours of in-class time and 75 hours of preparation time, or 112.5 hours total.

Lab and Studio
One credit hour for a lab (LAB) or studio (STU) course represents a minimum 150 minutes per week of class time, either individual or supervised. There is no minimum required amount of

Clinical, Cooperative Education, Field Experience, Independent Study, Internship, Performance, Practicum, Project, Thesis
One credit hour for a Clinical (CLN), Cooperative Education (COP), Field Experience (FLD), Independent Study (IND), Internship (INT), Performance (PER), Practicum (PRC), Project (PRO), Thesis (THE) represents a minimum of 150 minutes per week of supervised and/or independent practice.

Delivery Formats
The above definitions refer to face-to-face courses. The total amount of academic work per credit hour for online or blended formats remains the same. Academic work is comprised of, as appropriate, class meeting time, synchronous online course activities, asynchronous online course activities, and student preparation.

Non-Standard Length Semesters
The total amount of academic work per semester for courses offered for fewer or more than 15 weeks is adjusted accordingly to achieve the total 37.5 hours of academic work per semester.

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.

Dissertation/Thesis and Other Creative Activities

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

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

Students should note the specific departmental research requirement(s) for their master's/doctoral 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.

Students engaged in research are expected to follow the guidelines set forth by the NJCU Institutional Review Board.

The New Jersey City University Institutional Review Board (IRB) is an administrative body that protects the rights and welfare of human research subjects. The Board was created in accordance with rules maintained by the U.S Department of Health and Human Services (DHHS), specifically the Code of Federal Regulations, 45 CFR 46.101b (https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/). The actions of the NJCU IRB also follow all applicable federal, state, and local laws and regulations as well as NJCU policies governing the protection of human research participants.

The IRB assures that research pursued with the cooperation of human participants is conducted ethically and in full compliance with mandatory directives. As required by federal policy, the NJCU IRB is directed by a Chair and is comprised of members with multidisciplinary expertise and backgrounds. The IRB employs a group deliberation process to assess proposed research protocols and related materials.

All research involving human participants must be reviewed and approved by the NJCU IRB before such research is initiated. Studies that qualify as human subjects research include those in which data, samples, or specimens are collected from human participants in the course of investigation, and those which utilize data, samples, or specimens gathered from human participants at some prior time, either by the active researchers or by another party.

The policy applies to any:

- research, whether new, ongoing, or proposed, regardless of funding status and source, whether conducted at NJCU or elsewhere, by anyone affiliated with NJCU, including faculty, staff, and students
- person performing research under the auspices of another organization at NJCU
- investigator(s) from outside the NJCU community intending to perform research on members of the NJCU community or on its campus, with the additional requirement that he/she must designate an NJCU faculty or staff member to serve as principal or co-principal investigator.

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. 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.

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.

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)
- B (3.0)
- B- (2.7)
- C+ (2.3)
- C (2.0)
- C- (1.7)
- P (Pass)
- F (0.0)
- W (Withdrawal)
- IN (Incomplete)

Grade Point Averages: The numbers in parentheses represent the index values used to compute grade point averages (GPA). The number of credits/semester hours assigned to the course multiplied by the grade index received gives the grade points earned for that course. The sum total of grade points earned divided by total credits attempted constitutes the student's GPA.

The credits (or semester hours) related to W (Withdrawal) and P (Pass) do not affect the grade point average. The number of credits assigned to the course multiplied by the grade index received gives the number of grade points earned for that course. The sum total of grade points earned divided by total credits attempted constitutes the student's grade point average.

For example, suppose a student enrolled in five three-credit courses and received an "A," three "Bs," and a "C." The grade point average is determined as follows:

A 4.00 x 3 credits = 12.00
B 3.00 x 3 credits = 9.00
B 3.00 x 3 credits = 9.00
B 3.00 x 3 credits = 9.00
C 2.00 x 3 credits = 6.00

Total 15 credits = 45.00 grade points

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

IN (Incomplete) Grade: Used only in extraordinary circumstances, the "IN" grade grants a student further time to complete required course work. The deadline for revision of "IN" is six weeks after the beginning of the next semester. "IN" grade for Fall semester or winter session must be satisfied by the sixth week of the following Spring semester. "IN" grade for the Spring or Summer sessions must be satisfied by the sixth week of the following Fall semester. "IN" grades that are not resolved by the deadline will automatically be converted to "F" grades.

W (official withdrawal) Grade: This grade is used when a student officially withdraws from a course by filing a withdrawal form with the Office of the Registrar. Deadlines for filing are November 1 for the fall semester; April 1 for the spring semester; and the mid-semester point for summer sessions. Any student who does not complete course work and does not officially withdraw will receive the grade of "F". In extraordinary circumstances, such as hospitalization for an accident or illness, a student may submit a written request to the appropriate academic dean for an official withdrawal after the deadline date. Such request must be 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

Students planning to complete degree requirements during the academic 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. Always check with the Registrar's Office to confirm dates.

Deadline Dates (Confirm with the Registrar.)

May 15 to June 15: if the student expects to complete all requirements by the end of the Summer I or II Sessions. Transcripts and diplomas will be dated August 15, and diplomas will be available October 15.

August 1 to September 30: if the student expects to complete all requirements by the end of the fall semester. Transcripts and diplomas will be dated January 31, and diplomas will be available by March 15.

November 1 to January 15: if the student expects to complete all requirements by the end of the spring semester. Transcripts and diplomas will be dated the date of Commencement, and diplomas will be available by approximately July 15.

The Dean of Students will forward a letter during April to each graduating senior regarding participation in the May Commencement.

Students who are denied graduation clearance in a Spring semester because of six (6) or fewer missing credits are eligible to participate in Commencement proceedings upon registering for adequate summer-session courses to complete their program requirements.

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.

Guidelines and Procedures for Requiring Face-to-Face Final Examinations for Online Courses

INTRODUCTION AND STATEMENT OF PURPOSE
Faculty members are discouraged from requiring face#to#face examinations for online courses due to the fact that, by definition, online courses require no face#to#face course meetings. It is recognized, however, that in some disciplines and/or for specific courses, it may be necessary, in rare circumstances, to require students to come to campus or to an off#campus location to sit for a face#to#face final examination. The following guidelines will apply when a face#to#face final examination is deemed necessary for an online course.

POLICY

On#Campus Examinations
Students may only be required to sit for a final examination for an online course when such examinations have been properly scheduled with the University Registrar's Office and appropriately announced in the Master Course List and/or GothicNet portal prior to course registration. Information for face#to#face examinations must be submitted to the Registrar's Office at the time class is scheduled. Due to scheduling constraints on the NJCU campus, it may be necessary for the final examination to be scheduled on a Friday evening, Sunday or other time when classroom space is available. Online students, who live less than approximately 90 miles from campus as validated by the student's permanent address in PeopleSoft, may be required to come to the New Jersey City University campus to take a final examination for a specific online course that has been scheduled according to the guidelines established by the University Registrar. Exceptions will be made for students who live more than approximately 90 miles from the NJCU campus. Students should discuss such exceptions with their faculty member who will provide test#taking accommodations or alternatives.

Penalties for cheating, plagiarism and other acts of academic dishonesty during online test taking will be addressed according to the guidelines set forth in NJCU's Academic Integrity Policy. See: http://www.njcu.edu/dept/senate/integritypolicy.htm

Students with a Documented Disability
Students with a documented disability who require testing accommodations must register with the Office of Specialized Services for Students with Disabilities (OSS). Students are required to submit appropriate and recent documentation of their disabilities to the Director of the OSS.
Documentation guidelines are outlined on the OSS website: http://web.njcu.edu/programs/oss/Content/default.asp
For further information, contact Jennifer Aitken, Director, Office of Specialized Services at 201#200#2557 or via e#mail at: jaitken@njcu.edu

DATE TO INITIATE REVIEW AND UPDATE
As deemed necessary or appropriate by the Policy Coordinator but at a minimum, at least every 5 years from the effective date.

Inactive Graduate Records

If a graduate student does not register for classes for a time period of two consecutive academic semesters excluding summer, the student's status will be changed from "active" to "discontinued" in the NJCU database. Students must submit a readmit application after discontinued.

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 purse 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.

Maintenance of Matriculation Status

The Office of Graduate Studies monitors the academic progress of all graduate students each academic term. Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.00 (equivalent to a "B") to remain in good academic standing. A student whose cumulative GPA falls below 3.00, or who earns two or more grades of "B" or below in a single semester, may be at risk of academic probation or dismissal from their graduate program.

Students identified as being at academic risk will receive formal notification of their academic standing. This notification will also be shared with the program coordinator or department chair and the appropriate academic dean, who may recommend an academic remediation plan or, in serious cases, dismissal from the program.

Matriculated students are expected to maintain continuous enrollment by registering for coursework each fall and spring semester following initial matriculation.

Students who are unable to register for a fall or spring semester due to extenuating circumstances must submit written notification to the Office of Graduate Studies, their academic advisor, and the office of their college dean. Failure to maintain continuous enrollment without prior notification may result in the loss of matriculated status.

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 academic dean. 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.

Prior Learning Credits

What is Prior Learning Credit (PLC)?

New Jersey City University values the diversity of its student body, recognizing the importance of their previous academic achievements, life experiences, and work history. Our Prior Learning Credit program offers students the opportunity to gain college-level credits for their relevant knowledge and skills.

New Jersey City University accepts up to **25% of a graduate program for prior learning credits (PLC)** as outlined in our policy below. Areas of Graduate-level PLC include, but are not limited to, professional training, licenses or certifications, academy credits, continuing education, and portfolio assessments.

Limitations and Restrictions

- The maximum total number of credits a student may earn from all forms of Prior Learning Credits is 25% of credits that are required for their specific degree program.
- Only courses from the pre-approved Course Equivalency Guide are eligible to be awarded credit through Prior Learning Credits. Please see the section below for further information.
- No credits are awarded for courses in progress, already completed or graded on the NJCU transcript or transfer evaluation.
- Prior Learning Credits do not impact a student's GPA and/or residency requirements of the university or major department.
- Prior Learning Credits are awarded as transfer credits.
- All documentation, certifications, licenses, work experience, must be from within the last 10 years to be considered for credit eligibility.
- Regardless of the number of credits earned through Prior Learning Credits, a student is still required to complete their Major course requirements to graduate.
- Only active, degree-seeking students are eligible for prior learning credits
- Prior Learning Credits will not appear on transcripts until after the completion of one full semester at NJCU.

Course Equivalency Guide

For the full Course Equivalency guide, please refer to the Transfer Resource Center's Prior Learning Credit website (https://www.njcu.edu/admissions-aid/undergraduate-admissions/transfer-applicant/transfer-resource-center/prior-learning-credits) for information on courses that are available for each of the different types of prior learning credits. Only courses from this list can be considered to be awarded through Prior Learning Credits.

More information can be found on the Transfer Resource Center (https://www.njcu.edu/trc) website, the page for Prior Learning Credits (https://www.njcu.edu/admissions-aid/undergraduate-admissions/transfer-applicant/transfer-resource-center/prior-learning-credits), or by emailing the Transfer Resource Center (Transfer@njcu.edu).

Types of Prior Learning Credits

Portfolio Assessment

What is a portfolio Assessment?

A Portfolio Assessment allows a student to demonstrate knowledge and skills equal to the learning outcomes of a specific course that is part of their general education, major program, or general elective credits towards the competition of their degree.

International documentation that would require official translation services must use World Education Services (WES) and submit translated documentation for consideration.

Some examples of prior work and life experience that may be considered, but not limited to, are the following:

- full- or part-time jobs
- training or awards
- volunteer work

- cultural and artistic pursuits/portfolios
- community service
- military service (outside of the Military transcript)
- education from non-traditional source
- organizational memberships

Please see the appropriate procedure section below for all requirements needed for a portfolio assessment.

Certifications
Students looking to receive credit for certificate completion must provide copies of certificates and any other documents to the Transfer Resource Center for review.

- Credits earned from certifications range from 3 or more college-level credits.
- Students who hold non-English certifications, licenses, or similar from another country must submit their documentation to WES or another official translation service to be accepted for consideration for college-level credits.

For a list of all known, but not limited to, accepted certifications and what they will award see the Prior Learning Credit website.

Procedures for each form of PLC:

Certifications

Step 1: Apply for Prior Learning Credits

- Fill out the Prior Learning Assessment Form (https://www.njcu.edu/sites/default/files/docs/2024-03/Prior%20Learning%20Assessment%20Form.pdf) found here or on the Transfer Resource Center website.

During the Spring semester only, if a student has applied for graduation clearance, then the Graduation Clearance Office must be notified at the initiation of the process for potential PLC competition.

Step 2: Submit all documentation to Transfer Resource Center

- Certifications must be sent directly to the Transfer Resource Center for review.

Step 3: Departmental Review

The Transfer Resource Center will send your certifications to the appropriate department chair for review and will include all appropriate materials.

- Please allow up to 2-3 weeks for review by the appropriate department chair.

Step 4: Processing Potential Credits

- The department chair will return a signed form to the Transfer Resource Center.
- The Transfer Resource Center will process these requests within 24-48 hours if approved.
- The Transfer Resource Center will contact the student via NJCU email of the request's results. A copy of the Prior Learning Assessment Form will be attached.
  - The Department Chair and Dean's office will be copied on the communication.

Portfolio Review

Step 1: Apply for Prior Learning Credits

- Fill out the Prior Learning Assessment Form (https://www.njcu.edu/sites/default/files/docs/2024-03/Prior%20Learning%20Assessment%20Form.pdf) found here or on the Transfer Resource Center website.

During the Spring semester only, if a student has applied for graduation clearance, then the Graduation Clearence Office must be notified at the initiation of the process for potential PLC competition. For Spring graduate candidates, please submit all portfolio requests by February 1st at the latest to avoid any complications with being approved for graduation clearance. Exceptions can be made where applicable.

Step 2: Portfolio Review Fees

- Portfolio Review fees, if any, must be paid before submitting documentation or review by the department.
- Contact the Transfer Resource Center to learn of any applicable fees.
- Portfolio fees are non-refundable whether credit is granted or not.

Step 3: Build your Portfolio

To be considered for a Portfolio Review, please submit the following documents in one of the following appropriate formats, PDF, Word, Excel, PowerPoint, JPEG, PNG, MP4, any current video file format. Please ensure that all artifacts are accessible to be considered for review.

- Cover Letter/Introduction: Brief overview and purpose of the portfolio.
- Table of Contents: Organized listing of portfolio sections.
- Resume/CV: Detailed professional and academic background.
- Learning Narrative/Autobiographical Essay: Description of learning experiences.
- Course Match Documentation: Explanation of how prior learning meets course requirements.
- Evidence of Learning: Work samples, certificates, and letters of verification.
- Reflections on Learning: Reflective essays or journals on learning experiences.
- Appendices: Additional supporting materials.
- Human Resources officer's verification of employment, verification of employment dates, and verification that employment was completed at a satisfactory performance level (performance reviews, etc.)

Step 4: Departmental Review

The Transfer Resource Center will send your portfolio to the appropriate department chair for review and include all appropriate materials.

- Please allow up to 2-3 weeks for review by the appropriate department chair.

Step 5: Processing Potential Credits

- The department chair will return a signed form to the Transfer Resource Center.
- The Transfer Resource Center will process these requests within 5 days if approved.

- The Transfer Resource Center will contact the student via NJCU email of the request's results. A copy of the Prior Learning Assessment Form will be attached.
  - The Department Chair and Dean's office will be copied on the communication.

Policy Review

- Departments should review course equivalencies every 3 years.
- University policy review every 5 years.

Reasonable Accommodation Grievance Procedure for Students with Disabilities

NJCU is dedicated to providing reasonable accommodations and academic adjustments to ensure that qualified individuals can fully participate in programs, activities, and employment.

Under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), NJCU is required to:

1. **Modify academic requirements** unless they are essential to the instruction or related licensing requirements.
2. ***Ensure course examinations are fully accessible to students.***
3. **Take steps to prevent exclusion or discrimination** of qualified students due to the absence of educational auxiliary aids.
4. **Ensure no rules limit the participation** of students with disabilities in any educational program or activity.

Students seeking accommodations or academic adjustments should contact the Office of Specialized Services, Office of Specialized Services and Supplemental Instruction | New Jersey City University (njcu.edu) (https://www.njcu.edu/directories/offices-centers/office-specialized-services-and-supplemental-instruction)

The Equal Employment Opportunity Office handles appeals of accommodation/academic adjustment decisions made by the Office of Specialized Services and investigates complaints of disability discrimination. Equal Employment Opportunity | New Jersey City University (njcu.edu) (https://www.njcu.edu/directories/offices-centers/equal-employment-opportunity)

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 or policies of the University that may include individual program handbooks. 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

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Registrar's Office
Attn: Transcripts
New Jersey City University
2039 Kennedy Blvd.
Jersey City, NJ 07305-1597
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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.

Transfer Credit

For the purpose of transfer credit, courses taken at another accredited college or university must be approved by the academic department to which the student is admitted. The student will work directly with the Transfer Resource Center (https://www.njcu.edu/admissions-aid/transfer-student-admissions/transfer-resource-center) to complete the transfer credit request process.

Transfer of graduate credits from another college or university may only be considered once a student:

1) is admitted and fully matriculated in a graduate degree program at NJCU;

2) submits a completed **Graduate Credit Transfer Form** (available online at www.njcu.edu/GradTransferCredit (http://www.njcu.edu/GradTransferCredit));

3) submits a description of each course from the applicable school catalog(s); and

4) ensures that all **official** transcript(s) have been received by the Office of Graduate Admissions (https://www.njcu.edu/admissions-aid/graduate-admissions), indicating the successful completion of each course to be considered for transfer.

Once the Transfer Resource Center (https://www.njcu.edu/admissions-aid/transfer-student-admissions/transfer-resource-center) receives the items above, the requests will be reviewed by the appropriate Department Chair who will make a recommendation for approval/disapproval to the Transfer Resource Center (https://www.njcu.edu/admissions-aid/transfer-student-admissions/transfer-resource-center) and the student will be notified at that time.

Up to one quarter of the number of credits required for a master's degree is normally the maximum that can 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 department Chair Transfer credits must carry a grade of "B" (3.00) or higher; pass/fail credits are not transferable. Students should consult with the relevant office to learn of exceptions, if any.

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

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

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.

Withdrawing From a Class

Withdrawal from a Graduate Course

Graduate students are expected to follow university procedures when withdrawing from a course. An official **Withdrawal Form** must be completed and submitted to the Registrar's Office via email, in person at Hepburn Hall Room 214, or placed in the designated after-hours mail slot.

1. During the Add/Drop Period

- Students may add or drop courses through GothicNet or in person at the Registrar's Office.
- Dropped courses will not appear on the transcript.
- A 100% refund of tuition and fees will be granted for courses dropped below 12 credits.

2. After Add/Drop and Through the First Third of the Semester

- Students must complete a Withdrawal Form through GothicNet or in person at the Registrar's Office.
- Withdrawn courses will be recorded with a "W" grade on the transcript.
- A 50% refund of tuition and fees will be provided for courses dropped below 12 credits.

3. After the First Third of the Semester Until the Posted Final Withdrawal Deadline

- Students may still withdraw by submitting a Withdrawal Form through GothicNet or in person at the Registrar's Office.
- A "W" grade will be assigned.
- No tuition refund will be issued.

Withdrawal deadlines are published each semester by the Registrar and are available at: https://www.njcu.edu/academics/academic-calendar

4. Late Withdrawals (After the Published Deadline)

- Late withdrawal requests may only be granted in extraordinary circumstances and require the written approval of the appropriate academic dean.

- Requests must include documentation supporting the student's inability to withdraw by the deadline.
- Approved late withdrawals will result in a "W"; otherwise, an "F" will be recorded.

5. Voluntary or Medical Withdrawal from the University

- Graduate students seeking full withdrawal from the University are encouraged to consult with the Office of Graduate Studies and their academic advisor.
- Medical withdrawals must be reported to the Dean of Students Office and will result in withdrawal from all enrolled courses, recorded as "W" grades.

6. Administrative or Non-Attendance Withdrawal

- The University may administratively withdraw students for violations of policy or prolonged non-attendance.
- Students who stop attending without formal withdrawal may receive a "WU" (Unofficial Withdrawal) or "WA" (Administrative Withdrawal), as determined by the Registrar.

7. Important Notes

- **Non-attendance does not constitute withdrawal.** Students are responsible for initiating the formal process.
- Withdrawal Forms are available on the Registrar's website and must be submitted by the published deadlines.

William J. Maxwell College of Arts and Sciences

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

Dr. Scott Mittman, (SMITTMAN@njcu.edu) Interim Dean

Dr. Amparo Fabra, (dfabracre@njcu.edu) Interim Associate Dean of the Humanities, Arts, and Social Sciences

Dr. Frédéric Mynard, (fmynard@njcu.edu) Interim Associate Dean of STEM and Psychology

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

Paul Robertson, (probertson@njcu.edu) Finance and Operations Manager

Cheryl Moore (mailto:cmoore2@njcu.edu), Administrative Assistant

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 Music Education program is accredited by the National Association of Schools of Music.

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

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

- Educational Psychology (M.A.)
- Educational Psychology (M.A.) and School Psychology (P.D.) and School Psychology Certification
- 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.

Music, Dance and Theatre

Rossey Hall, Room 234
201-200-3151
http://www.njcu.edu/department/music-dance-and-theatre

The Music, Dance and Theatre Department offers a master degree program in Music Performance: Performance, M.M.

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 pre-requisites:

- Audition to the program.
- A completed graduate application form.
- 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 documentation of English Language Proficiency (TOEFL/IELTS) or waiver (http://njcu.edu/sites/default/files/toefl-ieltsgrad.pdf) if applicable

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. Instrumental Performance
2. Vocal Performance
3. Composition
4. Multi-Style Strings

Min Kim (mkim@njcu.edu)
Professor of Music, Dance, and Theatre
Juilliard School of Music, B.M., M.M.; Eastman School of Music, D.M.A.

Marc Dalio (mdalio@njcu.edu)
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Rowan University, B.M., Boston University, M.M

Amparo Fabra
Associate Professor of Music, Dance, and Theatre (Currently Interim Associate Dean for the Humanities, Arts and Social Sciences)
Conservatorio Superior de Música 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.

Martha Mooke
Associate Professor of Music, Dance and Theatre
State University of New York, Albany, B.A.; University of Massachusetts, Amherst, M.M.

Nathan Eklund
Faculty of Music, Dance and Theatre
William Paterson University, B.M.; New Jersey City University, M.M.

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. 3)."

- Performance-Multi-Style Strings, M.M. (p. 21)
- Performance—Instrumental, M.M. (p. 23)
- Performance—Vocal, M.M. (p. 24)
- Performance—Composition, M.M. (p. 24)

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, Gerog 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 512 Technology in Music Performance and Composition (3 Credits)
This course introduces the fundamentals of music technology geared to the needs of today's professional musician. To cultivate a successful music career, musicians today must have an understanding of incorporating technology in their work. This course provides tools to enable the student to explore, perform and create using technology.
UG , MDT 123, MDT 131, MDT 132, and MDT 135.

MDT 515 Community Music Education (3 Credits)
This course in the Music Education program examines music education practices outside of the K-12 environment, referred to as informal learning or community music, such as community bands and choirs, jam bands, drum circles, etc. Strategies specific to informal learning and adult learning will be examined as well as studio teaching and management. Participation in a community ensemble will provide skill building.

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

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 ready to graduate. Each Candidate completes a thesis based on the techniques and skills learned in Music 604 Research in Music Education. In addition, the student is required to pass the Graduate Comprehensive Exam as part of this course's requirements.

MDT 610 Performance Seminar (3 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 Compostion (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 619 Pedagogy of Music Theory (3 Credits)
This is a hands-on required graduate course in music education that provides instruction in music theory and the instructional approaches to teaching music theory in music education settings. Topics include: defining music theory, standards, musical time and space, harmonic analysis, form and the incorporation of these elements of music into.

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 hear 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 (Behop 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. Specific requirements in applied lessons are defined by the departmental faculty and the applied instructor. The curriculum may cover a wide array of musical styles, including classical, jazz, rock/pop/hip- hop, cross cultural, electronic, American Roots, and improvisation, among others. Students are not only encouraged, but required to pursue internships, apprenticeships, auditions and professional opportunities, up to 20 hours per week, related to their Applied Major. Proof of such activities may be in the form of written documentation such as offers of engagement, invitations to audition. In the case of International Students, prior approval on the I20 and CPT documentation.

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. Specific requirements in applied lessons are defined by the departmental faculty and the applied instructor. The curriculum may cover a wide array of musical styles, including classical, jazz, rock/pop/hip- hop, cross cultural, electronic, American Roots, and improvisation, among others. Students are not only encouraged, but required to pursue internships, apprenticeships, auditions and professional opportunities, up to 20 hours per week, related to their Applied Major. Proof of such activities may be in the form of written documentation such as offers of engagement, invitations to audition. In the case of International Students, prior approval on the I20 and CPT documentation. 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 623. This advanced level course involves the study of a major instrument or voice. There is a performance requirement in final jury exam.

MDT 630 Music Entrepreneurship 2: Monetizing Your Ecosystem (3 Credits)
This is a hands-on required graduate course that provides instruction to effectively monetize a musician's career by putting into practice the tools developed in Entrepreneurship 1. The course puts into actual practice the online funnel-building theories learned in Entrepreneurship 1 to actually launch a working funnel. Specific topics include: Using audience identification techniques to build audiences using online tools, deploying of an online audience development funnel, budgeting for online advertising, deploying and split- testing effective offers, capture pages and promotional videos.

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 – one-week intensive; serves on-campus residency component.

MDT 649 Sociology and Cultural Responsiveness in Music Education (3 Credits)
The purpose of this course is to critically examine sociological and cultural concepts as they relate to music and education. Topics include key issues and concepts in sociology; cultural responsiveness as related to music education; problems encountered in the sociology of music education; and cultural influences that impact the classroom.

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.

MDT 651 Integrating Technology in Music Education (3 Credits)
This is a hands-on elective graduate course in music education that provides instruction in the available technologies for today's music education. Topics include: defining music technology, standards, SAMR Model, Learning Management Systems, technology tools for general music, technology tools for ensembles, needs assessment, inventory, technology integration plan, and unit plans.

MDT 652 Assessment Strategies in Music Education (3 Credits)
Assessment is an essential component of teaching that all music educators and supervisors must continuously revisit and refine. Hence, this course will explore how devising assessment strategies is integral to determine student ability and/or progress; is integral in curriculum development; is integral in differentiating instruction and communicating with students, parents.

Performance-Multi-Style Strings, M.M.*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

The Master of Music in Performance with a concentration in Multi-Style Strings offers advanced studies to string players who demonstrate excellent musical proficiency and desire to develop their performance career in multiple styles. This specialization is a multi-faceted program, embracing all styles of music, technology and improvisation, empowering the advanced string player to explore and develop their potential as a creative artist fully prepared to enter the professional music world.

B.M.or B.A. in Music preferred. Admission by audition.

AUDITION REQUIREMENTS: NJCU Multi-Style Strings Audition Guidelines for Violin, Viola, Cello, Double Bass

Prepare three pieces in any style that you are comfortable with that displays your instrumental proficiency and overall musicianship. Each piece should be approximately 3-5 minutes in length. You may also be asked to demonstrate your technical facility via typical practice routines and exercises (scales, arpeggios, etc.).

The Admissions process includes a 15-minute live or remote interview with our admissions representative to discuss your goals, aspirations, and what you will bring to NJCU. Please provide a link to YouTube,

Vimeo, SoundCloud, or personal website when you submit your application.

Improvisation: We would like to hear you improvise to gauge where you are in your instrumental development. Your prepared piece may include improvisation, but it is not required.

Reading: The examples range from basic to complex in order for the audition team to gauge your reading ability. You will have 15 minutes before your audition to warm-up on your instrument and review the reading material before being asked to play the examples in the audition.

Code	Title	Credits
Required Courses (25 Credits)		**25**
MDT 512	Technology in Music Performance and Composition	3
MDT 601	Graduate Musicianship	3
MDT 621	Grad Applied Music Major I	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Grad Applied Music Major III	3
MDT 629	Grad Applied Music Major IV	3
MDT 610	Performance Seminar	3
MDT 624	Graduate Music Ensemble I	1
MDT 625	Graduate Music Ensemble II	1
MDT 626	Grad Music Ensemble III	1
MDT 634	Grad Music Ensemble IV	1
History Electives (6 Required Credits)		**6**
MDT 505	Contemporary Music	3
MDT 506	Music in America	3
MDT 612	Early Jazz to the Swing Era	3
MDT 613	Jazz History II	3
Non-History Electives (5 Credits)		**5**
MDT 507	Computer Music (507 is Graduate Computer Music)	3
MDT 525	Application of Theory in Performance	3
MDT 526	Jazz Arranging	3
MDT 614	Jazz Compostion	3
MDT 616 & MDT 617 & MDT 618	Graduate Applied Music Minor I and Grad Applied Music Minor II and Graduate Applied Music Min III	3
MDT 620	Jazz Compositional Styles	3
MDT 624 & MDT 625 & MDT 626 & MDT 634	Graduate Music Ensemble I and Graduate Music Ensemble II and Grad Music Ensemble III and Grad Music Ensemble IV	4
MDT 631	Independent Study	1
MDT 632	Independent Study	2
MDT 633	Independent Study	3
CJ 601	Grant Proposal Writing	3
MGMT 595	Executive Communication	3
Total Credits (25 required; 11 electives)		**36**
Culminating Activity [1]		

1. As a culminating demonstration of professional capability in the major field, the student must present a public performance, which may serve as the thesis. Normally, the performance includes at least sixty minutes of recital in which the performer is a soloist.

First Year		
Semester 1		**Credits**
MDT 621	Grad Applied Music Major I	3
MDT 624	Graduate Music Ensemble I	1
MDT 601	Graduate Musicianship	3
MDT 512	Technology in Music Performance and Composition	3
	Credits	**10**
Semester 2		
MDT 505	Contemporary Music	3
MDT 616	Graduate Applied Music Minor I	1
MDT 622	Graduate Applied Music Major II	3
MDT 625	Graduate Music Ensemble II	1
MDT 631	Independent Study	1
	Credits	**9**
Second Year		
Semester 1		
MDT 507	Computer Music	3
MDT 623	Grad Applied Music Major III	3
MDT 626	Grad Music Ensemble III	1
MDT 5XX or 6XX	Music History	3
	Credits	**10**
Semester 2		
MDT 629	Grad Applied Music Major IV	3
MDT 634	Grad Music Ensemble IV	1
MDT 610	Performance Seminar	3
	Credits	**7**
	Total Credits	**36**

* 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.

** Requires a Masters Final Project, Q&A with a panel of three music faculty members.

1. Demonstrate professional standards of musical performance
SLO 1a. DEMONSTRATE advanced competencies in performance of multiple styles in solo and collaborative settings before peers, faculty and general audience
SLO 1b. CREATE work for performance drawn from a broad range of musical knowledge and skills.
SLO 1c. APPLY musicianship, analysis, technical knowledge and skill, analytic procedures, historical and cultural knowledge in integrative ways
SLO 1d. ORGANIZE solo and ensemble performances integrating classical, jazz, rock, and other styles of harmonic and stylistic practices.

2. Demonstrate advance understanding of content-based areas of music history, theory, pedagogy, music technology and analysis.

SLO 2a. DEMONSTRATE sufficient understanding of music technology as an integrated field, including hardware components, software programs, concepts, and applications of music technology.
SLO 2b. DESIGN work employing technology in music creation and performance and the conceptualization, development, production, and distribution processes associated with one or more specific music technology areas or applications.
SLO 2c. COMPARE historical, cultural, and stylistic contexts of diverse musical styles
SLO 2d. ANALYZE musical scores of diverse styles

3. Conceive, realize, and produce artistic concepts
SLO 3a. PRODUCE a final project or equivalent reviewed by peers and faculty that reflects advanced development of intellectual capabilities, technical skills, musical crafts, and artistic sensibilities
SLO 3b. CREATE original or derivative work implementing Compositional, Arranging and Improvisational skills
SLO 3c. APPLY technology to create, perform, record and distribute music.
SLO 3d. ORGANIZE collaborations with musicians and artists of stylistically diverse backgrounds

4. Advanced skills and knowledge needed to understand how the music industry functions.
SLO 4a. DEMONSTRATE knowledge of how to transact business-related issues including contracting productions and negotiating fees
SLO 4b. FORMULATE artistic and intellectual judgments and professional decisions in the music industry
SLO 4c. DEVELOP innovative approaches to work independently and collaboratively
SLO 4d. DESIGN online production campaign including blogging, podcasts, social media
SLO 4e. DEVELOP strategies for producing and marketing performance projects

Performance—Instrumental, M.M.

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

The Master of Music in Performance—Instrumental Studies is tailored for musicians seeking to thrive in a range of performance settings, from classical to jazz clubs or Broadway stages. This program provides in-depth training in music theory and technique, equipping students with the skills needed for a successful career as a versatile instrumentalist.

Applicants are required to complete an entrance audition. The curriculum covers a wide array of instrumental styles, including classical, jazz, and Broadway. Students will also undertake a research project and perform a full-length recital, showcasing their proficiency across multiple genres.

Code	Title	Credits
Required: 21 credits		
MDT 601	Graduate Musicianship	3
MDT 610	Performance Seminar	3
MDT 621	Grad Applied Music Major I	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Grad Applied Music Major III	3
MDT 624	Graduate Music Ensemble I	1
MDT 625	Graduate Music Ensemble II	1
MDT 626	Grad Music Ensemble III	1
MDT 629	Grad Applied Music Major IV	3
Music History Electives (6 Required Credits)		
MDT 613	Jazz History II	3
MDT 612	Early Jazz to the Swing Era	3
MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 506	Music in America	3
Non-History Electives (6 Required Credits)		
MDT 512	Technology in Music Performance and Composition	3
MDT 507	Computer Music	3
MDT 508	Woodwind Literature and Performance	3
MDT 509	Advanced Jazz Improvisation	3
MDT 524	Jazz Pedagogy	3
MDT 525	Application of Theory in Performance	3
MDT 526	Jazz Arranging	3
MDT 611	Woodwind Doubling Laboratory	3
MDT 614	Jazz Compostion	3
MDT 616	Graduate Applied Music Minor I	1
MDT 617	Grad Applied Music Minor II	1
MDT 618	Graduate Applied Music Min III	1
MDT 620	Jazz Compositional Styles	3
MDT 631	Independent Study	1
MDT 632	Independent Study	2
MDT 633	Independent Study	3

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 525 is a recommended prerequisite course for MDT 610 to assist with the final research paper. As a requirement, MDT 610 requires a Q&A session with three-member panel.

First Year

Semester 1		Credits
MDT 621	Grad Applied Music Major I	3
MDT 624	Graduate Music Ensemble I	1
MDT 601	Graduate Musicianship	3
MDT History Elective (500 level or higher)		3
	Credits	**10**

Semester 2		
MDT 622	Graduate Applied Music Major II	3
MDT 625	Graduate Music Ensemble II	1
MDT 525	Application of Theory in Performance	3
MDT History Elective (500 level or higher)		3
	Credits	**10**
Second Year		
Semester 1		
MDT 610	Performance Seminar [1]	3
MDT 623	Grad Applied Music Major III	3
MDT 626	Grad Music Ensemble III	1
	Credits	**7**
Semester 2		
MDT 629	Grad Applied Music Major IV	3
MDT 507	Computer Music	3
	Credits	**6**
	Total Credits	**33**

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

Performance-Vocal, M.M.*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

The Master of Music in Performance—Vocal Studies is designed for those aiming to excel in diverse areas of the music industry. This program equips students with comprehensive training in music theory and technique, preparing them for a professional career as a vocalist across various styles.

Applicants must complete an entrance audition to be considered for admission. As part of the program, students will engage in a research project and present a full-length recital as their culminating activities.

Code	Title	Credits
Required: 24 credits		
MDT 601	Graduate Musicianship	3
MDT 610	Performance Seminar	3
MDT 621	Grad Applied Music Major I	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Grad Applied Music Major III	3
MDT 624	Graduate Music Ensemble I	1
MDT 625	Graduate Music Ensemble II	1
MDT 626	Grad Music Ensemble III	1
MDT 627	Vocal Literature	3
MDT 628	Diction for Singers	3
History Electives (6 Required Credits)		**6**
MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 612	Early Jazz to the Swing Era	3
MDT 613	Jazz History II	3
Non-History Electives (3 Required Credits)		3
MDT 507	Computer Music	3
MDT 509	Advanced Jazz Improvisation	3
MDT 511	Vocal Pedagogy	3
MDT 524	Jazz Pedagogy	3
MDT 525	Application of Theory in Performance	3
MDT 526	Jazz Arranging	3
MDT 614	Jazz Compostion	3
MDT 620	Jazz Compositional Styles	3

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

First Year		
Semester 1		**Credits**
MDT 624	Graduate Music Ensemble I	1
MDT 621	Grad Applied Music Major I	3
MDT 601	Graduate Musicianship	3
MDT 627	Vocal Literature	3
	Credits	**10**
Semester 2		
MDT 622	Graduate Applied Music Major II	3
MDT 626	Grad Music Ensemble III	1
MDT 525	Application of Theory in Performance	3
MDT 628	Diction for Singers	3
	Credits	**10**
Second Year		
Semester 1		
MDT 623	Grad Applied Music Major III	3
MDT 625	Graduate Music Ensemble II	1
MDT 610	Performance Seminar	3
	Credits	**7**
Semester 2		
MDT Electives (500 level or higher)		3
MDT Electives (500 level or higher)		3
	Credits	**6**
	Total Credits	**33**

Performance—Composition, M.M.*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor

regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

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 an audio recording of at least one substantial composition should accompany the submission.

All compositions that use (a) graphic or non-standard notation or (b) aleatoric elements or (c) taped/electronic sounds, must be accompanied by audio recordings.

Code	Title	Credits
Major Area Requirements:		**18**
MDT 507	Computer Music	3
MDT 621	Grad Applied Music Major I	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Grad Applied Music Major III	3
MDT 629	Grad Applied Music Major IV	3
MDT 601	Graduate Musicianship	3
History Electives (6 Required Credits)		**6**
MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 506	Music in America	3
MDT 612	Early Jazz to the Swing Era	3
MDT 613	Jazz History II	3
Non-History Electives (9 Required Credits)		**9**
MDT 508	Woodwind Literature and Performance	3
MDT 525	Application of Theory in Performance	3
MDT 526	Jazz Arranging	3
MDT 610	Performance Seminar	3
MDT 614	Jazz Compostion	3
MDT 616 & MDT 617 & MDT 618	Graduate Applied Music Minor I and Grad Applied Music Minor II and Graduate Applied Music Min III	3
MDT 624 & MDT 625 & MDT 626 & MDT 634	Graduate Music Ensemble I and Graduate Music Ensemble II and Grad Music Ensemble III and Grad Music Ensemble IV	4
MDT 631	Independent Study	1
MDT 632	Independent Study	2
MDT 633	Independent Study	3
Required Credits (18 of core credits and 6 music history courses)		**24**
Total Credits (24 required; 9 electives)		**33**

Culminating Activity [1]

[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.
Proficiency in performance as demonstrated by an audition on a major instrument or voice.
The terminal project is a culminating recital. MDT 525 is a recommended prerequisite course for MDT 610 to assist with the final research paper.
MDT 610 requires a Q&A session with a three-member panel.

First Year		
Semester 1		**Credits**
MDT 621	Grad Applied Music Major I	3
MDT 601	Graduate Musicianship	3
MDT 5XX or 6XX Music History Elective		3
	Credits	**9**
Semester 2		
MDT 622	Graduate Applied Music Major II	3
MDT 507	Computer Music	3
MDT 5XX or MDT 6XX Music History Elective		3
	Credits	**9**
Second Year		
Semester 1		
MDT 623	Grad Applied Music Major III	3
MDT 5XX or MDT 6XX Music History Elective		3

MDT 5XX or MDT 6XX Music Elective		3
	Credits	**9**
Semester 2		
MDT 629	Grad Applied Music Major IV	3
MDT 5XX or MDT 6XX Music Elective		3
	Credits	**6**
	Total Credits	**33**

* 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.

Psychology

Professional Studies Building, Room 430
201-200-3309
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
Professor of Psychology
Manhattan College, B.A.; State University of New York, New Paltz, M.A.; State University of New York, Albany, Ph.D.

Andrew Getzfeld
Professor of Psychology
Vassar College, B.A.; University of Wisconsin, M.S.S.W.; University of Tennessee, Ph.D.

Frank Nascimento (fnascimento@njcu.edu)
Associate 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.

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

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

Wei Zhang
Assistant Professor of Psychology
South China University of Technology, B.A. English; Pace University, M.A. Psychology; The Graduate Center of City University of New York (CUNY), Ph.D. and M.Phil. Psychology (Cognition, Brain and Behavior)

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. 3)."

- Educational Psychology, M.A. (p. 29)
- School Psychology, Professional Diploma (p. 30)

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 co relational techniques; sampling distribution theory 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 (psychedelics), 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 636 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 Psycholog (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 neuorologically 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 Psyc 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.
Pre-Requisite(s): PSYC 604 and PSYC 675

PSYC 2704 Laboratory: Cognitive Assessment & Intervention (3 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 and PSYC 706

Educational Psychology, M.A.*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

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 recommended.
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.
5. Two letters of recommendation attesting to the candidate's potential for graduate study are required.

Total Major Credit Hours: 36
Minimum GPA Requirements: 3.0

Code	Title	Credits
Required Courses in Psychology		
PSYC 603	Developmental Psychology	3
PSYC 604	Tests & Measurements	3
PSYC 606	Research Methodology and Applications	3
PSYC 609	Pers Maladjusts Child&Adoles	3
PSYC 616	Therapeutic Intervention Techniques: Consultation in Educational Settings	3
PSYC 626	Ethics Law and Professional Issues	3
PSYC 620	Trauma and Crisis Intervention	3
PSYC 629	Multicultural Counseling	3
PSYC 631	Psychopharmacology	3
Required Courses from the College of Education		
SPEC 600	Introduction to Learning Disabilities (From the College of Education)	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
EDLD 662	Principles Of Curric Dev&Eval	3
Total Credits:		**36**

First Year		
Semester 1		**Credits**
PSYC 603	Developmental Psychology	3
PSYC 626	Ethics Law and Professional Issues	3
PSYC 631	Psychopharmacology	3
PSYC 629	Multicultural Counseling	3
	Credits	**12**
	Total Credits	**12**

First Year		
Semester 2		**Credits**
PSYC 606	Research Methodology and Applications	3
PSYC 609	Pers Maladjusts Child&Adoles	3
PSYC 616	Therapeutic Intervention Techniques: Consultation in Educational Settings	3
PSYC 620	Trauma and Crisis Intervention	3
	Credits	**12**
	Total Credits	**12**

First Year		
Summer 1		**Credits**
PSYC 604	Tests & Measurements	3
SPEC 600	Introduction to Learning Disabilities	3
	Credits	**6**
	Total Credits	**6**

Second Year		Credits
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
EDLD 662	Principles Of Curric Dev&Eval	3
	Credits	**6**
	Total Credits	**6**

School Psychology, Professional Diploma

The school psychology program is a 66-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 (NASP). 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 36 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 March 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 (GRE) General Test (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 March 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 March.
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.

Total Program Credit Hours: 66
Minimum GPA Graduation Requirement: 3.0

Code	Title	Credits
Required Psychology Courses		
PSYC 603	Developmental Psychology	3
PSYC 604	Tests & Measurements	3
PSYC 606	Research Methodology and Applications	3
PSYC 609	Pers Maladjusts Child&Adoles	3
PSYC 616	Therapeutic Intervention Techniques: Consultation in Educational Settings	3
PSYC 626	Ethics Law and Professional Issues	3
PSYC 620	Trauma and Crisis Intervention	3
PSYC 629	Multicultural Counseling	3
PSYC 631	Psychopharmacology	3
PSYC 608	Interviewing & Counseling	3
PSYC 627	Role and Function of the School Psychologist	3
PSYC 704	Cognitive Assessment and Intervention	3
PSYC 2704	Laboratory: Cognitive Assessment & Intervention	3
PSYC 706	Personality Assessment	3
PSYC 705	Pract In The Psycho.Eval Spec	3
PSYC 715	Consultation and Program Evaluation	3
PSYC 720	Academic Assessment and Interventions in School Settings	3
PSYC 708	Sem In Sch Psych Extern I	3
PSYC 709	Semin Sch Psyc Extern II	3
Required Courses in Education		
EDLD 662	Principles Of Curric Dev&Eval	3
Required Courses in Special Education		
SPEC 600	Introduction to Learning Disabilities	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
Total Credits		**66**

First Year		
Semester 1		**Credits**
PSYC 603	Developmental Psychology	3
PSYC 626	Ethics Law and Professional Issues	3
PSYC 629	Multicultural Counseling	3

PSYC 631	Psychopharmacology	3
	Credits	**12**
	Total Credits	**12**

First Year

Semester 2		**Credits**
PSYC 606	Research Methodology and Applications	3
PSYC 609	Pers Maladjusts Child&Adoles	3
PSYC 616	Therapeutic Intervention Techniques: Consultation in Educational Settings	3
PSYC 620	Trauma and Crisis Intervention	3
	Credits	**12**
	Total Credits	**12**

First Year

Summer 2		**Credits**
PSYC 604	Tests & Measurements	3
SPEC 600	Introduction to Learning Disabilities	3
	Credits	**6**
	Total Credits	**6**

Second Year

Semester 1		**Credits**
PSYC 627	Role and Function of the School Psychologist	3
PSYC 704	Cognitive Assessment and Intervention	3
PSYC 706	Personality Assessment	3
PSYC 2704	Laboratory: Cognitive Assessment & Intervention	3
	Credits	**12**
	Total Credits	**12**

Second Year

Semester 2		**Credits**
PSYC 608	Interviewing & Counseling	3
PSYC 705	Pract In The Psycho.Eval Spec	3
PSYC 715	Consultation and Program Evaluation	3
PSYC 720	Academic Assessment and Interventions in School Settings	3
	Credits	**12**
	Total Credits	**12**

Second Year

Summer 1		**Credits**
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
EDLD 662	Principles Of Curric Dev&Eval	3
	Credits	**6**
	Total Credits	**6**

Third Year

Semester 1		**Credits**
All course work and practica must be complete to register for these culminating experiences		
PSYC 708	Sem In Sch Psych Extern I	3
	Credits	**3**
	Total Credits	**3**

Third Year

Semester 2		**Credits**
All course work and practica must be complete to register for these culminating experiences		
PSYC 709	Semin Sch Psyc Extern II	3
	Credits	**3**
	Total Credits	**3**

The program at NJCU has adopted the National Association of School Psychology (NASP) domains of practice of school psychology as the basis for the objectives of its training model. The externship contract is based on ten domains of practice, articulated in *The Professional Standards of the National Association of School Psychologists* (2020) and adopted by the National Association of School Psychologists Leadership Assembly in May 2020.

Deborah Cannon Partridge Wolfe College of Education

Professional Studies Building, Room 303
201-200-2101

Dr. Mary McGriff, Interim Dean
Mary Robinson (mrobinson1@njcu.edu), Principal Clerk-Typist

The mission of the Deborah Cannon Partridge Wolfe College of Education (https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education) is to prepare educators to empower every student. NJCU's location in the heart of an urban metropolis shapes our commitment to addressing the needs of students in the contemporary urban, multicultural, and multilingual classroom. The College of Education is dedicated to the belief that education is transformative and empowering and that social justice can best be accomplished through an educated citizenry. The College has a longstanding tradition of preparing distinguished educators for our community, our country, and our world.

It is the College's guiding philosophy to incorporate a student-centered constructivist model and research-based practices to allow all learners to realize their potential. The goal of the College of Education is to prepare candidates to think critically and reflectively about the needs of individual learners, the educational community, and the greater community, and to act in a just and equitable manner.

The College offers a Doctorate in Education, master's and bachelor's degree programs, and certification eligibility programs across five academic departments:

- Counselor Education
- Educational Technology
- Multicultural Leadership
- Special Education
- Teaching, Learning, and Literacy

The College of Education is accredited by the Council for the Accreditation of Education Preparation (CAEP), and programs in

the Counselor Education Department are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All certification eligibility programs are approved by the New Jersey Department of Education.

A. Harry Moore Laboratory School for Special Education

Jason Jusino (jjusino@njcu.edu), Principal
2078 John F. Kennedy Boulevard
201-200-3287
https://www.njcu.edu/community/youth-programs/harry-moore-school

The A. Harry Moore Laboratory School is located at the easternmost edge of the NJCU campus. The school provides approximately 180 children with multiple disabilities a comprehensive public education supplemented by physical, occupational, recreational, and speech therapies. The A. Harry Moore Laboratory School and the Deborah Cannon Partridge Wolfe College of Education work together to provide learning experiences and field placements for graduate and undergraduate students preparing for careers as teachers and other professional school personnel. The facilities offer many opportunities for linking classwork with observation and practice. For more information, contact the Principal of the A. Harry Moore Laboratory School or the Dean of the Deborah Cannon Partridge Wolfe College of Education.

Center for Teacher Preparation and Partnerships

Brandi Warren (bwarren@njcu.edu), Director
Professional Studies Building, Room 203A
201-200-3015
Email: ctppcert@njcu.edu
https://www.njcu.edu/ctpp (http://www.njcu.edu/ctpp)

The Center for Teacher Preparation and Partnerships serves as a liaison between New Jersey City University and the education community in supporting P-12 school partnerships. Students inquiring about clinical components are invited to contact the CTPP or visit the appropriate academic department.

The Center for Teacher Preparation and Partnerships works collaboratively with various departments to:

1. Place approved candidates into educational clinical components, including the full semester of clinical practice.
2. Coordinate joint activities between the University and the public schools.
3. Support educational partnership activities with community colleges, partner schools, and school districts.
4. Process teacher certification applications.

Children's Learning Center

Hepburn Hall
201-200-3342
Email: njcuclc@njcu.edu
https://www.njcu.edu/student-life/campus-services-resources/childrens-learning-center

The Children's Learning Center consists of a fully licensed and accredited preschool and pre-kindergarten classroom as well as drop-in childcare services—all at an extremely competitive cost to parents. In addition, the center serves as a training site for NJCU students. The Children's Learning Center provides a setting that supports NJCU students in their preprofessional field experience.

Counselor Education

Rossey Building, 5th Floor, Room 536
201-200-3400
http://www.njcu.edu/department/counselor-education

Counseling Program

The Counseling Program prepares exemplary counselors who are caring, reflective and culturally sensitive. As counselors we empower individuals and families to make positive changes in their lives and resolve personal, educational, career, and relationship problems. Our program reflects the goals and needs of a highly diverse, multilingual, community of learners. We are committed to social justice advocacy to remove barriers to education and to promote equity and optimal development for all persons and groups in urban, suburban, and rural settings.

Counseling faculty and students identify with the counseling profession through the American Counseling Association (ACA) and its divisions such as the American School Counselor Association, the Association for Multicultural Development, and the Association for Specialists in Group Work. Qualified students may be invited to Chi Sigma Iota, Counseling Academic and Professional Honor Society International.

The Counseling Program offers:

- M.A. in Counseling, Clinical Mental Health Counseling option
- M.A. in Counseling, School Counseling option

Our program offers a blended format with 50% of our courses face-to-face (in-person) and 50% of our courses online (with a synchronous component). Courses are offered in the evenings from Monday to Thursday to accommodate the needs of our working students. Students have the option to enroll part-time or full-time.

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. (http://www.njcu.edu/department/counselor-education)

For more information about the counseling profession, go to http://www.counseling.org. (http://www.counseling.org)

For more information about school counselors, go to http://schoolcounselor.org. (http://schoolcounselor.org)

Counseling Programs Option

The Counseling program offers two options:

- The 60-credit Clinical Mental Health Counseling option
- The 60-credit School Counseling option

Our program offers face-to-face (in-person) courses in the evenings from Monday to Thursday to accommodate the needs of our working students. Students have options to enroll part-time or full-time.

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
- Group Work
- Assessment
- Research and Program Evaluation

Programs may be revised in response to changes in requirements for certification, licensure, or accreditation. Prospective applicants and current graduate students should go to the Department of Counselor Education pages for updated program information.

Admission Requirements

In addition to fulfilling the general graduate studies admission requirements in the NJCU graduate catalog, admission and matriculation requirements consist of:

- 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 *(one must be academic such as from your former professor, and one letter must be professional such as from your work supervisor; excluding letter from family, friends, and co-workers)*
- 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:

- *60-credit School Counseling option, (for those students who began Fall 2023)*
- *60-credit Clinical Mental Health Counseling option, (for those students beginning Fall 2023 term)*

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

Vaibhavee Agaskar
Associate Professor of Counselor Education
University of Mumbai, B.A., M.A.; Oakland University, Ph.D.

Elizabeth Meier Thornton (emeierthornton@njcu.edu)
Assistant Professor of Counselor Education
Moody Bible Institute, B.A., Denver Seminary, M.A,; University of the Cumberlands, 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.

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. 3)."

- Counseling—Clinical Mental Health Counseling Option, M.A. (p. 36)
- Counseling—School Counseling Option, M.A. (p. 37)

Counseling (COUN)

COUN 601 Orientation to Professional Counseling and Ethics (3 Credits)
This course provides an overview of the ethical and legal practices in the field of counseling. Particularly, ACA Code of Ethics, ASCA Ethical Standards, and ethical decision making models will be discussed in detail. In addition, the roles of professional counselors and counselor professional identity will also be addressed.

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.
Pre-Requisite(s): COUN 601, 605, 607 and 608.

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.
Pre-Requisite(s): COUN 601, 603, 605, 607 and 608.

COUN 605 Counseling Theories (3 Credits)
This course provides a comprehensive study of the major counseling theories with emphasis on comparing and contrasting elements of each theory. A thorough understanding of theoretical approaches is considered a prerequisite to advanced study in the program. The class also focuses on developing a personal theoretical orientation.

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 research projects in order to improve counseling and program effectiveness. Ethical and cultural issues in conducting research in counseling settings are addressed.

COUN 607 Group Process (3 Credits)
This course provides an introduction to group work. Students learn the foundation of forming a group, group leadership skills, process & content, ethical and cultural issues, and groups for special populations. Students will participate in their own group process for a minimum of 10 clock hours required by CACREP.

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.
Pre-Requisite(s): COUN 601, 603, 605, 607 and 608.

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, 605, 607 and 608.

COUN 613 Introduction to Sandtray Therapy (3 Credits)
This course provides students with the introductory knowledge, skills, and experience of sandtray therapy. Students will learn the fundamental knowledge and necessary tools to start sandtray therapy,unique benefits of sandtray therapy, and therapeutic/facilitating skills for processing sandtray with clients.
Prerequisites: COUN 601, 605, 607, and 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.

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.
Pre-Requisite(s): COUN 601, 605, 607 and 608.

COUN 627 Consultation and Management of Developmental School Counseling (3 Credits)
This course provides advanced training in the delivery of comprehensive school counseling programs and interventions. Students will learn how to select, design, deliver, and evaluate school counseling programs and interventions from a theoretical and evidence-based perspective.
Pre-Requisite(s): COUN 601, 605, 607, 608 and 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.
Pre-requisite(s): COUN 601, 605, 607 and 608.

COUN 631 Psychopharmacology (3 Credits)
This is an introductory course in psychopharmacology in counseling. Agents to be covered include antidepressants, antipsychotics, anxiolytics (anti-anxiety agents), anticonvulsants, stimulants, narcotic analgesics (opiates), hallucinogens (psychedelics), sedatives and alcohol.
Pre-requisite(s): COUN 601, 605, 607, 608 and 609.

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.
Pre-requisite(s): COUN 601, 605, 607 and 608.

COUN 636 Group Counseling Theory and Practice (3 Credits)
This course focuses on students developing their own group leadership skills as needed in the clinical mental health and school settings. Students practice these skills in an experiential setting as group leaders. Clinical, ethical, and cultural dilemmas facing counselors of various counseling groups are explored and processed.
Prerequisite(s): COUN 601, 605, 607 and 608

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 601, 605, 607 and 608.

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 601, 605, 607, 608 and 642

COUN 650 Foundations of Addictions Counseling (3 Credits)
This course provides an introductory level survey of the assessment, prevention, diagnosis, and treatment of alcohol and substance use-related problems. The effects of substances and addiction on the individual, family, and society are presented. Basic knowledge and attitudes prerequisite to developing competency in addiction counseling are emphasized.
Pre-Requisite(s): COUN 601, 605, 607 and 608.

COUN 652 Assessment, Treatment Planning, and Interventions in Addictions Counseling (3 Credits)
This course surveys the methods, interventions, and treatment paradigms currently employed in the counseling of children, adolescents, and their families with alcohol and/or substance abuse-related problems. A therapeutic skills approach to clinical assessment, treatment planning, counseling strategies implementation and techniques.
Pre-Requisite(s): COUN 601, 605, 607, and 608.

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.
Pre-Requisite(s): COUN 601, 605, 607, and 608.

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 601, 605, 607, 608 and 650

COUN 663 Career Counseling and Development (3 Credits)
This course provides an overview of career counseling and development across the lifespan. Theories of career choice, career commitment, and life-course development are applied to research and practice in career counseling. Skills are developed in administering and interpreting career assessments and technology resources in a culturally appropriate and ethical manner.
Prerequisites: COUN 601, 605, 607 and 608

COUN 665 College and Other Postsecondary Career Counseling for School Counselors (3 Credits)
This course addresses counseling for college planning and other post-secondary career options. It focuses on two primary areas school counselors engage in: college and career readiness and preparation, and career development and planning for other post-secondary options. Content will be covered that will provide knowledge about career and college readiness, college admission, career and technical education, and the role of the school counselor in career development. Knowledge of interactive internet career programs, development of programs of study for grades K-12, and effective strategies for helping students complete college applications will also be covered. Fieldwork is also included with visits to a college admissions office, community colleges, career and technical education programs, and National Association for College Counseling (NACAC).
Pre-Requisite(s): COUN 616 and COUN 627

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 601, 605, 607,608 and 609

COUN 690 Practicum in Counseling (3 Credits)
This course involves supervised application of counseling processes with clients. Students will be provided with an opportunity to observe and practice the roles and responsibilities inherent in the work of counselors at either school or clinical mental health setting. The class time includes weekly small group supervision.
Pre-Requisite(s): Completed and approved practicum application and permission of the Coordinator.

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.
Pre-requisite(s): COUN 690 and Permission of Coordinator.

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.
Pre-requisite(s): COUN 694 and Permission of Coordinator.

COUN 698 Disaster, Trauma, and Crisis Counseling (3 Credits)
This course provides foundation and skills counselors need to respond effectively in various crises and disasters including psychological first aid, crisis intervention, and disaster mental health. Ethical and cultural considerations as well as counseling options are examined in treatment of posttraumatic stress, suicide, abuse, sudden loss, and mass trauma.
Pre-requisite(s): COUN 601, 605, 607and 608.

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 theroretical/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 Chairperson

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 Coordinator

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 and Permission of Coordinator

COUN 703 Independent Study In Counseling (3 Credits)
This is a specialization and research course. Prerequisite: Matriculation and membership in the School Psychology Program.
Pre-requisite(s): Permission of Chairperson.

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.

Minimum Grade Requirements

- Students are expected to maintain a 3.0 GPA throughout the program. A 3.0 GPA is required for registration in Practicum and graduation.

Total Credit Hours: 60

Code	Title	Credits
Phase I		
COUN 601	Orientation to Professional Counseling and Ethics [1]	3
COUN 603	Counseling and Developmental Psychology Across the Life Span	3
COUN 604	Appraisal and Assessment in Counseling	3
COUN 605	Counseling Theories [1]	3
COUN 606	Research Methodology and Program Evaluation	3
COUN 607	Group Process [1]	3
COUN 608	Counseling Skills [1]	3
COUN 609	Differential Diagnosis of Maladaptive Behavior	3
COUN 610	Clinical Mental Health Counseling	3
Phase II		
COUN 629	Multicultural Counseling	3
COUN 632	Family and Couple Counseling	3
COUN 636	Group Counseling Theory and Practice	3
COUN 650	Foundations of Addictions Counseling	3
COUN 663	Career Counseling and Development	3
COUN 686	Case Conceptualization and Treatment Planning in Counseling	3
Phase III		
COUN 690	Practicum in Counseling	3
COUN 694	Internship I	3
COUN 695	Internship II	3
COUN TBD	Counseling Elective	3
COUN TBD	Counseling Elective	3
Total Credits		**60**

[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.

First Year		
Semester 1		**Credits**
COUN 605	Counseling Theories	3
COUN 607	Group Process	3
	Credits	**6**
Semester 2		
COUN 601	Orientation to Professional Counseling and Ethics	3
COUN 603	Counseling and Developmental Psychology Across the Life Span	3
COUN 608	Counseling Skills	3
	Credits	**9**

Summer 1		
COUN 629	Multicultural Counseling	3
	Credits	**3**
Summer 2		
COUN 632	Family and Couple Counseling	3
	Credits	**3**
Second Year		
Semester 1		
COUN 604	Appraisal and Assessment in Counseling	3
COUN 636	Group Counseling Theory and Practice	3
	Credits	**6**
Semester 2		
COUN 606	Research Methodology and Program Evaluation	3
COUN 686	Case Conceptualization and Treatment Planning in Counseling	3
COUN 609	Differential Diagnosis of Maladaptive Behavior	3
	Credits	**9**
Summer 1		
COUN 650	Foundations of Addictions Counseling	3
	Credits	**3**
Summer 2		
COUN XXX Elective Course		3
	Credits	**3**
Third Year		
Semester 1		
COUN 663	Career Counseling and Development	3
COUN 610	Clinical Mental Health Counseling	3
	Credits	**6**
Semester 2		
COUN 690	Practicum in Counseling	3
COUN XXX Elective Course		3
	Credits	**6**
Fourth Year		
Semester 1		
COUN 694	Internship I	3
	Credits	**3**
Semester 2		
COUN 695	Internship II	3
	Credits	**3**
	Total Credits	**60**

Student Learning Outcomes

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

- Gain foundational knowledge and skills to become culturally and ethically competent professional counselor.
- 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.
- Demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.
- 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.
- 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 K-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.

As of the Fall 2023 term, the School of Counseling Option moved from a 48-credit program to a 60-credit program. If you started your studies in the Fall 2023 term or after, you must complete the 60-credit program. For those students already in the program (Spring 2023 or before), this change does not affect you. Please note, however, if you are a returning or a readmitted student, the 48-credit program will not be honored after Fall 2024. If you are returning or are readmitted after Fall 2024 even if you started before Spring 2023, you will be required to complete 60 credits.

Minimum requirements for admission:

- Cumulative undergraduate GPA of 3.0 out of a possible 4.0
- A minimum of 500-1,000 word essay discussing goals and objectives for pursuing admission to the degree program
- Two (2) letters of recommendation* *(excluding letters from family, friends, and co-workers)*
- Official transcripts from all previous U.S. colleges attended or official **NACES** course-by-course evaluation of any foreign transcripts**
- Professional Resume or CV
- Individual or Group Interview
- Official documentation of **English Language Proficiency** (TOEFL/IELTS) for international students

Minimum Grade Requirements

- Students are expected to maintain a 3.0 GPA throughout the program. A 3.0 GPA is required for registration in Practicum and graduation.

Total Credit Hours: 60

Code	Title	Credits
Phase I		
COUN 601	Orientation to Professional Counseling and Ethics [1]	3

COUN 603	Counseling and Developmental Psychology Across the Life Span	3
COUN 604	Appraisal and Assessment in Counseling	3
COUN 605	Counseling Theories [1]	3
COUN 606	Research Methodology and Program Evaluation	3
COUN 607	Group Process [1]	3
COUN 608	Counseling Skills [1]	3
COUN 616	Therapeutic Intervention Techniques: Consultation in Educational Settings	3
Phase II		
COUN 627	Consultation and Management of Developmental School Counseling	3
COUN 629	Multicultural Counseling	3
COUN 665	College and Other Postsecondary Career Counseling for School Counselors	3
COUN 632	Family and Couple Counseling	3
COUN 636	Group Counseling Theory and Practice	3
COUN 640	Counseling Children and Adolescents	3
COUN 650	Foundations of Addictions Counseling	3
COUN 663	Career Counseling and Development	3
Phase III		
COUN 690	Practicum in Counseling	3
COUN 694	Internship I	3
COUN 695	Internship II	3
COUN TBD	Counseling Elective	3
Total Credits:		**60**

[1] COUN 601, COUN 605, COUN 607, and COUN 608 must be completed within the first 12 credits. These courses are prerequisites to all other courses.

[2] Those who begin the program in Fall 2023 or after will be required to complete the additional courses:
Phase II
COUN 640 Counseling Children and Adolescents 3
COUN 650 Foundations of Addiction Counseling 3
COUN TBD College and other Post-secondary Career Counseling for School Counselors 3
Phase III
COUN XXX Counseling Elective 3
(COUN 609 Differential Diagnosis of Maladaptive Behavior for those students who wish to pursue licensure)
Total Credits: 60 (for those students beginning Fall 2023 term)

New students in the MA in Counseling Program are admitted to begin study in the *Fall or Spring semester 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.

First Year		
Semester 1		**Credits**
COUN 605	Counseling Theories	3
COUN 607	Group Process	3
	Credits	**6**
Semester 2		
COUN 601	Orientation to Professional Counseling and Ethics	3
COUN 603	Counseling and Developmental Psychology Across the Life Span	3
COUN 608	Counseling Skills	3
	Credits	**9**
Summer 1		
COUN 629	Multicultural Counseling	3
	Credits	**3**
Summer 2		
COUN 632	Family and Couple Counseling	3
	Credits	**3**
Second Year		
Semester 1		
COUN 604	Appraisal and Assessment in Counseling	3
COUN 616	Therapeutic Intervention Techniques: Consultation in Educational Settings	3
COUN 636	Group Counseling Theory and Practice	3
	Credits	**9**
Semester 2		
COUN 690	Practicum in Counseling	3
COUN 627	Consultation and Management of Developmental School Counseling	3
	Credits	**6**
Summer 1		
COUN 606	Research Methodology and Program Evaluation	3
	Credits	**3**
Summer 2		
COUN 663	Career Counseling and Development	3
	Credits	**3**
Third Year		
Semester 1		
COUN 640	Counseling Children and Adolescents	3
COUN 650	Foundations of Addictions Counseling	3
	Credits	**6**
Semester 2		
COUN 665	College and Other Postsecondary Career Counseling for School Counselors	3
COUN TBD	Counseling Elective	3
	Credits	**6**
Fourth Year		
Semester 1		
COUN 694	Internship I	3
	Credits	**3**
Semester 2		
COUN 695	Internship II	3
	Credits	**3**
	Total Credits	**60**

Graduates of the Masters in Counseling with a School Counseling Option will be able to:

- Gain foundational knowledge and skills to become culturally and ethically competent school counselors.
- Develop necessary counseling skills and techniques to work effectively with diverse students in individual, groups, and school counseling curriculum to meet students' diverse social emotional, academic, and career needs.
- Demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.
- knowledge and skills in developing, implementing, and evaluating a comprehensive developmental school counseling program for pre K-12 to address students' academic, career, and social-emotional needs.
- Develop skills and knowledge to effectively implement evidence-based interventions, consultation and collaboration, leadership, advocacy, and systemic change as well as ensure education equity.

Educational Technology

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

Mission Statement: Empower diverse learners to become educational technologists who develop their expertise to help others become empowered 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'.

The STEM Certificate is an online, four-course program that provides K-12 educators in all disciplines including the arts and humanities, school leaders and librarians, with both the foundational STEM pedagogy, and the hands-on experience to be successful integrating STEM in their classrooms and schools. Students may complete the program within the Master's degrees with no additional coursework.

The 15-credit Assistive Technology 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.

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

Dana Smerda-Mason
Assistant Professor of Educational Technology
New Jersey City University, Ed.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. 3)."

- Assistive Technology, Specialist Certificate (p. 43)
- Educational Technology Leadership, Ed.D. (p. 44)
- Educational Technology with a Concentration in School Library Media Specialist, M.A. (p. 46)
- Educational Technology, M.A. (p. 47)
- STEM Certificate (p. 49)

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 Leading Curriculum Change Using the Internet (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 Introductuction 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 Integrating STEM Across the Curriculum (3 Credits)
Students will learn how to apply a variety of technologies in systemic approaches to STEM curriculum design and implementation. They explore leadership and supervisory approaches to the redesign of instruction through emerging and online technologies in alignment to standards that address technology integration and professional development.

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)
(Spring only) This course is the capstone of the program. The purpose of this course is to integrate the candidate's program of study into a practical manifestation of educational change and technology innovation. Each candidate, working closely with an advisor, completes the thesis or project in this course.
Pre-Requisite(s): EDTC 622 Research Applications in Educational Technology I

EDTC 629 Graphicsand Gaphic 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 Curriculum Design: STEM Authoring Tools (3 Credits)
In this course, students will explore a variety of multimedia creation tools. Students will conduct a comprehensive survey of STEM authoring tools and create projects applying design elements. Throughout the course, students will reflect upon the capabilities of STEM authoring tools that are available to instructional multimedia designers.

EDTC 645 STEM Foundations: Rethink Learning (3 Credits)
This integrated, interdisciplinary course challenges students to rethink learning by integrating innovative STEM practices and tools and providing hands-on and relevant learning experiences. Students will engage with comprehensive STEM tools to support pedagogical applications in all areas of the curriculum and in all grade levels.

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 curriculim 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 media materials in the educational media center and a general conceptual foundation for student-centered information services and instruction in educational media centers. It provides access to all types of resources and equipment by identifying, establishing, and using delivery systems to retrieve information in all formats.

EDTC 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 Produc Techn (3 Credits)
In this course students design and produce instructional materials, focusing on selecting the appropriate media to meet the instructional objectives. This course integrates technology features with learning theories to provide effective learning environments.

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)
This course will provide experience in the assessment and funding of assistive technology. Students will investigate technology options and appropriateness, develop training plans, and identify funding sources.

EDTC 675 Practicum in Assistive Technology (3 Credits)
In this capstone experience, students create a graduate field experience project and assist in the development or delivery of assistive technology services, designed to integrate the duties and responsibilities of an AT specialist.

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 815

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 816

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 816

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 816

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 fully online, project-based and the practicum provides a capstone experience.

A minimum GPA of 2.5 is required for admission.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 15

Code	Title	Credits
Required		
EDTC 671	Introduction to Assistive Technology	3
EDTC 672	Hardware, Software, and Telecommunications AT Devices	3
EDTC 673	The Internet as Assistive Technology	3
EDTC 674	Assistive Technology Assessment and Evaluation	3
EDTC 675	Practicum in Assistive Technology	3
Total Credits		**15**

First Year		
Semester 1		**Credits**
EDTC 671	Introduction to Assistive Technology	3
EDTC 672	Hardware, Software, and Telecommunications AT Devices	3
EDTC 673	The Internet as Assistive Technology	3
EDTC 674	Assistive Technology Assessment and Evaluation	3
EDTC 675	Practicum in Assistive Technology	3
	Credits	**15**
	Total Credits	**15**

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 3.0 or higher graduate cumulative GPA or official NACES course-by- course evaluation of any foreign transcripts
- One (1) letter 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

See Program Website at http://njcu.edu/educational-technology/doctorate-educational-technology-leadership for further information.

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 Educational Service (WES) or another member of the National Association of Credential Evaluation Services (NACES). Official transcripts from all previous colleges attended with 3.0 or higher graduate cumulative GPA or official NACES course-by- course evaluation of any foreign transcripts.

GPA Requirements

Applicants entering with a Master's Degree or 21 graduate credits must have a minimum of 3.0 Master's-level GPA to apply for the Doctoral program. Applicants from an international institution must have a strong academic performance comparable to a 3.0 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.

One Letter of Recommendation

Letter should be written by individuals who can comment from personal knowledge on the applicant's academic or professional qualifications for doctoral study. Wherever possible, letter of recommendation should be submitted from academic sources. If the applicant has been out of school for many years, professional recommendations may be used.

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

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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 60

Code	Title	Credits
EDTC 801	Summer Institute in Educational Technology Leadership I	2
EDTC 802	Principles of Educational Technology Leadership	3
EDTC 803	Data Analysis and Report Writing	3
EDTC 804	Global Issues in Educational Technology Leadership	3
EDTC 805	Cross-Discipline Studies in Technology	3
EDTC 806	Research Methods in Educational Technology Leadership	3
EDTC 807	Implementation and Evaluation of Curriculum	3
EDTC 808	Summer Institute in Educational Technology Leadership II	2
EDTC 809	Assessment and Evaluation	3
EDTC 810	Statistics for Educational Research	3
EDTC 811	Summer Institute in Educational Technology Leadership III	2
EDTC 812	Teaching in the Adult Learning Environment	3
EDTC 813	Advanced Using Integrated Software across the Curriculum	3
EDTC 814	Advanced Effective Models of E-Learning	3
EDTC 815	Advanced Administration & Supervision of Technology in Educational Settings	3
EDTC 816	Advanced Methods for Building Online Communities	3
EDTC 817	Advanced Development and Managing Distance Learning Programs	3
EDTC 901	Dissertation I	6
EDTC 902	Dissertation II	6
Total Credits		**60**

First Year		
Summer 1		**Credits**
EDTC 801	Summer Institute in Educational Technology Leadership I	2
EDTC 802	Principles of Educational Technology Leadership	3
EDTC 803	Data Analysis and Report Writing	3
	Credits	**8**
Semester 1		
EDTC 804	Global Issues in Educational Technology Leadership	3
EDTC 805	Cross-Discipline Studies in Technology	3
	Credits	**6**
Semester 2		
EDTC 806	Research Methods in Educational Technology Leadership	3
EDTC 807	Implementation and Evaluation of Curriculum	3
	Credits	**6**
Second Year		
Summer 1		
EDTC 808	Summer Institute in Educational Technology Leadership II	2
EDTC 813	Advanced Using Integrated Software across the Curriculum	3
EDTC 814	Advanced Effective Models of E-Learning	3
	Credits	**8**
Semester 1		
EDTC 809	Assessment and Evaluation	3
EDTC 815	Advanced Administration & Supervision of Technology in Educational Settings	3
	Credits	**6**
Semester 2		
EDTC 810	Statistics for Educational Research	3
EDTC 816	Advanced Methods for Building Online Communities	3
	Credits	**6**
Third Year		
Summer 1		
EDTC 811	Summer Institute in Educational Technology Leadership III	2
EDTC 812	Teaching in the Adult Learning Environment	3
EDTC 817	Advanced Development and Managing Distance Learning Programs	3
	Credits	**8**

Semester 1		
EDTC 901	Dissertation I	6
	Credits	**6**
Semester 2		
EDTC 902	Dissertation II	6
	Credits	**6**
	Total Credits	**60**

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.

Before you make a decision about a doctoral program, learn how NJCU's Ed.D. in Educational Technology Leadership strives to be The Most Student-Centered Ed.D. in the US: https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments/educational-technology/most-student-centered-edd-us

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

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

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
- Resume
- Interview (by telephone or virtual)

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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 36

Code	Title	Credits
EDTC 621	Leading Curriculum Change Using the Internet	3
EDTC 625	Integrating STEM Across the Curriculum	3
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
EDTC 631	Administration and Supervision of Technology in Educational Settings	3
EDTC 642	Curriculum Design: STEM Authoring Tools	3
EDTC 651	Organization of Library Media Materials	3
EDTC 653	Selection and Acquisition of Print and Non-Print Media	3
EDTC 645	STEM Foundations: Rethink Learning	3
EDTC 620	Special Topics in Educational Technology	3
EDTC 661	Administration and Supervision of Library Media Centers	3
EDTC 662	Advanced Field Experience	3
LTED 618	Pedagogy and Application of Children's Literature in the K-12 Classroom	3
Total Credits		**36**

If you do not hold a NJ teaching certification, you do not need additional credits for the Advanced Standing portion of the certification leading to Standard NJ certification. The required state curriculum is included in the MA degree curriculum.

Option 1

First Year

Semester 1		**Credits**
EDTC 653	Selection and Acquisition of Print and Non-Print Media	3
EDTC 642	Curriculum Design: STEM Authoring Tools	3
	Credits	**6**
Semester 2		
LTED 618	Pedagogy and Application of Children's Literature in the K-12 Classroom	3
EDTC 645	STEM Foundations: Rethink Learning	3
	Credits	**6**

Summer 1		
EDTC 651	Organization of Library Media Materials	3
	Credits	**3**
Second Year		
Semester 1		
EDTC 631	Administration and Supervision of Technology in Educational Settings	3
EDTC 620	Special Topics in Educational Technology	3
	Credits	**6**
Semester 2		
EDTC 625	Integrating STEM Across the Curriculum	3
EDTC 621	Leading Curriculum Change Using the Internet	3
	Credits	**6**
Third Year		
Semester 1		
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
	Credits	**3**
Semester 2		
EDTC 661	Administration and Supervision of Library Media Centers	3
EDTC 662	Advanced Field Experience	3
	Credits	**6**
	Total Credits	**36**

Accelerated Option 2

First Year		
Semester 1		**Credits**
EDTC 642	Curriculum Design: STEM Authoring Tools	3
EDTC 653	Selection and Acquisition of Print and Non-Print Media	3
	Credits	**6**
Semester 2		
LTED 618	Pedagogy and Application of Children's Literature in the K-12 Classroom	3
EDTC 645	STEM Foundations: Rethink Learning	3
	Credits	**6**
Summer 1		
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
EDTC 651	Organization of Library Media Materials	3
	Credits	**6**
Summer 2		
EDTC 621	Leading Curriculum Change Using the Internet	3
	Credits	**3**
Second Year		
Semester 1		
EDTC 631	Administration and Supervision of Technology in Educational Settings	3
EDTC 620	Special Topics in Educational Technology	3
	Credits	**6**
Semester 2		
EDTC 625	Integrating STEM Across the Curriculum	3
EDTC 661	Administration and Supervision of Library Media Centers	3
EDTC 662	Advanced Field Experience	3
	Credits	**9**
	Total Credits	**36**

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
- Resume

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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 36

Code	Title	Credits
EDTC 614	Introduction to Distance Learning	3
EDTC 616	Technology In Special Education Curriculum	3
EDTC 620	Special Topics in Educational Technology	3
EDTC 621	Leading Curriculum Change Using the Internet	3
EDTC 622	Research Applications in Educational Technology I	3
EDTC 623	Introductuction to Educational Technology	3
EDTC 625	Integrating STEM Across the Curriculum	3
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
EDTC 628	Research Applications in Educational technology II	3
EDTC 631	Administration and Supervision of Technology in Educational Settings	3
EDTC 642	Curriculum Design: STEM Authoring Tools	3
EDTC 645	STEM Foundations: Rethink Learning	3
Total Credits		**36**

Option 1

First Year		
Semester 1		**Credits**
EDTC 614	Introduction to Distance Learning	3
EDTC 642	Curriculum Design: STEM Authoring Tools	3
	Credits	**6**
Semester 2		
EDTC 623	Introductuction to Educational Technology	3
EDTC 618 or EDTC 645	Learning Theories, Motivation, & Relationship to Technology or STEM Foundations: Rethink Learning	3
	Credits	**6**
Summer 1		
EDTC 620	Special Topics in Educational Technology	3
	Credits	**3**
Summer 2		
EDTC 621	Leading Curriculum Change Using the Internet	3
	Credits	**3**
Second Year		
Semester 1		
EDTC 631	Administration and Supervision of Technology in Educational Settings	3
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
	Credits	**6**
Semester 2		
EDTC 625	Integrating STEM Across the Curriculum	3
EDTC 616	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)	3
	Credits	**6**
Third Year		
Semester 1		
EDTC 622	Research Applications in Educational Technology I	3
	Credits	**3**
Semester 2		
EDTC 628	Research Applications in Educational technology II	3
	Credits	**3**
	Total Credits	**36**

Accelerated Option 2:

First Year		
Semester 1		**Credits**
EDTC 618 or EDTC 645	Learning Theories, Motivation, & Relationship to Technology or STEM Foundations: Rethink Learning	3
EDTC 623	Introductuction to Educational Technology	3
EDTC 625	Integrating STEM Across the Curriculum	3
	Credits	**9**
Semester 2		
EDTC 614	Introduction to Distance Learning	3
EDTC 622	Research Applications in Educational Technology I	3
EDTC 642	Curriculum Design: STEM Authoring Tools	3
	Credits	**9**
Summer 1		
EDTC 620	Special Topics in Educational Technology	3
EDTC 627	Seminar: Current Issues and Trends in Educational Technology	3
EDTC 631	Administration and Supervision of Technology in Educational Settings	3
	Credits	**9**
Summer 2		
EDTC 621	Leading Curriculum Change Using the Internet	3
	Credits	**3**
Second Year		
Semester 1		
EDTC 616	Technology In Special Education Curriculum	3

EDTC 628	Research Applications in Educational technology II	3
	Credits	**6**
	Total Credits	**36**

Student Learning Outcomes

Upon completion of the Educational Technology 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.

STEM Certificate*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

The NJCU STEM Certificate Program for K-12 Educators (https://www.njcu.edu/about/news/2019/12/njcu-receives-400000-gift-fund-stem-certificate-k-12-educators)has now been added to the College of Education's award-winning Educational Technology program.

The STEM Certificate is a rigorous, online, four-course, blended learning program that provides K-12 educators in all disciplines including the arts and humanities, school leaders and librarians, with both the foundational STEM pedagogy, and the hands-on experience to be successful integrating STEM in their classrooms and schools.

The Certificate is delivered as a fully online, facilitated program with a virtual lab experience. The four courses are offered multiple times each year and may be taken individually or completed in one semester. A minimum GPA of 2.75 is required for admission.

Students will have the option to complete the STEM Certificate for graduate credit or as noncredit through the Division of Professional Education and Lifelong Learning. Students who opt to register for courses for graduate credit will be offered the opportunity for those classes, 12 credits, to be applied toward the 36-credit Master of Arts degree in Educational Technology or a Master of Arts degree in Educational Technology with School Library Media Specialist certification.

If you are already enrolled in either MA program and would like to earn the STEM Certificate, please contact your advisor. You do not have to be enrolled in the STEM Certificate program to enroll in these classes. All Ed Tech students may register for these classes.

Minimum CGPA Graduation Requirement: 3.0
Total Program Credit Hours: 12

Code	Title	Credits
EDTC 621	Leading Curriculum Change Using the Internet	3
EDTC 625	Integrating STEM Across the Curriculum	3
EDTC 642	Curriculum Design: STEM Authoring Tools	3
EDTC 645	STEM Foundations: Rethink Learning	3
Total Credits		**12**

First Year

Term 1		**Credits**
7-Week Sessions		
EDTC 645	STEM Foundations: Rethink Learning	3
EDTC 642	Curriculum Design: STEM Authoring Tools	3
	Credits	**6**
Term 2		
7-Week Sessions		
EDTC 621	Leading Curriculum Change Using the Internet	3
EDTC 625	Integrating STEM Across the Curriculum	3
	Credits	**6**
	Total Credits	**12**

Multicultural Leadership

Professional Studies Building, Suite 329, Room 324
201-200-2400

The Department of Multicultural Leadership is an academic department that prepares teachers for careers in ESL, bilingual, and multicultural settings as well as careers in supervision and school leadership. 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.

The Educational Leadership program 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 and higher education. Throughout the various programs, 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 advocate for equity and social justice.

Program Options

- The Master of Arts in Urban Education with Specialization in ESL or Specialization in Bilingual/Bicultural Education
- Master of Arts in Urban Education with Specialization in Administration and Supervision
- Non-degree, Certification Only program in ESL Endorsement, Bilingual/Bicultural Endorsement, Dual Endorsement, or ESL Certification (ESL-Alternate Route)

- Non-degree, Certification Only program in P-12 Supervisor Certification
- Non-degree, Certification Only program in Principal Certification

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 (https://actfl.org). NJCU is an ACTFL test site and if chosen, the OPI and WPT tests can be administered in the Advisement Center.

- Admission requirements for ESL Endorsement (https://catalog.njcu.edu/graduate/education/multicultural/esl-certification/)
- Admission requirements for Bilingual/Bicultural Endorsement (https://catalog.njcu.edu/graduate/education/multicultural/bilingual-bicultural-education-endorsement/)
- Admission requirements for ESL-Alternate Route Certification (https://www.njcu.edu/academics/professional-education-and-lifelong-learning/new-pathways-teaching-nj/esl-alternate-route-njcu)

For more information, please inquire with Department Chairperson Dr. Alexis Kim (akim@njcu.edu).

Jeong Alexis Kim, Chairperson (akim@njcu.edu)
Assistant Professor of Multicultural Education
Skidmore College, B.S.; New York University, M.A., Ph.D.

Jeanette Baubles (jbaubles@njcu.edu)

Assistant Professor of Multicultural Leadership

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Donna Farina (dfarina@njcu.edu)

Professor of Multicultural Leadership
George Washington University, B.A.; Université des Sciences Humaines (Strasbourg, France) Licence, Maitrise; University of Illinois, A.M., Ph.D.Jeanette Baubles, Ed.D.

Susan Phifer (sphifer@njcu.edu)

Assistant Professor of Multicultural Leadership

Rutgers University, B.A., New Jersey City University, M.A., University of San Francisco, 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. 3)."

- Principal Certification Program (p. 54)
- Supervisor (P-12) Certification (p. 55)
- Urban Education with a specialization in Educational Administration and Supervision, M.A. (p. 56)
- Bilingual/Bicultural Education Certification (p. 57)
- English as a Second Language Certification (p. 58)
- Urban Education—Bilingual/ Bicultural Education Specialization, M.A. (p. 58)
- Urban Education—ESL Specialization, M.A. (p. 59)
- ESL Alternate Route (p. 60)

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.
Pre-Requisite(s): Matriculation Required

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 negations; 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): Matriculation required

EDLD 646 Innovations in Curriculum and Educational Leadership (3 Credits)
This course offers a survey of innovative curricular, instructional, and organizational movements in P-12 public education. Identification of significant forces in creating educational innovations, curriculum design and development, principles of innovative leadership practices, and status of reform movements in urban schools are examined.

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.

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 Admininstration 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 (NJ). The accounting publications of the New Jersey State Department of Education are an integral part of the course content. Publications such as: The Chart of Accounts, Directions for Using New Jersey Public School Financial Accounting System, School Accounting Guide, and The Audit Programs, are reviewed in context of field applications.

EDLD 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 n 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 of his/her assignment, the candidate is expected to plan and complete a comprehensive project in one of the following areas of administrative and supervisory functioning: curriculum development, curriculum evaluation, instructional improvement, evaluation of instruction, administrative processes and leadership, resource management. This project is planned prior to the beginning of the internship experience.
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-Requisite(s): 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 the 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.

Multicultural Studies (MCC)

MCC 600 General Linguistics (3 Credits)
This course introduces the field of linguistics, focusing on phonetics, phonology, morphology, syntax, and semantics. Students learn about similarities and differences among languages, which connect linguistic theory to language learning and teaching. Also covers how languages are influenced by socioeconomic status, region, ethnicity, gender, age, etc.

MCC 603 Applied Linguistics with Emphasis on Second Language Experience (3 Credits)
This course examines the latest research on second language acqui¬sition, similarities between first and second language, the interaction between first and second language and their respective environments, levels of communicative competence in second language learners, and the implications of language attitudes, socio-cognitive variables, and ethno-linguistic identity for curriculum planning.

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)
The course provides a comprehensive analysis of the current state of bilingual education in the United States with legal and educational aspects of bilingual policy making and implementation, the impact of evaluation on program design and funding, the reliability of assessment instruments, with demographic trends and social equity in mind.

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)
Psychology of language is explored through the effects of language on memory and cognitive development, and the neurological bases of language, learning and cognition. Native language acquisition, second language acquisition by children and adults, as well as the nature of language comprehension and production are covered.

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 617 Field Experience in Bilingual/Multicultural Education (3 Credits)
In-service teachers are given an opportunity to observe and participate in bilingual/ESL classrooms and discuss and evaluate their experience. Assignments, class discussions, and activities are designed to apply current theories of second language teaching and enhance the knowledge of practical tools and strategies in a bilingual/multicultural environment.
Pre-Requisite(s): MCC 655

MCC 618 Human Relations and Multicultural Education (3 Credits)
This course explores many relationships among individuals and diverse cultural groups. Through mutual discussion of values, attitudes, and traditions, students will become more aware of their own cultural heritage and that of others. Candidates will explore stereotypes, biases, and prejudices which affect the quality of human life and relationships.

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 623 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 studentsâ €™ 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

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 programs. Current program is approved by New Jersey Department of Education.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 36

The Principal/Supervisor Certification is a 36-credit program that requires students to have at least 5 years of 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
• 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.

Code	Title	Credits
Phase I (Required Courses)		
EDLD 660	Principles of Supervision and Human Resource Management	3
EDLD 662	Principles Of Curric Dev&Eval	3
EDLD 669	Measurement and Supervision of Learning and Teaching	3
EDLD 646	Innovations in Curriculum and Educational Leadership	3
Phase II [1]		
EDLD 601	School Law	3
EDLD 640	Home, School and Community Relations	3
EDLD 663	Educational Administration Leadership I - Organizational Leadership	3
EDLD 664	Educational Administration Leadership II- Strategic Leadership and Teaching	3
EDLD 668	Research in Urban Education, Supervision and Administration	3
EDLD 681	School Finance	3
Phase III [1]		
EDLD 690	Internship For Urban School Personnel I	3
EDLD 693	Internship for Urban School Personnel II	3

[1] Substitution must be approved by your advisor.

First Year		
Semester 1		**Credits**
EDLD 601	School Law	3
EDLD 660	Principles of Supervision and Human Resource Management	3
	Credits	**6**
Semester 2		
EDLD 662	Principles Of Curric Dev&Eval	3
EDLD 663	Educational Administration Leadership I - Organizational Leadership	3
	Credits	**6**
Summer 1		
EDLD 640	Home, School and Community Relations	3
	Credits	**3**
Summer 2		
EDLD 669	Measurement and Supervision of Learning and Teaching	3
	Credits	**3**
Second Year		
Semester 1		
EDLD 664	Educational Administration Leadership II- Strategic Leadership and Teaching	3
EDLD 668	Research in Urban Education, Supervision and Administration	3
	Credits	**6**
Semester 2		
EDLD 646	Innovations in Curriculum and Educational Leadership	3
EDLD 681	School Finance	3
	Credits	**6**
Third Year		
Semester 1		
EDLD 690	Internship For Urban School Personnel I	3
	Credits	**3**
Semester 2		
EDLD 693	Internship for Urban School Personnel II	3
	Credits	**3**
	Total Credits	**36**

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 Supervisor 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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 12

The Supervisor certification program is a 12-credit program that 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.

Code	Title	Credits
Required Courses		
EDLD 660	Principles of Supervision and Human Resource Management	3
EDLD 662	Principles Of Curric Dev&Eval	3
EDLD 669	Measurement and Supervision of Learning and Teaching	3
EDLD 646	Innovations in Curriculum and Educational Leadership	3
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) degree program is designed for P-12 setting personnel who hold a standard certification in their profession and who desire to become principals or supervisors. This unique degree specializes in preparing 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.

This master's degree 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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 36

Program Requirements

The Master of Arts in Urban Education (with a specialization in Educational Administration and Supervision)is a 36-credit degree program that 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.

Code	Title	Credits
Phase I (Required Courses)		
EDLD 660	Principles of Supervision and Human Resource Management	3
EDLD 662	Principles Of Curric Dev&Eval	3
EDLD 669	Measurement and Supervision of Learning and Teaching	3
EDLD 646	Innovations in Curriculum and Educational Leadership	3
Phase II		
EDLD 601	School Law	3
EDLD 640	Home, School and Community Relations	3
EDLD 663	Educational Administration Leadership I - Organizational Leadership	3
EDLD 664	Educational Administration Leadership II- Strategic Leadership and Teaching	3
EDLD 668	Research in Urban Education, Supervision and Administration	3
EDLD 681	School Finance	3
Phase III		
EDLD 690	Internship For Urban School Personnel I	3
EDLD 693	Internship for Urban School Personnel II	3
Total Credits		**36**

First Year		
Semester 1		**Credits**
EDLD 601	School Law	3
EDLD 660	Principles of Supervision and Human Resource Management	3
	Credits	**6**
Semester 2		
EDLD 662	Principles Of Curric Dev&Eval	3

EDLD 663	Educational Administration Leadership I - Organizational Leadership	3
	Credits	**6**
Summer 1		
EDLD 640	Home, School and Community Relations	3
	Credits	**3**
Summer 2		
EDLD 669	Measurement and Supervision of Learning and Teaching	3
	Credits	**3**
Second Year		
Semester 1		
EDLD 664	Educational Administration Leadership II-Strategic Leadership and Teaching	3
EDLD 668	Research in Urban Education, Supervision and Administration	3
	Credits	**6**
Semester 2		
EDLD 681	School Finance	3
EDLD 646	Innovations in Curriculum and Educational Leadership	3
	Credits	**6**
Third Year		
Semester 1		
EDLD 690	Internship For Urban School Personnel I	3
	Credits	**3**
Semester 2		
EDLD 693	Internship for Urban School Personnel II	3
	Credits	**3**
	Total Credits	**36**

Student Learning Outcomes

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

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. 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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 15

Students are strongly recommended to take the courses in the specified phases.

Code	Title	Credits
Phase I		
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 627	Historical and Cultural Background of Limited English Proficient Students	3
MCC 635	Effective Literacy Teaching for English Language Learners	3
Phase II		
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 607	Theory and Practices of Teaching Bilingual Children	3
Total Credits		**15**

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 endorsement.

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

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 18

Students are strongly encouraged to take the courses listed below in the specified phases.

Code	Title	Credits
Fall Semester		
MCC 627	Historical and Cultural Background of Limited English Proficient Students	3
MCC 635	Effective Literacy Teaching for English Language Learners	3
MCC 655	Methods of Teaching ESL	3
Spring Semester		
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3
Total Credits		**18**

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: 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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 33

Code	Title	Credits
Fall Semester		**12**
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 627	Historical and Cultural Background of Limited English Proficient Students	3
MCC 635	Effective Literacy Teaching for English Language Learners	3
MCC 655	Methods of Teaching ESL	3
Spring Semester		**9**
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 607	Theory and Practices of Teaching Bilingual Children	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3
Research Courses		**6**
MCC 623	Contemporary Issues in Bilingual Curriculum Development	3

MCC 650	Research Urban Education in ESL/Bilingual Education	3
Electives		
Select 6 credits from the following courses:		**6**
MCC 604	Phonology and Structure of American English	3
MCC 608	Language Culture and Communication	3
MCC 610	Sociolinguistics	3
MCC 626	Survey and Development of English as a Second Language Material	3
Total Credits		**33**

First Year		
Semester 1		**Credits**
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 635	Effective Literacy Teaching for English Language Learners	3
MCC 627	Historical and Cultural Background of Limited English Proficient Students	3
	Credits	**9**
Semester 2		
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 607	Theory and Practices of Teaching Bilingual Children	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3
	Credits	**9**
Second Year		
Semester 1		
MCC 655	Methods of Teaching ESL	3
MCC 623	Contemporary Issues in Bilingual Curriculum Development	3
MCC 6XX Elective		3
	Credits	**9**
Semester 2		
MCC 650	Research Urban Education in ESL/Bilingual Education	3
MCC 6XX Elective		3
	Credits	**6**
	Total Credits	**33**

Student Learning Outcomes

Upon completion of the Urban Education-Bilingual/Bicultural Education 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 program is designed for students who would like to take courses toward the Master of Arts in Urban Education with specialization in ESL. Candidates can choose to pursue the NJ ESL teacher certification as part of their program of study.

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

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 33

Code	Title	Credits
MCC 627	Historical and Cultural Background of Limited English Proficient Students	3
MCC 635	Effective Literacy Teaching for English Language Learners	3
MCC 655	Methods of Teaching ESL	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3
MCC 626	Survey and Development of English as a Second Language Material	3
MCC 650	Research Urban Education in ESL/Bilingual Education	3
MCC 6XX Elective (3 credits)		3
MCC 6XX Elective (3 credits)		3

MCC 6XX Elective (3 credits)		3
Total Credits		**33**

First Year

Semester 1		**Credits**
MCC 627	Historical and Cultural Background of Limited English Proficient Students	3
MCC 635	Effective Literacy Teaching for English Language Learners	3
MCC 655	Methods of Teaching ESL	3
	Credits	**9**
Semester 2		
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3
	Credits	**9**
Second Year		
Semester 1		
MCC 626	Survey and Development of English as a Second Language Material	3
MCC 6XX Elective		3
MCC 6XX Elective		3
	Credits	**9**
Semester 2		
MCC 650	Research Urban Education in ESL/Bilingual Education	3
MCC 6XX Elective		3
	Credits	**6**
	Total Credits	**33**

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.

ESL Alternate Route

The ESL Alternate Route program provides a process for individuals who already hold a bachelor's degree (or higher) to become licensed teachers without having to complete a traditional teacher training program.

Candidates complete courses online while working as a full-time teacher. The program is regulated and approved by the New Jersey Department of Education. Program coursework focuses on developmentally appropriate practices, curriculum, and the knowledge, skills, and dispositions needed to be an effective ESL educator.

Code	Title	Credits
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 627	Historical and Cultural Background of Limited English Proficient Students	3
MCC 635	Effective Literacy Teaching for English Language Learners	3
MCC 655	Methods of Teaching ESL	3
EDTC 621	Leading Curriculum Change Using the Internet	3
EDU 693	Educational Assessment	3

First Year

Semester 1		**Credits**
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 604	Phonology and Structure of American English	3
	Credits	**6**
Semester 2		
MCC 605	Introduction to Bilingual/Multicultural Education	3
MCC 627	Historical and Cultural Background of Limited English Proficient Students	3
	Credits	**6**
Second Year		
Semester 1		
MCC 635	Effective Literacy Teaching for English Language Learners	3
MCC 655	Methods of Teaching ESL	3
	Credits	**6**
Semester 2		
EDTC 621	Leading Curriculum Change Using the Internet	3
EDU 693	Educational Assessment	3
	Credits	**6**
	Total Credits	**24**

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.

Special Education

Professional Studies Building, Room 350
Office: 201-200-3023
or
Google voice: 609-379-2491

http://www.njcu.edu/department/special-education

The major aim of graduate study in Special Education at New Jersey City University is to prepare qualified and competent educators capable of meeting the instructional needs of all children including those who are gifted and talented, or who have physical, communicative, cognitive, neurological, behavioral, and other learning disabilities. New Jersey City University has an urban mission and the Department of Special Education addresses the needs of all students a multi-ethnic, multicultural, urban context. This comprehensive approach prepares our candidates for inclusive general and special education settings.

The instructional model, on which the graduate and undergraduate programs are based, is derived from the "reflective urban practitioner model" with its emphasis on reflective practice in an urban educational setting.

Carol Fleres, Co-Chairperson (cfleres@njcu.edu)
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Helen Friedland
Associate Professor of Special Education
Hunter College, B.A.; City University of New York, M.S.; Teachers College, Columbia University, M.Ed., Ed.D.

Zandile Nkabinde
Associate Professor of Special Education
University of Zululand, B.Ed.; Harvard University, M.Ed., University of Utah, Ph.D.

Traditional Route Programs

- Special Education—Learning Disabilities Teacher Consultant Endorsement Eligibility (Certificate Only) (p. 65)
- Special Education—Learning Disabilities Teacher Consultant, Endorsement Program, M.A. (p. 66)
- Special Education—Teacher of Students with Disabilities Endorsement (TOSD) Eligibility Program (p. 68)
- Special Education—Teacher of Students with Disabilities Endorsement Eligibility Program, M.A.T. (p. 69)
- Special Education—Teacher of Students with Disabilities Program (Autism Specialization), M.A.T. (p. 70)

In addition, we offer the following track for students enrolled in the New Pathways to Teaching in New Jersey Alternate Route program to complete the Teacher of Studies with Disabilities (TOSD) endorsement requirements:

- Special Education—Combination New Pathways to Teaching in New Jersey Alternate Route and TOSD Program (https://catalog.njcu.edu/graduate/education/special-education/Combined_NPTNJ_with_TOSD_Program.pdf)

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 Students with Disabilities (3 Credits)
This course covers values, traditions, and experiences of families from a variety of racial and socioeconomic groups and how cultural/racial differences may enhance educator-parent communication. Candidates learn to effectively support parents in managing their children and youth in home and community while empowering parents to advocate for them at school.

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 Inclusive 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 introduces theories of the nature and causes of learning disabilities in a historical perspective as well as behavioral, cognitive, and neurological indicators. Candidates teach, reflect, and analyze pedagogy using intervention approaches that include technology while applying theories of learning in relation to learning outcomes and teacher effectiveness.

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 Education and Psychology of Exceptional Children and Youth (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.Multc.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, 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.

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 Inclusive 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 State's Performance Assessment.

SPEC 629 Teaching the Student with Autism Spectrum Disorders in School and at Home (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 Significant Disabilities (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 Advanced Procedures for Teaching Students with Intellectual and Developmental Disabilities (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 and analyze teaching of students with intellectual and developmental disabilities and to plan instruction.

SPEC 632 Seminar In Intellectual Disabilities (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 Emotional and Behavior Disorders in Children and Youth (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 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 Assessmt 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 Muticultural 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 Developing Communication Skills in Atypical Learners (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 Student (3 Credits)
This course emphasizes analysis of educational asks and preparation of instructional objectives and sequences for students with disabilities and others requiring extra supports. Lesson plan-ning, task analysis, and unit planning are discussed. Preparation of remedial materials and specialized techniques for correction of learning differences is included.

SPEC 678 Behavior Interventions for Children with Autistic Spectrum Disorders (3 Credits)
In this course, participants are introduces 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 679 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 680 Seminar Special Education: Trends/Issues/Research (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 681 Teaching Social-Communication Skills to Children and Youth with Autism Spectrum Disorders (ASD) (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.

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 I: 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 702 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—Learning Disabilities Teacher Consultant Endorsement Eligibility (Certificate Only)

NJCU offers a 24-credit online Learning Disabilities Teacher Consultant (LDTC) endorsement program for New Jersey teachers certified to teach special education or an allied field and with at least two years of successful teaching experience under a standard certificate. A master's degree in special education from an accredited university is also required for admission to this program.

Completion of this rigorous non-degree program requires two 50-hour practicums, the candidate's willingness to ensure enlistment of a volunteer who is a qualified LDTC mentor, his/her principal's permission, and satisfactory completion of all coursework and field experiences. The program begins in the fall semester, and courses are taken as a cohort in the fall and spring. Candidates are required to take two courses each semester, and once accepted, candidates must take all coursework through NJCU.

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 full-time teaching experience and current employment as a teacher
- A master's degree in special education from an accredited university
- Interview, as necessary at the discretion of the application committee

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 24

MAJOR REQUIREMENTS

The LDTC endorsement eligibility program begins each fall semester, and courses are taken as a cohort in the fall and spring. All of the courses are taught online. The Office of Special Education enrolls candidates in courses, and candidates are required to take two courses each semester. Once accepted to the 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 materials, 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
- 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

Code	Title	Credits
Cluster II: LDTC Core Requirements [2]		**12**
SPEC 670	Remediation of Learning Disabilities	3
SPEC 672	Physiological and Learning Factors in the Education of Children with Disabilities	3
SPEC 702	Cognition, Motivation, and Instructional Practice	3
SPEC 697	Diagnose Children with Learning Disabilities	3
Cluster III: Clinical Core Requirements [3]		**12**
SPEC 673	Function on the Child Study Team	3
SPEC 674	Interpersonal and Consultation Techniques in Special Education	3
SPEC 698	Practicum in Learning Disabilities I: Diagnosis [4]	3
SPEC 699	Practicum in Learning Disabilities II: Remediation [4]	3
Total Credits		**24**

1 Cluster II must be taken two courses per semester.
2 Cluster III must be taken two courses per semester with Departmental permission on completion of Cluster II coursework.
3 The practicum provides opportunities for a candidate to apply his/her knowledge and skills under the supervision of a university professor and an appropriately experienced LDTC identified by the candidate. Typically, the practicum is completed while the candidate continues teaching.

Once accepted into this program, candidates are required to take all courses in Clusters II and III at NJCU.

Student Learning Outcomes

Upon completion of the Special Education-Learning Disabilities Teacher Consultant Endorsement Eligibility program, students will be able to:

1. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils' developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
2. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
3. 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.
4. Use appropriate technology in carrying out their professional responsibilities.

Special Education—Learning Disabilities Teacher Consultant, Endorsement Program, M.A.

NJCU offers a 39-credit 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 one year of teaching experience under a CEAS or Standard Certificate. A copy of the certificate must be submitted to Graduate Admissions when applying for the LDTC endorsement.

Completion requires field experiences and two practicums. The candidate is responsible for enlisting an experienced and certified LDTC who is willing to volunteer as a mentor, ensure the principal's permission to engage in field and practicum experiences at the school, and satisfactorily complete all course work and key assessments.

For Cluster I only, candidates may take courses year round including in summer. NO summer coursework is offered or available after completion of Cluster I. 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 is offered throughout the year but Clusters II and III are offered in the fall and spring. Once a candidate begins Cluster II, the first two courses begin in the fall. Six credits are required each semester for the remaining two years of program.

Up to nine (9) credits can be transferred into Cluster I. No transfer of credits is permitted for courses in Clusters II and III. NO summer courses are offered or available in Clusters II and III.

Upon completion of the program, candidates must have three years of teaching experience, one of which must be under a Standard instructional certificate to apply for the LDTC endorsement. Application should be made through the Center for Teacher Preparation and Partnerships in P203A or email gradcert@njcu.edu.

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 employment verification letter from a school official on school letterhead documenting at least one yearof full-time teaching experience and current employment as a teacher
- Interview, as necessary

Cluster I courses apply only to the Master's with LDTC. They cannot be taken contiguously with Cluster II or Cluster III courses.

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 theGraduate Office.

TRANSFER CREDITS

Candidates must apply for transfer credit of up to 9 semester hours toward Cluster I requirements, providing (1) they achieved a B or higher, (2) the course(s) were taken within seven years of acceptance into the LDTC program, and (3) the course(s) has(have) remained substantively

the same as the current course offering at NJCU. Candidates wishing to transfer credits within Cluster I ONLY should fill out the transfer of credits request form from the Transfer Resource Center.

MAJOR REQUIREMENTS

The LDTC endorsement program begins with Cluster II. Clusters II and III courses are taken as a cohort. Candidates in Clusters II and III are required to take two courses each semester. The Office of Special Education enrolls candidates in Cluster II and III courses. This program does not offer courses in the summer. Once accepted to the Masters in Special Education with LDTC endorsement program, candidates must take all coursework at NJCU.

Each candidate 1)must enlist an experienced and certified LDTC who is willing to volunteer as a mentor and confirm satisfactory completion of all key assessments 2) must submit principal's permission to participate in field and practicum experiences at his/her school.

Field/practicum experiences include:

Designing assessment plans based on referral issues

Completing evaluations for students referred for child study, preferably students at different age/grade levels

Using a variety of testing materials, conducting observations and reviewing records

Scoring assessments and writing reports in consultation with the LDTC mentor

Contributing to Individualized Education Plans by making educational recommendations to remediate diagnosed learning, behavioral, and functional difficulties

Consulting with administrators, teachers, child study team and parents; participating in planning and child study team meetings; interpreting the results of evaluations and remediation plans to other professionals and parents

Utilizing trial teaching and other strategies to address the learning, behavioral and functional needs of students demonstrating learning differences and difficulties

COURSE REQUIREMENTS

Code	Title	Credits
Cluster I: LDTC Core Requirements		
SPEC 600	Introduction to Learning Disabilities	3
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 606	LIfespan Assessment in the Care and Education of the Handicapped	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
Cluster II: LDTC Core Requirements [1]		**12**
SPEC 670	Remediation of Learning Disabilities	3
SPEC 672	Physiological and Learning Factors in the Education of Children with Disabilities	3
SPEC 702	Cognition, Motivation, and Instructional Practice	3
SPEC 697	Diagnose Children with Learning Disabilities	3
Cluster III: Clinical Core Requirements [2]		**12**
SPEC 673	Function on the Child Study Team	3
SPEC 674	Interpersonal and Consultation Techniques in Special Education	3
SPEC 698	Practicum in Learning Disabilities I: Diagnosis	3
SPEC 699	Practicum in Learning Disabilities II: Remediation	3
Total Credits		**39**

1. Cluster II must be taken two courses per semester with Departmental permission on completion of Cluster I coursework.
2. 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 compete 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.

Candidates are required to take all courses in Clusters II and III at NJCU.

This program does not offer summer courses.

Admission to the thirty-nine (39) credit MA with LDTC endorsement eligibility program is for New Jersey teachers who are already certified to teach special education with a CEAS or Standard instructional certificate and have had at least two years of successful teaching experience. The LDTC endorsement eligibility program (Clusters II and III) begins in the fall semester each year. Once accepted to this program candidates are required to take all courses in Clusters II and III at NJCU.

Completion of this program requires demonstration of skill in field experiences including two 50- hour practicums. Candidates are required to enlist the support of a qualified LDTC mentor willing to volunteer to supervise his/her administration of testing/report writing

and consultation, to ensure the permission of the principal and to satisfactorily compete all coursework.

First Year		
Semester 1		**Credits**
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 600	Introduction to Learning Disabilities	3
	Credits	**6**
Semester 2		
SPEC 606	LIfespan Assessment in the Care and Education of the Handicapped	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
	Credits	**6**
Summer 1		
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
	Credits	**3**
	Total Credits	**15**

CLUSTER II

First Year		
Semester 1		**Credits**
SPEC 670	Remediation of Learning Disabilities	3
SPEC 672	Physiological and Learning Factors in the Education of Children with Disabilities	3
	Credits	**6**
Semester 2		
SPEC 702	Cognition, Motivation, and Instructional Practice	3
SPEC 697	Diagnose Children with Learning Disabilities [1]	3
	Credits	**6**
	Total Credits	**12**

CLUSTER III

Second Year		
Semester 1		**Credits**
SPEC 673	Function on the Child Study Team	3
SPEC 698	Practicum in Learning Disabilities I: Diagnosis [2]	3
	Credits	**6**
Semester 2		
SPEC 674	Interpersonal and Consultation Techniques in Special Education	3
SPEC 699	Practicum in Learning Disabilities II: Remediation	3
	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.

Student Learning Outcomes

Upon completion of the Special Education-Learning Disabilities Teacher Consultant Endorsement Eligibility program, students will be able to:

1. Demonstrate their pedagogical knowledge, integrating their understanding of their pupils' developmental levels, individual differences, learning exceptionalities, and sociocultural backgrounds.
2. Demonstrate effective instruction, caring behavior, and reflection to improve practice.
3. 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.
4. Use appropriate technology in carrying out their professional responsibilities.

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, but students may compile credits from different programs in the application for the endorsement to the state. Credits are only transferable to an NJCU program on matriculation to a degree program.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 21

CURRICULUM REQUIREMENTS

Code	Title	Credits
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 600	Introduction to Learning Disabilities	3
SPEC 505	Working with Families of Students with Disabilities	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
SPEC 669	Developing Communication Skills in Atypical Learners	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3

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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 33

Code	Title	Credits
Curriculum Requirements		
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 600	Introduction to Learning Disabilities	3
SPEC 505	Working with Families of Students with Disabilities	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
SPEC 669	Developing Communication Skills in Atypical Learners	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
NOTE: Endorsement eligibility course requirements for the TOSD will be fulfilled upon completion of the first seven courses (21 credits) in the sequence as listed above and proof of a CEAS or Standard Certificate in general education. Courses that follow constitute the varying exceptionalities MAT in Special Education option with TOSD.		
SPEC 629	Teaching the Student with Autism Spectrum Disorders in School and at Home	3
SPEC 606	LIfespan Assessment in the Care and Education of the Handicapped	3
SPEC 631	Advanced Procedures for Teaching Students with Intellectual and Developmental Disabilities	3
SPEC 691	Research Seminar in Special Education	3
Total Credits		33

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 by contacting the Center for Teacher Preparation and Partnerships at gradcert@njcu.edu. Candidates should submit their 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 the Praxis II in Special Education: Core Knowledge and Applications (5355) before completing the degree. Candidates are encouraged to contact the Special Education Office for the most recent information regarding the Praxis II test.

When applying for graduation (approximately a semester beforehand), candidates (not ETS) must send their scanned Praxis II score to:

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
Email: rbhimdass@njcu.edu

First Year		
Semester 1		**Credits**
SPEC 600	Introduction to Learning Disabilities	3
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
	Credits	**6**
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 631	Advanced Procedures for Teaching Students with Intellectual and Developmental Disabilities	3
	Credits	**6**
Semester 2		
SPEC 606	LIfespan Assessment in the Care and Education of the Handicapped	3
SPEC 691	Research Seminar in Special Education	3
	Credits	**6**
	Total Credits	**33**

Student Learning Outcomes

Upon completion of theSpecial 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.
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.

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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 33

Code	Title	Credits
TOSD Certification Courses		
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 600	Introduction to Learning Disabilities	3
SPEC 505	Working with Families of Students with Disabilities	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth	3
SPEC 669	Developing Communication Skills in Atypical Learners	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
Autism Spectrum Disorders Specialization Courses		
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
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
Total Credits		**33**

COMPLETION REQUIREMENTS

To maintain eligibility for continued enrollment in the Teacher of Students with Disabilities endorsement eligibility program or the Master of Arts in Teaching Special Education 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 GPA will result in removal with no recourse for readmission.

On successful completion of the TOSD program, candidates may apply for the endorsement through the Center for Teacher Preparation and Partnerships in P203A. They 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 must successfully pass a comprehensive (Praxis II) examination for the degree. Practice materials are available through the Frank Guarini library. The Praxis is not required by the State of New Jersey, however, it is required for the degree. Candidates are encouraged to contact the special education office for further information.

At the candidate's request ETS will send the score must send their score to the Registrar's Office

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

First Year		
Semester 1		**Credits**
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 600	Introduction to Learning Disabilities	3
	Credits	**6**
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.

**The Comprehensive Examination for the degree consists of ETS Praxis II in special education-Exam number 5355. Candidates are encouraged to check the examination number with the Special Education Office to be sure there has been no change.

Student Learning Outcomes

Upon completion of the 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. Candidates will value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.
5. Integrate technology purposefully and meaningfully in teaching and carrying out their professional responsibilities.

Teaching, Learning, and Literacy

Professional Studies Building, Room 345
201-200-3521

The Department of Teaching, Learning, & Literacy (https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments/department-teaching-learning-and-literacy) is committed to preparing New Jersey educators to teach in an ever-evolving world.

We aim to:

- Prepare reflective, skilled, and equity-based educators at both the undergraduate and graduate levels
- Commit to the belief that education is transformative, empowering & that social justice can be best accomplished through an educated citizenry
- Inform educational theory and practice through research and experiential learning opportunities for students
- Dedicate our instruction to cultivate critical and analytical thinkers & problem-solvers who will work in school settings mostly focused on the urban student populations

Michelle Rosen, Chairperson (mrosen@njcu.edu)
Professor
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Professor
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Professor
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Erik Morales (adefina@njcu.edu)
Professor
New York University, B.S., William Paterson University, M.Ed; New York University, Ph.D.,

Deborah Gee (dwoo@njcu.edu)Woo (dwoo@njcu.edu)
Professor
Case Western Reserve University, B.A.; Rutgers, The State University of New Jersey, 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. 3)."

- Elementary Education—Teacher Certification, M.A.T. (p. 77)
- Secondary Education—Teacher Certification, M.A.T. (p. 79)
- Reading and Reading Specialist Certification, M.A. (p. 80)
- Masters in Urban Education (p. 81)
- New Pathways to Teaching in New Jersey (p. 82)

Literacy Education (LTED)

LTED 510 Professional Practice in Schools I (3 Credits)
This course examines current and emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning, (2) Curriculum and Pedagogy, (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 512 Teaching Methods in Economics and Personal Finance for Middle & Secondary Teachers (3 Credits)
This course is specifically designed for in-service middle and secondary educators. It will provide educators with the instructional design and pedagogical techniques required to teach financial literacy in an effective and engaging manner to middle & secondary students.

LTED 513 Financial Literacy Practicum (3 Credits)
This course provides students in this course(practicing teachers) with the opportunity to practice teaching financial literacy concepts in their own classrooms. Students will use learned skills to enhance their own students' knowledge base as well as provide models to enhance district curriculum. This upper level practicum course will be the culminating experience for those seeking the 12-credit Financial Literacy certification. **Pre-requisite(s):** FINC 671, FINC 519 and LTED 512.

LTED 515 Professional Practice in Schools II (3 Credits)
This course examines and builds upon current and emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 520 Professional Practice in Schools III (3 Credits)
This course examines current and builds upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 525 Professional Practice in Schools IV (3 Credits)
This course examines current and builds upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 530 Professional Practice in Schools V (3 Credits)
This culminating course examines current and continues to build upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 595 Reading in the Content Areas (3 Credits)
This is an undergraduate/graduate level course in methods for teaching content area reading and writing at the K-6 level. Many students today lack the necessary skills to gain information from the texts they read as well as the ability to communicate what they have learned through writing. The purpose of this course is to help pre-service teachers develop an understanding of the most effective research-based comprehension and writing strategies and how they are applied in classroom settings.

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 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. Physical, social, emotional and cognitive development of children will be considered, as will family literacy, language acquisition and development, phonemic awareness, reading workshop, writing workshop, guided reading, excellent children's literature, and balanced literacy.

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 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 614 Pedagogy Aspects Teaching Writing K-12 (3 Credits)
In this course, students will evaluate and discuss the nature of the writing process. They will discover ways to create a classroom environment conducive to writing. They will be able to develop activities that aid students in the writing process as well as different activities that motivate students to write.

LTED 618 Pedagogy and Application of Children's Literature in the K-12 Classroom (3 Credits)
Students will examine,evaluate, and discuss the varioius genres of children's and young adults' literature. They will explore stategies for using children's and yourng adults' literature across the curriculum and engage children and young adults in selecting and reading quality literature. They will question and investigate the possibilities and benefits of using technology based children's and young adults' literature resources and methods.

LTED 621 Microcomputers and Reading Instruction (3 Credits)
This course examines the appropriate ways with which to interface the learner and literacy experiences via use of technology including the microcomputer and other state-of-the-art media devices and techniques, including CD ROM and video disc. This is an applications course and requires no prior programming experience.

LTED 635 Effective Literacy Teaching for English Language Learners (3 Credits)
This course will give careful examination to the research, skills, methods, and materials that teachers of second-language students will need to be familiar with in today's classroom. Strategies that have been proven successful with second-language students and their families will be analyzed in depth.

LTED 637 Nature Of Reading (3 Credits)
In this course, a broad inquiry is made into the nature of the reading process and the individual differences of learners. Various theoretical perspectives on the reading process and on factors that influence reading achievement are examined. Students also learn how these specific perspectives impact on teachers' concepts of emergent literacy/readiness, choices of instructional goals, methodologies, selection of materials, determinants of reading development and success, and forms and goals of assessment.

LTED 641 Reading and the School Curriculum (3 Credits)
This course provides a study of current instructional programs in reading, their inherent theories and practices, and the ways in which they function within and across the curriculum. Emphasis is placed on strategies for selecting, implementing, and evaluating programs for schools, classrooms, and other reading specialist settings. Additional emphasis is placed on staff development, particularly as it relates to urban schools.

LTED 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 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 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.

Early Childhood Education (ECE)

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 demostrate specific lessons in the University classroom.

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, inclusive and urban early childhood settings. Candidates analyze and evaluate lessons based on theories, research implementation of lessons, and state and national standards.

ECE 605 ECE GRAD Clinical Practice II (4 Credits)
This s 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 638, SPEC 620, SPEC 669, ECE 623, ECE 634, ECE 639, ECE 656 and GPA 3.00 equal to or greater.

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 knowlede 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)
The course deals with the analysis of all areas of children's development during early childhood. Students will learn about various assessment strategies to be used in early childhood/inclusion settings. Students will learn to plan curriculum based on assessment information.

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)
In this field experience course students are placed in an early childhood/ elementary education/inclusion setting. Students will be involved in lesson planning, teaching, and observations of young children.
Pre-Requisite(s): Department Consent

ECE 624 Introduction to Early Childhood Special Education:Establishing a Positive Urban Educational Envir (3 Credits)
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. This course has 25 hours of field experience built into the course.

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 Clasroom (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 writes 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 types of early childhood and inclusion settings and areas of child development through an integrated approach. The physical environment, program organization, lesson plan development with modifications, teacher roles, early childhood programs and models, and 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 and inclusion settings with a seminar approach relating theory and research to practice. It focuses on developing reflective practitioners who become aware of their own teaching styles in relation to curriculum planning and children's group and individual needs.
Prerequisite: Department Consent

ECE 634 Family, Child and School Interaction (3 Credits)
Attitudes and involvement of parents, 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, and collaborating with members of the community, 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.
Prerequisite: Department Consent

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 Acquistion 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, and inclusion strategies proven effective in research, and are grounded in theory.

ECE 639 Theory into Practice Language Acquistion and Constructing Meaning Across the Curriculum (3 Credits)
This course examines language development and constructing meaning across the curriculum in the primary grades. Theories, best practices and inclusion 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,cimmunities 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 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 Clsrm (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.
Pre-Requisite(s): Department Consent

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 including inclusion settings. Candidates focus on children's play, projects, and activities as opportunities for curriculum development. Candidates plan, implement, provide modifications and evaluate creative, integrative, and project-based learning experiences.

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.

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 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. Clinical Placements will be within a 20-mile radius from New Jersey City University.

Admission requirements:

- A completed Graduate Application (https://www.njcu.edu/admissions-aid/graduate-admissions/graduate-degrees/secondary-education-mat-certification)
- 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
- Passing scores on Praxis II Content Knowledge (see **ETS** for testing requirement)
- Official documentation of **English Language Proficiency** (TOEFL/IELTS)

Pre-requisites:

- Applicants must have completed a liberal arts major OR a minimum of 60 semester-hour credits in liberal arts and/or science, with 30 of those 60 credits in a core-content subject area, including English, math, social studies/history, and/or science.
- Behavioral science courses or advised equivalent/alternatives
- Studies in Physiology, Health and Hygiene or Equivalent
- Studies in Developmental Psychology
- Studies in Intercultural Relations
- Demonstration of Computer Literacy

Note: NJCU does not evaluate international transcripts. In lieu of a transcript, applicants with a non-U.S. degree need to submit a course-by-course evaluation from a **NACES Accredited Member that includes U.S. bachelor's degree equivalency information for their coursework.*

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 35

Code	Title	Credits
Required Courses		
EDU 654	Urban Challenge	3
EDU 628	Learning and Motivation	3
EDTC 621	Leading Curriculum Change Using the Internet	3
LTED 605	Literacy in the Elementary Curriculum	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
EDU 651	Clinical Practice I	1
EDU 655	Clinical Practice II	4
LTED 595	Reading in the Content Areas	3
EDU 563	Methods for Teaching Mathematics in the Primary Grades K-2	3
EDU 564	Methods for Teaching Mathematics in the Primary Grades 3-6	3
EDU 691	Curriculum Integrating Social Studies World Cultures Literature	3
Total Credits		**35**

First Year		
Semester 1		**Credits**
EDU 628	Learning and Motivation	3
EDU 654	Urban Challenge	3
EDTC 621	Leading Curriculum Change Using the Internet	3
LTED 605	Literacy in the Elementary Curriculum	3
	Credits	**12**
Semester 2		
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
EDU 563	Methods for Teaching Mathematics in the Primary Grades K-2	3
	Credits	**9**
Second Year		
Semester 1		
EDU 651	Clinical Practice I	1
EDU 691	Curriculum Integrating Social Studies World Cultures Literature	3
EDU 564	Methods for Teaching Mathematics in the Primary Grades 3-6	3
LTED 595	Reading in the Content Areas	3
	Credits	**10**
Semester 2		
EDU 655	Clinical Practice II	4
	Credits	**4**
	Total Credits	**35**

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 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. Clinical Placements will be within a 20-mile radius from New Jersey City University.

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

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

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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 32

Code	Title	Credits
Required Courses		
EDU 654	Urban Challenge	3
EDU 628	Learning and Motivation	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
EDTC 621	Leading Curriculum Change Using the Internet	3
LTED 607	Reading Secondary School	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
EDU TBD :Subject	Specific Methods	3
EDU 651	Clinical Practice I	1
EDU 655	Clinical Practice II	4
EDU 621	Research Methods in Education	3
EDU 619	Research Seminar	3
Total Credits		**32**

First Year		
Semester 1		**Credits**
EDU 654	Urban Challenge	3
EDU 628	Learning and Motivation	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
	Credits	**9**
Semester 2		
EDTC 621	Leading Curriculum Change Using the Internet	3
LTED 607	Reading Secondary School	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
	Credits	**9**
Second Year		
Semester 1		
EDU 621	Research Methods in Education	3
EDU 651	Clinical Practice I	1
EDU TBD: Subject	Specific Methods	3
	Credits	**7**
Semester 2		
EDU 619	Research Seminar	3
EDU 655	Clinical Practice II	4
	Credits	**7**
	Total Credits	**32**

Student Learning Outcomes

Upon completion of the Secondary 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.

Reading and Reading Specialist Certification, M.A.

The **100% online** Master of Arts in Reading/Reading Specialist Certification is offered through the Department of Teaching, Learning, and Literacy. 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.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 30

THE REQUIREMENTS FOR ADMISSION 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.

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 coursework. 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 9 NPTNJ credits toward the Master of Arts / Reading Specialist Program.

The program leading to Reading Specialist Certification consists of 30 credits described below. For certification eligibility, there is also a requirement of two years of teaching experience.

Code	Title	Credits
Required Courses:		**30**
LTED 637	Nature Of Reading [1]	3
LTED 641	Reading and the School Curriculum [1]	3
LTED 648	Solving Reading Problems on the Elementary Level	3
LTED 645	Best Practices in Literacy in Middle/ Secondary School	3
LTED 618	Pedagogy and Application of Children's Literature in the K-12 Classroom	3
LTED 667	Administration and Supervision-School Reading Programs	3
LTED 646	Diagnostic Procedures in Reading I	3
LTED 643	Practicum in Reading	3
LTED 612	Research in Reading	3
Electives (Select 3 credits from the following courses): [2]		
LTED 635	Effective Literacy Teaching for English Language Learners	3
Elective (in consultation with advisor)		3
Total Credits:		**30**

[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		
Semester 1		**Credits**
LTED 637	Nature Of Reading	3
LTED 648	Solving Reading Problems on the Elementary Level	3
	Credits	**6**
Semester 2		
LTED 641	Reading and the School Curriculum	3
LTED 645	Best Practices in Literacy in Middle/ Secondary School	3
	Credits	**6**
Second Year		
Semester 1		
LTED 618	Pedagogy and Application of Children's Literature in the K-12 Classroom	3
Elective Course		3
	Credits	**6**
Semester 2		
LTED 667	Administration and Supervision-School Reading Programs	3
	Credits	**3**

Third Year		
Semester 1		
LTED 646	Diagnostic Procedures in Reading I	3
LTED 643	Practicum in Reading	3
	Credits	**6**
Semester 2		
LTED 612	Research in Reading	3
	Credits	**3**
	Total Credits	**30**

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.

Masters in Urban Education

The Master of Arts in Urban Education, Teaching and Learning in Urban Schools is designed as professional development for teachers who have at least one full year of experience teaching in a K-12 classroom. Candidates select a specialization as part of their professional development, taking three courses in their chosen area. All courses are given after school hours. Courses are taught by NJCU faculty in the College of Education and College of Arts and Sciences who are knowledgeable about their subject areas, as well as the real conditions and challenges of schools.

The program consists of two phases:

- Phase I (30 credits) coursework addresses multicultural education, curriculum, instruction, special education, and social foundations of education. Nine credits of coursework in Phase I consist of electives, selected by the candidate with advice of the coordinator.
- Phase II (6 credits) is a year-long sequence in which teachers learn how to do research in their own classrooms and complete a small scale study as the culminating project in the degree.

THE REQUIREMENTS FOR ADMISSION TO THIS DEGREE PROGRAM ARE:

- Candidates are admitted to graduate study and have an initial advising session with the coordinator.
- Candidates must currently be teaching and have at least one year of teaching experience.

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:

- Completion of Phase I coursework
- Completion of Phase II coursework

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for degree completion.

Total Credit Hours: 36

Code	Title	Credits
Phase I [1]		
Curriculum and Instruction		
Elective Courses [2]		9
EDU 692	Urban Curriculum I	3
LTED/MCC 635	Effective Literacy Teaching for English Language Learners (or advised elective)	3
MCC 608	Language Culture and Communication	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth (or advised elective to address inclusion of special needs students in the regular classroom)	3
EDU 616	Innovations in Teaching in the Urban Setting I [3]	3
EDU 618	Innovations in Teaching in the Urban Setting II [4]	3
Social Foundations of Education		
EDU 632	Teachers' Work [5]	3
or EDU 615		
Phase II [6]		
EDU 630	Doing Teacher - Research [7]	3
EDU 631	Teacher - Research Seminar [8]	3
Total Credits		**36**

1. Initial advising session required for matriculation. Phase I coursework taken in sequence determined by student and advisor. Courses assume that candidates are currently teaching and have at least one year of teaching experience.
2. Selected in initial advising session from graduate coursework in math, special education, educational technology, literacy, second-language learning, English language arts, visual arts, modern language, early childhood education, and education leadership.
3. Offered in Fall of odd years
4. Offered Spring of odd years
5. Given only online and satisfies the technology requirement for the degree. Both courses may be taken; one will be used in Phase I.
6. Prerequisite is completion of Phase I and matriculation
7. Fall only
8. Spring only - EDU 630 is a prerequisite

First Year		
Semester 1		**Credits**
EDU 616	Innovations in Teaching in the Urban Setting I	3
Elective Course		3
	Credits	**6**

Semester 2		
EDU 618	Innovations in Teaching in the Urban Setting II	3
Elective Course		3
	Credits	**6**
Summer 1		
EDU 692	Urban Curriculum I	3
	Credits	**3**
Second Year		
Semester 1		
MCC 608	Language Culture and Communication	3
Elective Course		3
	Credits	**6**
Semester 2		
LTED 635/MCC 635 (or advised elective in Literacy Education)		3
SPEC 640	Emotional and Behavior Disorders in Children and Youth (or advised elective to address inclusion of special needs students in the regular classroom)	3
	Credits	**6**
Third Year		
Semester 1		
EDU 632 or EDU 615	Teachers' Work or	3
EDU 630	Doing Teacher - Research	3
	Credits	**6**
Semester 2		
EDU 631	Teacher - Research Seminar	3
	Credits	**3**
	Total Credits	**36**

Student Learning Outcomes

Upon completion of the MA in Urban Education: Teaching and Learning in Urban Schools program, students will be able to:

1. Demonstrate the knowledge, skills, and dispositions to implement culturally responsive instructional methods to promote the learning of P12 urban students.
2. Demonstrate an advanced understanding on the effects of race, class, gender, language, socio-economic status and politics in education of urban students and in the work of teachers.
3. Demonstrate the knowledge and skills to create curricula that draws from the principles of multiculturalism and culturally responsive teaching to enable productive, meaningful, and affirmative learning experiences for P12 students of diverse backgrounds.
4. Demonstrate the knowledge, skills, and dispositions to critically analyze contemporary issues in education and how teachers can address these issues with the aim of advancing inclusive and affirmative learning experiences and classroom environments for their students.
5. Design and conduct a research study that addresses the educative experiences of P12 students, teachers' work, and the advancement of inclusive and affirmative learning contexts.

New Pathways to Teaching in New Jersey

The New Pathways to Teaching in New Jersey (NPTNJ) program provides a process for individuals who already hold a bachelor's degree (or higher) to become licensed teachers without needing to complete a traditional teacher training program. Candidates take courses online while working as a full-time teacher. The program is regulated and approved by the New Jersey Department of Education. Program coursework focuses on developmentally appropriate practices, curriculum, and the knowledge, skills, and dispositions needed to become an effective educator. Program completers can apply credits earned towards an NJCU master's degree program in education.

Barbara Etheredge, MA
Director, NPTNJ

Kristin McKillop, (kmckillop@njcu.edu)
Program Assistant, NPTNJ

For questions, email newpathways@njcu.edu.

- New Pathways to Teaching in New Jersey – Elementary Education (p. 84)
- New Pathways to Teaching in New Jersey – Secondary Education (p. 85)
- New Pathways to Teaching in New Jersey – Teacher of Students with Disabilities/MAT (https://catalog.njcu.edu/graduate/education/new-pathways-teaching-nj/NPTNJ_and_TOSD_Correct_2022.pdf)
- Early Childhood Specialized P3 Alternate Route (p. 83)

Code	Title	Credits
ECE 603	Science and Mathematics in the Early Childhood Classroom	3
ECE 610	Child Study Basis Educational Planning	3
ECE 624	Introduction to Early Childhood Special Education:Establishing a Positive Urban Educational Envir	3
ECE 626	Primary Writing Development: Theory into Practice in the Early Childhood Clasroom	3
ECE 631	Early Childhood Curriculums & Programs	3
ECE 634	Family, Child and School Interaction	3
ECE 638	Theory into Practice Language Acquistion and Constructing Meaning Across the Curriculum Pre K-K	3
ECE 639	Theory into Practice Language Acquistion and Constructing Meaning Across the Curriculum	3
ECE 655	Classroom Management, Classroom Behavior and Positive Behavior Supports	3
ECE 656	Building Meaningful Curriculum/ Developmentally Appropriate Practice in Mathematics and Science	3
EDTC 621	Leading Curriculum Change Using the Internet	3
EDU 563	Methods for Teaching Mathematics in the Primary Grades K-2	3
EDU 564	Methods for Teaching Mathematics in the Primary Grades 3-6	3

EDU 628	Learning and Motivation	3
EDU 645	Curriculum and Methods LANG 510 is required for certification in world languages.	3
or LANG 510	Second Language Methodology I	
EDU 649	Secondary and Middle School Curriculum	3
EDU 691	Curriculum Integrating Social Studies World Cultures Literature	3
EDU 693	Educational Assessment	3
LTED 595	Reading in the Content Areas	3
LTED 605	Literacy in the Elementary Curriculum	3
LTED 606 Literacy	Learning in the Early Childhood Curriculum	3
LTED 607	Reading Secondary School	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3

Early Childhood Specialized P3 Alternate Route

The New Pathways to Teaching in New Jersey (NPTNJ) program provides a process for individuals who already hold a bachelor's degree (or higher) to become licensed teachers without having to complete a traditional teacher training program. Candidates complete courses online while working as a full-time teacher. The program is regulated and approved by the New Jersey Department of Education. Program coursework focuses on developmentally appropriate practices, curriculum, and the knowledge, skills, and dispositions needed to be an effective educator.

Admissions Requirements

1. A copy of a New Jersey Certificate of Eligibility (CE) in Preschool through Grade 3 (temporary/limited CE not acceptable). (A list of your certifications can be downloaded from the NJDOE website (https://njedcert.force.com/manage/s/).)
2. Minimum GPA of a 3.0 or higher.
3. A letter from the hiring manager or administrator on letterhead from your school or school district indicating that the school or school district will enroll you in the provisional teacher program and verifies that you are a full-time lead teacher of record in a P-3 setting.
4. The 50-hour Introduction to Teaching course verification form. NJCU offers this course through the Office of Adult and Continuing Education (https://www.njcu.edu/academics/adult-and-continuing-education). You can REGISTER HERE (https://secure.touchnet.net/C21117_ustores/web/store_cat.jsp?STOREID=4&CATID=66&SINGLESTORE=true) for the course through NJCU.

A letter of completion or NJDOE program verification form can be obtained by the candidate upon completion of the program requirements.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 30

Code	Title	Credits
Required Courses (All are offered online only)		
ECE 603	Science and Mathematics in the Early Childhood Classroom	3
ECE 611 Child Study Basis Educational Planning		2
ECE 624	Introduction to Early Childhood Special Education:Establishing a Positive Urban Educational Envir	3
ECE 626	Primary Writing Development: Theory into Practice in the Early Childhood Clasroom	3
ECE 631	Early Childhood Curriculums & Programs	3
ECE 638	Theory into Practice Language Acquistion and Constructing Meaning Across the Curriculum Pre K-K	3
ECE 639	Theory into Practice Language Acquistion and Constructing Meaning Across the Curriculum	3
ECE 654 Family, Child and School Interaction		1
ECE 655	Classroom Management, Classroom Behavior and Positive Behavior Supports	3
ECE 656	Building Meaningful Curriculum/ Developmentally Appropriate Practice in Mathematics and Science	3
LTED 606	Literacy Learning in the Early Childhood Curriculum	3
Total Credits		**30**

Important: The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education 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.

First Year

Semester 1		Credits
ECE 611 Child Study Basis Educational Planning		2
ECE 631	Early Childhood Curriculums & Programs	3
ECE 654 Family, Child and School Interaction		1
	Credits	**6**
Semester 2		
ECE 655	Classroom Management, Classroom Behavior and Positive Behavior Supports	3

LTED 606	Literacy Learning in the Early Childhood Curriculum	3
	Credits	**6**
Summer 1		
ECE 624	Introduction to Early Childhood Special Education:Establishing a Positive Urban Educational Envir	3
ECE 656	Building Meaningful Curriculum/ Developmentally Appropriate Practice in Mathematics and Science	3
	Credits	**6**
Second Year		
Semester 1		
ECE 638	Theory into Practice Language Acquistion and Constructing Meaning Across the Curriculum Pre K-K	3
ECE 603	Science and Mathematics in the Early Childhood Classroom	3
	Credits	**6**
Semester 2		
ECE 639	Theory into Practice Language Acquistion and Constructing Meaning Across the Curriculum	3
ECE 626	Primary Writing Development: Theory into Practice in the Early Childhood Clasroom	3
	Credits	**6**
	Total Credits	**30**

The schedule of courses and requirements are subject to change based on changes in the New Jersey Department of Education requirements. Please contact the College of Education for the most current requirements.

New Pathways to Teaching in New Jersey – Elementary Education

The New Pathways to Teaching in New Jersey (NPTNJ) program provides a process for individuals who already hold a bachelor's degree (or higher) to become licensed teachers without having to complete a traditional teacher training program. Candidates complete courses online while working as a full-time teacher. The program is regulated and approved by the New Jersey Department of Education. Program coursework focuses on developmentally appropriate practices, curriculum, and the knowledge, skills, and dispositions needed to become an effective educator.

Admissions Requirements

1. A copy of a New Jersey Certificate of Eligibility (CE) in Elementary School Teacher for Grades K-6 (temporary/limited CE not acceptable). (A list of your certifications can be downloaded from the NJDOE website (https://njedcert.force.com/manage/s/).)
2. Minimum GPA of a 3.0 or higher
3. A letter from the hiring manager or administrator on letterhead from your school or school district indicating that the school or school district will enroll you in the provisional teacher program and verifies that you are a full-time lead teacher of record.
4. The 50-hour Introduction to Teaching course verification form. NJCU offers this course through the Office of Adult and Continuing Education (https://www.njcu.edu/academics/adult-and-continuing-education). You can REGISTER HERE (https://secure.touchnet.net/C21117_ustores/web/store_cat.jsp?STOREID=4&CATID=66&SINGLESTORE=true) for the course through NJCU.

A letter of completion or NJDOE program verification form can be obtained by the candidate upon completion of the program requirements.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 30

Code	Title	Credits
EDU 628	Learning and Motivation	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
LTED 605	Literacy in the Elementary Curriculum	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
LTED 595	Reading in the Content Areas	3
EDU 563 Methods for Teaching Mathematics in the Primary Grades K-2		3
EDU 564 Methods for Teaching Mathematics in the Primary Grades 3-6		3
EDU 691	Curriculum Integrating Social Studies World Cultures Literature	3
EDTC 621	Leading Curriculum Change Using the Internet	3
EDU 693	Educational Assessment	3

First Year		
Semester 1		**Credits**
EDU 628	Learning and Motivation	3
LTED 595	Reading in the Content Areas	3
	Credits	**6**
Semester 2		
EDU 563 Methods for Teaching Mathematics in the Primary Grades K-2		3
LTED 605	Literacy in the Elementary Curriculum	3
	Credits	**6**
Summer 1		
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
	Credits	**3**
Summer 2		
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
	Credits	**3**
Second Year		
Semester 1		
EDU 691	Curriculum Integrating Social Studies World Cultures Literature	3

EDU 564	Methods for Teaching Mathematics in the Primary Grades 3-6	3
	Credits	**6**
Semester 2		
EDTC 621	Leading Curriculum Change Using the Internet	3
EDU 693	Educational Assessment	3
	Credits	**6**
	Total Credits	**30**

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.

New Pathways to Teaching in New Jersey – Secondary Education

The New Pathways to Teaching in New Jersey (NPTNJ) program provides a process for individuals who already hold a bachelor's degree (or higher) to become licensed teachers without having to complete a traditional teacher training program. Candidates complete courses online while working as a full-time teacher. The program is regulated and approved by the New Jersey Department of Education. Program coursework focuses on developmentally appropriate practices, curriculum, and the knowledge, skills, and dispositions needed to be an effective educator.

Admissions Requirements

1. A copy of a New Jersey instructional Certificate of Eligibility (CE) in a content area for grades K-12 (temporary/limited CE not acceptable). (A list of your certifications can be downloaded from the NJDOE website (https://njedcert.force.com/manage/s/).)
2. Minimum GPA of a 3.0 or higher.
3. A letter from the hiring manager or administrator on letterhead from your school or school district indicating that the school or school district will enroll you in the provisional teacher program and verifies that you are a full-time lead teacher of record.
4. The 50-hour Introduction to Teaching course verification form. NJCU offers this course through the Office of Adult and Continuing Education (https://www.njcu.edu/academics/adult-and-continuing-education). You can REGISTER HERE (https://secure.touchnet.net/C21117_ustores/web/store_cat.jsp?STOREID=4&CATID=66&SINGLESTORE=true) for the course through NJCU.

A letter of completion or NJDOE program verification form can be obtained by the candidate upon completion of the program requirements.

Minimum Grade Requirements

- A minimum cumulative grade point average of 3.00 is required for program completion.

Total Credit Hours: 24

Code	Title	Credits
EDU 628	Learning and Motivation	3
EDU 645	Curriculum and Methods LANG 510 is required for certification in world languages.	3
or LANG 510	Second Language Methodology I	
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
EDU 649	Secondary and Middle School Curriculum	3
LTED 607	Reading Secondary School	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
EDTC 621	Leading Curriculum Change Using the Internet	3
EDU 693	Educational Assessment	3
First Year		
Semester 1		**Credits**
EDU 628	Learning and Motivation	3
EDU 645	Curriculum and Methods	3
	Credits	**6**
Semester 2		
EDU 649	Secondary and Middle School Curriculum	3
SPEC 508	Helping Exceptional Children and Youth in the Inclusive Classroom	3
	Credits	**6**
Second Year		
Semester 1		
LTED 607	Reading Secondary School	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Student	3
	Credits	**6**
Semester 2		
EDTC 621	Leading Curriculum Change Using the Internet	3
EDU 693	Educational Assessment	3
	Credits	**6**
	Total Credits	**24**

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.

College of Professional Studies

Professional Studies Building, Room 402
201-200-3321
http://www.njcu.edu/academics/schools-colleges/college-professional-studies

Dr. Esther Nir (enir@njcu.edu)
Interim Dean

Dr. Manuela Caciula (mcaciula@njcu.edu)
Interim Associate Dean

Samantha Amorino, M.S. (samorino@njcu.edu)
Assistant to the Dean

Theresa Spataro, Ed.M. (tspataro@njcu.edu)
Assistant Director of Student Success

Emily Alequin, MBA, M.S. (ealequin@njcu.edu)
Accreditation and Assessment Specialist

Bernadette Schery, M.S. (bshery1@njcu.edu)
Graduate and Special Programs Advisor

The College of Professional Studies offers the following graduate degree programs:

- Doctorate of Science in Civil Security Leadership, Management, and Policy (D.Sc.)
- Masters of Science in Nursing with a Specialization in School Nursing
- Master of Science in National Security Studies
- Master of Science in Cybersecurity

The College of Professional Studies offers the following graduate certificates:

- Certificates in Driver Education
- Certificate in School Nursing
- Cyber Defense Certificate

The goals of the graduate programs are to prepare individuals for productive careers and to assume positions of leadership in their communities and the global marketplace. 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.

The D.Sc. in Civil Security Leadership, Management and Policy prepares individuals to assume executive level security positions within government, business, and higher education. The three distinct areas recognized by ASIS International – international/national, corporate and information assurance/cyber security – form the foundation for this generalist, scholar-practitioner program. New Jersey City University has been recognized as a National Center of Academic Excellence by the National Security Agency since 2009.

Professional Security Studies

Professional Studies Building, Room 449
201-200-2275
http://www.njcu.edu/professionalsecuritystudies

The Professional 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 by learning and appreciating various subject matters in securities; exemplify how they align with professional and personal growth, and develop a plethora of identifiable and marketable global and disciplinary competencies. The vision of the department is to create diversified, current, innovative, successful, and exemplary programs that will integrate theory and practice through knowledge, skills, and professional proficiency that will enable students to be globally competitive in the field and discipline of national security.

Our Professional Security Studies Programs are designed for students who seek careers and leadership in national, corporate, cyber, information assurance, and civil security. The undergraduate programs prepare students to become professional security specialists, by introducing and implementing the knowledge and skillsets acquired to engage, promote and strengthen the industry. The graduate programs seek to provide the platform and skills for security leaders to critically think and gain the experience to further research, manage or create industry standards and policies, and to support and enhance professional securities.

The Professional 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 currently 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). All course work is offered on campus, in web-enhanced format, and online. For the latest information on our programs, please see the department's web page (https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/professional-security-studies).

Abdullah Al-Hayajneh, Co-Chairperson
Associate Professor of Cybersecurity
Ahliyya Amman University, B.S.; New York Institute of Technology, M.S.; Capitol Technology University, Ph.D.

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Professor of National Security Studies
Rutgers University, B.A., Seton Hall University, M.A., Ph.D.

Juste Codjo, DSc Program Coordinator
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Columbia University, Ph.D.

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Associate Professor of National Security Studies
New York Institute of Technology, B.S., University of Wisconsin - Platteville, M.S., M.P.M. Certificate; Pace University, Ph.D.

Michael Wiltsey
Associate Professor of National Security Studies
Monmouth University, B.A.; John Jay College of Criminal Justice, M.A.; Drexel University, Ph.D.

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- Cybersecurity, M.S. (p. 92)
- National Security Studies, M.S. (p. 93)

Professional Security (SECU)

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.
Pre-Requisite(s): ACCT 251 Financial Accounting and ACCT 252 Management Accounting or equivalent.

SECU 610 Cyber Security (3 Credits)
This course provides an overview of Cyber Security. It exposes the dimensions of our network, information-based society, reviews the impact of information security on institutions, privacy, business and government risks, the development of legislation and examines the dimensions of networks, protocols, operating systems and associated applications.

SECU 611 Intrusion Detection and Prevention Systems (3 Credits)
The Intrusion Detection and Prevention course is designed to provide knowledge in intrusion detection and incident response once an intrusion has been detected. Topics covered in this course include computer security, computer network exploitation, intrusion detection, incident handling, hacker exploits, hacker tools and cybercrime investigative techniques.

SECU 612 Computer Network & Network Security (3 Credits)
This course covers in-depth understanding of network security for the Cybersecurity Program. It will introduce concepts of network and internet terminology in information security, information assurance and related legal and ethical issues. The topics span various cybersecurity domains including TCP/IP general concepts, OS identification, scanning, web servers and wireless assets vulnerabilities, cryptography, and network protection.

SECU 613 Operating System Security (3 Credits)
This course covers an in-depth examination of issues in operating system security and assumes prior knowledge of fundamental security concepts. We will be studying research in securing computer and operating systems, with a focus on the design of authorization systems and a thorough examination of concepts, past and present, that continue to be influential in secure systems design. Topics will include protection systems, foundational security principles, classic approaches to system security, system vulnerabilities, mandatory access controls in research and commercial operating systems, capability systems, virtual machines, and security kernels. Selected seminal and current papers in the field will also aid in providing context and further understanding of the area.

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.

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 865

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.

SECU 975 Maintenance of Matriculation for Doctorate in Civil Security Leadership, Management & Policy II (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.
prerequisite: and SECU 970 corequisite

Civil Security—Leadership, Management and Policy (CSLMP), D.Sc.

The Doctor of Science (D.Sc.) in Civil Security Leadership, Management and Policy (CSLMP) program is one of the first of its kind in the world. This is a scholar-practitioner degree, with a strong research component that is ultimately demonstrated by a successful doctoral - level dissertation.

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 the D.Sc. program. In 2019, the NJCU Professional Security Studies program became a part of a selection of schools in the country to be designated as a center of academic excellence (CAE) in both cybersecurity and intelligence. The program is based on the scholar-practitioner structure of this degree, which consists of all full-time and adjunct professors holding appropriate doctoral degrees, professional certification(s) and over 25 years of professional security experience.

The D.Sc. program also draws on research to develop best practices and improve policies in various areas of civil security, including but not limited to national security and defense, homeland security, public safety, corporate security, cyber security, and global security. Completion of this degree prepares students to assume executive-level responsibilities within government, business, or nonprofit. This terminal degree also prepares students to become post-secondary teachers in the professional security field at institutions of higher education that require or expect graduation from an accredited doctoral program.

Students in the LC may experience critical life-events (medical, family, work, etc.) In such cases, the impacted doctoral student may ask for a leave of absence. Students can be reinstated only at the same point in a subsequent LC.

Program Structure:

Duration: Three-year program, 16 courses, 48 credits in total.

Application Deadline: ***Complete applications must be received by May 15 (Classes start in July).***

This is a cohort-based program.

Each year, new students enter the program in July as a Learning Community (LC). Members of each LC take the same courses each semester throughout the degree completion period. The program combines a mandatory in-person residency format with asynchronous distance-learning.

Mandatory in-person residencies:

- July (2 weeks) – Main Campus Jersey City Residency for two weeks
- September – Main Campus Jersey City Residency for one weekend
- October – Main Campus Jersey City Residency for one weekend
- January – Main Campus Jersey City Residency for one weekend
- March – Main Campus Jersey City Residency for one weekend

Admission Requirements

To be considered for admission to the Doctor of Science in CSLMP program, applicants must:

1. Have completed a master's degree conferred by an accredited institution.
2. Have a cumulative GPA of 3.50 or higher during graduate study.
3. Have a minimum of four years of relevant work experience in Security within any of the civil security areas, including but not limited to national security and defense, homeland security, public safety, corporate security, cyber security, and global security.
4. Demonstrate, through a 1,000-word essay, a strong interest in conducting research h on a specific real-world security issue/ problem/trending topic.
5. International Students; Meet English language proficiency requirements (TOEFL).

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 https://issuu.com/njcu/docs/2020_doctoral_handbook_online

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.

Code	Title	Credits
Required Courses (30 Credits)		
SECU 810	Current Issues in Civil Security Leadership, Management and Policy (CSLMP) Part I (offered Summer)	3
SECU 815	Current Issues in Civil Security Leadership, Management and Policy (CSLMP) Part II (offered Summer)	3
SECU 820	Data Analysis for Civil Security Leadership, Management and Policy (CSLMP) I (offered Fall)	3
SECU 825	Data Analysis for Civil Security Leadership, Management and Policy (CSLMP) II (offered Fall)	3
SECU 830	Doctoral Colloquium in Emergency Operations & Management I (offered Spring)	3

SECU 835	Doctoral Colloquium in Emergency Operations & Management II (offered Spring)	3
SECU 840	Communications for Civil Security Leadership, Management and Policy (CSLMP) I (offered Summer)	3
SECU 845	Communications for Civil Security Leadership, Management and Policy (CSLMP) II (offered Summer)	3
SECU 850	Civil Security Policy/Budget Development and Implementation I (offered Fall)	3
SECU 855	Civil Security Policy/Budget Development and Implementation II (offered Fall)	3
Total Credits		**30**

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 Fail. Each candidate will have two opportunities to receive a grade of Pass. Those students that fail will be academically dropped from the program.

Emergent Path Candidate

Students in the LC may experience critical life-events (medical, family, work, etc.). 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 all is resolved. Candidates are thereby re-introduced 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. Exceptions to the scheduled three-year cycle are anticipated only for those instances that are consistent with New Jersey City University's policies on absences. Under circumstances where candidates do not meet the three-year cycle for the Doctor of Science degree, the candidates are then required to complete this dissertation within seven years of the initial coursework. Candidates failing to complete their dissertation within the scheduled three-year cycle of their assigned learning community are required to repeat separately SECU 970 until completion and this is referred to as matriculated status. Failure to maintain matriculated status will result in termination from the program. SECU 970 (https://catalog.njcu.edu/search/?P=SECU%20970) Maintenance of Matriculation for Doctorate in Civil Security Leadership, Management and Policy (Repeatable until seven-year degree time limit)

The following courses comprise the dissertation component of the Doctor of Science Degree:

Code	Title	Credits
SECU 860	Dissertation Proposal I (offered Spring)	3
SECU 865	Dissertation Proposal II (offered Spring)	3
SECU 900	Dissertation Seminar I (offered Summer)	3
SECU 910	Dissertation Seminar II (offered Summer)	3
SECU 950	Dissertation Advisement (offered Fall)	3
SECU 960	Dissertation Completion and Defense (offered Fall)	3
SECU 970	Maintenance of Matriculation for Doctorate in Civil Security Leadership, Management and Policy (Repeatable until seven year degree time limit)	3
Total Credits		**21**

First Year

Semester 1		**Credits**
SECU 810	Current Issues in Civil Security Leadership, Management and Policy (CSLMP) Part I	3
SECU 815	Current Issues in Civil Security Leadership, Management and Policy (CSLMP) Part II	3
	Credits	**6**
Semester 2		
SECU 850	Civil Security Policy/Budget Development and Implementation I	3
SECU 855	Civil Security Policy/Budget Development and Implementation II	3
	Credits	**6**
Semester 3		
SECU 830	Doctoral Colloquium in Emergency Operations & Management I	3
SECU 835	Doctoral Colloquium in Emergency Operations & Management II	3
	Credits	**6**

Second Year

Semester 1		
SECU 840	Communications for Civil Security Leadership, Management and Policy (CSLMP) I	3
SECU 845	Communications for Civil Security Leadership, Management and Policy (CSLMP) II	3
	Credits	**6**
Semester 2		
SECU 820	Data Analysis for Civil Security Leadership, Management and Policy (CSLMP) I	3
SECU 825	Data Analysis for Civil Security Leadership, Management and Policy (CSLMP) II	3
	Credits	**6**
Semester 3		
SECU 860	Dissertation Proposal I	3
SECU 865	Dissertation Proposal II	3
	Credits	**6**

Third Year

Semester 1		
SECU 900	Dissertation Seminar I	3
SECU 910	Dissertation Seminar II	3
	Credits	**6**
Semester 2		
SECU 950	Dissertation Advisement	3

SECU 960	Dissertation Completion and Defense	3
	Credits	**6**
	Total Credits	**48**

Primary Learning Outcomes

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 a developing a national security strategy (Policy).
3. Apply scholarly research to develop and implement executive level communication plans in 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).

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 https://issuu.com/njcu/docs/2020_doctoral_handbook_online

Cybersecurity, M.S.

New Jersey City University (NJCU) offers a Master of Science (M.S.) in Cybersecurity, combining face-to-face and online learning, to equip students for careers in the rapidly growing field of cybersecurity.

With the dramatic increase in high-profile cybersecurity incidents reported in the media, the demand for highly skilled security professionals is growing significantly as businesses and government agencies across the globe seek to protect their networks and data. The M.S. in Cybersecurity program will provide a range of skills required for an increasingly connected world, where security of information is critical. This degree prepares students with mathematical, technical, and business tools to secure an organization's information system. The MS in Cybersecurity is designed to provide a strong foundation and detailed technical knowledge in information security, computer security, network security, and software security as well as an appreciation of the social, policy, ethical and legal aspects of security and privacy.

The curriculum for the M.S. in Cybersecurity program blends contemporary knowledge with advanced research concepts to deliver a cutting-edge program, and it is mapped with the NSA/DHS guidelines and knowledge units. Students are exposed to state-of-the-art tools and techniques for identifying threats to networking infrastructure, computer systems, as well as data and information systems.

The goal of the M.S. in Cybersecurity program is to provide students with advanced knowledge in theory and practice understanding current cybersecurity threats, but more importantly to be able to understand, adapt, and develop new techniques to confront emerging threats. The program focuses on a critical understanding of information governance and assurance, combined with technology risk management practices. The elective research component (embodied in the culminating thesis) requires students to expand their resourcefulness by exploring new and creative approaches to address emerging threats.

Duration & Structure: 12-month program, 10 courses, totaling 30 credits.

- Pre-Requisites (9 credits): Confirms professional knowledge/ experience to concepts.
- Core Courses (12 credits): Covers essential cybersecurity concepts.
- Fundamental Electives (6 credits): Builds foundational knowledge.
- Specialized Courses in Information Security (6 credits): Focuses on advanced security strategies.
- Capstone/Fieldwork or Thesis (6 credits): Practical application or research-based study.

Code	Title	Credits
Pre-Requisites: Professional knowledge or experience equivalent to the following three courses may be substituted.		9
CS 252	Programming for All in Python and Computer Science Principles	3
MATH 140	Statistics I	3
CS 401	Introduction to Algorithms	3

Code	Title	Credits
Major Core Courses:		12
SECU 610	Cyber Security	3
SECU 611	Intrusion Detection and Prevention Systems	3
SECU 612	Computer Network & Network Security	3
SECU 625	Counterintelligence	3

Code	Title	Credits
Fundamental courses:		6
SECU 613	Operating System Security	3
SECU 665	Information Security Strategy and Policy Development	3

Code	Title	Credits
Information Security/Specialized Courses:		6
SECU 660	Security, Privacy of Information and Information Systems	3
SECU 665	Information Security Strategy and Policy Development	3

Code	Title	Credits
Capstone or Internship/Fieldwork:		6
SECU 680	Specialized Field Project	6
Or,		
SECU 670	Thesis I	3
SECU 675	Thesis II	3

First Year		
Semester 1		**Credits**
SECU 610	Cyber Security	3
SECU 611	Intrusion Detection and Prevention Systems	3

SECU 612	Computer Network & Network Security	3
	Credits	**9**
Semester 2		
SECU 613	Operating System Security	3
SECU 625	Counterintelligence	3
SECU 631	Bio - Terrorism	3
	Credits	**9**
Second Year		
Semester 1		
SECU 670	Thesis I (Based on capstone experience)	3
SECU 660	Security, Privacy of Information and Information Systems	3
SECU 665	Information Security Strategy and Policy Development	3
	Credits	**9**
Semester 2		
SECU 675	Thesis II	3
Or,		
SECU 680	Specialized Field Project	(6)
	Credits	**3**
	Total Credits	**30**

The primary program objectives are to confer degrees to students exhibiting the ability to:

1. Demonstrate complex and specialized knowledge and skills in the field of Cybersecurity. (PO1)
2. Appreciate innovations, advances and major issues at the frontiers of Cybersecurity and their implications. (PO2)
3. Deal with complex issues both creatively and systematically and show originality in tackling and solving problems. (PO3)
4. Perform information security risk assessments, identify potential threats, and develop threat mitigation strategies. (PO4)
5. Use and evaluate a variety of software, tools and techniques relevant to Cybersecurity practices. (PO5)
6. Implement security defense technologies. (PO6)
7. Identify malicious activities and attacks and then evaluate and recommend appropriate response capabilities (PO7)
8. Execute incident response activities and help solve cyber-crime investigations. (PO8)

National Security Studies, M.S.

New Jersey City University (NJCU) offers a Master of Science (M.S.) in National Security Studies as a jointly designated National Center of Academic Excellence (effective for 2009-2014, extended to 2018, and renewed in 2018) by the National Security Agency and the U.S. Department of Homeland Security.

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, understood the concepts, theories, and methods applicable to contemporary risk, terror, and vulnerability. With this degree, students will be pursuing NJCU's educational avenues to allow them to function effectively in what is seen as a new terror environment. In our program, students will be able to develop the competencies crucial to collaborate and coordinate with various organizational levels and disciplines in National Security.

New Jersey City University has demonstrated a long history of contemporary educational offerings in the field of security. It was the only institution of higher education in the State of New Jersey offering a bachelor's degree in security, years prior the 9/11 tragedy. In considering the needs of current and future professionals in the field of Security, NJCU has initiated a strategy emphasizing prevention over response to create a common defense: a resilient generation of security professionals prepared to cope with a multitude of potential crises and scenarios.

The Professional Security Department has developed rigorous, comprehensive academic programs incorporating intellectual debate, inclusion of diverse backgrounds, development and demonstration of critical, practitioner-based competencies to be the vehicle of change with specialized experience and diverse security views.

The degree program is 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 or, to be fully completed online through distance-learning.

Admissions Requirements

- Has completed a bachelor's degree and
- Has met all the minimum requirements of the Graduate Studies Office

Program Requirements

Duration & Structure: 12 courses, Total 36 credits.

- Pre-Requisites: Confirms professional knowledge/experience to concepts in prior degree.
- Core Courses (15 credits): Covers essential national security concepts.
- Fundamental Electives (6 credits): Builds experiential knowledge.
- Specialized National Security Courses (9 credits): Focuses on advanced security strategies.
- Capstone (6 credits): Specialized Field Project, Thesis or Examination.

Specializations

Students must elect one of the following options:

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."

Capstone: 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.

Code	Title	Credits
Core Courses:		**15**
SECU 600	National Security	3
SECU 605	Corporate Security	3
SECU 610	Cyber Security	3
SECU 615	Graduate Research Methods I	3
SECU 620	Research Methods II	3

Code	Title	Credits
Specialization (Select one area):		**9**
NATIONAL SECURITY		
SECU 625	Counterintelligence	3
SECU 630	Domestic Terrorism and Extremist Groups	3
SECU 635	Contemporary Counterterrorism	3
CORPORATE SECURITY		
SECU 640	Critical Incident Command and Response	3
SECU 645	Corporate Threat Definition and Vulnerability Analysis	3
SECU 650	Organizational Crisis Management	3
INFORMATION ASSURANCE/CYBER SECURITY *		
SECU 655	Computer Security Topics	3
SECU 660	Security, Privacy of Information and Information Systems	3
SECU 665	Information Security Strategy and Policy Development	3

* Students who complete the Information Assurance/Cybersecurity concentration and the core course, SECU 610 (https://catalog.njcu.edu/search/?P=SECU%20610), will be certified as Cyber Defense Graduate Officers under the authority of the National Security Agency, a certification program for information security professionals.

Code	Title	Credits
Culminating Experience		**6**
SECU 670	Thesis I	3
SECU 675	Thesis II Plus six additional elective credits	3
or,		
SECU 680	Specialized Field Project * Plus six additional elective credits	6
Or,		
Comprehensive Exam Plus 12 additional elective credits		
Total Credits		**36**

*The Specialized Field project must be approved by a faculty committee and the Dean of the College of Professional Studies

Code	Title	Credits
Security Elective Courses		
SECU 661	Global Threat Assessment: Public & Private Sectors	3
SECU 611	Intrusion Detection and Prevention Systems	3
SECU 613	Operating System Security	3
SECU 632	International Terrorism and Extremist Groups	3
SECU 631	Bio - Terrorism	3
SECU 649	International Diplomacy and Negotiations	3

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 regarding national security initiatives (AN)
2. Demonstrate an understanding of national, corporate, and cyber theories and practice 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)

First Year

Semester 1		**Credits**
SECU 600	National Security	3
SECU 605	Corporate Security	3
SECU 610	Cyber Security	3
	Credits	**9**
Semester 2		
SECU 615	Graduate Research Methods I	3
SECU 620	Research Methods II	3
Specialization 1		3
	Credits	**9**
Second Year		
Semester 1		
Specialization 2		3
Specialization 3		3
SECU 670	Thesis I (Based on capstone experience)	3
	Credits	**9**
Semester 2		
SECU 675	Thesis II	3
Or,		
SECU 680	Specialized Field Project	6
Or,		

Final Exam	
Credits	**9**
Total Credits	**36**

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 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 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.

Nelda Ephraim, Chair
Associate Professor of Nursing, Graduate Coordinator
Thomas Edison State College, B.S.N., M.S.N.; Capella University, Ph.D.

Denise Branchizio
Assistant Professor of Nursing
Seton Hall University, B.S., University of Medicine and Dentistry of New Jersey, M.S.N.; Rutgers University, D.N.P.

Shanda Johnson
Assistant Professor of Nursing
Rutgers University, B.S.N., M.S.N., Ph.D.

Marie E. Montanez
Assistant Professor of Nursing, ABSN Coordinator
Advanced Practice Nurse, Family Specialty, Rutgers University
MSN, Rutgers University, Certified School Nurse, NJCU
BSN, Seton Hall University

Joyce Wright
Associate Professor of Nursing, RN to BSN Program Coordinator
Rutgers University, B.S.N.; Seton Hall University, M.S.; Widener University, Ph.D.

The Nursing Department at NJCU offers the Master of Science in Nursing Degree with a Specialization in School Nursing, and a Graduate-level Certificate 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 (p. 97)
- (p. 97)Masters of Science in Nursing with a Specialization in School Nursing (p. 96)

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 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 Health Education & Promotion Practicum (3 Credits)
This supervised practicum exposes students to the school nurse's role in health promotion and formal health education in the K-12 setting. Course outcomes are aligned with the Framework for 21st Century School Nursing Practice®, Graduate Competencies for Standards of School Nursing Practice, and NJ Learning Standards for Health Education.
Prerequisite(s): NURS 600, NURS 616, NURS 622 and NURS 642.

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.

Masters of Science in Nursing with a Specialization in School Nursing

The Master of Science (M.S.) in Nursing with a Specialization in School Nursing is a dynamic, stepwise degree program that includes the Graduate School Nurse Certificate Program within the curriculum. Students can either directly apply or matriculate into the degree program while completing the Graduate School Nurse Certificate Program.

The M.S degree is designed to build on nursing baccalaureate education, contemporary nursing practice parameters, and disciplinary competencies. The program curriculum includes a total of 37 credits;16 credits are allocated to nursing core courses and 21 credits are allocated to the school nursing specialization. This program integrates content required by the New Jersey Department of Education (NJDOE) for the Standard Non-Instructional School Nurse Certificate and the Standard (Instructional) School Nurse Certificate with graduate-level nursing knowledge, skills, and competencies needed to thrive in schools and community settings.

The School Nurse Certificate program embedded in the M.S degree is approved by the New Jersey Department of Education in meeting requirements for the Standard Non-Instructional School Nurse Certificate (N.J.A.C. 6A:9B -14.4) and the Standard (Instructional) School Nurse Endorsement (N.J.A.C. 6A:9B-14.3). The Master of Science in Nursing Degree is accredited by the Commission on Collegiate Nursing Education.

Admission Requirements
*Program admission is on a rolling basis.

- BSN from an institution that is both regionally accredited & accredited by CCNE or ACEN Undergraduate GPA of 3.0 on a 4.0 scale
- Completed application and non-refundable fee
- Official transcripts from all previous U.S. colleges attended or official NACES course-by-course evaluation of any foreign transcripts*
- Submission of a 250-500-word essay
- Two (2) letters of recommendation
- Professional Resume or CV
- Copy of current, unencumbered NJ nursing license

Code	Title	Credits
School Nurse Certificate/Specialization Requirements		
NURS 614	Role of the School Nurse I: Care Coordination	3

NURS 616	Role of the School Nurse II: Reducing Barriers to Health & Learning [1]	3
NURS 600	Science Of Health Promotion	3
NURS 642	Advanced Health Assessment	3
NURS 672	School Nurse Practicum I [2]	3
Subtotal Credits	**Upon successful completion of the above 15 credits students are eligible for the Non-Instructional School Nurse Certificate**	**15**
NURS 622	Curriculum Design, Development & Evaluation in School Health Education	3
NURS 673	School Nurse Health Education & Promotion Practicum [3]	3
Subtotal Credits	**Upon successful completion of the above 21 credits students are eligible for the Standard (Instructional) School Nurse Certificate**	**21**
Master of Science in Nursing with a Specialization in School Nursing Degree Requirements		
NURS 601	Theory Development in Advanced Practice Nursing Science	3
NURS 609	Healthcare Delivery Systems and Social Policy	3
NURS 610	Research Methodology	3
NURS 630	Advanced Pathopharmacology	4
NURS 679	Capstone: Program Evaluation	3
Subtotal		**16**
Total	**Upon successful completion of all 37 credits students are eligible for the Master of Science with a Major in Nursing Degree**	**37**

1 Prerequisite for NURS 616 is NURS 614
2 Prerequisites for NURS 672 are NURS 614, NURS 616, NURS 600, and NURS 642
3 Prerequisites for NURS 673 are NURS 614, NURS 616, NURS 672, and NURS 622

Students who complete the Master of Science in Nursing with a Specialization in School Nursing at NJCU will be able to:

1. Engage in the processes of scholarship, critical thinking, communication and research for practice and advanced study.
2. Employ information systems technology and inter-professional collaboration to manage and transform clinical and educational practice.
3. Evaluate socioeconomic and health care policy issues and trends that affect advanced practice and nursing education.
4. Provide leadership to promote effective change in health care delivery systems and nursing education through integration of advanced nursing knowledge, theories and principles for effective outcomes.
5. Design population-centered and culturally responsive strategies in the delivery of clinical and educational practice.
6. Assimilate the role of the school nurse in schools and communities with diverse populations.
7. Demonstrate competencies in using evidence-based practice to design, implement, and evaluate nursing services and health education curricula in schools and communities.

School Nursing, Graduate Certificate

The School Nurse Certification at NJCU is a dynamic graduate-level certificate program designed for BSN prepared registered nurses to enter the specialty practice of school nursing. The School Nurse Certification program is approved by the New Jersey Department of Education in meeting requirements for the Standard Non-Instructional (N.J.A.C.6A:9B-14.4) and Standard (Instructional) School Nurse Endorsement (N.J.A.C.6A:9B-14.3). All coursework for the School Nurse Certification program is applicable to the Master of Science (MS) in Nursing with a Specialization in School Nursing. Students who apply for the Graduate school nurse certificate program can enroll in either the non-instructional or instructional certificate option.

Admission Requirements - *Program admission is on a rolling basis.

- BSN from an institution that is both regionally accredited & accredited by CCNE or ACEN
- Undergraduate GPA of 3.0 on a 4.0 scale
- Completed application and non-refundable fee
- Official transcripts from all previous U.S. colleges attended or official NACES course-by-course evaluation of any foreign transcripts*
- Submission of a 250-500-word essay
- Professional Resume or CV
- Copy of current, unencumbered NJ nursing license

Code	Title	Credits
Credits & content required for the Non-Instructional School Nurse Certificate N.J.A.C. 6A:9B-14.4		
NURS 614	Role of the School Nurse I: Care Coordination	3
NURS 616	Role of the School Nurse II: Reducing Barriers to Health & Learning [1]	3
NURS 600	Science Of Health Promotion	3
NURS 642	Advanced Health Assessment	3
NURS 672	School Nurse Practicum I [2]	3
Total		15
Additional credits & content required for the Standard (Instructional) School Nurse Certificate N.J.A.C. 6A:9B-14.3		
NURS 622	Curriculum Design, Development & Evaluation in School Health Education	3
NURS 673	School Nurse Health Education & Promotion Practicum [3]	3
Total		21

This is a graduate-level Certificate (only) Program. All courses in the Graduate School Nurse Certificate Program can be applied toward a Master of Science (MS) in Nursing with a Specialization in School Nursing.

1 Prerequisite for NURS 616 is NURS 614
2 Prerequisites for NURS 672 are NURS 614, NURS 616, NURS 600, and NURS 642
3 Prerequisites for NURS 673 are NURS 614, NURS 616, NURS 672, and NURS 622

Students who complete this program at NJCU will be able to

1. Assimilate the role of the school nurse in schools and communities with diverse populations.
2. Demonstrate competencies in using evidence-based practice to design, implement, and evaluate nursing services and health education curricula in schools and communities.

Population Health and Exercise Science

Professional Studies Building, Room 219
201-200-3431
http://www.njcu.edu/department/health-sciences

The Department of Population Health and Exercise Science offers a graduate certificates in Drivers Education, and additional graduate courses in support of health related majors.

Erin O'Neill, Chairperson
Assistant Professor of Health Sciences
University of Delaware, B.S.; Virginia Tech, M.S., Ph.D.

Manuela Caciula
Associate Professor of Fitness, Exercise & Sports
Transilvania University of Brasov, B.S., Babes-Bolyai University, M.S. (Sport Management}, Babes Bolyai University, M.S. (Kinesiology), University of Georgia, Ph.D.

Josh Williams
Assistant Professor of Fitness, Exercise & Sports
PhD in Exercise Biochemistry and Molecular Biology, *University of Ulster*
MSc Sports Nutrition, University of Ulster, BSc Sport and Exercise Sciences, University of Ulster

- Certification of Driver Education (p. 98)

Health Sciences (HLTH)

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

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 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 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 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 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.

Certification of Driver Education*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

Certification of Driver Education

New Jersey City University has the longest-standing Driver Education Program in the nation.

The certificate programs enhance a bachelor's 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.

Code	Title	Credits
Select one of the following courses for official certification		
HLTH 503	Defensive Driving Teaching Techniques	3
HLTH 505	Contemporary Methods, Materials and Evaluation in Driver Education	3
Total Credits Required:		3

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 Bachelor's degree; and complete the following six credits.

Code	Title	Credits
Required Courses:		
HLTH 503	Defensive Driving Teaching Techniques	3
HLTH 505	Contemporary Methods, Materials and Evaluation in Driver Education	3
Total Credits Required:		6

New York Permanent Certification for Driver Education

Students must complete the following six additional credits.

Code	Title	Credits
Required Courses:		
HLTH 506	Trends and Issues in Driver Education	3
HLTH 507	Principles of Safety and Accident Prevention	3
Total Credits Required:		6

School of Business

Harborside Plaza 2
200 Hudson Street
Jersey City, NJ 07311

201-200-3230

Dr. J (HDONG@njcu.edu).D, Jayaraman, (jjayaraman@njcu.edu) Interim Dean

Isabel Casais (dashley@njcu.edu), Assistant to the Dean for Graduate Programs

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 and Master of Science degree programs (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 Accounting 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 primary 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 and MS programs. **No GRE. No GMAT. No prerequisite courses.**

Taught by world class Harvard Business School Online faculty in a video-based format, NJCU augments the teaching and learning through the inclusion of hands on 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

CONTACT US
Graduate Advisor: (201) 200-3230
Office of the Dean - Room 234

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/) Programs accredited by ACBSP are noted on the individual program page.

Accounting

200 Hudson Street, Harborside 2
(201) 200- 3353
http://www.njcu.edu/department/accounting (http://njcu.edu/department/accounting)

The graduate programs 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.

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Associate Professor of Accounting
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Fairleigh Dickinson University, B.S., M.B.A.

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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. 3)."

- Accounting and Analytics, M.S. (p. 101)
- Accounting—B.S./M.S. Bridge Program in Accounting, M.S. (p. 103)

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.
Prerequisite: ACCT 501 Financial Accounting I

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 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.
Prerequisite: ACCT 501 Financial Accounting I

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

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.
Prerequisite: ACCT 504 Taxation of Individuals or equivalent

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. Methods 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.
Prerequisite: ACCT 508 Financial Accounting II or equivalent

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 252 Management Accounting 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, exchanges 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 and Analytics, M.S.

Accounting serves as the primary means by which a company or organization communicates its financial information, often referred to as the "language of business." Individuals who are proficient in this language are vital contributors to the business world, making accounting one of the most sought-after majors among college students. An accounting major who earns a bachelor's or graduate degree can explore a variety of career paths after graduation, including roles such as public accountant, corporate accountant, auditor, fraud examiner, or financial analyst.

Students in an accounting program will explore key areas such as financial accounting—reporting an organization's financial position—and managerial accounting, which uses this data to assess performance and guide future business decisions. Additionally, students will gain expertise in taxation, auditing, financial reporting, and more.

As businesses continue to expand globally, the need for accountants to navigate increasingly complex tax and regulatory environments is growing. Equally important is the role technology plays in modern accounting. Information technology has revolutionized the way accountants manage and evaluate financial data. Today's accountants must be adept at using advanced software tools for financial analysis, tax preparation, and auditing. Automation and AI technologies also reduce manual tasks, allowing accountants to focus more on strategic decision-making and risk assessment. Understanding these technological advancements not only increases efficiency but also enables accountants to provide real-time financial insights to businesses.

In fact, the U.S. Bureau of Labor Statistics projects a steady demand for accountants, driven by the increased complexity of financial regulations and the reliance on technology for data analysis and compliance. Employment of accountants and auditors is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations. Accountants who are equipped with both traditional accounting

knowledge and technological skills will be highly competitive in the job market.

The master's degree in accounting offered at NJCU strengthens this dual foundation by teaching principles of accounting while integrating modern technologies that are critical in today's financial environments. Graduates will be prepared not only to meet the demands of today's accounting profession but also to excel in technology-driven roles within organizations.

Career Pathways and Certifications

Graduates may pursue certifications like Certified Public Accountant (CPA), Certified Management Accountant (CMA), Certified Internal Auditor (CIA), Certified Information Systems Auditor (CISA), or Certified Fraud Examiner (CFE), all of which require rigorous knowledge in both accounting principles and technological proficiency. The NJCU master's degree provides the necessary coursework to help students prepare for these certifications, giving them a competitive edge in a technology-focused accounting landscape.

The NJCU master's degree in accounting and analytics includes a combination of core courses and electives for a total of 30 credit hours. Students without an undergraduate degree in accounting or business 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
  - **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.
- 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 the 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 TOEFL exam go to TOEFL (http://www.ets.org/toefl).

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.

Total Credit Hours: 30

Code	Title	Credits
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 510	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
ACCT 515	Accounting Information Systems & Internal Control	3
ACCT 565	Auditing Analytics	3
ACCT 566	Applied Accounting Analytics	3
ACCT 754	Contemporary Accounting Issues (Pre-Requisite ACCT 501, ACCT 502, ACCT 508, ACCT 551, ACCT 552, and ACCT 559)	3
Approved Elective		**3**

SEE NOTES BELOW

[3] **NOTE 3**: Students with an undergraduate degree from the U.S. who have achieved a B or better in a comparable undergraduate course or equivalent, may not be required to take ACCT 551, ACCT 552, and ACCT 553. If a course is waived, students must take an additional elective for each waived course instead.

Note: Students without an undergraduate accounting degree may be required to take foundational accounting courses.

This plan is based on seven-week terms (rather than 16-week semesters) that are expected to be implemented for all graduate courses at the NJCU School of Business, effective Fall 2021. One academic year consists of six terms of seven weeks each: Fall I, Fall II, Spring I, Spring II, Summer I, and Summer II. A full-time student is expected to take six credit hours per term.

Code	Title	Credits
Foundation accounting courses may include:		
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

First Year		
Term 1		**Credits**
ACCT 510	Business Ethics	3
ACCT 551	Professional Auditing	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
	Credits	**9**
Term 2		
ACCT 515	Accounting Information Systems & Internal Control	3
ACCT 559	Analysis of Financial Statements	3
	Credits	**6**
Term 3		
ACCT 553	Federal Taxation of Business Entities	3
ACCT 566	Applied Accounting Analytics	3
	Credits	**6**
Term 4		
ACCT 565	Auditing Analytics	3
ACCT 754	Contemporary Accounting Issues	3
ELECTIVE		3
	Credits	**9**
	Total Credits	**30**

Student Learning Outcomes

Upon completion of the Master of Science in Accounting, students will be able to:

1. **Apply** appropriate qualitative and quantitative techniques to translate accounting information and analyze complex accounting-related issues for business decision making.

2. **Integrate** analytical decision-making frameworks and common software applications to solve accounting problems.

3. **Assess** business decisions by employing ethical principles, social responsibility concepts, and professional accounting standards.

4. **Produce** clearly written, concise business analyses, and deliver clear, well-organized, persuasive oral presentations.

5. **Collaborate** effectively with others as part of a team.

6. **Demonstrate** team leadership through active group participation.

7. **Critique** the effect of global and cultural issues on a firm and its constituents.

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

Code	Title	Credits
ACCT 510	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 515	Accounting Information Systems & Internal Control	3
ACCT 559	Analysis of Financial Statements	3
ACCT 565	Auditing Analytics	3

ACCT 566	Applied Accounting Analytics	3
ACCT 754	Contemporary Accounting Issues	3
ELECTIVE COURSI		

The proposed changes are align with our current ACCT MS requirements.

School of Business: Core Student Learning Outcomes

Students will demonstrate achievement of the following outcomes:

1. Students will compose clear and concise forms of written communications to effectively convey ideas and information associated with business topics.
2. Students will communicate business concepts effectively through oral presentations.
3. Students will identify ethical issues and understand the implications of social responsibility for sustainable business practices.
4. Students will evaluate information and apply critical thinking skills to identify solutions and inform business decisions.
5. Students will utilize technology, apply quantitative methods, and interpret data to solve business problems.
6. Students will be able to integrate knowledge of core business concepts and collaborate productively as part of a team.
7. Students will work effectively in a diverse environment and understand how global and cultural issues affect the organization and its stakeholders.

Discipline Specific Student Learning Outcomes

Upon completion of the Accounting—Bridge Program to the M.S. in Accounting, students will be able to:

1. Apply professional accounting concepts and standards for financial reporting and ethical decision making.
2. Effectively employ business software utilized by accounting professionals.

Finance

200 Hudson Street, Harborside 2
(201) 200- 3353
http://njcu.edu/department/finance

The 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 Master of Business Administration (MBA) with a specialization in Business Analytics prepares students to lead and manage organizations through mastery of broadly applicable core disciplines, gaining skills tailored to the ethical solution of complex problems, integration of information technology, leading a diverse workforce, and competing in a global marketplace.

The Master of Science program in Business Analytics & Data Science is designed to prepare students for careers in the field of business analytics. The program will provide students with the skills needed to gather, store, analyze, and interpret large amounts of "Big Data" to facilitate informed business decision making.

The Master of Science in Financial Technology is designed to prepare students for career opportunities in the lucrative field of financial technology. Students in the program will learn the latest technologies, such as Blockchain, AI, and machine-learning algorithms, required to solve business problems using financial technology.

The Master of Science in Business Information Systems will prepare students with the skills needed to work in the information technology industry. This program is designed as a bridge between business and technology. As opposed to a pure computer science program, this program caters to the burgeoning need for information systems professionals who understand the business aspects of technology

Zhimin Wang (https://www.njcu.edu/directories/faculty-staff-directory/zhimin-wang), Co-Chairperson

Professor of Finance

Hebei University of Economics and Business, China, B.A., Shanghai University of Finance and Economics, Shanghai, China, M.A., Southern Illinois University Carbondale, U.S.A., Ph.D.

Li Xu (lxu@njcu.edu), Co-Chairperson
Assistant Professor of Finance
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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. 3)."

- Business Analytics and Data Science, M.S. (p. 107)
- Business Information Systems, M.S. (p. 108)
- Financial Technology, M.S. (p. 109)
- M.B.A., Business Analytics Specialization (p. 110)
- M.B.A., Finance Specialization (p. 111)

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 506 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 507 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 treasury function of a modern corporation. The emphasis of the course is on the liquidity, risk-management, and institutional issues that affect the corporation's operating or cash cycle. Topics include valuation models for short-term financial decisions, payment mechanisms, cash management systems, short-term borrowing arrangements, and forecasting techniques.

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.
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 liqidity, special situations, and methods of transfer during life.
Prerequisite: FINC 671 Foundations of Professional Financial Planning and FINC 674 Income Tax Planning for Individuals and Businesses

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 depth. 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-backed 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.
Prerequisite(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 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.
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.
- 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.

Total Credit Hours: 33

Code	Title	Credits
Pre-Requisite Courses (As Required):		
BUSI 599	Graduate Business Essentials	9
Required Core Program Courses:		**24**
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:		**6**
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

This is a sample degree map only. 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. Graduate business programs are conducted in two distinct sessions of 7 weeks each during each term of fall, spring or summer. Full time graduate students may take up to 12 credits in a single term. 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).

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
FINC 781	Capstone Project in Data Science	3
	Credits	**6**
	Total Credits	**33**

* With the guidance of an advisor, an elective may be chosen from an approved list of electives.

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.

Business Information Systems, M.S.*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

The Master of Science in Business Information Systems program will prepare students with the skills needed to work in the information technology industry. The program is designed as a bridge between business and technology. As opposed to a pure computer science program, this program caters to the burgeoning need for information systems professionals who understand the business aspects of technology.

ADMISSION REQUIREMENTS

- The completion of a Bachelor's degree.
- The minimum requirement for admission to the MS program is 3.0 GPA.
- Students whose undergraduate GPA is between 2.75-2.99 will be considered for admission and matriculation with the following conditions:
  - Business undergraduate majors with a GPA below 3.0 (2.75-2.99) must take BUSI 599 Graduate Business Essentials in the first semester and attain a grade of B to continue in the MS program.
  - Non-business majors must take BUSI 599 Graduate Business Essentials in the first semester and attain a grade of B to continue in the MS or MBA program.
- Meet all minimum requirements of the Graduate Studies Office. These requirements include: completed application; transcripts; recommendation letters; essay; and resume. An interview may be requested.
- Additional requirements for international students include: Test of English as a Foreign Language (TOEFL) test result, and Educational Credential Evaluators (ECE), or World Education Services (WES) evaluation of international transcripts.
- Up to nine credits of graduate courses from other institutions may be accepted with approval of the School of Business.

Code	Title	Credits
FINC 537	Business Information Systems Principles and Ethnical Issues	3
FINC 540	Business Information Systems Analysis, Design and Acquisition	3
FINC 535	Data Management	3

FINC 516	Computer Networks and IT Infrastructure	3
FINC 515	Programming for Business	3
FINC 6X4	Information Systems Project Management	3
SECU 660	Security, Privacy of Information and Information Systems	3
FINC 781	Capstone Project in Data Science	3
Elective Course 1		3
Elective Course 2		3

This is a sample degree map only. 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. Graduate business programs are conducted in two distinct sessions of 7 weeks each during each term of fall, spring or summer. Full time graduate students may take up to 12 credits in a single term. 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).

First Year		
Semester 1		**Credits**
FINC 537	Business Information Systems Principles and Ethnical Issues	3
FINC 540	Business Information Systems Analysis, Design and Acquisition	3
FINC 535	Data Management	3
	Credits	**9**
Semester 2		
FINC 517	Business Telecommunications and Technology Infrastructure	3
FINC 515	Programming for Business	3
FINC 6X4	Information Systems Project Management	3
	Credits	**9**
Summer 1		
Elective 1		3
	Credits	**3**
Second Year		
Semester 3		
FINC 608	Business Information Systems Security and Risk Management	3
FINC 7XX	Capstone in Information Systems	3
Elective 2		3
	Credits	**9**
	Total Credits	**30**

The specific learning outcomes for the M.S program in Business Information Systems are stated below. These learning outcomes are aligned directly with the learning outcomes for information systems programs specified by the Accreditation Board for Engineering and Technology (ABET)
• LO1: Analyze a business problem and to apply principles of information systems and other relevant disciplines to identify solutions.
• LO2: Design, implement, and evaluate an information systems solution to meet a given set of requirements in the context of the program's discipline.
• LO3: Communicate effectively in a variety of professional contexts.
• LO4: Recognize professional responsibilities and make informed judgments based on legal and ethical principles.
• LO5: Perform effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
• LO6: Support the delivery, use, and management of information systems within an information systems environment.

Financial Technology, M.S.

The Master of Science in Financial Technology program will prepare students with skills needed to work in the financial technology industry. The program is designed to cater to the burgeoning need for financial technology professions. Students' learning experiences will be grounded in real world contexts.

ADMISSION REQUIREMENTS

- Bachelor's degree from a nationally accredited undergraduate program.
- Required minimum GPA 3.0.
- A personal Statement of Purpose (250-500 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 30-credit course of study assumes an undergraduate degree 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 the approval of the program coordinator.

Code	Title	Credits
Core Courses:		
FINC 507	Corporate Financial Management	3
FINC 514	Introduction to Business Analytics and Data Science	3
FINC 530	Machine Learning for Business I	3
FINC 531	Current Topics in Financial Technology	3
FINC 673	Investment Planning and Portfolio Analysis	3
FINC 632	Designing and Developing Financial Software	3
FINC 772	Analysis of Debt Investments	3
Capstone Course:		
FINC 785	Capstone in Financial Technology	3
Required Electives (Select 2 for a total of 6 credits):		
Elective Course (Advisor Permission)		3

Elective Course (Advisor Permission)		3
Total Credits		**30**

First Year		
Semester 1		**Credits**
FINC 507	Corporate Financial Management	3
FINC 514	Introduction to Business Analytics and Data Science	3
FINC 530	Machine Learning for Business I	3
	Credits	**9**
Semester 2		
FINC 531	Current Topics in Financial Technology	3
FINC 673	Investment Planning and Portfolio Analysis	3
FINC 632	Designing and Developing Financial Software	3
	Credits	**9**
Second Year		
Semester 1		
FINC 774	Analysis of Derivatives and Alternative Investments	3
Elective Course (Advisor Permission)		3
	Credits	**6**
Semester 2		
FINC 785	Capstone in Financial Technology	3
Elective Course (Advisor Permission)		3
	Credits	**6**
	Total Credits	**30**

Student Learning Outcomes

Upon completion of the Master of Science in Financial Technology 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 broad knowledge of financial markets, investments, and corporate finance.
9. Apply statistical and machine learning techniques to build financial models.
10. Demonstrate knowledge of cutting edge financial technology innovations.
11. Demonstrate understanding of design and development of different types of financial systems.

M.B.A., Business Analytics Specialization*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

The Master of Business Administration prepares graduates to lead and manage organizations through mastery of broadly applicable core disciplines in global management and leadership, finance, and marketing, gaining skills tailored to the ethical solution of complex problems, integration of information technology, leading a diverse workforce, and competing in a global marketplace.

The MBA with a specialization in Business Analytics, provides students with advanced analytical skills that are vital for success in the current business world.

- 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
  - 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; and resume. 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. For more information about the TOEFL exam go to TOEFL.

Code	Title	Credits
Core Requirements (18 credits)		
FINC 514	Introduction to Business Analytics and Data Science	3
FINC 507	Corporate Financial Management	3
MGMT 516	Global Strategic Management	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
MGMT 595	Executive Communication	3
Business Analytics Specialization (15 credits)		
FINC 535	Data Management	3

FINC 565	Time Series Modeling and Experimental Design	3
FINC 530	Machine Learning for Business I	3
FINC 613	Decision Analysis	3
FINC 560	Data Visualization and Communication	3
Capstone Requirement (3 credits)		
BUSI 799	Interdisciplinary Capstone in Business Administration	3

First Year

Term 1		**Credits**
FINC 514	Introduction to Business Analytics and Data Science	3
FINC 507	Corporate Financial Management	3
MGMT 595	Executive Communication	3
	Credits	**9**
Term 2		
MGMT 516	Global Strategic Management	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
	Credits	**9**
Term 3		
FINC 535	Data Management	3
FINC 565	Time Series Modeling and Experimental Design	3
FINC 530	Machine Learning for Business I	3
	Credits	**9**
Term 4		
FINC 613	Decision Analysis	3
FINC 560	Data Visualization and Communication	3
BUSI 799	Interdisciplinary Capstone in Business Administration	3
	Credits	**9**
	Total Credits	**36**

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.

M.B.A., Finance Specialization*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

The Finance Specialization in the MBA degree program immerses graduate students in interesting and emergent topics in the dynamic field of finance. 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 Finance, you will be a business administration professional first and foremost, but with an enhanced understanding of financial management of business, government, and not-for-profit entities. The program provides students with specific skills in finance to complement the broad business competencies required of managers in a dynamic and global economy. Students will appraise the planning, funding, and investment decisions made by managers to create value for their organizations in the context of environmental, social, and governance risks and responsibilities. Students must examine best practices to meet the challenges of innovative and disruptive technologies, internationalization, intellectual property disputes, conflicts of interest, and other ethical dilemmas.

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
- **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; and 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://www.njcu.edu/admissions-aid/graduate-admissions/graduate-degrees/business-administration-finance-mba).
For more information about the TOEFL exam go to TOEFL (http://www.ets.org/toefl).

Total Credit Hours: 36

Curriculum Requirements:

Code	Title	Credits
Required Core Program:		**18**
FINC 514	Introduction to Business Analytics and Data Science	3
FINC 507	Corporate Financial Management	3
MGMT 595	Executive Communication	3
MGMT 516	Global Strategic Management	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
Required Finance Specialization Courses:		**15**
FINC 670	Working Capital Management	3
or FINC 678	Healthcare Financial Management	
FINC 673	Investment Planning and Portfolio Analysis	3
FINC 776	Global Finance	3
FINC 777	Financial Institutions and Banking Relations	3
FINC 778	Financial Restructuring and Reorganization	3
Capstone Requirement		**3**
BUSI 799	Interdisciplinary Capstone in Business Administration	3
Total Credits:		**36**

Full-time Plan (excludes prerequisite course, as may be required*)

First Year		
Term 1		**Credits**
FINC 514	Introduction to Business Analytics and Data Science	3
MGMT 595	Executive Communication	3
FINC 507	Corporate Financial Management	3
	Credits	**9**
Term 2		
MGMT 516	Global Strategic Management	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
	Credits	**9**
Term 3		
FINC 670	Working Capital Management (Select only one from among FINC 670, FINC 678)	3
FINC 673	Investment Planning and Portfolio Analysis	3
FINC 776	Global Finance	3
	Credits	**9**
Term 4		
FINC 777	Financial Institutions and Banking Relations	3
FINC 778	Financial Restructuring and Reorganization	3
BUSI 799	Interdisciplinary Capstone in Business Administration	3
	Credits	**9**
	Total Credits	**36**

*Prerequisite Courses (as required)

Code	Title	Credits
BUSI 599	Graduate Business Essentials	9

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

The Management Department provides a diverse array of MBA concentrations, meticulously designed to propel graduates into leadership roles and accelerate their career advancement. Pursuing a graduate degree in management empowers students with the critical skills needed to effectively manage people and resources. Whether you choose a concentration in Organizational Management & Leadership, Healthcare Management, or Supply Chain Logistics and Maritime Port Management, you will hone your analytical, problem-solving, and communication abilities. These are essential skills for thriving in today's complex and fast-paced world. An MBA degree not only opens a wide array of career opportunities but also equips you with the expertise and confidence to become a visionary leader in your field.

Yi-Yu Chen
Assistant Professor of Management
Chung Yuan University, B.A.; Rutgers University, M.B.A., Ph.D.

John Donnellan, (ychen@njcu.edu) **Chairperson**
Professor of Management
New York City Technical College, A.A.; Pace University, New York, B.B.A; Nova Southeastern University, M.B.A.; Pace University, D.P.S.

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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.

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Lauren Michele Johnson
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Associate Professor of Management
New Jersey City University, B.S., M.S.; Tiffin University, M.B.A.; Seton Hall University, Ph.D.

- M.B.A., Health Care Management Specialization* (p. 114)
- M.B.A., Organizational Management and Leadership Specialization (p. 115)
- M.B.A., Supply Chain and Maritime Port Management Specialization (p. 117)

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 exposes 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 Managment

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., Health Care Management Specialization*

Program Status: Discontinued (No New Admissions)

This program is not accepting external or internal applications. Students currently enrolled or previously admitted should consult with an advisor regarding available options, including alternative programs and, where applicable, pathways to complete remaining requirements subject to applicable institutional requirements and approvals.

In a unique collaboration, the NJCU School of Business has partnered with the NJCU Health Sciences department to offer an MBA specialization in Healthcare Management. Healthcare professionals will be able to add business acumen to their skill set, while taking advantage of industry expertise from the professors in Health Sciences.

Admission Requirements:

- The completion of a Bachelor's degree.
- A required minimum undergraduate 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**
  - **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; official transcripts; essay; and resume.
- 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 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) 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.

Code	Title	Credits
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3

FINC 514	Introduction to Business Analytics and Data Science	3
MGMT 595	Executive Communication	3
FINC 507	Corporate Financial Management	3
MGMT 516	Global Strategic Management	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
FINC 678	Healthcare Financial Management	3
HLTH 617	Health Admin Theory&Practice	3
HLTH 622	Health Personnel Management	3
HLTH 625	Principles of Health Informatics	3
HLTH 637	Health Law	3
BUSI 799	Interdisciplinary Capstone in Business Administration	3
Total Credits		**36**

First Year		
Semester 1		**Credits**
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
FINC 514	Introduction to Business Analytics and Data Science	3
MGMT 595	Executive Communication	3
	Credits	**9**
Semester 2		
FINC 507	Corporate Financial Management	3
MGMT 516	Global Strategic Management	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
	Credits	**9**
Second Year		
Semester 1		
FINC 678	Healthcare Financial Management	3
HLTH 617	Health Admin Theory&Practice	3
HLTH 622	Health Personnel Management	3
	Credits	**9**
Semester 2		
HLTH 625	Principles of Health Informatics (HLTH TBD-3 Health Ethics Policy and Law)	3
HLTH 637	Health Law	3
BUSI 799	Interdisciplinary Capstone in Business Administration	3
	Credits	**9**
	Total Credits	**36**

Student Learning Outcomes

Upon completion of the Master of Business Administration with a Specialization in Health Care 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.

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
  - **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; and resume. 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://www.njcu.edu/admissions-aid/graduate-admissions/graduate-degrees/business-administration-oml-mba).
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) 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.

Total Credit Hours: 36

Code	Title	Credits
Core Requirements		**18**
FINC 514	Introduction to Business Analytics and Data Science	3
FINC 507	Corporate Financial Management	3
MGMT 595	Executive Communication	3
MGMT 516	Global Strategic Management	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
Specialization Courses		
MGMT 515	Behavioral Issues and Ethics in Management	3
MGMT 697	Business Negotiation and Conflict Resolution	3
MGMT 711	Managing for Internal Innovation	3
MGMT 713	Managing the Services Organization	3
MGMT 714	Transformational and Situational Leadership	3
Capstone Requirement [1]		**3**
BUSI 799	Interdisciplinary Capstone in Business Administration	3
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).

First Year

Term 1		**Credits**
FINC 514	Introduction to Business Analytics and Data Science	3
FINC 507	Corporate Financial Management	3
MGMT 595	Executive Communication	3
	Credits	**9**
Term 2		
MGMT 516	Global Strategic Management	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
	Credits	**9**
Term 3		
MGMT 515	Behavioral Issues and Ethics in Management	3
MGMT 697	Business Negotiation and Conflict Resolution	3
MGMT 711	Managing for Internal Innovation	3
	Credits	**9**
Term 4		
MGMT 713	Managing the Services Organization	3
MGMT 714	Transformational and Situational Leadership	3
BUSI 799	Interdisciplinary Capstone in Business Administration	3
	Credits	**9**
	Total Credits	**36**

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 context.

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.

M.B.A., Supply Chain and Maritime Port Management Specialization

The Association of Supply Chain Management, in its 2020 Salary and Career Survey Report, stated that graduate supply chain professionals earned a median salary of $78,750, which is 24% higher than the national median salary.

The State of New Jersey ranks third highest among top-paying states for Transportation, Storage, and Distribution Managers with an annual mean wage of $131,540.

Admission Requirements:

- The completion of a Bachelor's degree.
- A required undergraduate (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**
  - **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; essay; and resume.
- 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 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) 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.

Minimum Grade Requirements

- Candidates must have and maintain a minimum cumulative grade point average of 3.0 out of 4 to remain in a graduate business degree program.

Total Credit Hours: 36

Code	Title	Credits
MGMT 516	Global Strategic Management	3
MGMT 518	Business Analytics in Supply Chain, Logistics and Maritime Port Management	3
MGMT 595	Executive Communication	3
MGMT 710	Operations and Management of Transportation	3
MGMT 715	Operations and Supply Chain Management	3
MGMT 716	Maritime Management	3
MGMT 717	Maritime Port Management	3
FINC 507	Corporate Financial Management	3
FINC 514	Introduction to Business Analytics and Data Science	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
BUSI 799	Interdisciplinary Capstone in Business Administration	3

First Year

Term 1		**Credits**
MGMT 516	Global Strategic Management	3
MGMT 518	Business Analytics in Supply Chain, Logistics and Maritime Port Management	3
MGMT 595	Executive Communication	3
	Credits	**9**
Term 2		
FINC 507	Corporate Financial Management	3
FINC 514	Introduction to Business Analytics and Data Science	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3
	Credits	**9**
Second Year		
Term 3		
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
MGMT 710	Operations and Management of Transportation	3
MGMT 715	Operations and Supply Chain Management	3
	Credits	**9**
Term 4		
MGMT 716	Maritime Management	3
MGMT 717	Maritime Port Management	3
BUSI 799	Interdisciplinary Capstone in Business Administration	3
	Credits	**9**
	Total Credits	**36**

Student Learning Outcomes

Upon completion of the Master of Business Administration with a Specialization in Supply Chain and Maritime Port 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.

Marketing

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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 720 Customer Analytics (3 Credits)
In this course, students will learn the scientific approach to marketing with hands-on use of technologies such as databases, analytics and computing systems to collect, analyze, and act on customer information. The course takes a very hands-on approach with real-world databases and equips students with tools that can be.

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.
Pre-Requisite(s): MKTG 615 Contemporary Marketing

MKTG 732 Digital Marketing Strategy (3 Credits)
This course explores the conduct and 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.

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.

MKTG 735 Strategic Integrated Marketing Communication (3 Credits)
Through this class, graduate students learn about the strategies and tactics of strategic communication planning, corporate social responsibility, and crisis communication that allow for successful reputation management.

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

M.B.A., Business Analytics Specialization (p. 110)

M.B.A., Finance Specialization (p. 111)

MBA, Organizational Management and Leadership Specialization (p. 115)

M.B.A., Health Care Management Specialization (p. 114)

M.B.A., Supply Chain and Maritime Port Management Specialization (p. 117)

REQUIREMENTS

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. 116) 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

Code	Title	Credits
FINC 514	Introduction to Business Analytics and Data Science	3
FINC 507	Corporate Financial Management	3
MGMT 595	Executive Communication	3
MGMT 516	Global Strategic Management	3
MKTG 515	Contemporary Marketing Perspectives: Trends, Strategies and Practice	3
ACCT 552	Strategic Profitability Analysis: Accounting for Managers	3

***See individual specializations below for specific remaining requirements.**

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M.B.A., Business Analytics Specialization (p. 110)

Management Specialization: Health Care Management, M.B.A. (p. 114)

Management Specialization: Organizational Management and Leadership, M.B.A. (p. 115)

Management Specialization: Supply Chain and Maritime Port Management, M.B.A. (p. 117)

MBA, CUSTOMIZED

A student who selects the Customized MBA option is required to take the 18-credit core of courses, as well as the Interdisciplinary Capstone. With the guidance of an advisor, students may complete their general MBA concentration by successfully completing 15 credits from graduate course offerings in Accounting, Finance, and/or Management.

Office of Graduate Studies

Wanda L Rutledge, Ph.D., MBA, Interim Dean

201-200-2150

New Jersey City University offers master's and doctoral degree programs, as well as specialized certificates in selected areas of study determined by the educational needs of the people of the region and by academic resources. The Office of Graduate Studies is responsible for the governance of graduate instructional programs through the polices of the University.

The Dean is an *ex officio* member of the University Senate Graduate Studies Committee and the ad hoc Grad Council.

The Office of Graduate Studies encourages, facilitates, and supports students in all units of the university.

Mission

The Office of Graduate Studies strives to elevate NJCU's graduate education programs to be innovative, relevant, and increasingly visible on all campus locations, in the various communities it serves, in the state of New Jersey, and beyond by providing access to all through in-person, online, and hybrid formats.

The Office of Graduate Studies central purpose:

1. To monitor and support academic progress and retention of graduate students toward certificate and degree completion;
2. To provide support for graduate programs through the leadership of the Dean, the University's Schools and Colleges, representing the graduate faculty;
3. To ensure the quality and continued innovative practices of graduate programs through support for program self-assessment and through regular program review;
4. To continue to expand student services to meet the needs of students today for accessible academic programs, online opportunities, and continued professional and personal development; and
5. To stimulate and support graduate student research and creative activities.

The Office of Graduate Studies is here to bridge the pathway for graduate students from enrollment to certificate or degree completion, in collaboration with individual program faculty and other support offices of the University.

Adult and Continuing Education

The Office of Adult and Continuing Education is housed in Hepburn Hall, Suite 108, on NJCU's main campus in Jersey City.

Telephone: 201-200-3089

Email: conted@njcu.edu

Wanda L Rutledge (wrutledge@njcu.edu)**, Ph.D., Interim Dean**

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Jeanine Purfield (jjoyce@njcu.edu)**, Proyecto Science Administrative Secretary**

Mission

The Office of Adult and Continuing Education is reimagining the way we learn, what we learn and how we learn. We seek to promote lifelong

learning by providing all learners – of all ages in all contexts – the knowledge and skills they need to realize their full potential. Education is not limited to a single period of one's lifetime. We advocate for continuous discovery and support the life cycle of learners with programs for youth seeking new topics to explore, enrichment activities, and new opportunities for skills development; for adults seeking workforce and professional development and short-term certifications; and for mature citizens, looking for intellectual stimulation and the comfort of a shared community experience. A growing number of courses are offered in Spanish.

NJCU's Adult and Continuing Education space is home to non-credit foundational literacy classes, professional certifications, pathways, and bridges from applied work experience to college credit. We offer a wide range of online courses leading to certifications. As a workforce development center, we work with the New Jersey Department of Labor through the One Stop Career Centers of Hudson County, Essex County, Bergen County, Union County and Middlesex County, providing educational training leading to certifications and employment opportunities for some of the greatest at-risk members of the community. They include individuals who are unemployed and seeking a return to the labor market, underemployed, or job changers from populations of youth (16-24), individuals with disabilities, mature workers (55+), displaced homemakers, veterans, and second chance citizens.

Adult and Continuing Education at NJCU provides customized training programs in business communication, leadership, and many other courses designed to meet the

unique skill development needs of employers. We recognize that each organization is unique with specific training requirements. We offer free consultation and work closely with community and corporate representatives to create a customized training program that meets the unique needs of our community partners. As such, the Office also promotes the University's focus on awarding credit for prior learning through various means of military, industry or corporate training courses, work experiences, international education, and competency testing to build a growing number of pathways from non-traditional learning experiences to college degrees.

For more information visit www.njcu.edu/continuing-education (https://www.njcu.edu/academics/adult-and-continuing-education)

Affirmative Action Statement

New Jersey City University is committed to ensuring that all its educational programs (including recruitment, admission, and retention of students), personnel actions (including application, hiring, promotion, compensation, benefits, transfers, layoffs, training, and tuition assistance), and its social and recreational programs are administered according to the principle of affirmative action and in compliance with relevant federal and state civil rights legislation.

The University community consists of a diverse population of men and women who represent various racial, ethnic, and economic backgrounds. The University continues to strive to maintain and extend that diversity not only to comply with the law but also to provide an educationally desirable environment.

The University 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.

Equal Opportunity/Non-discrimination Statement

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

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.

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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