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### Course Catalog, 1979-1981

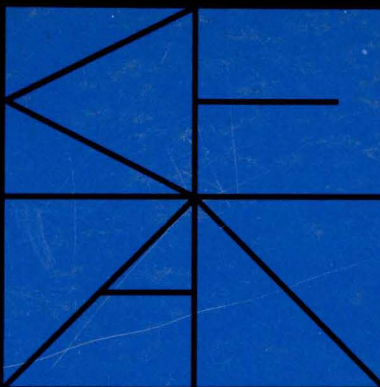
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GRADUATE  
CATALOG

1979-1981



KEAN  
COLLEGE  
OF NEW  
JERSEY



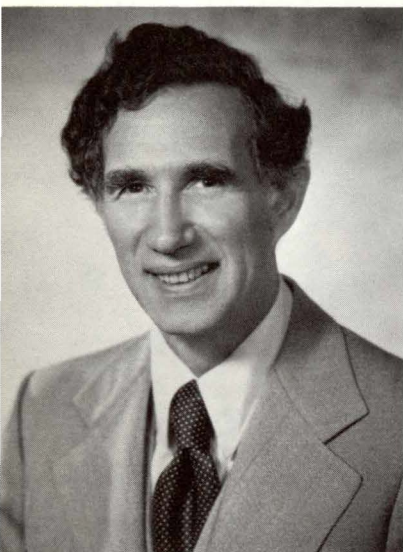
Kean College of New Jersey  
Union, New Jersey 07083  
*Equal Opportunity Institution*

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# **Kean College of New Jersey Graduate Catalog 1979 • 1981**



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Nathan Weiss, President  
Kean College of New Jersey

Kean College of New Jersey is a major regional institution of higher learning serving students from the communities of New Jersey and its neighboring states. Thirteen thousand men and women attend the College on full-time, part-time and "open-university" bases. They are instructed by a distinguished faculty in the arts, humanities, sciences, applied disciplines and teacher education. This diversification is reflected in seventy options offered on graduate and undergraduate levels. In addition, Kean is the first college in the State to introduce baccalaureate programs in computer science, physical therapy, occupational therapy and public administration; the first to receive national accreditation for an undergraduate major in social work and the first to institute a bilingual program for Spanish-speaking students.

The concerns of the College are multi-dimensional, a considerable change from the single purpose for which it was founded in 1885 and which the College pursued with distinction for over 100 years in the City of Newark . . . the training of educational leaders. In 1958 the College relocated to the landmark Kean estate in Union, signaling a dramatic transformation in the institution's character, size and scope.

Approaching the 1980's, the mission of the College is threefold—  
to provide quality instruction, built upon a secure liberal arts foundation and leading to viable choices for post-college employment and further educational and professional development;  
to encourage scholarship and research and to exert creative leadership in the improvement of the learning process;  
to serve the community with the best of academic resources and personnel strengths.

Kean College is committed to affirmative action in its admissions and employment practices. Further, the College encourages participation of handicapped persons and provides support systems to facilitate their access to life and work within the institution.

Kean College of New Jersey invites prospective students and members of the academic community, business and industry to visit the campus and to inquire further into the institution's curriculum and services.

## Accreditation and Affiliation

Kean College of New Jersey is accredited by the Middle States Association of Colleges and Schools; all major programs in professional education are approved by the National Council for Accreditation of Teacher Education. The College is licensed by the New Jersey State Department of Higher Education and retains memberships and affiliations which include the following:

- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities
- American Association of University Women
- American Council on Education
- American Association for Higher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Personnel and Guidance Association
- Association for Continuing Higher Education
- Association for Continuing Professional Education
- Association for Institutional Research
- Association of Graduate Liberal Studies Programs
- College Entrance Examination Board
- National Association of State Universities and Land Grant Colleges
- New Jersey Association of Colleges of Teacher Education
- World Future Society

For all information contact:  
Division of Advanced Studies,  
Research and Development  
Townsend Hall  
Kean College of New Jersey  
Union, New Jersey 07083  
Telephone (201) 527-2018

Kean College of New Jersey offers more than thirty programs and options on the master's and post-master's levels leading to an M.A. degree, professional diploma and/or state certification.

When graduate studies were first organized in 1948, there was a faculty of eight and courses essentially designed for elementary school teachers. Today, twenty-six hundred men and women are engaged in advanced studies in the arts, humanities, behavioral sciences, education, sciences and technologies. They are instructed by skilled faculty who, with few exceptions, have attained the rank of associate professor or higher, have an earned doctorate and are full-time staff of the College.

Graduate courses are conducted year-round in the late afternoon, evening and Saturday morning sessions, primarily at the Union campus. A limited number of courses are also available at off-campus locations. Complete course schedules for the fall and spring semesters and for summer session are published in separate registration bulletins, available on request.

This catalog is the official guide to graduate education at Kean and contains specific information on admissions, academic requirements, programs, courses and support services.

### Graduate Colloquia

Graduate colloquia, at which reports of current research of graduate students and faculty are presented, are held at regular intervals throughout the academic year. All graduate students and faculty are invited to attend and participate in the discussions. Announcements of the colloquia appear in the Graduate Student Newsletter and on the advanced studies bulletin board.

### Graduate Student Association

Students enrolled in graduate courses at the College are invited to participate in the Graduate Student Association. Under the leadership of its executive board, the Association makes a direct contribution to the quality of graduate student life on campus through the sponsorship of intellectual, social, cultural and professional activities.

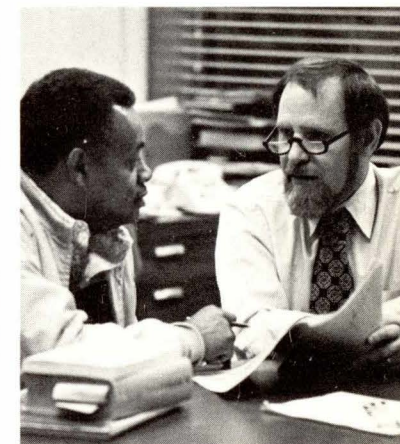
### Advisement

Advisement serves to assist the student in the planning of courses in approved sequence. Personal advisement is provided by the professional staff of the Office of Advanced Studies and by the coordinators of the individual graduate programs. Program coordinators are available at registration, during posted office hours and by appointment. Advanced Studies advisors are available 9:00 a.m.-4:30 p.m., Monday through Friday as well as two evenings per week during the spring and fall. The schedule of the additional hours is announced at the beginning of each semester.

Students are encouraged to schedule appointments. The office is located in Townsend Hall.

### Placement Services

Services in career guidance and placement are available without cost to students seeking either initial employment or opportunities for professional advancement. Students desiring information or guidance are advised to consult the Office of Academic and Career Planning and Placement, first floor, Administration Building.



## Library Services

The Nancy Thompson Library is a comprehensive learning center holding more than 222,000 volumes and 1,600 periodical subscriptions. Several special collections include rare books and other printed materials; New Jersey history; the papers of Congresswoman Florence P. Dwyer (M.S. 1956-72); and the institutional archives, containing catalogued documents relating to the 123-year history of the College. The Library has been designated by Congress as a depository for selected United States Government documents; it also serves as a regional depository for selected New Jersey State publications.

Books and materials not available in the College collections may be borrowed from other resources through a cooperative inter-library loan system. In addition, the holdings of all institutions belonging to the Consortium of East Jersey, of which the College is a founding member, are available to members of the Kean community through special borrowing privileges.

The Library also houses a dial-access information retrieval system that supports the academic program of the College.

## Institute of Child Study

The Institute of Child Study is a clinical complex associated with a number of the academic programs of the College. Designated as a University Affiliated Facility by the U.S. Department of Health, Education and Welfare, the Institute provides evaluation and training services to children with disabilities caused by social, health, learning and developmental disorders.

Students working at Kean in the advanced areas of special education, personnel services and school psychology have excellent opportunities for direct experience and observation in the clinics of the Institute. The clinics are specialized and include facilities for comprehensive evaluation, speech impairments, learning problems, reading disabilities, psychological services and learning disorders.

Among the other programs sponsored by the Institute are classes for children with communication disorders who are referred by their school districts, a cooperative diagnostic and evaluation project with the Cerebral Palsy Center in Union, and several specialized recreational programs for exceptional children.

## Day Care Center

The Department of Early Childhood Education maintains a Center for the care and education of young children while their parents attend classes. The Department supervises the program and curriculum of the Center.

The Center director is a certified early childhood educator. Three certified early childhood teachers serve as graduate assistants.

Day care is offered from 8:00 a.m. to 4:00 p.m., Monday through Friday, for children two through five years of age. Evening care is offered from 4:30 p.m. to 8:00 p.m., Monday through Thursday, for

children four through ten years of age. Students of the College may apply for admission of their children to the Child Care Center Director. The children may attend on a daily or hourly basis while their parents are in class or studying in the library.

## Office of Federal Compliance

As an affirmative action/equal employment opportunity institution, it is the policy of the College that in all matters concerning the recruitment, selection and admission of students; and in all matters relating to employment with, or employment sponsored by the College, no person shall be discriminated against for reasons of race, creed, sex, national origin, religion, political affiliation or handicapping conditions. Inquiries about compliance in these areas may be directed to the Director of Affirmative Action, Office of Federal Compliance, (201) 527-2505.

This policy is in compliance with federal regulations issued under Title VI, Title VII, Civil Rights Act of 1964; Executive Order 11246, as Amended; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973, as Amended; and the Veterans Assistance Act of 1972, as Amended.

The College is located in Union Township. The campus is quiet and spacious, spread over 120 acres of woods and lawns and cut through by the Trotter's Lane and Winthrop Place branches of the Elizabeth River. Vehicular traffic is restricted to the perimeter of the campus and only walkways and footbridges traverse the broad interior mall. A total environment has been created within which both esthetic and functional concepts are carefully integrated.

Access to the College is excellent with its proximity to major networks of transportation. This, in turn, makes the continuous cultural and intellectual interchange between the cities and the College possible. Parking on-campus for visitors and commuting faculty and students is provided.

Opposite the campus is Liberty Hall, home of New Jersey's first governor, William Livingston. For 200 years, Liberty Hall has remained the residence of his descendants down to the present Kean family, from whom the College acquired its land in 1954.

**The Kean Library**—One of the original Kean estate buildings and a faithful replica of Norman architecture, panelled with oak from Nottinghamshire, the traditional retreat of Robin Hood. Built by Senator Hamilton Fish Kean, it housed the Senator's extensive private library and became a meeting place for politicians and statesmen.

**Townsend Hall**—Executive offices, administrative and faculty offices, classrooms. Named for M. Ernest Townsend, President of the College, 1929-1939. The original building is extended by the Industrial Studies Wing and Bruce Hall, named for Guy V. Bruce, professor emeritus. These areas contain classrooms, shops and science laboratories.

**College Center**—Little Theatre, snack bar, lounges, student activities offices and meeting rooms.

**Student Activities Building**—The Jane Plenty Book Store, Health Services, Counseling Center, lounges and offices.

**D'Angola Gymnasium**—Gymnasiums, swimming pool, dance studio. Named in memory of Joseph A. D'Angola, head of the Health and Physical Education Department and Dean of Men, 1935-1956, and for Anita B. D'Angola, head of Women's Physical Education, 1916-1956.

**Campus School**—Cluster of five buildings of classrooms and offices, housing the Department of Special Education, Institute of Child Study and Computer Center.

**Nancy Thompson Library**—700 seating stations, from conference rooms to individual and research study carrels; curriculum materials room; extensive book collections, periodicals, microfilm. Named for Nancy Thompson, chief librarian from 1914-1957.

**Wilkins Theatre for the Performing Arts**—1000-seat semicircular auditorium, teaching studios, reception hall. Named for Eugene G. Wilkins, President of the College from 1950-1969.

**Willis Hall**—Classrooms, faculty offices. Named for William Spader Willis, chief administrator.

**Downs Hall**—Student and faculty dining rooms, meeting rooms and lounges. Named for Martha Downs, chairperson of the Mathematics Department.

**Whiteman Hall**—Music practice rooms, lounges. Named for Harriet E. Whiteman, dean emeritus.

**Dougall Hall**—Campus police facilities, recreation rooms. Named for John B. Dougall, President of the College from 1944-1950.

**Vaughn-Eames Hall**—Workshop and exhibit space for the fine and theatre arts, studios and classrooms. Named for Lenore Vaughn-Eames, alumna and member of the faculty.

**College Apartments**—Four mid-rise buildings with apartment accommodations for 1,000 men and women. Named in honor of Mary B. Burch, member of the Board of Trustees; Mary B. Bartlett, member of faculty; and Laura E. Rogers, alumna and member of faculty; and in memory of Ralph P. Sozio, student at the College.

**Science Building**—Class and research laboratories, faculty offices.

**Hutchinson Hall**—Instructional Resource Center, lecture hall, classrooms, faculty offices. Named for John C. Hutchinson, chairperson of the Department of Sociology.

**Administration Building**—Offices of business and academic services.





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## Admissions and Fees

## ADMISSIONS

Applicants may seek admission to a degree or planned non-degree program. All applicants must hold a baccalaureate degree. A degree program leads to a Master of Arts. A planned non-degree program may lead to a post-master's certification or a professional diploma and is also appropriate for those who already hold an M.A. and seek only additional course work.

Admission is based on assessment of the individual through personal interview, evaluation of prior undergraduate and/or graduate work, results of the Graduate Record Examinations Aptitude Test and a determination of the relationship of all these factors to the requirements of the program concerned. Applicants should refer to the Graduate School Application for most recent departmental requirements.

Students who hold a master's degree and apply for matriculation in a post-master's or second master's program will not be required to submit GRE scores unless specifically required by the program to which admission is sought.

**Procedures** All applications, accompanied by a \$10 application fee, are filed directly with the Office of Admissions. For those who already hold an M.A. from Kean and seek admission to a non-degree program, no fee is required.

The candidate must submit official transcripts of all previous undergraduate and graduate work at accredited institutions, as well as official results of the Graduate Record Examinations Aptitude Test. These documents will be retained for two years only.

**Matriculation** The College expects that all students offered admission will register for study to begin the fall or spring semester immediately following acceptance. Should this not be possible, reapplication at a later date will be necessary.

**Interviews** All applications are reviewed. Upon notification of the Office of Admissions, eligible students seeking the M.A. degree or specific post-master's certification are interviewed by the appropriate program coordinator.

**Deadlines** All applications for spring semester must be on file by November 1. Applications for fall semester must be on file by July 1. Credentials (including interviews) must be complete by one month after the deadline.

**Notification** Candidates for admission are informed by mail. Under certain circumstances, admission may be granted with conditions which must be met. These conditions are so stated at the time of notification.

### Transfer Admission

Those who wish to transfer from graduate programs at other institutions follow all the procedures which apply to admission to a degree program. Up to six semester hours of prior graduate course work with an earned grade of "B" or better may be accepted for credit.

### Veterans

The College is approved for the training of veterans. Prior to registration, the veteran should contact the Regional Office of the Veterans Administration at 20 Washington Place, Newark, and obtain a Certificate of Eligibility.

Veterans complete the registration procedure followed by all students. In addition they notify the Veterans' Advisor of their attendance by completing the Enrollment Verification form supplied by the Division of Academic Administrative Services.

### Graduate Record Examinations Aptitude Test

The Graduate Record Examinations Aptitude Test measures the general verbal, quantitative and analytical abilities of college seniors or graduates who plan to undertake graduate studies. The verbal section of the test measures the knowledge of words and their relationships to one another and the ability to comprehend reading materials from a variety of sources. The quantitative section measures understanding of mathematical symbols and tests ability to use these symbols in solving problems. The analytical sections measure analytical skills required and developed in virtually all fields of study. Because the abilities measured by the three sections of the test are quite different, three scores are reported: one for the verbal section of the test, one for the quantitative section and one for the analytical section. Many individuals are stronger in one area than another. Separate scores, therefore, give a more accurate indication of a candidate's abilities than a single, combined score would give.

Applications for the Graduate Record Examination are available through the offices of Admissions, Advanced Studies, Placement and Evening Operations or the Educational Testing Service, Princeton, New Jersey 08540.

Tuition and all college fees, expenses and refund policies are established by the New Jersey Board of Higher Education and are subject to change by the Board. Payment is made with checks drawn to Kean College of New Jersey.

**TUITION**

NEW JERSEY RESIDENT	
Per Semester Hour	\$45.00
NON-RESIDENT	
Per Semester hour	\$65.00

**FEES**

LATE REGISTRATION	\$15.00
GENERAL SERVICE FEE	
Per Semester hour	\$ 1.50
STUDENT ACTIVITY	
Per Semester hour	\$ 1.00
CAMPUS PARKING	
Full-time student	\$10.00
Part-time student	\$ 4.00
September through June	
CAMPUS PARKING	
Summer Session	\$ 4.00
TRANSCRIPTS	\$ 1.00
Obtained through Academic Administrative Services	
ADMISSIONS	\$10.00
BINDING OF THESIS	\$ 5.00

**REFUND AND TUITION**

Students who withdraw from the college or who are granted a leave of absence may be granted a refund of tuition and certain other fees on the following basis:

Withdrawal before end of drop/add period	100%
Withdrawal after drop/add but before end of first third of session	50%
Withdrawal thereafter	none

**Financial Aid**

**Guaranteed Student Loans**

Graduate students carrying at least 6 semester hours may borrow up to \$2,500 per year. Those carrying 12 or more may borrow up to \$5,000 per year. For some students the interest may be subsidized by the federal government while a student is in graduate school. Students apply directly to participating lending institutions.

**Graduate Assistantships**

Graduate assistantships which provide for waiver of tuition and fees, plus a stipend, are available in limited numbers. Interested students must be fully matriculated in a graduate program at the College and must take a minimum of 9 credits or a maximum of 12 credits of course work per semester. The student must file a preliminary application through the Office of Advanced Studies by March 31st for an assistantship the following academic year.

**Educational Opportunity Fund Grants**

Grants ranging from \$200 to \$1,500 a year are available in limited numbers. Applicants must be able to demonstrate an historical background of poverty. They must be legal residents of New Jersey for at least 12 months and full-time matriculated degree candidates.

Applications and further information are available in the Financial Aid Office.

**National Direct Student Loans**

The National Direct Student Loan Program (NDSL) is available to both graduate and undergraduate matriculated students who demonstrate financial need and are enrolled on at least a half-time basis. Federal and college funds provide loans up to a total of \$5,000 for four (4) undergraduate years and a cumulative maximum of \$10,000 through graduate or professional study. Eligibility for NDSL is determined by the College Financial Aid Office and is based on financial need established from an evaluation of the application. One can apply for an NDSL by filing a Financial Aid Form with the College Scholarship Service and a Kean College Financial Aid Application with the college Financial Aid Office.

**Garden State Scholarship**

A \$4,000 scholarship based primarily on outstanding academic achievement, this scholarship is open to graduate students matriculated in any graduate school in New Jersey. Notification of application deadlines and applications will be available in the Office of Advanced Studies, Research and Development.

**Robert J. Polglaze Scholarship**

A \$1,000 scholarship made available by the Graduate Student Council of Kean College in memory of a distinguished professor in the Educational Arts and Systems Department who died in 1977. Applicants will be judged on financial need and academic achievement. Students must have completed a minimum of 9 graduate credits at Kean College, be a resident of New Jersey, and not receiving credit reimbursement from place of employment or any stipend from the College. Applications are to be filed with the Financial Aid Office.

**College Work-Study Program**

The College Work-Study Program (CWSP) provides eligible students with part-time employment during the school year and full-time employment during vacation periods. Earnings are limited to the amount needed to meet college expenses. Eligibility is determined by the College Financial Aid Office and is established from an evaluation of the application. A Financial Aid Form must be filed with the College Scholarship Service and a job application should be filed with the College Financial Aid Office.





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## **Academic Standards and Procedures**

## MASTER OF ARTS DEGREE REQUIREMENTS

The Master of Arts degree is conferred by the authority of the Kean College of New Jersey Board of Trustees. To qualify, a student must be fully matriculated in a graduate program of the College and must complete the minimum semester hours prescribed within a period of six years. This may include six hours earned at a grade "B" or better while on prematriculated status at Kean College of New Jersey. It may also include six hours of approved graduate courses earned at another accredited institution at a grade of "B" or better.

A satisfactory grade in a comprehensive examination in the area of specialization and completion of a master's thesis or advanced seminar project are also required.

A "B" average is the minimum requirement for the total of semester hours earned for the degree. Provided that a "B" average is maintained, a maximum of 6 credits may be earned at grade "C" unless otherwise stipulated on the student's program advisement sheet.

Course work in each master's program is taken in the areas of specialization, research and general electives. General electives are courses which are outside the area of specialization but may be within the discipline.

Certain programs also have prerequisites or corequisites which must be completed prior to or along with the program but for which no degree credit is granted. These are listed in each program description.

### Comprehensive Examination

Comprehensive examinations are prepared by program faculty for each area of specialization. The exam may be taken any time after a student completes one-half of the degree requirements; however, since variations exist in the effective development of certain programs, the student is urged to consult the program coordinator concerning scheduling for the examination. Intent to take the exam must be filed with the Office of Advanced Studies at least three weeks prior to any one of the following examination dates:

November—the second Saturday

February—the third Saturday

March—the third Saturday for *School Psychology—Professional Diploma only*

The examination is submitted anonymously to faculty for reading and is graded as follows:

Pass with commendation

Pass

Fail

In the event of failure a student may be permitted to take a second comprehensive subject to approval of the program coordinator and the department chairperson. After a second failure, no further opportunity is given without special permission of the program coordinator and the Dean of Advanced Studies.

### Advanced Seminar

The Advanced Seminar is designed to bring graduate students together for the purpose of exploring significant problems in their field of specialization. Enrollment is limited and open only to fully matriculated students nearing completion of their programs. The course consists of reading, research and practicum sessions and requires each student to complete a major project or research paper which evidences competency in a field. The Advanced Seminar is a two-semester sequence, with the first semester prerequisite to the second.

The necessary application form must be submitted to the Advanced Studies office by March 15 of the academic year preceding enrollment in the Advanced Seminar.

#### Disposition of Advanced Seminar Project and/or Research Paper

The number of copies to be submitted is at the discretion of the instructor, but students are encouraged to submit at least an original and a carbon, one of which may be retained by the instructor.

### Thesis Option

Thesis Option may be taken in lieu of the Advanced Seminar. The student considering completion of a graduate thesis should possess a strong background in research methodology and writing, extensive knowledge of the field in which the work is to be undertaken and a clear concept of the problem to be investigated. The student must secure the prior approval of the program coordinator and the consent of a graduate faculty member to serve as sponsor.

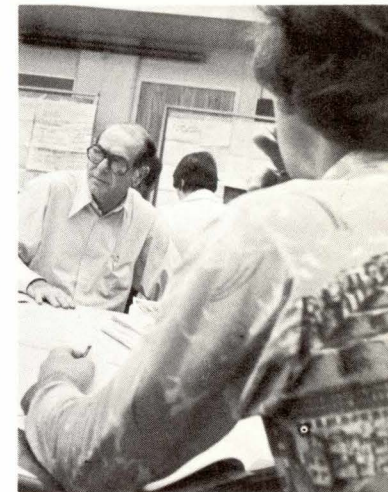
The application and approval form must be filed with the Office of Advanced Studies prior to registration for the thesis program.

A maximum of six semester hours may be granted for completion of the thesis.

**Disposition of Thesis** Two copies are signed by the instructor and submitted to the Office of Advanced Studies accompanied by a \$5.00 binding fee. One of these copies is professionally bound and is placed on file in the library. The second copy is submitted in a black binder retained in the library archives. The student may choose to have another copy bound for an additional \$5.00 fee.

### Approval of Thesis, Advanced Seminar Project or Research Paper

Authority for the final approval of a major project, research paper or thesis is held by the faculty member responsible for teaching the advanced seminar or for sponsoring the thesis. When questions arise as to the acceptability of a given paper, other members of the graduate faculty may be consulted. The deadline for submission is at the discretion of the faculty member, but the Office of Advanced Studies is to be notified of the instructor's approval of such projects at least one month prior to the end of the semester during which the advanced seminar or thesis option is to be concluded.



## Standards for Written Work

All graduate research papers must meet acceptable standards for written work. The latest edition of *Form and Style in Thesis Writing* by William G. Campbell serves as the recommended guide for written work for all graduate papers, including theses. Copies of this manual are available in the College Book Store.

## Awarding of Degrees

Students must apply for degrees through the Division of Advanced Studies by the following dates:

November 15 for the February degree;

March 15 for the June degree;

June 15 for the August degree.

Formal commencement exercises are held each year at the close of spring semester. Diplomas are also available at the end of fall semester and summer session for students who complete degree requirements at these times.

## POLICIES AND PROCEDURES

## Non-Degree Certification Requirements

Requirements for certification vary with each program. Students are advised, therefore, to consult advanced studies advisors for specific information prior to making application.

It should be further noted that the following requirements which pertain to M.A. programs apply equally to all non-degree certification programs: six-year time limitation; maintenance of a minimum "B" average.

## Classification of Students

*Matriculated students* have received a letter of acceptance and are admitted to a degree or planned non-degree graduate program.

*Prematriculated students* have a bachelor's degree from an accredited institution and are taking graduate course work at Kean College. However, they either have not applied or have not yet been admitted to a degree or planned non-degree program.

## Registration

Priority and open dates of registration are announced in the registration bulletins which may be secured through the Registrar's Office.

Matriculated students register by mail or in person on either priority or open registration dates. To assure mail registration privileges the student must complete all admissions procedures by the following dates:

March 1—for the fall semester

October 1—for the spring semester

Prematriculated students register in person on open registration dates.

**Course Selection Approval** All graduate students course request cards must be signed by a graduate advisor.

## Course Load

Maximum course loads are established per semester as follows:

full-time students, fall and spring—15 hours;

part-time students, with full employment, fall and spring—6 hours;

all students, summer session—6 hours.

Any increase in the maximum course load must have prior written approval of the Office of Academic Planning.

Full-time status requires enrollment in at least 9 hours each semester.

## Residency

There is no residency requirement for graduate work at the College; however, students are encouraged to spend at least one semester at full-time graduate work because of the advantages of academic interchange and proximity to resources for study and research. Further, students have the opportunity to confer more readily with

advisors and to concentrate their studies into a more cohesive and effective program.

### Off-Campus Course Work

Graduate courses may be offered by the College at off-campus sites. Students who wish to apply credits earned in such courses toward a master's degree should check with the program coordinator and the Dean of Advanced Studies to determine the appropriateness of the course to the degree.

### Accredited Courses

Only courses included in this catalog and graduate level courses transferred from other accredited graduate schools can be applied to M.A. and certificate programs. In exceptional cases, other courses may be substituted with the prior approval of the program coordinator and the Dean of Advanced Studies.

### Change of Program

Changing from one academic program to another is not automatic and must meet with the approval of the coordinator of the prospective program. The Office of Advanced Studies will provide the necessary forms for this request. The student then has the responsibility to follow through on the change. It must be understood that graduate credits may be lost in the process of program change.

### Grading

Letter grades are assigned at the end of each semester.

Credit is granted the following:

A—Excellent

B—Good

C—Fair

CG—Credit Granted

No credit is granted with the following:

D—Poor

F—Fail

AF—Administrative Failure

Inc—Incomplete Work

WD—Withdrawn

**Credit Granted** Credit Granted is generally considered to be equivalent to a grade "B" or better. It is applied to Advanced Seminar, Thesis Option and certain other courses for which a conventional letter grade is inappropriate.

**Incomplete** A grade of incomplete ("INC.") may be reported for a student who has completed course requirements throughout the semester and then because of illness or other unusual and substantiated cause has been unable to take the final examination or to complete a limited amount of assigned work due near the end of the semester. Unsubstantiated absences from class cannot justify an "incomplete" grade.

It is the responsibility of the student to initiate the request for a grade of "incomplete." The instructor of the course must receive this request prior to the submission of grades at the end of the semester. If no such request is received or if the instructor judges the request unacceptable, an appropriate grade shall be submitted based upon the student's attainment of the stated goals of the course.

It is also the student's responsibility to make up the work prescribed by the instructor within the time specified by the instructor. The prescribed time period shall be no later than the last day of the eleventh week of the regular fall or spring semester immediately following the receipt of the incomplete grade.

An earlier deadline may be agreed upon by the instructor and the student, and it is expected that in most instances the instructor will specify the prescribed work, the deadline by which the work is to be received, and the course grade to be recorded if the student does not complete the required work on schedule.

### Withdrawal from a Course

Students who wish to withdraw from a course for which they have registered must complete a form in the Registrar's Office. Students who withdraw from a course before the end of the 9th week of classes will receive a grade of "WD" (not counted in the cumulative grade-point average).

Students who withdraw from a course after the 9th week of classes are subject to the regular system of earned grades.

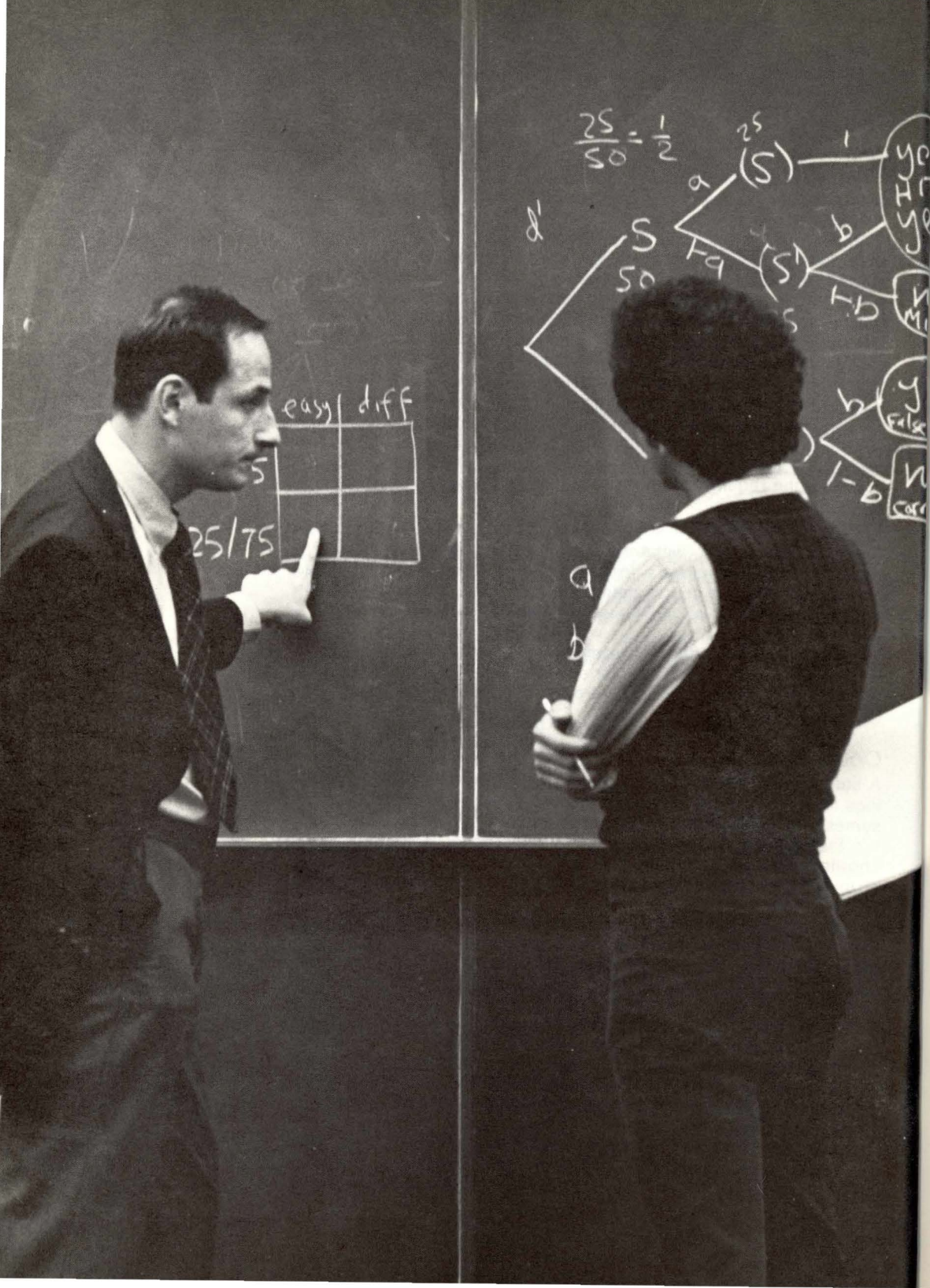
Failure to withdraw officially from a course will result in a failing grade for the course.

### Course Audit

A student who wishes to engage informally in regular College offerings may, with the permission of the instructor, audit one course per semester or term of study. Formal course requirements are not held for the auditing student, who is thereby better able to deepen knowledge in areas of thought within his or her major course of study or to broaden familiarity with disciplines beyond the major course of study.

All lecture courses may be audited; laboratory and studio courses also may be audited. Auditing status permits the student to attend class. Otherwise, the auditor does not write examinations or fulfill course requirements that regularly registered students must satisfy in order to earn academic credit. The title of the audited course is printed on the student's transcript, along with the grade symbol "AU". No academic credit is earned for audited courses.

The interested student should pick up the audit registration form at the Registrar's Office, secure the instructor's approval and return the form to the Registrar during the published period for adding and dropping courses.



# Graduate Programs





## Guide to Departments and Programs

The academic departments are arranged in alphabetical order, each with its own faculty, programs and course offerings. The departments and their graduate academic programs list as follows:

BIOLOGICAL SCIENCES (courses only)

CHEMISTRY-PHYSICS (courses only)

COMMUNICATION SCIENCES

M.A., Reading Specialist

Certificate, Teacher of Reading

EARLY CHILDHOOD EDUCATION

M.A., Early Childhood Education

EARTH AND PLANETARY ENVIRONMENTS (courses only)

ECONOMICS, GEOGRAPHY AND MANAGEMENT SCIENCE (courses only)

EDUCATIONAL ARTS AND SYSTEMS

M.A., Elementary Education, Advanced Specialization

*option: Interdisciplinary/Teaching Processes*

*option: Language Arts/Social Studies*

*option: Mathematics/Science*

*option: Urban Education*

*option: Bilingual-Bicultural Education*

*option: Teaching English as a Second Language*

EDUCATIONAL POLICY SCIENCES

M.A., Educational Administration

*option: Program for Principals and Supervisors*

*option: Program for Supervisors*

*option: Program for School Business Administrators*

*option: Organization Development*

Certificate, Principal

Certificate, Supervisor

Certificates, Principal and Supervisor

ENGLISH (courses only)

FINE ARTS

M.A., Fine Arts Education

*option: General*

*option: Certification*

*option: Supervision*

HEALTH AND RECREATION (courses only)

HISTORY (courses only)

INTERDISCIPLINARY PROGRAMS

M.A. in Liberal Studies

MATHEMATICS

M.A., Mathematics Education

*option: Teaching of Mathematics*

*option: Supervision of Mathematics*

MUSIC (courses only)

PHILOSOPHY AND RELIGION (courses only)

PHYSICAL EDUCATION (courses only)

POLITICAL SCIENCE (courses only)

PSYCHOLOGY

Professional Diploma, School Psychology

M.A., Educational Psychology

M.A., Behavioral Studies

*option: Preprofessional Psychology*

SOCIOLOGY AND SOCIAL WORK (courses only)

SPECIAL EDUCATION AND INDIVIDUALIZED SERVICES

M.A., Special Education

*option: Mental Retardation*

*option: Emotionally Disturbed and Social Maladjusted*

*option: Physical Activities for the Handicapped*

*option: Learning Disabilities*

M.A., Speech Pathology

M.A., Audiology and the Communication Sciences

Certificate, Learning Disabilities Consultant

M.A., Student Personnel Services

*option: Guidance and Counseling*

*option: School Social Work*

Post Master's Certification

*option: Director of Student Personnel Services*

Biological Sciences Faculty: Osborne, Reid, Schuhmacher, Smith, Virkar (Chairperson)  
Chemistry-Physics Faculty: Luther (Chairperson), Salisbury

### Biological Sciences Course Offerings

**Bio. 5350 Microbial Physiology and Metabolism (3)** Osborne  
An examination of microbial metabolism. Includes biosynthetic and catabolic reaction sequences of bacteria and other microorganisms and the interrelations between these reactions.  
Prerequisites: Bio. 3305 Principles of Microbiology and 4105 Essentials of Biochemistry or permission of instructor

**Bio. 5450 Physiological Chemistry (3)** Smith  
Studies of the interrelationships of carbohydrates, lipids, amino acids, proteins, nucleic acids, vitamins, coenzymes, enzymes and hormones, their metabolism, biosynthesis, degradation products and their significance in biological systems. Course designed for those interested in medicine, allied medical science or for those teaching advanced biology.  
Prerequisites: One semester of biochemistry, physiology and organic chemistry or permission of instructor.

**Bio. 5510 Plant Morphogenesis and Developmental Physiology (3)** Reid, Schuhmacher  
An introduction to plant morphogenesis, treated from developmental and physiological perspectives. Topics include embryology, meristems, flower and leaf development, hormones, tissue culture and photomorphogenesis.  
Prerequisite: Bio. 4575 Plant Physiology or permission of instructor

### Chemistry Course Offering

**Chem. 5130 Spectrometric Identification of Organic Compounds (3)** Salisbury  
Determination of structure of organic compounds by analysis of infrared, ultraviolet, nuclear magnetic resonance and mass spectra. Extensive use of published spectra of "unknowns."  
Prerequisite: Chem. 3182 Organic Chemistry Lecture II

Faculty: Bush, Carmichael, Kleederman, Mazurkiewicz (Chairperson), Putnam, Schuman, Schwartz, Temkin, Walter, Welle

### Reading Specialist, M.A.

Coordinator: C. Bush  
This program is designed to provide the skills and techniques necessary for work with pupils who have reading problems and for work with teachers in the prevention of reading disabilities. Students completing all requirements are eligible for New Jersey certification as reading specialist. Admission to the program is limited to those who already hold a baccalaureate degree and a teaching certificate and have completed two years of successful teaching experience.  
Prerequisite:  
C.S. 3400 The Teaching of Reading in the Elementary School or approved equivalent.

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#### SPECIALIZATION

**Required Courses** 21  
C.S. 5410 Developmental Reading: Curriculum and Techniques 15

C.S. 5412 Reading Disabilities  
C.S. 5415-5416 Clinical Practices in the Diagnosis and Correction of Reading Disabilities I and II  
C.S. 5460 Administration and Supervision of Reading Programs

**Electives** *two courses selected from the following:* 6

C.S. 5411 Reading in Secondary Education  
C.S. 5470 Materials and Methods of Instruction for Teachers of Young Children  
C.S. 5471 Current Theory and Practice in the Teaching of Reading  
C.S. 5472 The Application of Linguistics to the Teaching of Reading  
C.S. 5480 Psychology of Reading  
C.S. 5600 Remediation of Basic Skills

**RESEARCH** 6

C.S. 5498-5499 Advanced Seminar: Research in Reading Specialization I and II or  
I.D. 5800 Thesis Option

**GENERAL ELECTIVES** 6

*Two courses selected with advisement to include:  
One course in psychology*



## Teacher of Reading, Certificate

Coordinator: C. Bush

This program fulfills requirements for New Jersey certification as teacher of reading and focuses on the skills of prevention, remediation and reading development. Students seeking admission must hold a baccalaureate degree and a teaching certificate.

Prerequisite:

C.S. 3400 The Teaching of Reading in the Elementary School or approved equivalent.

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### SPECIALIZATION

24

#### Required Courses

15

C.S. 5410 Developmental Reading: Curriculum and Techniques

C.S. 5411 Reading in Secondary Education

C.S. 5412 Reading Disabilities

C.S. 5470 Materials and Methods of Instruction in Reading for Teachers of Young Children

C.S. 5600 Remediation in Basic Skills

**Electives selected with advisement:**

9

One course in psychology

*Two of the following:*

C.S. 5471 Current Theory and Practice in the Teaching of Reading

C.S. 5472 Applying Linguistics to the Reading Program in the Elementary Schools

C.S. 5480 Psychology of Reading

E.C. 5100 Language and Thought in the Young Child

E.A.S. 5410 Children's Literature

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## Course Offerings

**C.S. 5410 Developmental Reading: Curriculum and Techniques (3)** Mazurkiewicz  
A study of the nature of reading, its linguistic and psychological bases; the implications of these bases for classroom pedagogy and the new and promising methods and materials of instruction. Stress placed upon enlarging background experiences and vocabulary knowledge; building word analysis and perceptual techniques; meeting individual reading needs; studying reading difficulty, its prevention and remediation within the elementary classroom.

**C.S. 5411 Reading in Secondary Education (3)** Mazurkiewicz, Walter  
A study of new and promising techniques in teaching reading in the secondary school.

**C.S. 5412 Reading Disabilities (3)** Walter  
A consideration of the neurological, physical, mental and emotional aspects of the child which may impede learning. Attention is focused on understanding and interpreting standardized tests and testing instruments, their validity and reliability, and on classroom diagnosis and remediation of specific reading disabilities.

**C.S. 5415 Clinical Practices in the Diagnosis and Correction of Reading Disabilities I (3)** Andrews, Walter, Welle  
A study of clinical practices in diagnosing failure in reading and in improving remedial instruction. Students administer, score and interpret various tests, compile case records and plan individual programs in reading.  
Prerequisite: C.S. 5410 and 5412.

**C.S. 5616 Clinical Practices in the Diagnosis and Correction of Reading Disabilities II (3)** Putnam, Walter  
A laboratory approach to the correction of reading disabilities with major emphasis on identification and instructional procedure involved in specific reading difficulties. Corrective instruction with pupils in need of such help. Additional hours required to be spent in working with a child, arranged at the convenience of the student.  
Prerequisite: C.S. 5415

**C.S. 5445 Clinical Application of Reading Techniques (Advanced) (3)** Putnam  
Greater in-depth experience than C.S. 5415 in a clinic situation. Team approach to diagnosis and correction demonstrated.  
Prerequisite: C.S. 5416

**C.S. 5446 Advanced Clinical Practicum (3)** Putnam, Walter  
An intensive investigation of advanced diagnostic and prescriptive procedures. Students will offer diagnosis and remediation in a clinical setting to groups of children with reading disabilities.  
Prerequisite: Permission of department

**C.S. 5460 Administration and Supervision of Reading Programs (3)** Bush  
The role of the administrator and reading specialist in reading programs. Programs designed to achieve different purposes: supervision of classroom teaching; creation of new developmental programs; parental and public relations. Reorganization of current programs. Survey of needs for program planning.  
Prerequisite: C.S. 5415

**C.S. 5470 Materials and Methods of Instruction in Reading for Teachers of Young Children (3)** Carmichael  
Techniques of teaching reading in kindergarten. Emphasis placed on building a reading program that will help prevent late reading problems.

**C.S. 5471 Current Theory and Practice in the Teaching of Reading (3)** Carmichael  
Basic foundations course on teaching of reading in elementary school for the nonreading specialist. Integration of reading with all areas of curriculum given practical classroom application.

Reading

**C.S. 5472 Applying Linguistics to the Reading Program in the Elementary School (3)** Kleederman

An exploration of the reading process in terms of the communicative functions of language. Investigation of developmental psycholinguistics will form the base for modifying methods and materials for culturally different learner.

Prerequisite: One course in reading

**C.S. 5480 Psychology of Reading (3)** Bush

An investigation of the psychological and physical aspects of reading. A study of models of the reading process. An examination of the reading process in terms of growth areas and their relationship to reading disability.

**C.S. 5490 Reading Clinic Internship (3)** Mazurkiewicz

Internship in a reading clinic, under supervision, to acquire practical knowledge and to develop skills in the organizational and administrative procedures of a reading clinic.

Prerequisite: Permission of the reading coordinator

**C.S. 5491 Evaluation of Reading Programs (3)** Bush

Assessment of reading programs through identification of behavioral objectives, collecting and analyzing data, and making proposals on the basis of valid data. Analysis of a specific school program to project its needs for program development, budget, space, materials and personnel.

Prerequisite: Permission of the reading coordinator

**C.S. 5492 Professional Seminar in Reading I (3)** Bush

Leadership roles in the work of the reading specialist. Development of techniques in problem-solving, research utilization and improvement of instruction. Practice in professional writing and speaking on current issues in the field of reading.

Prerequisite: Master's degree in reading or permission of instructor

**C.S. 5498-5499 Advanced Seminar: Research in Reading**

**Specialization I and II (3,3)** Bush, Putnam, Mazurkiewicz  
(see page 23)

Remediation

**C.S. 5600 Remediation in Basic Skills (3)** Carmichael, Putnam, Walter

Designed to increase effectiveness in the teaching of basic skills to children requiring remedial assistance. Emphasis on informal diagnosis, followed by remediation of the various skills.

**C.S. 5700 Reading Conference Workshop (1)** Schuman

An individualized program of study based on need to aid the student improve classroom instruction in reading.

Library/Media

**L.M. 5000 Reference and Bibliographical Services III (3)** Schwartz, Temkin

In-depth study of the three major non-educational areas of reference and bibliography: humanities, social sciences, physical sciences. Students study the main source of information in each area and select one area for specialization.

Prerequisites: L.M. 3000-3010 Basic Reference and Bibliographical Services I and II

**L.M. 5700 Organization and Administration of Newer Audio-Visual Media (3)** Temkin

Advanced study of the newer instructional media and their organization and administration by media personnel, "building co-ordinators" or school librarians. Involves advanced work in the study and management of newer media resources, services, hardware and software as well as their selection, purchase, availability for use, promotion and continual upgrading.

Prerequisite: L.M. 4700 Audio-Visual Media of Instruction

Faculty: Dorsey-Gaines, Dumais, Handler (Chairperson), Knight, Peters, Strickland

**Early Childhood Education, M.A.**

Coordinator: L. Peters

This program is designed primarily for individuals holding a baccalaureate degree and certified in elementary education with a pre-kindergarten through primary grade emphasis, who wish to assume teaching or leadership roles in public school classrooms, child care centers, private and cooperative nursery schools and Head Start programs.

Opportunities are available, through advisement, to concentrate in particular areas of competencies such as: leadership in child care centers, advanced curriculum and teaching, mainstreaming the exceptional child and parenting.

Those who have graduated from other disciplines and wish to earn a nursery school endorsement must consult with the Early Childhood Graduate Advisor to ascertain an appropriate course of study.

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**SPECIALIZATION 18**

**Required Courses 9**

E.P.S. 5000 Foundations of Graduate Study in Education

E.C. 5000 Modern Trends in Early Childhood Education

Psy. 5110 Developmental Study of Children

**Electives three courses selected with advisement from 9**

*the Early Childhood offerings and may include:*

E.A.S. 5140 Literature of Children and Youth

**RESEARCH 6**

E.C. 5598-5599 Advanced Seminar: Research in Early

Childhood Education I and II or

I.D. 5800 Thesis Option

**GENERAL ELECTIVES 9**

Three courses selected with advisement

General	<b>Course Offerings</b>
	<b>E.C. 5000 Modern Trends in Early Childhood (3)</b> Peters Modern practices and research explored and critically evaluated for their potential contributions to early childhood education in a multi-cultural world.
Language	<b>E.C. 5100 Language and Thought in the Young Child, Infancy Through Five Years (3)</b> Strickland In-depth study of language development as a cognitive and affective process. Current research and strategies for developing language arts programs for children, infancy through five years.
Curriculum and Methods	<b>E.C. 5200 Innovative Programs in Early Childhood Education (3)</b> Dorsey-Gaines Examination of a number of educational frontier programs in terms of their theoretical basis, their implementation in classrooms, and research findings on their efficacy. Particular emphasis placed on those programs based on Piagetian Theory. <b>E.C. 5210 Infant/Toddler Child Care Programs: Educational Component (3)</b> Handler For prospective educational and/or administrative directors or supervisors of infant/toddler child care centers or homes to develop competencies necessary to direct a nurturing center and/or center/home satellite program. Prerequisites: 15 s.h. in early childhood including developmental study of child or child psychology; experience in preschool in working with children or by special permission of the instructor <b>E.C. 5220 Building Readiness for Learning in the Primary Grades (3)</b> Knight, Strickland This course will be helpful to new teachers as well as for teachers seeking to revitalize their instructional techniques. Examines in-depth curricular problems related to readiness for learning and possible solutions. Open to teachers in pre-school/kindergarten/primary classrooms and graduate students with curricular background in early childhood education <b>E.C. 5245 Creative Activities in Early Childhood Education (3)</b> Dorsey-Gaines, Dumais This course gives students an opportunity to experience creativity and understand its essence through the use of materials and procedures. <b>E.C. 5250 Science Experience for Teachers of Young Children (3)</b> Knight Understanding the child as an explorer of his limited but expanding environment. Emphasis on the design and presentation of firsthand learning experiences in science for the pre-school and primary child. <b>E.C. 5260 Inquiry and the Curriculum in Early Childhood Education (3)</b> Handler Focuses on the development of the early childhood curriculum based upon inquiry in humanities and science. Opportunities for group experience in the humanities. Prerequisites: Primarily for graduate students with background in early childhood education pre-kindergarten through third grade, or by permission of the instructor <b>E.C. 5270 Guiding Teachers to Work in Pre-Kindergarten through Grade 3 with Culturally Disadvantaged Children (3)</b> Dorsey-Gaines, Knight, Strickland Purpose is to recognize problems and concerns of teachers in pre-primary and primary grades in urban settings and to find innovative, successful techniques and materials for dealing with them.

	<b>E.C. 5280 The English "Open Classroom"—Implications of Informal Education for United States Teachers (3)</b> Dorsey-Gaines, Dumais, Knight Opportunities to examine informal education in the English primary schools; philosophy, grouping practices, team teaching, the role of children, techniques for concept development and their implications for United States teachers. Prerequisites: Open to teachers and administrators involved in primary classrooms and early childhood graduate students who have fulfilled a minimum of 9 semester hours in early childhood or general elementary study.
	<b>E.C. 5300 Organization and Administration of Early Childhood Centers (3)</b> Handler, Peters Course explores and evaluates theory and practices in organizing and administering early childhood centers. Prerequisites: Nine semester hours of early childhood courses and one year as teacher in a nursery school, day care center or primary grade. <b>E.C. 5310 Strategies for Training Para-Professional Teachers (3)</b> Dumais, Peters Designed for educators currently involved in development of para-professional staff and other auxiliary personnel in multi-cultural early childhood settings with particular emphasis on program planning and classroom management. Prerequisite: Open only to students who have an early childhood studies background <b>E.C. 5320 Parenting Education for Supervisory Personnel in Early Childhood Settings (3)</b> Dumais, Handler A training program for supervisors presently working in early childhood settings, to prepare them to design and implement parenting education. Prerequisites: Child Growth and Development; Guiding Teachers to Work with Minority Cultures; or equivalent experience <b>E.C. 5581-5582 Seminars in Early Childhood Education I and II (3,3)</b> Peters, Strickland A study of curriculum theories and applications in depth as they pertain to early childhood. Theories examined within historical, philosophical, psychological, and social context. Emphasis on helping the practitioner develop appropriate curricula and materials for children in child care centers, kindergartens and primary grades. (This course may not be taken for State Certification.) <b>E.C. 5598-5599 Advanced Seminar in Early Childhood Education I and II (3,3)</b> Seminars involving a thesis project based on action research in early childhood and family studies. Part I is concerned with the exploration of significant problems and issues as well as the understanding of appropriate research format. A written outline of an individual student thesis project is expected. Part II is concerned with student's individual thesis project and is conducted in tutorial sessions on a one-to-one basis. A written thesis project on a relevant subject in early childhood and family studies is to be presented in appropriate form. Prerequisites: 24 hours in early childhood graduate program. Successful completion of E.C. 5598 is required for E.C. 5599

Organization Administration

Seminars and Independent Study

Faculty: Kroll, Metz, Meyerson (Chairperson), Rockman

## Course Offerings

Geology

**E.S. 5210 Geology of New Jersey (3)** Metz  
A province-by-province study of the geologic history of New Jersey. Field experience emphasized.

Prerequisites: Three upper division courses in geology and permission of the department

**E.S. 5251 Advanced Sedimentology (4)** Metz  
In-depth study of the processes responsible for the formation of sediments and sedimentary rocks, including origin, methods of transportation, environments of deposition of both clastic and nonclastic sediments; and their diagenesis and lithification (3 hr. lec./3 hr. lab.)

Prerequisites: E.S. 4266 Stratigraphy, undergraduate course in sedimentology or equivalent.

**E.S. 5252 Sedimentary Petrography (4)** Metz  
Description and interpretation of the sedimentary rocks. Microscopic and megascopic analysis of structural, textural and compositional properties of sedimentary rocks, using both petrographic microscope and hand lens. (3 hr. lec./3 hr. lab.)

Prerequisites: Optical Mineralogy and Advanced Sedimentology

**E.S. 5262 Fluvial Processes (3)** Rockman  
An investigation of the erosional and depositional processes characteristic of streams with an emphasis on viewing such activity as operating within a larger drainage system.

Prerequisites: E.S. 3265 Geomorphology or E.S. 3266 Hydrology or equivalent and permission of the department

**E.S. 5272 Mineral Resources (3)** Kroll  
A study of the world's mineral resources, their origin, exploration, uses and limitations and use in international politics.

Prerequisite: Permission of instructor

**E.S. 5450 Coastal and Estuarine Processes (3)** Meyerson  
Analysis of the processes which develop and modify the beach and estuarine environments. The effort of man emphasized. Field trips anticipated.

Prerequisites: Three upper division courses in geology and permission of the department

Oceanography

**E.S. 5456 Marine Micropaleontology (4)**  
A taxonomic, ecologic and stratigraphic consideration of the common marine fossil microorganisms. Research project report and field trips required. Also offered at the New Jersey Marine Science Consortium field station.

Prerequisites: E.S. 3264 Paleontology and permission of the department

**E.S. 5460 Aqueous Geochemistry (3)** Meyerson  
A study of the chemistry of natural waters including the physical chemical principles underlying the evaluation of aqueous chemical data. Pollution effects stressed.

Prerequisites: Bachelor's degree including a full year of chemistry or equivalent and permission of the department

Faculty: Engelberg, Finch (Chairperson), Fulop, Grossberg, Hiraoka, Kelland, Nangia, Schumacher, Schwartz

## Course Offerings

**Econ. 5000 Fundamentals of Economics (3)**

Macro- and Microeconomic theory with practical applications to the American economy. Macro theory includes income determination and the relationships between consumption, saving and investment. Micro theory investigates the principles underlying the allocation of resources, pricing of goods and the distribution of income in the form of rent, wages, interest and profits in the free market system of the U.S.A. A brief survey of current economic problems including the role of the government in the economy, economic growth and comparative economic systems.

Economics

**Econ. 5010 Contemporary Economic Systems (3)**

H. Schumacher

The theoretical foundations of free enterprise democracy, liberal socialism and totalitarian socialism. A comparison of how the different economic systems determine what is to be produced, how resources are allocated and income distributed. A critical evaluation of the systems in terms of the criteria of economic efficiency. The historical development of these economies and an examination of their institutional structures, organization, operation and performance, both in theory and in practice.

**Econ. 5015 Seminar in Economic Education (3)**

Finch

Designed to increase the economic competence of educators so they may contribute to improved instruction in economic understanding, whether in the elementary or secondary classroom, through curriculum development or in a supervisory capacity. Emphasis on a realistic analysis of America's economic institutions and practices and how the development of an understanding of them can be integrated into existing curriculums and courses of study.

**Geog. 5000 Economic Geography (3)**

Kelland

A study of area differences and interrelationships among economic activities in production, consumption and exchange of goods and services.

Prerequisite: Six hours of geography or permission of instructor

Geography

**Mgt. Sci. 5010 Business Policy and Administration (3)**

Nangia, Schwartz

A study of the functions and policies of business management: the effective use of resources for the attainment of goals in a competitive, social environment; corporate structures and strategies.

Management Science

**Mgt. Sci. 5020 Managerial Economics (3)**

Application of microeconomic theory to the problem of decision-making within the firm and business environment; analysis of demand, pricing, competition, cost; capital budgeting.

Prerequisites: Econ. 1020-1021 Principles of Economics I and II

**Mgt. Sci. 5110 Quantitative Methods in Management Science II (3)**

Hiraoka

Techniques from the areas of differential and integral calculus, differential equations, and difference equations applied to max-min, rate-change, expected value, profit-over-time programs; inventory, price adjustment, income-consumption-investment models.

Prerequisites: Mgt. Sci. 2110 Quantitative Methods in Management Science and 2120 Business Statistics

**Mgt. Sci. 5210 Management Accounting (3)**

Study of the controllership function at the management level. Using financial and accounting data as tools for decision-making, the course emphasizes the relationship of accounting techniques to the overall management and control of the business operations. Methods by which the controller contributes to the determination and attainment of income.

Prerequisite: Mgt. Sci. 3250 Internal Auditing



**Mgt. Sci. 5300 Business Finance (3)**

Introduction to fundamental objectives and concepts of financial management; applications in financial planning, cost of capital, current and long-term asset management.

Prerequisites: Mgt. Sci. 2110 Quantitative Methods in Management Science and Mgt. Sci. 5210

**Mgt. Sci. 5320 Portfolio Management (3)**

Evaluation of individual securities: formulation of portfolio objectives; analysis of techniques for selection and management of portfolios.

Prerequisite: Mgt. Sci. 5300

**Mgt. Sci. 5400 Marketing Management (3)**

In-depth study of management of the marketing function. Applying the fundamental principles of management: planning, organizing, controlling, measuring, and evaluating (both internally and externally) to the total marketing effort of the organization. Managerial problems of the marketing concept, product development, promotional strategy, physical distribution, pricing, demand analysis.

Prerequisite: Mgt. Sci. 3410 Marketing

**Mgt. Sci. 5410 Marketing Research (3)**

An integrated approach to the function of research in making marketing decisions. The research process, scientific method, analysis and interpretation of research findings. Specific topics include: project planning and design, organizing for research, development of marketing information systems, experimental design, tests of hypotheses, analysis of data, model building, cost/benefit analysis, managerial evaluation of marketing research.

Prerequisites: Mgt. Sci. 3410 Marketing and Mgt. Sci. 2120 Business Statistics

**Mgt. Sci. 5420 Consumer Behavior (3)**

An integrative study of conceptual foundations of consumer behavior drawing on significant contributions made by the behavioral sciences. Application of basic behavioral science concepts to the understanding of consumer decision process. Social stratification, reference group and sub-cultural influences, family influence, learning theory, attitudes, personality, consumer purchase decision-making, brand loyalty and diffusion of innovations.

Prerequisite: Mgt. Sci. 3410 Marketing

## EDUCATIONAL ARTS AND SYSTEMS

Faculty: Amick (Chairperson), Arnold, Banich, Hennings, Herrick, Kavett, Navarro, Nichols, Parker, Preil, Schuhmann, Weiger

### Elementary Education with Advanced Specialization, M.A.

Coordinator: J. Preil

This program enables a variety of approaches to achieve increased understandings and skill in elementary school teaching as well as a broadened view of current trends and problems or a specialization in an area of elementary education.

The program is open to individuals holding a baccalaureate degree and a certificate to teach. An applicant not holding a certificate to teach may be admitted to a certification program. After completion of a planned sequence of undergraduate courses leading to a New Jersey teaching certificate, the applicant may file for admission to the graduate program in elementary education.

The student must have completed one year of successful experience in teaching or in an allied educational field before being awarded the degree.

The student first applies for admission to a specialization option within the program. This means that the student can pursue courses in a program sequence under the guidance of a departmental advisor. All options are described on the following pages.

**Degree Candidacy** The student next applies to the department for status as a degree candidate after successfully completing the first 12 hours in the option. Acceptance by the program advisor of the student's papers and projects completed during the 12-hour sequence is a requirement for admission to degree candidacy.

Admission to the degree candidacy further depends upon the recommendation of two educational leaders, one of whom is the program advisor or a professor in the Department of Educational Arts and Systems with whom the student has taken a graduate course. The program and its requirements as now structured apply to all students who have matriculated since January 1, 1977.

## Common Core for Options A, B, C, D and G

<b>COMMON CORE</b>		9
<b>Required Courses</b>	6	
E.A.S. 5100 Advanced Elementary School Curriculum		
E.P.S. 5000 Foundations of Graduate Study in Education or		
E.P.S. 5001 Urban Schools in Contemporary American Society		
<b>Elective one of the following:</b>	3	
Psy. 5110 The Developmental Study of Children		
Psy. 5120 Social Psychology of Adolescence		
Psy. 5320 Learning Theory and Application		
Psy. 5610 Advanced Social Psychology		
Psy. 5620 Laboratory Training in Human Relations		
I.D. 5040 Group Dynamics: Theory and Applications		

## Option A—Specialization Interdisciplinary/Teaching Processes

The interdisciplinary orientation presents a broadened view of the curriculum and methodology of several content areas. The teaching processes orientation examines teacher-pupil interaction and cognitive processes:

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<b>COMMON CORE</b> (see page 44)		9
<b>SPECIALIZATION</b>		12
<b>Electives from the following, select three courses for the interdisciplinary orientation, one course for teaching processes:</b>	9/3	
E.A.S. 5130 Dynamics of Teaching Social Studies in the Elementary School		
E.A.S. 5131 Dynamics of Teaching Elementary Science		
E.A.S. 5140 The Literature of Children and Youth		
E.A.S. 5150 Dynamics of Teaching English Arts in the Elementary School		
E.A.S. 5160 Dynamics of Teaching Elementary Mathematics		
C.S. 5410 Developmental Reading: Curriculum and Techniques		
<b>Electives from the following, select one course for the interdisciplinary orientation, three courses for teaching processes:</b>	3/3	
E.A.S. 5800 Evaluation and the Learning Process		
E.A.S. 5810 Inquiry Teaching I: Thinking		
E.A.S. 5811 Inquiry Teaching II: Values		
E.A.S. 5820 Systematic Observation of Teaching		
E.A.S. 5821 Directed Field Experiences and Study in Teaching		
E.A.S. 5830 Instructional Theory and Curriculum Application		
<b>RESEARCH</b>		6
E.A.S. 5098-5099 Advanced Seminar or		
I.D. 5800 Thesis Option		
<b>GENERAL ELECTIVES</b>		6
Two courses selected with departmental advisement from graduate offerings within or outside of E.A.S.		



Option B—Specialization  
Language Arts/Social Studies Education

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**COMMON CORE** (see page 44)

9

**SPECIALIZATION**

12

**Required Courses** *select either pair:*

6

- { E.A.S. 5140 Literature of Children and Youth *and*
- { E.A.S. 5150 Dynamics of Teaching English Arts in the Elementary School

- { E.A.S. 5130 Dynamics of Teaching Social Studies in the Elementary School *and*

- { E.A.S. 5133 Structure of the Social Sciences and the Elementary School Curriculum *or*

{ Approved substitute

**Electives** *two courses selected from the following:*

6

- E.A.S. 5130 Dynamics of Teaching Social Studies in the Elementary School *and*

- E.A.S. 5133 Structure of the Social Sciences and the Elementary School Curriculum *or*

- E.A.S. 5140 Literature of Children and Youth

- E.A.S. 5150 Dynamics of Teaching English Arts in the Elementary School

- E.A.S. 5810 Inquiry Teaching I: Thinking

- E.A.S. 5811 Inquiry Teaching II: Values

- E.A.S. 5820 Systematic Observation of Teaching

- E.A.S. 5821 Directed Field Experiences and Study in Teaching

- I.D. 5700 Individualized Programs of Advanced Study

- E.C. 5100 Language and Thought in Young Children

- C.S. 5410 Developmental Reading: Curriculum and Techniques

- I.D. 5185 Seminar in Problems of Contemporary Civilization

**RESEARCH**

6

- E.A.S. 5098-5099 Advanced Seminar *or*

- I.D. 5800 Thesis Option

**GENERAL ELECTIVES**

6

Two courses selected with departmental advisement from graduate offerings within or outside of E.A.S.

Option C—Specialization  
Mathematics/Science

33 s.h.

**COMMON CORE** (see page 44)

9

**SPECIALIZATION**

12

**Required Courses** *two courses selected from one of the following groups:*

6

Group 1

- E.A.S. 5160 Dynamics of Teaching Elementary Mathematics

- E.A.S. 5161 Critical Issues in Mathematics Teaching

- E.A.S. 5162 Diagnosis and Remediation in the Teaching of Mathematics

Group 2

- E.A.S. 5131 Dynamics of Teaching Elementary Science

- \*E.A.S. 5132 Environmental Experiences in the Teaching of Elementary Science

- \*E.A.S. 5134 Current Design and Techniques for Coordination in Elementary Science Programs

**Electives** *two courses selected from the following:*

6

- E.A.S. 5131 Dynamics of Teaching Elementary Science

- E.A.S. 5132 Environmental Experiences in the Teaching of Elementary Science

- E.A.S. 5134 Current Design and Techniques for Coordination in Elementary Science Programs

- E.A.S. 5160 Dynamics of Teaching Elementary Mathematics

- E.A.S. 5161 Critical Issues in Mathematics Teaching

- E.A.S. 5162 Diagnosis and Remediation in the Teaching of Mathematics

- E.A.S. 5800 Evaluation and the Learning Process *or* Other E.A.S. courses with advisement

**RESEARCH**

6

- E.A.S. 5098-5099 Advanced Seminar *or*

- I.D. 5800 Thesis Option

**GENERAL ELECTIVES**

6

Two courses selected with departmental advisement from graduate offerings within or outside of E.A.S.

\*course in development

Option D—Specialization  
Urban Education

	33 s.h.
<b>COMMON CORE</b> (see page 44)	9
<b>SPECIALIZATION</b>	12
<b>Required Courses</b>	6
E.A.S. 5710 Instructional Strategies for Urban Schools C.S. 5600 Remediation in Basic Skills	
<b>Electives</b> <i>select two courses from the following:</i>	6
E.A.S. 5130 Dynamics of Teaching Social Studies in the Elementary School	
E.A.S. 5131 Dynamics of Teaching Elementary Science	
E.A.S. 5140 Literature of Children and Youth	
E.A.S. 5150 Dynamics of Teaching English Arts in the Elementary School	
E.A.S. 5160 Dynamics of Teaching Elementary Mathematics	
E.A.S. 5810 Inquiry Teaching I: Thinking	
E.A.S. 5811 Inquiry Teaching II: Values	
E.A.S. 5820 Systematic Observation of Teaching	
E.A.S. 5821 Directed Field Experiences and Study in Teaching	
E.A.S. 5830 Instructional Theory and Curriculum Application	
*E.P.S. 5002 Humanistic and Multicultural Education	
<b>RESEARCH</b>	6
E.A.S. 5098-5099 Advanced Seminar <i>or</i> I.D. 5800 Thesis Option	
<b>GENERAL ELECTIVES</b>	6
Two courses selected with departmental advisement from graduate offerings within or outside of E.A.S.	

\*course in development

Option E—Specialization  
Bilingual-Bicultural Education

Students who have initial teaching certification, demonstrated ability in two languages and who complete the program are eligible for the endorsement in BL/BC Ed. Levels of 3 in Eng. and 4 in Spanish attained on the Language Proficiency Interviews. Language proficiency assessment is available by appointment at the Center for B-L education. Students who are not proficient in both languages will be required to take additional course work.

	33 s.h.
<b>SPECIALIZATION</b>	24
<b>Required Courses</b>	21/24
E.A.S. 5600 Developing Language and Reading Skills in a Bilingual Setting	
E.A.S. 5610 Teaching Content Areas in a Bilingual Setting	
E.A.S. 5630 Bilingual/Multicultural Education in American Schools	
E.A.S. 5640 Language and Culture of the Bilingual Child	
E.A.S. 5650 The Bilingual Child in American Society	
E.A.S. 5660 Problems in Teaching English as a Second Language	
E.A.S. 5820 Systematic Observation of Teaching <i>and/or</i> E.A.S. 5821 Directed Experiences and Study in Teaching	
<b>Electives</b> <i>one course selected from the following for students not electing both E.A.S. 5820 and 5821 above:</i>	3/0
E.P.S. 5015 Comparative Educational Systems	
E.P.S. 5030 Seminar in International Education	
Hist. 5810 Impact of Science and Technology on Culture	
I.D. 5010 Background in Intergroup Relations	
I.D. 5100 Education and Contemporary Civilization	
I.D. 5700 Individualized Programs of Advanced Study	
Psy. 5610 Advanced Social Psychology	
Soc. 5000 Social Systems	
Soc. 5100 Implications of Sociology for Education	
<b>RESEARCH</b>	6
E.A.S. 5698-99 Advanced Seminar: Research in Bilingual-Bicultural Education <i>or</i> I.D. 5800 Thesis Option	
<b>GENERAL ELECTIVE</b>	3
One course selected with departmental advisement from graduate offerings within or outside of E.A.S.	

**Option F—Specialization  
Teaching English as a Second Language**

Students seeking standard certification in English as a second language must achieve a level of 4 on the English Language Proficiency Interview.

Corequisites: One course in a foreign language and E.A.S. 4950 Field Experiences in a Bilingual/Multicultural Setting  
E.A.S. 4950 may be waived if an applicant has completed one year of successful teaching under contract of bilingual education and/or English as a second language with a New Jersey standard or substandard certificate or its equivalent.

36 s.h.

**SPECIALIZATION 30**

**Required Courses 27**

- E.P.S. 5000 Foundations of Graduate Study in Education or
- E.A.S. 5100 Advanced Elementary Curriculum
- E.A.S. 5640 The Bilingual Child—Language and Culture
- \*E.A.S. 5650 The Bilingual Child in American Society
- \*E.A.S. 5665 Basic Theory and Practice of Teaching English as a Second Language
- E.A.S. 5670 Advanced Theory and Practice of Teaching English as a Second Language
- Eng. 5105 General Linguistics
- \*Eng. 5100 New Perspectives of Language Study or
- \*Eng. 5110 Problems in Transformational Grammar
- Eng. 5120 Applied Linguistics
- Eng. 5130 Phonology and Structure of American English

**Elective one course selected from the following: 3**

- Psy. 5110 Developmental Study of Children
- Psy. 5120 Social Psychology of Adolescence
- Psy. 5250 Experimental Child Psychology
- Psy. 5320 Learning Theory and Applications
- Psy. 5610 Advanced Social Psychology

**RESEARCH 6**

- E.A.S. 5098-99 Advanced Seminar or
- I.D. 5800 Thesis Option

\*One of these courses (3 credits) may be waived upon evidence of three full years of successful teaching under contract in an English as a Second Language setting. A substitute course may be selected from the following:  
E.A.S. 5630 Bilingual-Multicultural Education in American Schools  
E.A.S. 5610 Teaching Content Areas in a Bilingual Setting  
E.A.S. 5600 Developing Language and Reading Skills in a Bilingual Setting

**Option G—Specialization  
Education of the Gifted and Talented**

To assist the education community in providing programs for the gifted and talented, this specialization will provide background in this field, as well as an overview of graduate study in education. Also included are identification and psychology, establishment and supervision of programs and graduate study of methodology in at least one content area. Applicants should have excellent teaching credentials, strong interest in a content area and high academic or artistic attainment.

36 s.h.

**COMMON CORE (see page 44) 9**

**SPECIALIZATION 15**

**Required Courses 6**

- E.A.S. 5510 Readings in Gifted Education: Theory and Curriculum
- Sp.E. 5040 Education of the Gifted

**Electives select one course from the following: 3**

- E.A.S. 5130 Dynamics of Teaching Social Studies in the Elementary School
- E.A.S. 5131 Dynamics of Teaching Elementary Science
- E.A.S. 5150 Dynamics of Teaching English Arts in the Elementary School
- E.A.S. 5160 Dynamics of Teaching Elementary Mathematics

**Electives select two courses from the following: 6**

- \*E.A.S. 5119 Supervision and Administration of Programs for the Gifted and Talented
- \*E.A.S. 5520 Practicum in Creativity I: Artistic Talent and its Nurturance
- \*E.A.S. 5530 Practicum in Creativity II: Academic Talent and its Nurturance

**RESEARCH 6**

- E.A.S. 5098-5099 Advanced Seminar or
- I.D. 5800 Thesis Option

**GENERAL ELECTIVES 6**

Two courses selected with departmental advisement from graduate offerings within or outside of E.A.S. At least one of these should be further study in the content area of E.A.S. 5130, 5131, 5150 or 5160.

\*course in development

## Course Offerings

Elementary Education	<p><b>E.A.S. 5088-5089 Seminar in Elementary Education I and II (3,3)</b> Preil Group or individual investigations of problems in elementary education. 5088 is prerequisite for 5089.</p> <p><b>E.A.S. 5098-5099 Advanced Seminar: Research in Elementary Education I and II (3,3)</b> Nichols, Preil, Weiger (see page 23)</p>
The Content of Instruction	<p><b>E.A.S. 5100 Advanced Elementary School Curriculum (3)</b> Preil Study of factors influencing elementary curriculum development, of current trends in elementary curriculum and of procedures for initiating curriculum change.</p> <p><b>E.A.S. 5130 Dynamics of Teaching Social Studies in the Elementary School (3)</b> Banich Trends in teaching of the social studies at the elementary school level. Investigation of broadened social studies content, methodological approaches and learning resources.</p> <p><b>E.A.S. 5131 Dynamics of Teaching Elementary Science (3)</b> Arnold Inquiry-type, process-centered science programs for K-8. Sample lessons will be presented, taped and reviewed in terms of objectives, interaction analysis and appropriateness to cognitive development.</p> <p><b>E.A.S. 5133 The Structure of the Social Sciences and the Elementary School Curriculum (3)</b> Banich An examination of the major concepts, generalizations and methodologies of the social sciences and their incorporation in the elementary school curriculum.</p> <p><b>E.A.S. 5140 The Literature of Children and Youth (3)</b> Herrick, Weiger A survey of traditional and modern stories, poems, plays and informational materials for children and youth. Methods of helping children and youth to use and enjoy literature.</p> <p><b>E.A.S. 5150 Dynamics of Teaching English Arts in the Elementary School (3)</b> Hennings Study of new developments in the English Arts, emphasizing creative expression, creative listening, linguistic applications and the nature of communication.</p> <p><b>E.A.S. 5160 Dynamics of Teaching Elementary Mathematics (3)</b> Kavett Experiences in the teaching of mathematics with stress on recent developments, innovative practices and teaching materials.</p> <p><b>E.A.S. 5161 Critical Issues in Mathematics Teaching (3)</b> Butcher, Kavett Study of critical questions emerging in mathematics education.</p> <p><b>E.A.S. 5162 Diagnosis and Remediation in the Teaching of Elementary Mathematics (3)</b> Kavett Examination of error patterns in computation and problem solving tests and other diagnostic methods; procedures for remediation and individualized teaching. Prerequisite: E.A.S. 5160 Dynamics of Teaching Elementary Mathematics or permission of instructor</p> <p><b>E.A.S. 5510 Readings in the Education of the Gifted and Talented (3)</b> Historic and contemporary literature on giftedness, creativity, problem-solving and talent will be discussed and critically analyzed. Special areas of research may include identification, psychology, cultural effects and curriculum and administrative designs.</p>
Bilingual-Bicultural Education	<p><b>E.A.S. 5600 Developing Language and Reading Skills in a Bilingual Setting (3)</b> Analysis of techniques and materials for developing language and reading skills in bilingual-bicultural students, and of the differences between the process of acquiring these skills in one's native language and the process of acquiring them in a second language.</p>

<p><b>E.A.S. 5610 Teaching Content Areas in a Bilingual Setting (3)</b> Study of methods and materials for involving children who do not speak English in the subject content and intellectual processes of social sciences, science, mathematics, art and music.</p> <p><b>E.A.S. 5630 Bilingual (Spanish-English) Multicultural Education in American Schools (3)</b> Schuhmann Study and analysis of the objectives of bilingual-bicultural education; the role of the teacher as well as an examination of alternative methods, materials and existing programs.</p> <p><b>E.A.S. 5640 Language and Culture of the Bilingual Child (3)</b> Schuhmann In-depth study of the background, cultural heritage and experiences that the bilingual-bicultural child brings to the school experience.</p> <p><b>E.A.S. 5650 The Bilingual Child in American Society (3)</b> Examination and analysis of the varied types of adjustments that the bilingual-bicultural child is called upon to make in the process of adapting to American schools and society, with a view to developing in the bilingual teacher an understanding of the psychological and emotional problems that the acculturation process may cause in the bilingual-bicultural student.</p> <p><b>E.A.S. 5660 Problems in Teaching English as a Second Language (3)</b> Analysis of the problems, methodologies, techniques and materials used in teaching English as a second language. For students in Specialization: Bilingual Education. Prerequisites: Fluent oral and written English</p> <p><b>E.A.S. 5665 Basic Theory and Practice of Teaching English as a Second Language (3)</b> Brilliant Study and practice in the methods and materials of teaching English as a second language. For students in Specialization: Teaching English as a Second Language. Prerequisite: Eng. 5105 or equivalent (in development)</p> <p><b>E.A.S. 5670 Advanced Theory and Practice of Teaching English as a Second Language (3)</b> Language teaching methodologies, testing and curriculum design in classrooms where English is a second language. For students in Specialization: Teaching English as a Second Language.</p> <p><b>E.A.S. 5698-5699 Advanced Seminar: Research in Bilingual-Bicultural Education (3,3)</b> (See page 23) Prerequisites: E.A.S. 5600, 5610, 5620</p> <p><b>E.A.S. 5710 Instructional Strategies for Urban Schools (3)</b> The identification of the problem areas in instructional procedures in an inner city elementary classroom and the development of instructional strategies that attempt to meet those crucial needs.</p> <p><b>E.A.S. 5800 Evaluation and the Learning Process (3)</b> Parker The natural relationship of measurement and evaluation in the school to instructional objectives, which are stated behaviorally. Current techniques of measurement and evaluation including objective and subjective tests, attitudes, grades and other evidence critically examined. Working material and student activities, oriented toward current thought and school practice.</p>	<p>Urban Education</p> <p>Teaching Processes</p>
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**E.A.S. 5810 Inquiry Teaching I: Thinking (3)** Amick  
The inquiry approach to teaching, emphasizing techniques of questioning relating to investigation and synthesizing.

**E.A.S. 5811 Inquiry Teaching II: Values (3)** Amick  
Strategies for developing critical thinking skills and for clarifying children's values. Procedures for analyzing the teacher's skill in using strategies and for analyzing children's thinking skills studied and applied in classroom situations.  
Prerequisite: E.A.S. 5810

**E.A.S. 5820 Systematic Observation of Teaching (3)** Banich  
Individual study of teaching based on systematic observation and analysis of actual classroom teacher performance using established category systems and observation guides developed by the student. A minimum of five full days of classroom observation in diverse situations is required as part of the study. A student will be allowed to register only if: 1) prior arrangements to leave his/her teaching post have been made with the student's principal; 2) prior arrangements have been made with the faculty member guiding the student's observations; 3) the student has either been admitted to a Kean graduate program or received approval of the department.

**E.A.S. 5821 Directed Field Experiences and Study in Teaching (3)** Banich  
Experiences and independent study focusing on the nature of the teaching process; may include supervised teaching and analysis of one's own teaching recorded on videotape, investigation of problems associated with classroom teaching, or the development of innovative teaching and curricular materials and techniques. Open only to matriculated graduate students.

Instructional Design

**E.A.S. 5830 Instructional Theory and Curriculum Application (3)** Amick, Lorusso  
Critical examination of theories of instruction, models and conceptual structures underlying present day practices in teaching in schools and other institutions in our society. Emphasis on keeping current practices congruent with current research and knowledge about teaching—learning relationships that help individuals realize their full human potential, physiologically, emotionally, intellectually and creatively. Meets requirements for secondary certification and Administration and Supervision.

Faculty: Allen, Appignani, Chasnoff, Granger (Chairperson), Hancock, Lorusso, Muniz, Tehie, Welch, Willis

**Educational Administration, M.A.  
Option—Program for Principals and Supervisors**

Coordinator: J. Hancock  
This program qualifies a student who has a baccalaureate degree, a standard instructional certificate and three years of teaching experience for certification as a school principal and/or general supervisor K-12.

36 s.h.

**SPECIALIZATION 30**

**Required Courses 21**

- HUMANISTIC AND BEHAVIORAL STUDIES
- E.P.S. 5000 Foundations of Graduate Study in Education
- E.P.S. 5300 Introduction to Organizational Theory
- ADMINISTRATION AND SUPERVISION
- E.P.S. 5110 Organization and Administration of Public Schools
- E.P.S. 5115 Administration and Supervision of Programs in the Elementary School *or*
- E.P.S. 5116 Administration and Supervision of Programs in the Secondary School
- E.P.S. 5117 Supervision of Instruction: Theory and Practice
- E.P.S. 5118 Theory and Practice of Curriculum Development in the Public Schools (K-12)
- E.A.S. 5830 Instructional Theory and Curriculum Application (K-12)

**Electives three courses selected from the following with advisement and approval of program coordinator 9**

- E.P.S. 5130 Legal and Policy Aspects of School Administration
- E.P.S. 5135 Management of Educational Finances and Resources
- E.P.S. 5136 School Business Management and Accounting
- E.P.S. 5183 Personnel Administration and Negotiations
- E.P.S. 5305 Studies of Community and Organizational Change

**RESEARCH/PRACTICUM ALTERNATIVES 6**

- E.P.S. 5185-5186 Internship for School Administration and Supervision *or*
- E.P.S. 5198-5199 Advanced Seminar: Research in Administration and Supervision *or*
- I.D. 5800 Thesis Option

Option—Program for Supervisors

33 s.h.

**SPECIALIZATION**

27

**Required Courses**

18

**HUMANISTIC AND BEHAVIORAL STUDIES**

E.P.S. 5000 Foundations of Graduate Study in Education

E.P.S. 5300 Introduction to Organizational Theory

**ADMINISTRATION/SUPERVISION**

E.P.S. 5115 Administration and Supervision of Programs in the Elementary School or

E.P.S. 5116 Administration and Supervision of Programs in the Secondary School

E.P.S. 5117 Supervision of Instructional Theory and Practice

E.P.S. 5118 Theory and Practice of Curriculum Development in the Public Schools (K-12)

E.A.S. 5830 Instructional Theory and Curriculum Application (K-12)

**Electives** *three courses selected from the following with advisement and approval of program coordinator* 9

E.A.S. 5100 Advanced Elementary School Curriculum

E.A.S. 5800 Evaluation and the Learning Process

E.P.S. 5001 Urban Schools in Contemporary Society

E.P.S. 5315 Conflict/Management and Resolution

I.D. 5040 Group Dynamics I

Math. 5710 Supervision of Mathematics Programs

**RESEARCH/PRACTICUM ALTERNATIVES**

6

E.P.S. 5185-5186 Internship for School Administration and Supervision or

E.P.S. 5198-5199 Advanced Seminar: Research in Administration and Supervision or

I.D. 5800 Thesis Option

Option—Program for School Business Administrators

This option satisfies the requirements for New Jersey certification as a school business administrator. A student must have a baccalaureate degree, three years of teaching experience and a standard New Jersey teacher's certificate or have appropriate business training and experience as approved by the Secretary of the State Board of Examiners.

33 s.h.

**SPECIALIZATION**

27

**Required Courses**

**Humanistic and Behavioral Studies**

E.P.S. 5000 Foundations of Graduate Study in Education

E.P.S. 5300 Introduction to Organizational Theory

**ADMINISTRATION/MANAGEMENT**

E.P.S. 5110 Organization and Administration of Public Schools

E.P.S. 5130 Legal and Policy Aspects of School Administration

E.P.S. 5135 Management of Educational Finances and Resources

E.P.S. 5136 School Business Management and Accounting

E.P.S. 5138 School Building Planning

E.P.S. 5118 Theory and Practice of Curriculum Development in the Public Schools (K-12)

E.P.S. 5183 Personnel Administration and Negotiations

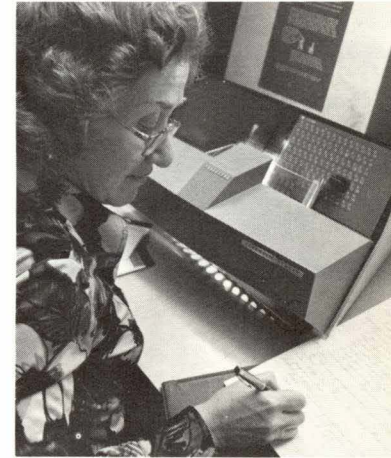
**RESEARCH/PRACTICUM ALTERNATIVES**

6

E.P.S. 5185-5186 Internship for School Administration and Supervision or

E.P.S. 5198-5199 Advanced Seminar: Research in Administration and Supervision or

I.D. 5800 Thesis Option





## Option—Organization Development

Coordinator: R. Allen

This program provides opportunities for theoretical study, laboratory experience and practical applications to increase students' understanding and skills as they relate to organizational development in schools, community organizations and other agencies.

To be eligible for admission into the program a student must have a baccalaureate degree and a background of at least 12 semester hours in behavioral or social science.

33 s.h.

### SPECIALIZATION

27

#### Required Courses

18

- E.P.S. 5125 Systems Planning and Analysis
- E.P.S. 5210 Action Research to Improve Education
- E.P.S. 5300 Introduction to Organizational Theory
- E.P.S. 5305 Studies of Community and Organizational Change
- E.P.S. 5310 Development of Training and Consultative Skills
- E.P.S. 5315 Conflict/Management and Resolution

#### Electives *one of the following pairs or approved substitute:* 6

Psy. 5620-5630 Laboratory Training in Human Relations  
I and II

I.D. 5040-5041 Group Dynamics: Theory and Application  
I and II

Psy. 5640 Analysis of Small Group Process *and*

Psy. 5650 Laboratory in Small Group Process

#### Electives *one course selected with advisement from the following:* 3

I.D. 5000 Education and the Behavioral Sciences

Soc. 5150 The Sociology of Community

Psy. 5610 Advanced Social Psychology

Phil. 5010 The History of Social and Political Ideals

Pol. Sci. 5085 The Contemporary Metropolitan Community

### RESEARCH

6

E.P.S. 5198-5199 Advanced Seminar: Research in  
Administration and Supervision

## Course Offerings

**E.P.S. 5000 Foundations of Graduate Study in Education (3)** Lorusso, Welch  
An interdisciplinary approach to the study of education in contemporary society. Learnings from humanistic studies and behavioral sciences will be used to gain insight into relationships of the person, schools and society.

**E.P.S. 5001 Urban Schools in Contemporary Society (3)** Willis  
This course explores public schooling as it relates to urbanization. Contemporary programs are examined in historical perspective, including focus on ethnic pluralism as a dynamic ingredient. Some of the more celebrated socio-educational models and practices are studied.

**E.P.S. 5010 Readings in Contemporary Education (3)** Tehie  
Issues in education examined as a basis for a critical evaluation of present practices in this field.

**E.P.S. 5015 Comparative Educational Systems (3)** Tehie  
Analysis of representative European, Asian, African and Latin American educational systems in terms of their historic, socio-economic and political settings. Applied where appropriate to understanding the educational system of the United States.

**E.P.S. 5030 Seminar in International Education (3)** Williams  
Exploration in depth of problems of education on the international scene. Attention directed toward ways and means of reducing illiteracy in various sections of the world, providing educational opportunities for all peoples and the reduction of international tensions through education.

**E.P.S. 5041 The Impact of Modern Thinkers on Education (3)** Healy  
The impact upon education of such seminal thinkers as Piaget, Skinner, Dewey, Bruner, Neill, Hutchins, Conant, Maritain and Buber.

**E.P.S. 5110 Organization and Administration of Public Schools (3)** Hancock  
Problems of organization and administration of today's public schools. Modern leadership techniques explored and applied to the administration of schools at all levels, in all socio-economic environments.

**E.P.S. 5115 Administration and Supervision of Programs in the Elementary School (3)** Hancock, Muniz  
Intended especially for those preparing for elementary supervisory or administrative positions. Examines the principal areas of elementary school administration and supervision from the standpoint of modern theory and techniques.

**E.P.S. 5116 Administration and Supervision of Programs in the Secondary School (3)** Lorusso  
Development and analysis of the structure and program offerings of the secondary school as related to administrative and supervisory functions. Concepts and patterns inherent in contemporary secondary school programs analyzed in detail. Current innovations, problems and possible solutions studied within the framework of the functions of the secondary school. Particular emphasis placed on objectives and evaluation.

**E.P.S. 5117 Supervision of Instruction: Theory and Practice (3)** Chasnoff  
Overview of the development, purpose and organization of supervisory programs. Special emphasis on theory and practice of educational leadership as it applies to current in-service educational problems.

**E.P.S. 5118 Theory and Practice of Curriculum Development (3)** Granger  
Analyses and selective applications of historical and current curriculum design structures and development processes, including consideration of social and psychological influence factors and leadership roles. Master planning or systems perspectives and methodologies will be studied.

Basic Foundations

Administration and Supervision

**E.P.S. 5119 Management and Supervision of Programs for the Gifted and Talented (3)**

Planning, analysis and development of differentiated educational programs for the gifted and talented. Special emphasis on methods of identification, assessment and guidance of gifted and talented students, the devising of curriculum alternatives and the management, implementation and evaluation of programs for grades K-12.

**E.P.S. 5125 Systems Analysis and Planning (3)**

Theories and techniques of positive educational planning, social value determination and goals consensus will be stressed. Processes for needs assessment, policy and program development, performance management, and operations research and evaluation will be presented. (This course is appropriate to in-service training of "T and E" administrators.)

**E.P.S. 5130 Legal and Policy Aspects of School Administration and Supervision (3)**

Muniz

Study of the organization, content, and use of constitutional and statutory provisions pertaining to education. Analysis of legal decisions affecting educational organizations especially as they influence the practices of administrators, supervisors, teachers, and as they affect policy decisions of boards of education. Although the legal principles enunciated will be generally applicable to education throughout the United States, some particular emphasis will be directed to education practice in New Jersey.

Prerequisites: Open only to matriculated students and to certification students

**E.P.S. 5135 Management of Educational Finances and Resources (3)**

Granger

This course investigates the economics and financial structures of public education in America and in New Jersey. It analyzes funding theories and statutes and budgetary procedures, (PPBES) planning, programming, budgeting, evaluation systems. Income and cost forecasting, facility planning, PERT/CPM and other educational operations research techniques will be studied.

Prerequisites: Graduate status and a course in Organizational Theory.

**E.P.S. 5136 School Business Management and Accounting (3)**

The course has been designed to familiarize the student with the conceptual and operational aspects of school business management and accounting as integral components of the total administrative structure. Emphasis is placed upon those activities primarily concerned with procuring, expending, accounting for, protecting, organizing and maintaining fiscal and material resources in an efficient manner through the application of modern and technological and systems procedures to attain the goals of a school system.

**E.P.S. 5138 School Building Planning (3)**

The responsibilities of school administrators in the development of a school building program. Special emphasis on determination of need, educational specifications, building specifications, unit costs and financing, furniture and equipment and public relations.

**E.P.S. 5183 Personnel Administration and Negotiations (3)**

Hancock

The administrative and organizational processes involved in the development of school personnel policies and practices, including negotiations. Identifies and applies techniques for the evaluation of personnel administration.

**E.P.S. 5185-5186 Internship in School Administration (3,3)**

Hancock

A six-credit field experience program planned in cooperation with sponsoring school districts. Special emphasis is placed on student involvement in school and/or departmental activities with functional responsibility for planning, developing and/or managing administrative-supervisory tasks related to the student's major field of study.

**E.P.S. 5198-5199 Advanced Seminar, Administration and Supervision, I and II (6)**

Granger, Hancock, Lorusso, Muniz

Advanced Seminar is designed to bring graduate students together for the purpose of exploring significant problems in their field of graduate specialization. Enrollment is limited and open only to fully matriculated students who are nearing completion of their program. The course consists of reading, research, and practicum sessions and requires each student to complete a major project or research paper which evidences competency in a field. The first semester is prerequisite to the second.

**E.P.S. 5200 Educational Research (3)**

Granger

Develops the students' understanding and skills in producer and consumer aspects of research in the social and behavioral sciences and in education. Stresses issues of design, analysis and interpretation in educational research and systematic evaluation.

**E.P.S. 5210 Action Research to Improve Education (3)**

An action study in the identification, definition and exploration of problem areas in the field of education, involving the fundamental research concepts in the collection, analysis and interpretation of data. Studies conducted by the students in laboratory and field experiments, field studies and survey research involving their individual school environments.

**E.P.S. 5300 Introduction to Organizational Theory (3)**

Allen, Appignani, Tehie

History, development and significance of organizational theory. Study of the major theories of bureaucracy, leadership, decision-making, group dynamics, compliance, authority, power, conflict and social systems theory. Analysis of scientific-management, interpersonal relations, transactional models and their relationship to organization of educational agencies.

**E.P.S. 5305 Studies of Community and Organizational Change (3)**

Granger

The acquisition of values, theories, understanding and skills involved in school and community interrelationships, social and educational change. Community analysis, educational policy formulation and other change factors, as well as instruments of school-community communications are studied.

Prerequisites: Organizational Theory

**E.P.S. 5310 Development of Training and Consultative Skills (3)**

Allen

This practicum will provide an opportunity for students to develop consultative skills and understandings through actual practice in community and organizational settings. Emphasis will be given to the specialized role of the consultant in increasing organizational and community effectiveness.

**E.P.S. 5315 Conflict/Management and Resolution (3)**

Allen

This seminar will provide opportunities for students to examine and work with a variety of conflict situations. Emphasis will be given to the constructive use of conflict in change processes as well as to the management and resolution of conflict within organizational and community settings.

Resource and Tool Subjects

Organization Development



Faculty: Brilliant, Currier, DeFanti, Dolkey, Dunn, Evans, Hacke, Huberman, Kennedy, Larsen (Chairperson), Levinson, Scotto, Suiter, Thomason, Weinstein

Course Offerings

Language	<p><b>Eng. 5100 New Perspectives of Language Study (3)</b> Thomason An inductive approach to the study of the English language together with a brief account of the historical antecedents of present-day linguistics. Emphasis given to analysis of important grammatical devices based on modern scientific study of language.</p> <p><b>Eng. 5105 General Linguistics (3)</b> Levinson An introduction to the systematic study of language and its components, phonology, morphology and syntax.</p> <p><b>Eng. 5110 Current Problems in Transformational Grammar (3)</b> Hacke Origin and development of transformational-generative grammar. Focus on current issues in grammatical theory. Prerequisite: Eng. 3110 Descriptive American English Grammar or equivalent or permission of instructor</p> <p><b>Eng. 5120 Applied Linguistics (3)</b> Brilliant, Levinson Application of linguistic methodology to problems such as language learning and dialect. Prerequisite: Permission of instructor</p> <p><b>Eng. 5130 Phonology and Structure of American English (3)</b> Brilliant A structuralist view of the phonological and grammatical systems of American English emphasizing close analysis of specific linguistic problems. Prerequisite: A course in descriptive linguistics or permission of instructor</p>
Survey	<p><b>Eng. 5200 The Literature of the East (3)</b> Currier Survey of ancient and modern writings from the Near and Far East with emphasis on the literature of the Hebrew, Babylonian, Indian, Chinese and Japanese cultures. Aesthetic, historic and religious crosscurrents of these civilizations. Intercultural relationships between East and West. The great variety of literary forms: myth, epic, drama, tale, gnomic proverb, poetry, short story and novel.</p>
Period	<p><b>Eng. 5340 The Romantic Imagination (3)</b> Evans An intensive examination of the work of five great romantic poets, Wordsworth, Coleridge, Byron, Shelley and Keats, emphasizing their poetic expression of the romantic imagination.</p> <p><b>Eng. 5345 Victorian Poetry, Prose and Drama (3)</b> Suiter Intensive study of selected British writers of the Victorian period considered in relation to both British and European cultural backgrounds. Major emphasis on poetry and essays. Significant trends in development of drama, fiction and other forms of prose examined.</p> <p><b>Eng. 5350 American Poetry from 1900 to the Present (3)</b> DeFanti The range and variety of twentieth-century American poetry, including major figures, black poets, women poets, and important younger poets.</p> <p><b>Eng. 5380 Readings in Contemporary Literature (3)</b> Scotto Designed to enable the mature student to explore the literature of the present day with emphasis placed equally upon discussion of common readings and research in independently selected materials. Concentration on writing done since World War II with sufficient background provided in the history and development of both European and American literatures to afford a broad and rich perspective on contemporary belles lettres.</p>

<p><b>Eng. 5410 Modern American Playwrights (3)</b> Dolkey O'Neill, Miller, Williams and Albee: a study of their themes and dramatic craft.</p> <p><b>Eng. 5450 Shakespeare (3)</b> Dolkey, Suiter A critical study of selected works of Shakespeare. Attention given to the antecedents of Elizabethan drama, the Elizabethan theatre and its conventions and the society and culture for which the plays were produced.</p> <p><b>Eng. 5455 James Joyce (3)</b> Kennedy An intensive study of the major works of Joyce: <i>Dubliners</i>, <i>Portrait of the Artist as a Young Man</i>, <i>Ulysses</i> and <i>Finnegans Wake</i>. Emphasis on the writer's themes and experiments with form.</p> <p><b>Eng. 5460 Studies in Yeats, Pound and Eliot (3)</b> Huberman An intensive study of the interrelated work of three seminal poets of the twentieth century: Yeats, Pound and Eliot.</p> <p><b>Eng. 5465 Virginia Woolf and the Bloomsbury Circle (3)</b> Kennedy A study of the literary, artistic and philosophic relationships among the Bloomsbury group, with emphasis on the works of Woolf, Forster and Strachey.</p> <p><b>Eng. 5500 The Modern American Novel: 1920-to the Present (3)</b> Weinstein An exploration of the modern American novel from Anderson, Dreiser, and Fitzgerald to Mailer, Updike, Barth and Vonnegut.</p> <p><b>Eng. 5520 Contemporary Drama (3)</b> Dolkey An historical and critical study of significant theatrical forms of the 20th century and of plays by the major modern dramatists.</p> <p><b>Eng. 5540 Poetry and the Poetic Experience (3)</b> Thomason The form and content of poetry from many periods and all continents considered both in terms of the author's creative process as well as the structured esthetic experience of the audience.</p> <p><b>S.T.M. 5615 Creative Drama (3)</b> Dunn Creativity in child drama with varied stimuli provided to encourage involvement and personal growth.</p>	<p>Figures</p> <p>Genre</p> <p>Speech/Theatre/Media</p>
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Faculty: Buchner, Coon (Chairperson), Fox, Giacalone, Goodwin, Greenberg, Howe, Jones, Lord, Metzger, Schwartz, Wilber

**Fine Arts Education, M.A.  
Option—General Program**

Coordinator: C. Lord

This program is designed primarily for individuals interested in advanced work in studio arts and/or research in the area of art education. Opportunities will be provided for exploration in a range of studio areas but emphasis will be placed upon advanced study in a creative field in which the student has demonstrated prior competency.

In addition to the general academic requirements for admissions, which include a baccalaureate degree, the candidate must demonstrate, through submission of a portfolio of creative production, an acceptable level of proficiency in art and have completed the minimum of thirty hours of art courses on the undergraduate level.

Prior to graduation the candidate in this program will present a quality show of creative work or a written research project in the area of art theory, philosophy or art education.

33 s.h.

**SPECIALIZATION**

18

**Required Courses** *two of the following:*

6

- E.P.S. 5000 Foundations of Graduate Study in Education
- F.A. 5000 Studies in the Creative Process
- F.A. 5900 Current Problems in Art Education

**Electives** four courses selected from the fine arts areas, *not already taken to fulfill the above requirements.*

12

**RESEARCH**

6

- F.A. 5998-5999 Advanced Seminar: Research in Fine Arts Education I and II

**GENERAL ELECTIVES**

9

*Three courses selected with advisement*



**Option—Certification**

This option is designed for students who have undergraduate preparation and competence in studio arts, who hold a baccalaureate degree and have pursued an appropriate undergraduate curriculum to meet certification standards. In addition, students must meet the 6 credits of reading required by the New Jersey State Board of Education. Those who complete the program and meet the standards above are eligible for New Jersey certification as art teacher in grades K-12.

**Prerequisite and Corequisite:**

- C.S. 3400 The Teaching of Reading in the Elementary School or approved equivalent

- F.A. 4990 Student Teaching (to be taken concurrently with F.A. 5901) 34 s.h.

**SPECIALIZATION**

28

**Required Courses**

22

- E.P.S. 5000 Foundations of Graduate Study in Education
- C.S. 5410 Developmental Reading: Curriculum and Techniques or approved equivalent
- F.A. 5011 Foundations of Graduate Study in Art Education
- F.A. 5901 Advanced Principles and Techniques of Art Education

- Psy. 5110 The Developmental Study of Children
- Psy. 5600 Contemporary Issues in Social Psychology or
- Psy. 5610 Advanced Social Psychology

6

**Electives**

- F.A. 5000 Studies in the Creative Process or
- F.A. 5010 Interrelatedness of the Arts
- F.A. Studio (with advisement)

**RESEARCH**

6

- F.A. 5998-5999 Advanced Seminar: Research in Fine Arts Education I and II or
- I.D. 5800 Thesis Option

## Option—Art Supervision

This option is designed for currently certified art teachers who desire additional background for career advancement as well as certification for supervisory positions. A baccalaureate degree and three years of successful teaching in art are required for admission.

33 s.h.

### SPECIALIZATION

27

#### Required Courses

15

E.A.S. 5830 Instructional Theory and Curriculum Application

E.P.S. 5115 Administration and Supervision of  
Programs in Elementary School or

E.P.S. 5116 Administration and Supervision of  
Programs in Secondary School

E.P.S. 5117 Supervision of Instruction: Theory and Practice

E.P.S. 5118 Theory and Practice of Curriculum  
Development in the Public Schools

F.A. 5000 Studies in the Creative Process or

F.A. 5010 Interrelatedness of the Arts

#### Electives selected with advisement:

12

Four courses from fine arts areas

### RESEARCH

6

F.A. 5998 Advanced Seminar: Research in  
Fine Arts Education I and II

## Graduate Studios

Graduate studio experiences provide the student with active participation in technical and creative problems concerned with the materials and methods appropriate to the individual's interests. In most cases emphasis is placed upon the strengthening of the abilities already developed during the undergraduate years, although some beginning experiences may be provided where necessary. With the approval of the instructor and the academic advisor, a graduate studio may be repeated for additional credit.

#### F.A. 5200 Painting (3)

Giacalone

Attention to a variety of new materials and techniques with guidance in finding direction toward a personal idiom of expression.

Prerequisite: F.A. 4200 Advanced Painting or permission of instructor

#### F.A. 5210 Photography (3)

Staff

Continuation of beginning experiences in photography—exposure, development, enlarging. Attention to specialized methods in print preparation, extreme close-up, use of aids, etc. Emphasis on the photograph as an art form, aesthetic considerations.

#### F.A. 5220 Printmaking (3)

Metzger

Standard methods of printmaking: intaglio, relief, planographic and stencil. Emphasis upon innovation and combination of methods. Aesthetic considerations relating to printmaking as an art form.

#### F.A. 5300 Sculpture (3)

Staff

Work in most media sculpture. Carving, casting, ceramics, welding, construction, direct plaster and concrete. Emphasis on individual problems of design and techniques.

#### F.A. 5400 Ceramics (3)

Staff

Hand building and the potter's wheel. Kiln stacking and firing of electric, gas and woodfired kilns. Compounding glazes and development of glaze experiments. Earthenware and stoneware.

Prerequisite: F.A. 3400 Ceramics or permission of instructor

#### F.A. 5418 Processes in Fiber (3)

Fox

Understanding and use of fiber processes and fiber as a medium for aesthetic expression. Processes include: Frame loom weaving, knotting, crochet, coiling and surface design.

Prerequisites: F.A. 1100 Two Dimensional Design, or permission of instructor

#### F.A. 5420 Advanced Work in Fiber (3)

Fox

Use of fiber as media working with visual problems and ideas. Includes loom weaving, non-loom structuring, and surface design processes.

Prerequisite: F.A. 3461 Textile Decoration, F.A. 3463 Weaving II or permission of instructor

#### F.A. 5430 Metals (3)

Goodwin

Design and production of forms in metal; raising, fabricating, forging, bending, casting, decorative techniques including enameling, chasing, etching, engraving.

#### F.A. 5440 Furniture Making/Woodworking as Art Forms (3)

Buchner

Designing and making furniture and forms in wood, emphasizing original expression. Interrelating design factors including materials, tools, processes. Experimentation with fabrication techniques.

Two-Dimensional Media

Sculpture

Crafts

## Course Offerings

General

**F.A. 5000 Studies in the Creative Process (3)** Wilber  
Understanding of the creative process through the study of the generative impulse and the resultant performance of the creative personality. Use made of statements of artists. Insights gained from examination of their work. Formal investigative procedures designed to identify and describe creativity studied.

**F.A. 5010 Interrelatedness of the Arts (3)** Howe  
The similarities and differences existing between art forms, visual and non-visual, separated by epoch and geographical location. Also the relatedness of the many art forms growing out of the diverse stimulations of a single cultural setting.

**F.A. 5011 Foundations of Graduate Study in Art Education (6)** Greenberg  
Combined course work and field research using appropriate research design and methodology. Teacher-aide experience in public school and other community placements. Four-hour class meetings and six hours of field experience each week. Art classroom management, materials and methods, discussions of programs in the State and elsewhere, the role of the art teacher in the school and community. Research work is basis for further investigation in F.A. 5901 and in Advanced Seminar.

**F.A. 5020 Art in the Community (3)** Buchner  
The nature of the city, its historical development, the causes of blight and the plans which have been proposed to more adequately provide for human living in the community setting. Architectural innovations which have meaning in terms of the larger community needs.

**F.A. 5030 The Physical Aspects of the City (3)** Buchner  
The physical and aesthetic problems of the city and its urban region: its ecology and geography, its growth, its planning, its buildings and housing and its transportation facilities. Solutions to urban architecture and city and regional planning problems bearing upon function and aesthetics suggested by students. The planning work of government and private agencies.

Art History

**F.A. 5700 Art in History I (3)** Lord  
A survey and analysis of the history of art from its most primitive beginnings to the decline of the Middle Ages. Sculpture, painting, architecture and many minor arts; the history of their formal and symbolic development; social, political, religious and psychological influences which affected their development. Special emphasis on the role of art as a means of direct communication of concepts and values between the artist and his society, between the ancient peoples and ourselves. Visual reference provided by various public collections of the art in the metropolitan area.

**F.A. 5701 Art in History II (3)** Lord  
Same approach as F.A. 5700 applied to period from Renaissance to modern times.

**F.A. 5702 Themes in Italian Renaissance Painting (3)** Lord  
A study of the sacred, secular and classical themes of Renaissance painting, with the focus on the schools of Florence and Siena.

**F.A. 5703 The Age of the Baroque (3)**  
An analysis of the arts of the churches and courts of Western Europe from St. Peter's, Rome, to Versailles; the paintings of Rubens, Rembrandt, Velazquez, and their Italian forerunners.

**F.A. 5710 Specialized Studies in the History of Art (3)** Lord  
The visual arts of a particular culture, epoch or geographical area, with emphasis placed upon the philosophical and sociological bases upon which the art forms are founded. Selection of the area of concentration depends upon the interests and needs of students.

**F.A. 5715 Trends in Contemporary Art (3)** Wilber  
A study of the roots and developments of contemporary art forms and their emergence from the 19th and 20th century. Movements to be considered will include Neo-Classicism, Romanticism, Realism, Impressionism, and Expressionism.

**F.A. 5800 Studies in Aesthetics (3)** Howe  
The relation of art forms to visual, intellectual and emotional reality. Major concepts in the inquiry into the nature of beauty and truth serve as a beginning of student's formulation of his own standards of value.

**F.A. 5900 Current Problems in Art Education (3)** F. Schwartz  
Builds upon the student's undergraduate preparation in the areas of principles and practices of fine arts education and the fine arts curriculum. Relates these basic understandings to current trends and emerging problems of the field.

**F.A. 5901 Graduate Principles and Techniques of Art Education (4)**  
Taken concurrently with student teaching. Continuation of formal field research begun in F.A. 5011. Students further identify practical and philosophical aspects of art teaching. Art curriculum organization is the main concern.  
Prerequisite: Grade of B or better in F.A. 5011

**F.A. 5920 Community Resources in Art Education (3)** Howe  
The opportunities existing in the urban and suburban areas for promoting greater understanding of the visual arts. Trips to museums, art centers, cultural complexes, galleries, artists' studios, architectural structures, renewal projects, blight areas, etc. Effective use of these resources.

**F.A. 5998-5999 Advanced Seminar: Research in Fine Arts Education I and II (3,3)**  
Giacalone, F. Schwartz

(see page 23)

Philosophy and Aesthetics

Art Education

## HEALTH AND RECREATION

Faculty: Benson (Chairperson), Darden, Krueger

### Course Offerings

- H. E. 5210 The School Health Program in the Social Order (3)** Krueger  
The normal health status of the school child, his common health problems and the school's role in handling them. Services and instruction provided for the child in his school environment.
- Rec. 5850 Principles and Practices of Outdoor Education (3)** Benson  
Principles and philosophies of outdoor education and conservation in public education. Historic overview of programs in the United States with the movement in New Jersey emphasized.
- Rec. 5940 Recreation Programming for School and Community (3)** Benson  
Principles and practices, objectives, purposes, conditioning forces and community study that establish program; essential elements of program planning and scheduling of regular and special activities; the principles of program evaluation emphasized.
- Rec. 5945 Organization of Recreation for School and Community (3)** Benson  
Effective methods and types of organization; principles and factors of successful community organization; relationships among agencies; principles for working with personnel, including volunteers; budget making; facilities maintenance.

## HISTORY

Faculty: Didsbury, Furer, Luscombe, Mayer, Raichle, Rice, Siegel, Spaulding, Zimmer (Chairperson)

### Course Offerings

- Hist. 5000 Methods of Historical Inquiry (3)** Mayer  
An introduction to the theories, methods and principles of historical knowledge; development of the critical model of "historical mindedness"; history and the social sciences; the unique function of the historical craft as a synthetic discipline; history and its role in the development of contemporary and future human understanding. Works of key historians in many fields will be analyzed. Introductory
- Hist. 5201-5202 Readings in European History I and II (3,3)** Siegel  
Critical investigations and discussions of the transformations of European society and culture from the French Revolution to the present. Analyses of the sources and varying interpretations by outstanding historians of liberalism, nationalism, war, revolution, totalitarianism, and reconstruction. Emphasis on individual nations as well as on the changing significances of the European economy and civilization for the modern world. 5201 concentrates on the 19th century (1789-1914). 5202 concentrates on the 20th century (1914 to present). The courses may be taken individually. European
- Hist. 5225 Seminar in Russian History and Civilization (3)** Siegel  
Selected topics on the transformation of Kievan Russia into the Romanov Empire and contemporary Soviet society; personalities, foreign influences, geography, intellectual and social forces; underlying continuities and dynamism involved in the growth of great empires on the eastern frontiers of Western civilization and 20th century revolutions which have transformed them. Extensive use of literary and cultural materials.
- Hist. 5301-5302 Readings in American History I and II (3,3)** Luscombe, Raichle, Rice  
Inquiry into the forces that have shaped the nation through a critical study of the analyses and interpretations of American historians. Representative choices from the classics of historical literature treated. Emphasis on selected periods or themes of the past. 5301 covers to the 1870's. 5302 covers from the 1870's to the present. The courses may be taken individually. American
- Hist. 5303 The American Scene: The Formative Years (3)** Luscombe  
Inquiry into the origin of American institutions and values as found in the settlement, growth and achievement of independence of the British-American colonies. Particular emphasis upon interacting influences of heritage and environment with attention to popular uprisings and conflicts.
- Hist. 5304 The Revolutionary Generation, 1760-1789 (3)** Luscombe  
An examination of the period 1760-1789 with emphasis placed on causes of the American Revolution, its character and its results as seen in the Confederation Period and the Constitution.
- Hist. 5305 The History of Blacks in America (3)** Rice  
The investigation of the particular contributions of blacks to the development of the United States and the effects of a multifaceted national development upon them. From African roots through the evolving political, economic, social and cultural role of blacks in America. Emphasis on the slave system, the era of Jim Crow and the origins and impact of the mid-twentieth century Black Revolution.
- Hist. 5310 The Civil War and Reconstruction (3)** Rice  
Inquiry into social classes in the Old South, slavery as an institution, the Civil War on the home and diplomatic fronts, Grantism. Emphasis on the study of the various schools of historical thought on the causes of the Civil War and on the nature of Reconstruction.

	<b>Hist. 5340 Recent American History (3)</b>	Mayer
	An analysis of the political, diplomatic, economic and cultural course of American history since World War I, with particular attention to the interrelationships of events and ideas.	
	<b>Hist. 5345 American Foreign Policy Since 1945; Era of the Cold War (3)</b>	Mayer
	In-depth study of recent American foreign policy, concentrating on the conflict between the United States and the Soviet Union. Examination of the Cold War: its causes, course and effects on the U.S.	
	<b>Hist. 5350 The Urban Scene: The Transformation of America (3)</b>	Furer
	A study of the growth of cities in American history. Role of the city in colonial and antebellum America. The urban movement from the Civil War into the contemporary period.	
	<b>Hist. 5355 The American Woman (3)</b>	Raichle
	The study of the changing role of woman in American history with emphasis on what was thought of her and what she thought of herself.	
Asian	<b>Hist. 5400 Institute in Far Eastern Civilization (3)</b>	Didsbury
	Systematic introduction to the civilizations of China and Japan. Korea also considered. Dominant historical patterns and special characteristics of each culture examined and their relevance to adequate appreciation of contemporary Far Eastern problems discussed.	
African	<b>Hist. 5500 Contemporary Africa (3)</b>	Spaulding
	The position of Africa in world politics; Africa's economic status and potentialities; the problem of neocolonialism; Western education and social change; the search for the "African Personality"; the emergence of African political parties; changing practices of land tenure and utilization; the construction of institutions for self-government; the ways and means of colonialism in Southern Africa.	
Comparative	<b>Hist. 5800 War and Peace in the Twentieth Century (3)</b>	Luscombe
	War considered as a recurrent phenomenon in the twentieth century. Particular emphasis on totalitarian systems and efforts to build machinery to contain them and prevent wars; escalation factors; bi-polarity; nuclear deterrents; Viet Nam.	
	<b>Hist. 5810 Impact of Science and Technology on Culture (3)</b>	Didsbury
	Study of the modern scientific and technological impact upon the development and transformation of world cultures. The resultant common social, economic, political and educational problems—from urban crisis to student unrest and intellectual anxiety. These problems and probable solutions discussed. Stress on need for anticipating probable consequences of scientific and technological innovations. Introduction to growing number of serious studies of world futurists and their organizations. Should not be taken by those who have had Hist. 4882 Philosophy, Science and Civilization II.	

## INTERDISCIPLINARY

### \* Liberal Studies, M.A.

Program Coordinator: E. Kennedy, Department of English  
This program is designed for adults who seek interdisciplinary paths to knowledge, who wish to explore the values in liberal arts education, who want to continue and deepen the life of the mind. Not intended to train students for a specialized vocation, the program has particular value for students who wish to increase the range and depth of their knowledge in the liberal disciplines. With advisement by the coordinator, students plan a program that has concentration and diversity.

The Master of Arts in Liberal Studies opens with a broad-based interdisciplinary seminar. Students then choose, through advisement, a primary concentration and courses in complementary concentrations. The final integrating experience, taken in the student's primary concentration, is the advanced interdisciplinary seminar, two semesters. The comprehensive examination is taken in the student's primary concentration. A thesis may be substituted for the work of the second-semester seminar.

33/36 s.h.

#### CORE REQUIREMENT

I.D. 5210 Interdisciplinary Seminar: Liberal Studies

3

#### CONCENTRATION

*Selected with advisement, four courses from one concentration and two courses from each of two additional concentrations:*

- I. Fine Arts, Literature, Music
- II. History, Philosophy, Religion
- III. Economics, Political Science, Psychology, Sociology
- IV. Educational Policy Sciences

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#### ADVANCED SEMINAR

##### CONCENTRATION I

- I.D. 5290 Advanced Interdisciplinary Seminar I  
I.D. 5291 Advanced Interdisciplinary Seminar II or  
I.D. 5800 Thesis Option

##### CONCENTRATIONS II, III, IV

*Advanced interdisciplinary seminars in development*

6/9

\* Education and the Humanities, M.A.

\* Education and Contemporary Civilization, M.A.

No new enrollments will be accepted for the above programs. Students presently enrolled may complete the program as indicated in the 1977-79 graduate catalog and must do so within 6 years of entrance into the program.

## Course Offerings

- I.D. 5000 Education and the Behavioral Sciences (3)** Lorber, Strauss  
Integrated interdisciplinary approach to the sciences concerned with human behavior. Basic theoretical concepts derived from social and personality psychology, sociology, cultural anthropology, human ecology and genetics. An expanded frame of reference for those students whose professional activities situate them in agencies of the society charged with understanding and modifying behavior, e.g. social worker, public health worker, clergyman, personnel manager and others whose duties require extensive contact with people.
- I.D. 5010 Background in Intergroup Relations (3)** Lorusso, Strauss  
Examination of the complex patterns of group relationships common to most individuals. Intragroup vs. intergroup problems. The varying influence of factors which gain and lose significance situationally. The application of theoretical concepts to current intergroup problems.  
Prerequisites: Psy. 1000 General Psychology or Soc. 1000 Principles of Sociology
- I.D. 5015 Research Methods in the Behavioral Sciences (3)** Kaplowitz, Lorber  
Essential methods of research design through emphasis on content examination of selected studies in the behavioral sciences. Introduction to research techniques and data analysis and interpretation.  
Prerequisites: Six semester hours in psychology or sociology, undergraduate or graduate (Psy. 5000 recommended), or permission of coordinator.
- I.D. 5020 Readings in the Behavioral Sciences (3)**  
An intensive program of readings in the literature of the behavioral sciences to build interdisciplinary understandings and draw out practical consequences. Investigation of current journals, books and ideas, as well as older materials. Students have opportunities to analyze, compare and evaluate readings.  
Prerequisites: Nine semester hours in psychology or sociology, undergraduate or graduate (Psy. 5000 recommended), or permission of coordinator.
- I.D. 5030 Family Life (3)** Strauss  
Traditional concepts and expectations attached to marriage and family living reexamined in terms of the impact and demands of contemporary life. Changes in role patterns; the status of women; child rearing practices; attitudes toward male-female relationships; effect of mass communications systems; proliferation of service agencies; expanded functions of the school.
- I.D. 5040 Group Dynamics: Theory and Applications I (3)** Allen, Chasnoff  
Methods of integrating scholarship and small group and/or social problems into specific technologies for social change. Ways of studying the behavior of groups of various sizes. Methods of diagnosis and technologies for change. Problem-solving methods. Conflict management. Research methodologies studied, designed and employed by students.
- I.D. 5041 Group Dynamics: Theory and Applications II (3)** Allen, Chasnoff  
Emphasis upon the refinement of skill in conflict management, problem-solving methods, methods of studying group behavior.  
Prerequisite: Psy. 5040
- I.D. 5060 Aging in Contemporary Society (3)** Strauss  
Psychological, social, biological and economic factors related to growing old in contemporary society. Emphasis on the later years of adulthood as a phase in the development of personality.  
Prerequisites: Psy. 1000 General Psychology and either Psy. 5510 or Psy. 5610 or permission of the instructor.

### I.D. 5088-5089 Seminar in the Behavioral Sciences I and II (3,3)

Lecture sessions and small group meetings designed to achieve an integrated, interdisciplinary overview of the dynamics of human behavior. Basic theoretical concepts from social personality psychology, sociology, anthropology, human ecology and genetics examined to provide expanded frame of reference and basis from which applications may be derived. Of particular interest to the educator, social worker, public health worker, clergyman, personnel manager, law enforcement officer and others whose professional activities require in-depth understanding of behavior and skill in modification strategies. 5088 is prerequisite to 5089.

### I.D. 5098-5099 Advanced Seminar: Field Research in the Behavioral Sciences I and II (3,3)

Kind, Lorber  
Development and completion, under supervision, of a research project of career significance to the student. Includes a practically-oriented elaboration of research procedures related to student projects.

Prerequisites: Eighteen semester hours in the Behavioral Sciences—Option A Program, including I.D. 5020 and I.D. 5015 and permission of coordinator.

### I.D. 5210 Interdisciplinary Seminar: Liberal Studies (3)

An exploration of the ways several disciplines investigate and illumine a central issue or problem of contemporary society.

### I.D. 5290 Advanced Interdisciplinary Seminar I (Concentration I): Liberal Studies (3)

Kennedy  
Reading seminar designed to explore the relationships among three closely related disciplines: Fine Arts, Literature and Music.

Prerequisite: I.D. 5210

### I.D. 5291 Advanced Interdisciplinary Seminar II (Concentration I): Liberal Studies (3)

Kennedy  
A continuation of the work of AIS I culminating in major paper or project.

Prerequisite: I.D. 5290

### I.D. 5300 International Education: Travel in Eurasia (6)

Trip designed to give a rapid firsthand orientation to the basic areas which contribute to Western culture, Central and Southern Europe and the Near East. Eighteen different cities in nine countries. Art, history, educational systems, political organizations and economic development studied on the spot with resource people.

### I.D. 5310 International Education: Travel in Europe (3/6)

Combination of lectures, seminars, excursions and meetings with local educators. Credit granted according to length of stay and extent of assignment.

### I.D. 5320 International Education: Travel in Africa (3)

Trip designed to acquaint student with outstanding problems and potential of Africa. Representatives visited in each of twenty-four stops in colonial and newly freed countries. Briefing from political leaders, educators, labor leaders and businessmen give insight into this dynamic continent.

### I.D. 5400 Clinical Experience in Interdisciplinary Evaluation of Handicapping Conditions (6)

Training in the comprehensive evaluation process through fourteen hours weekly participation in the Interdisciplinary Clinical Program at the Institute of Child Study, including clinical case practice, team interaction, seminar discussions, and supervision.

Prerequisites: Competence in one of the disciplines serving the handicapped; written permission of the instructor

Liberal Studies

International Travel

Clinical Experiences

Graduate Service Programs

Individualized Programs  
of Advanced Study

Thesis Option

Contemporary Issues

**I.D. 5410 Family Group Methods in Assessment of Disability (3)**

Seminar on participation of the family unit in the clinical process of comprehensive evaluation of disability in a family member, utilizing case discussions and demonstrations in the interdisciplinary setting.

Prerequisites: Sp. Ed. 5070 or advanced standing in a clinical discipline: written permission of instructor

**I.D. 5420-5421 Environmental Factors in Land Use Planning I and II (3,3)**

The role of environmental consideration in the development of municipal land use plans. Emphasis on fundamentals of data analysis and collection and preparation of an actual land use plan. Students may not receive credit for I.D. 5420 unless I.D. 5421 is completed. Prerequisite: Baccalaureate degree with specialization in a science area.

**I.D. 5500 Science: Hopes, Fears and Possibilities (3)**

J. Rosenthal

An examination of science as a method of inquiry, a profession and as a social institution: benefits and dangers created by science and the impact of science on contemporary life.

**I.D. 5600 Graduate Service Programs in School and Community (3)**

Workshops designed for the study of professional problems of immediate concern.

**I.D. 5700 Individualized Programs of Advanced Study (3)**

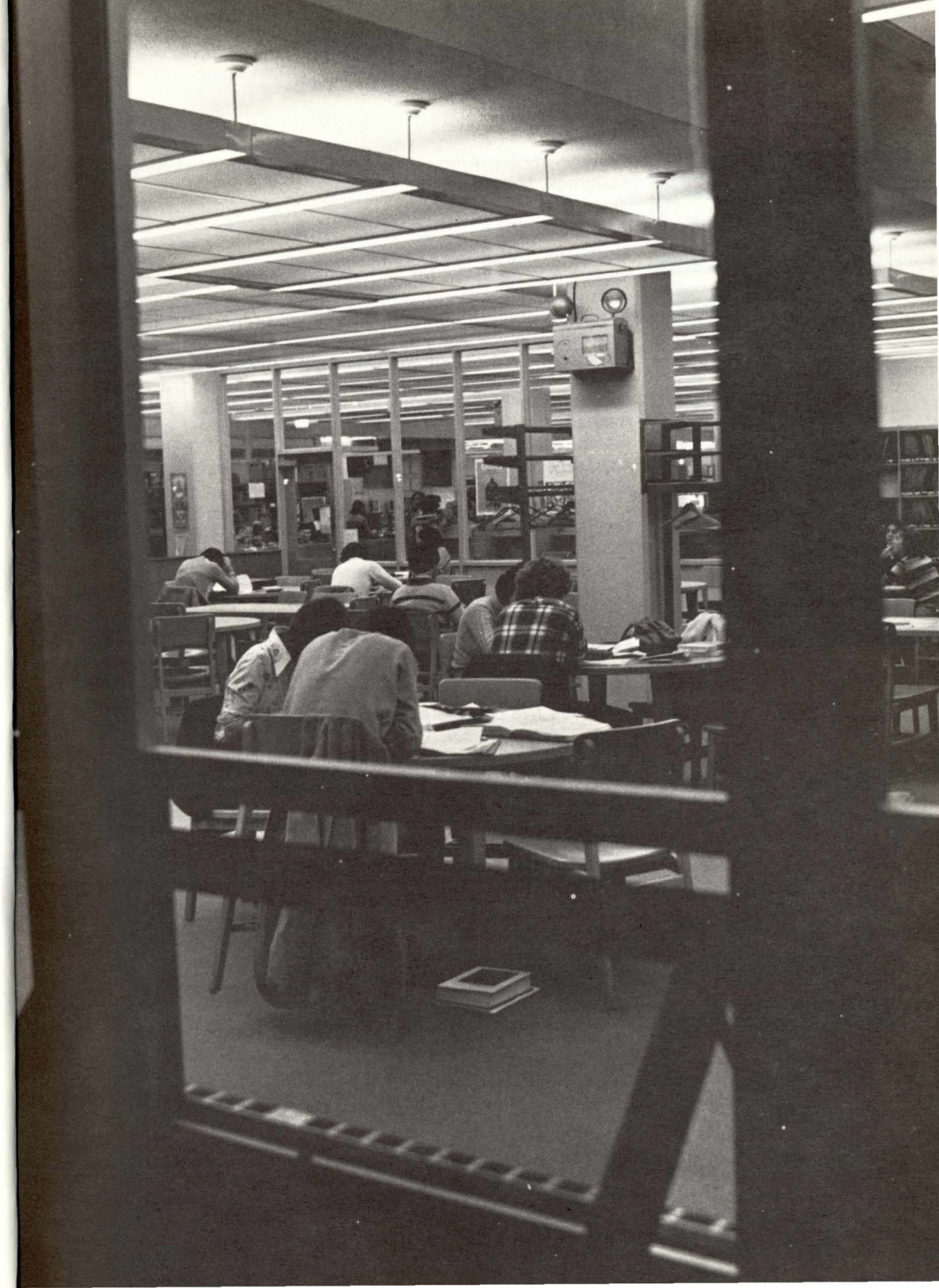
A student of demonstrated ability who has a special interest in the subject matter of a particular course or major may be given permission to undertake further study in the area, under supervision of a member of the graduate faculty. The student must secure written approval of the faculty sponsor and the graduate office prior to registration. Forms for such approval may be secured from the graduate office. Limit of six hours acceptable in any program.

**I.D. 5800 Thesis Option (3/6)**

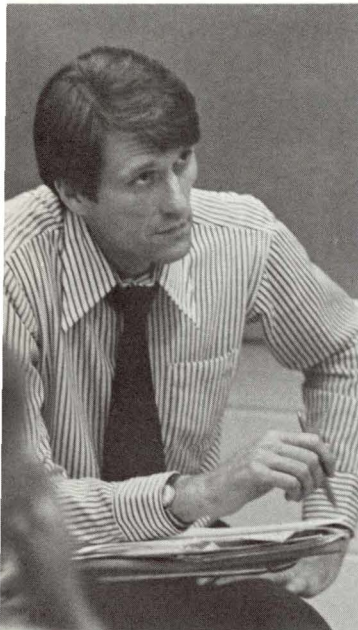
(see page 23)

**I.D. 59-- Contemporary Issues (3)**

Designed to provide timely investigation of a particular contemporary issue. As subject and content change each semester the course number also changes.







Faculty: Abeles, Arnow, Deavours, Garb, Lipson (Chairperson), Malbrock, Marchand, Pollack, Sack, Zoll

**Mathematics Education, M.A.**

Coordinator: F. Abeles

Option A is designed for fully certified teachers of mathematics who wish to continue study in mathematics and mathematics education. Emphasis of the program is on a broad preparation in mathematics. Courses of study are individually designed so that a student's total background will include work in algebra, geometry, analysis, probability and computing. Teachers who have achieved a standard New Jersey mathematics certificate on the basis of a college minor in mathematics may be required to take additional courses prior to matriculation. Those who wish to specialize in computer science should have, additionally, at least the equivalent of an undergraduate minor in computer science.

Option B is for those teachers who wish to become eligible for certification as a secondary school mathematics supervisor. Admission requires a strong background in mathematics.

**Option A—Teaching of Mathematics**

33 s.h.

<b>SPECIALIZATION</b>	18
<b>Required Course</b>	3
Math. 5700 Current Issues in Mathematics Education	
<b>Electives</b> five courses selected with advisement	15
<b>RESEARCH</b>	6
Math. 5798-5799 Advanced Seminar: Research in Mathematics Education I and II or I.D. 5800 Thesis Option	
<b>GENERAL ELECTIVES</b>	9
<i>Three courses selected with advisement</i>	

**Option B—Supervision of Mathematics Education**

33 s.h.

<b>SPECIALIZATION</b>	27
<b>Required Courses</b>	15
E.P.S. 5110 Organization and Administration of Public Schools	
E.P.S. 5117 Supervision of Instruction: Theory and Practice	
E.P.S. 5118 Theory and Practice of Curriculum Development in the Public Schools	
Math. 5700 Current Issues in Mathematics Education	
Math. 5710 Supervision of Mathematics Programs	
<b>Electives</b> four courses selected with advisement	12
<b>RESEARCH</b>	6
Math. 5798-5799 Advanced Seminar: Research in Mathematics Education I and II or I.D. 5800 Thesis Option	

**Datametrics**

The Department of Mathematics offers courses in datametrics for students pursuing academic programs or careers where knowledge of data analysis is needed. The student can select courses from statistics, probability, linear algebra, differential equations, calculus and computer science to meet particular requirements. A member of the mathematics faculty will provide advisement.

## Course Offerings

Foundations	<p><b>Math. 5110 Theory of Sets (3)</b> Pollack Study of set algebra, relations, mapping, ordered sets, well ordering. Peano axioms for natural numbers, transfinite induction, cardinal numbers, ordinal numbers, choice function, Zorn's lemma, transfinite arithmetic. Prerequisite: Math. 2412 Calculus II</p>
	<p><b>Math. 5155 Logic (3)</b> Lipson Truth functions, Post's theorem, sentence and predicate logic, decidability, completeness, recursive functions, formal arithmetic, Gödel's theorem, applications to automata theory. Prerequisite: An undergraduate course in logic or modern algebra, geometry or analysis.</p>
Algebra	<p><b>Math. 5200 Modern Algebra (3)</b> Abeles, Malbrock Systems of linear equations, vector spaces, matrices, linear transformations, linear programming, and applications. Prerequisites: Six hours of college mathematics, including algebra and trigonometry or permission of the instructor</p>
	<p><b>Math. 5220 Modern Algebra (3)</b> Arnov Topics are selected from boolean algebras, monoids and groups, lattices and posets, rings and ideals, modules, vector spaces and fields. Prerequisite: Six hours of undergraduate mathematics at the junior-senior level, or permission of the instructor</p>
	<p><b>Math. 5300 Geometry (3)</b> Abeles Topics are developed from the theory of convex sets, metric spaces, and group theory. Geometries that are not euclidean are included. Prerequisite: An undergraduate course in geometry or modern algebra or the permission of the instructor</p>
Geometry	<p><b>Math. 5400 Principles of Mathematical Analysis (Advanced Calculus) (3)</b> Deavours Review of relevant portions of logic, accumulation and limit points, convergence, differentiation, integration, extensions to the complex plane, analyticity, function spaces, related algebraic and topological concepts, differentials, spectral theory of operators, generalized functions, forms. Prerequisite: Math 3452 Calculus IV, or Math 4452 Advanced Calculus II, or demonstration of equivalent mathematical maturity.</p>
Analysis	<p><b>Math. 5410 Partial Differential Equations (3)</b> Deavours Physical sources of partial differential equations, separation of variables, eigenfunction expansions, transforms, Green's functions, operational methods, numerical and analog methods, applications to problems of physical science. Prerequisite: Two semesters of undergraduate calculus and permission of instructor</p>
	<p><b>Math. 5500 Statistical Methods for Analyzing Data (3)</b> Abeles Designed to give graduate students with some mathematical maturity basic skills in the use of statistics in research. Includes use of the computer to do statistical analyses, review of descriptive statistics, correlations and regression, hypothesis testing for different types of data, distributions of data, estimations. Prerequisite: An undergraduate course in statistics or equivalent.</p>
Probability and Statistics	<p><b>Math. 5510 Multiple Regression Analysis (3)</b> Pollack, Zoll Least squares estimators as applied to multiple independent variables and the single dependent variable. Application to ANOVA and ANCOVA designs including coded variables, disproportionate cell frequencies, discriminant and path analysis. Computer facilities utilized. Prerequisite: A course in statistics or linear algebra or permission of instructor</p>

<p><b>Math. 5520 Probability (3)</b> Pollack Formal structure of a probability model. Combinatorial analysis. Discrete and continuous random variables. Law of large numbers. Conditional probability, stochastic independence. Bernoulli, binomial, poisson, uniform, exponential and normal distributions and their applications. Multivariate distributions. Stochastic processes and Markov Chains. Applications. Prerequisite: Six hours of calculus or permission of instructor</p>	
<p><b>Math. 5530 Applied Multivariate Analysis (3)</b> Zoll Study of correlated random variables. Varieties of factor analytic models examined as each may apply to models for econometrics, sociometrics, psychometrics and education. Principal components, canonical correlational analysis and discriminant analysis among models studied. Computer facilities utilized. Prerequisite: A course in statistics or linear algebra or permission of instructor</p>	
<p><b>Math. 5700 Current Issues in Mathematics Education (3)</b> Marchand Critical study of secondary mathematics curriculum: courses of study, instructional methods and evaluative procedures. Investigation of related issues, e.g. attitudes, anxiety, sexism, the use of calculators and computers. Study of international contributions to the field.</p>	Education
<p><b>Math. 5710 Supervision of Mathematics Programs (3)</b> Staff The role of the mathematics supervisor in the administration and supervision of a K-12 program; supervision of instruction; large-scale testing program; mathematics laboratories; computer facilities; media; remedial programs; advanced placement programs; curriculum revision; budget.</p>	
<p><b>Math. 5720 Applications of Mathematics (3)</b> Staff Designed primarily to show applications of secondary school and early college mathematics to other fields of study such as physics, astronomy, navigation, architecture, carpentry, etc.</p>	
<p><b>Math. 5798-5799 Advanced Seminar: Research in Mathematics Education I and II (3,3)</b> Staff (see page 23)</p>	
<p><b>Comp. Sci. 5900 Numerical Analysis (3)</b> Garb The development and analysis of numerical algorithmic solutions. Applications of algorithmic modes that can employ measuring devices, desk calculators and/or computers. Prerequisite: Math. 3451 Calculus III and/or 3452 Calculus IV</p>	Computer Science
<p><b>Comp. Sci. 5901-5902 Computer Digital Computation Algorithms (3,3)</b> Garb Preparing and processing of data via terminals and/or computers. Analyses of functions, algorithms, different base systems, error analysis. Applications to related areas of academic studies. <i>Background in mathematics recommended. No previous training or experience in computer information processing assumed.</i></p>	
<p><b>Comp. Sci. 5910 Computer Simulations of Models (3)</b> Sack Design, programming and analysis of discrete and continuous computer simulation models; evolution and use of simulation languages applied to modeling techniques. Prerequisites: Comp. Sci. 3994 Computer Programming II, Math. 3544 Probability, 4545 Mathematical Statistics or permission of instructor</p>	

Faculty: Cullen, Golub (Chairperson), Grace, Hoyle, Huber, Montgomery

### Course Offerings

Theory and Musicianship

**Mus. 5122 Advanced Choral Conducting (3)** Cullen  
A detailed applied study of advanced choral conducting techniques, utilizing varied literature from all periods, for voices alone or with instruments.  
Prerequisite: Mus. 3122 Conducting II or consent of department chairperson

History and Literature

**Mus. 5202 Harmonic Review and Contemporary Analytical Theories (3)** Montgomery  
An overview of traditional harmony, both diatonic and chromatic, with emphasis upon divergent pedagogical approaches espoused by contemporary representative texts.  
Prerequisite: Mus. 3111 Form and Analysis or consent of department chairperson

**Mus. 5210 Choral Masterworks (3)** Cullen  
Introduces the general student to a significant body of music literature and permits the experienced music student to make a more intensive study of compositions presented. Selected works offered for study, using both text or music and recordings.

**Mus. 5211 Music in History I (3)** Grace  
The development of music through the centuries as it reveals significant contributions made during great epochs on music history. Each example of music literature studied and interpreted in terms of the social, political and cultural life of the period in which it was created.

**Mus. 5212 Music in History II (3)** Golub  
The contribution of the major romantic, impressionistic and contemporary composers studied through representative compositions. Each music illustration interpreted in terms of the social, political and cultural life of the period in which it was created.  
Prerequisite: Mus. 5211

**Mus. 5240 Trends in Contemporary Music (3)** Golub, Huber  
Contemporary music in its various forms. Special emphasis on innovations in form and expression in the works of composers since Wagner. Music considered as a cultural element of its time and studied in its social and historical context.

**Mus. 5250 Symphonic Masterworks (3)** Grace  
The great works of the symphonic repertoire. The development of the symphonic form shown through representative works from Renaissance to present.

**Mus. 5260 Folk Music and Related Arts (3)**  
The development of folk music as indigenous cultural expressions by unschooled lyricists and composers in selected societies, including American, considered in terms of sources, traditions and influences. Other art forms similarly considered as parallel social and artistic phenomena.

Faculty: Burt, Catalano, D'Souza, Fethe (Chairperson), Pashman, Pezzolo, Sitelman, Stern

### Course Offerings

**Phil. 5010 Social and Political Ideals (3)** Fethe  
Examination of some of the outstanding conceptions of the "good life" advanced by influential Western philosophers. Social and political ideals of Plato, Aristotle, Dante, Hobbes, Locke, Rousseau, Bentham, Marx, and Nietzsche.

**Phil. 5020 The Philosophy of Humanism (3)** Pezzolo, Sitelman  
An investigation of humanism as one of the alternative philosophies of Western Civilization beginning with the history of the growth of humanistic and secular concerns and moving into an examination of the philosophic bases of this position.

**Phil. 5030 Philosophy of Language (3)** Stern  
General features of language, such as meaning, reference, synonymy and truth.

**Phil. 5060 Readings in Existential Philosophy (3)** Catalano  
A study of the existentialists particularly as their philosophies are related to psychology and education. Examination of Kierkegaard on subjectivity; Sartre on self-deception; Jaspers on communication; Heidegger on authenticity; Merleau-Ponty on ambiguity.

**Phil. 5070 Philosophies of the East (3)** D'Souza  
An introductory survey of the philosophic concepts of the high civilizations of the Near and Far East as reflected in myth, ritual and gnomic texts. Emphasis on the "new" knowledge of speculative thought among the Sumerians, Egyptians, Babylonians, Hebrews, Persians and Arabs as recovered by modern archaeology and interpreted by 20th century anthropology, comparative religion and psychology. Comparative analysis of the metaphysical systems of India (Hinduism, Buddhism), Tibet (Mahamudra, Tantra), China (Taoism, Kungism, Ch'an), Japan (Shinto, Kegon, Zen), including affinities to Western psychology, mysticism and existentialism.

**Rel. 5700 Issues, Answers and Doubts in Contemporary Religions (3)** D'Souza  
A study and comparison of the responses of world religions to some selected issues in contemporary life.

Philosophy

Religion

Faculty: Andzel, Smith (Chairperson)

Course Offerings

- P.Ed. 5000 Physical Training for Athletic Competition (3)** Andzel
- Designed to acquaint the student with the specific medical and physiological factors affecting conditioning, competition and performance in athletics.  
Prerequisite: Bio. 2402 Human Physiology and Anatomy
- P.Ed. 5001 Exercise and Health (3)** Andzel
- Course focuses on the effects of exercise on dynamic health as reflected in measures of physical performance and organic function.  
Prerequisites: Anatomy and Physiology or approval of instructor
- P.Ed. 5471 Movement Education for Atypical Individuals (3)**
- The values, concepts and teaching techniques of movement education presented with emphasis on working with atypical individuals.  
Prerequisite: Bachelor's degree in physical education or special education or permission of instructor

Faculty: Israel, Kahn, Kelly, Laudicina, Lederman, Ross, Rubin (Chairperson), Shenis

Course Offerings

- Pol. Sci. 5011 Contemporary Political Systems: The Soviet Union (3)** Kelly, Shenis Political Science
- A comparative analysis of the government and policies of the U.S.S.R.
- Pol. Sci. 5020 Contemporary Political Problems (3)** Kahn
- An analysis of the major American political problems and issues.
- Pol. Sci. 5030 Readings in Political Science (3)** Israel, Ross
- A study of the classics of political science from pre-Platonic time to the present with emphasis upon the individual author and his attempt to define and solve political questions of his time.
- Pol. Sci. 5085 The Contemporary Metropolitan Community (3)** Rubin
- A study of the government and politics of metropolitan areas with emphasis upon their unique problems and proposed solutions.
- Pub. Adm. 5010 Organizational Theory in the Public Sector (3)** Laudicina, Lederman Public Administration
- Analysis of the theoretical and operational bases of public organizations.

Faculty: Angers, Golden, Jaffe, Kaplowitz, Kind, Lorber, Morelli, R. Roth, Samenfeld (Chairperson), S. Schwartz, Scire, Springer, F. Stern, Strand, Strauss, Youtz, Zito

**Professional Diploma in School Psychology**

Coordinator: W. Angers

The student successfully completing this program receives a Professional Diploma in School Psychology and is eligible for certification as a school psychologist in the public schools of New Jersey. The student must have a baccalaureate degree and twelve (12) semester hours in psychology on the undergraduate or graduate level including Experimental Psychology and Tests and Measurements.

The program consists of 60 semester hours of integrated course sequences; a master's degree in an appropriate specialty; an externship of 450 hours; successful completion of the Graduate Record Examinations Advanced Test—Psychology and the School Psychology comprehensive examination.

Students who have been accepted to this program but do not have an appropriate master's degree may complete an M.A. in Educational Psychology with a minimum of 42 semester hours of selected course in the school psychology program, a comprehensive examination in educational psychology and a thesis.

Courses required in the school psychology program already taken as a part of an appropriate master's degree may be credited toward this program. A minimum of 30 semester hours must be taken at Kean College of New Jersey.

**Admission** All procedures for application to a degree program obtain in this program with these additional requirements: three letters of recommendation to be submitted at the time of application; an interview with a psychology faculty panel. Up to 12 semester hours earned while on prematriculated status may be applied to fulfillment of the Professional Diploma.

60 s.h.

**SPECIALIZATION**

**Required Courses**

- Psy. 5320 Learning Theory and Applications
- Psy. 5550 Psychopathology of Childhood
- Psy. 5620 Laboratory Training in Human Relations or I.D. 5040 Group Dynamics: Theory and Applications I
- Psy. 5720 Advanced Psychological Counseling Techniques *or* S.P.S. 5950 Principles and Procedures of Counseling
- Psy. 5820 Individual Mental Testing: Binet—Practicum
- Psy. 5830 Individual Mental Testing: Weschsler—Practicum
- Psy. 5840 Projective Techniques
- Psy. 5870 Psychological Clinical Case Studies—Practicum
- Psy. 5980 Externship in School Psychology
- Sp.E. 5010 Psychology of the Handicapped *or* Sp.E. 5321 Nature and Needs of the Emotionally Disturbed and Socially Maladjusted *or* Math. 5500 Statistical Methods for Analyzing Data *or* Math. 5510 Multiple Regression Analysis

**Electives** *two courses selected with advisement from the following:*

- Psy. 5110 Developmental Study of Children
- Psy. 5120 Social Psychology of Adolescence
- Psy. 5150 Advanced Psychology of Early Childhood
- Psy. 5310 Advanced Educational Psychology
- Psy. 5330 Physiological Psychology
- Psy. 5420 Behavior Modification
- Psy. 5510 Theories of Personality
- Psy. 5515 Advanced Psychology of Personality
- Psy. 5520 Abnormal Psychology and its Educational Implications
- Psy. 5530 Advanced Abnormal Psychology
- Psy. 5610 Advanced Social Psychology
- Psy. 5730 Psychological Counseling Practicum
- Psy. 5750 Psychological Counseling of Parents
- Psy. 5850 Neuropsychological Assessment
- Psy. 5860-5861 Rorschach I and II
- Other electives by permission of the program advisor

**RESEARCH**

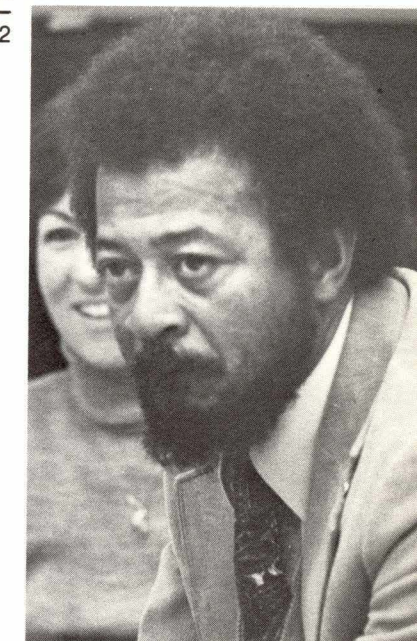
- Psy. 5998-5999 Professional Seminar in School Psychology I and II

**GENERAL ELECTIVES**

*Four courses selected with advisement*

42  
36

6



## Educational Psychology, M.A.

Coordinator: W. Angers

42 s.h.

### SPECIALIZATION

36

#### Required Courses

21

Math. 5500 Statistical Methods for Analyzing Data  
Psy. 5230 Tests and Measurements  
Psy. 5320 Learning Theory and Applications  
Psy. 5620 Laboratory Training in Human Relations or  
I.D. 5040 Group Dynamics: Theory and Applications I  
Psy. 5820 Individual Mental Testing: Binet—Practicum  
Psy. 5830 Individual Mental Testing: Wechsler—  
Practicum  
Sp.E. 5010 Psychology of the Handicapped or  
Sp.E. 5321 Nature and Needs of Emotionally Disturbed  
and Socially Maladjusted

#### Electives *three courses selected from the following:*

9

Psy. 5110 Developmental Study of Children  
Psy. 5150 Advanced Psychology of Early Childhood  
Psy. 5310 Advanced Educational Psychology  
Psy. 5510 Theories of Personality  
Psy. 5515 Advanced Psychology of Personality  
Psy. 5520 Abnormal Psychology and its Educational  
Implications  
Psy. 5530 Advanced Abnormal Psychology  
Psy. 5550 Psychopathology of Childhood  
Psy. 5850 Neuropsychological Assessment  
Other electives by permission of the program coordinator

#### Electives *two courses selected with advisement from the education areas*

6

### RESEARCH

6

Psy. 5910 Psychological Research Development and  
Design: Seminar  
Psy. 5920 Thesis Seminar

## Behavioral Sciences, M.A.

### Option A

Coordinator: H. Kaplowitz

This program is primarily designed for individuals pursuing careers in the helping professions allied with professional psychology who wish to upgrade their competence in areas of the behavioral sciences. It has particular value to those whose present or prospective work calls for extensive contact with individuals and groups, human relations skills and the understanding and modification of behavior. Option A is relevant to community, agency, group, personnel and organizational work as well as law enforcement, human resources, education, the ministry, psychiatric nursing and other human and social service professions.

33 s.h.

### SPECIALIZATION

27

#### Required Courses

12

I.D. 5015 Research Methods in the Behavioral Sciences or  
Math. 5500 Statistical Methods for Analyzing Data  
I.D. 5020 Readings in the Behavioral Sciences  
Psy. 5600 Contemporary Issues in Social Psychology or  
Psy. 5610 Advanced Social Psychology  
Psy. 5640 Analysis of Small Group Processes

#### Electives *five courses selected from the following or other courses in the behavioral sciences with approval of the coordinator:*

15

#### INDIVIDUAL PROCESSES

Psy. 5320 Learning Theory and Applications  
Psy. 5420 Behavior Modification  
Psy. 5510 Theories of Personality  
Psy. 5540 Problems of Individual Behavior

#### SOCIO-PSYCHOLOGICAL PROCESSES

Psy. 5120 Social Psychology of Adolescence  
Psy. 5610 Advanced Social Psychology  
Psy. 5650 Laboratory in Small Group Processes  
Soc. 5150 The Sociology of Community

I.D. 5060 Aging in Contemporary Society

#### ORGANIZATIONAL BEHAVIOR

Psy. 5660-5661 Industrial and Organizational  
Psychology I and II

E.P.S. 5300 Introduction to Organizational Theory or

E.P.S. 5125 Systems Analysis and Planning

### RESEARCH

6

I.D. 5098-5099 Advanced Seminar: Field Research in  
the Behavioral Sciences I and II or

I.D. 5800 Thesis Option

## Option B—Psychological Services

Coordinator: Michael Jaffe

This program is a concentration in psychological theory and procedures. It represents a specialization in Preprofessional Psychology and prepares the student holding a baccalaureate degree with a prior major or minor in psychology to advance in knowledge and competency to qualify as psychotechnician or subprofessional in mental health centers and rehabilitation agencies or as a personnel worker in a variety of institutions.

Prerequisites: Twelve semester hours in psychology including general psychology, experimental psychology and tests and measurements.  
33 s.h.

### SPECIALIZATION

#### Required Courses

I.D. 5020 Readings in the Behavioral Sciences 27  
Math. 5500 Statistical Methods for Analyzing Data or 18  
Math. 5510 Multiple Regression Analysis  
Psy. 5620 Laboratory Training in Human Relations I or  
I.D. 5040 Group Dynamics: Theory and Applications I  
Psy. 5810 Introduction to Diagnostic Testing—Practicum or  
Psy. 5820 Individual Mental Testing: Binet—Practicum  
Psy. 5320 Learning Theory and Applications  
Psy. 5530 Advanced Abnormal Psychology

#### Electives *three courses selected from the following:* 9

Psy. 5110 Developmental Study of Children  
Psy. 5120 Social Psychology of Adolescence  
Psy. 5330 Physiological Psychology  
Psy. 5420 Behavior Modification  
Psy. 5510 Theories of Personality  
Psy. 5515 Advanced Psychology of Personality  
Psy. 5540 Problems of Individual Behavior  
Psy. 5550 Psychopathology of Childhood  
Psy. 5610 Advanced Social Psychology  
Psy. 5660-5661 Industrial and Organizational  
Psychology I and II  
Psy. 5710 Field Experience in Community Psychology  
Psy. 5830 Individual Mental Testing: Wechsler—Practicum  
Math. 5901 Computer Digital Computation Algorithms I  
Math. 5902 Computer Digital Computation Algorithms II

### RESEARCH

Psy. 5910 Psychological Research Development and 6  
Design Seminar  
Psy. 5920 Thesis Seminar

## Course Offerings

**Psy. 5000 Pro-Seminar in Psychology (3)** Kaplowitz, Kind  
Designed to provide a psychological foundation for further graduate study. An intensive survey of child psychology, social psychology and the fundamentals of research in the behavioral sciences.

Prerequisites: Baccalaureate degree, including general psychology and at least 3 additional semester hours in psychology

**Psy. 5110 The Developmental Study of Children (3)** Scire, Youtz  
Advanced course offering a critical analysis of an investigation into the nature of human development. Designed to develop a mature understanding of how to work effectively with children in contemporary society, including its schools. The importance of the development of empathy and empathic relationships.

**Psy. 5120 Social Psychology of Adolescence (3)** Zito  
Current issues and related theory and research in the social psychology of adolescence. Personality and cognitive development, the peer group and parent-youth relationships, socio-political action, the disadvantaged youth, the role of the educational institution in adolescent development.

**Psy. 5150 Advanced Psychology of Early Childhood (3)** Youtz  
Major theoretical and research approaches to the study of infancy and early childhood. Observing and interviewing children and/or parents. An introduction to intervention procedures.  
Prerequisites: Fifteen semester hours of psychology (undergraduate or graduate) including child psychology or equivalent

**Psy. 5230 Tests and Measurements (3)** Lorber  
The principles of measurement underlying test construction and use. The aims of testing, an understanding of basic statistical procedures, problems of test administration, scoring and interpretation and the importance of test reliability, validity, norms and research. The range of tests currently available and the planning of testing programs.  
Prerequisite: Psy. 3200 Statistics or Math. 5500 or permission of instructor

**Psy. 5240 Experimental Psychology (3)** Strand  
The study and use of concepts, methods, techniques and laboratory procedures by which psychology determines the significant psychological relationships and interactions within the organism, between the organism and the environment within psychosocial circumstances. The student conducts several experiments acquainting him with the characteristics of experimental psychology.  
Prerequisite: Psy. 3200 Psych. Statistics or Math. 5500 or permission of instructor

**Psy. 5310 Advanced Educational Psychology (3)** Youtz, Zito  
A presentation of psychological concepts basic to the education aspects of growth and development with reference to critical examination of theories and principles of learning as applied to the field of education. Applications made to the major problems in this field by evaluation of recent research and trends in modern psychology.

**Psy. 5320 Learning Theory and Application (3)** Golden, Youtz  
Major concepts and theories of learning. Interrelation of learning and factors in motivation; underlying learning principles; learning technology and applications in educational setting.  
Prerequisite: Psy. 5110 or equivalent

**Psy. 5330 Physiological Psychology (3)** S. Schwartz  
Interaction and relationships between the nervous system and other body processes and behavior. The fundamentals of neuronal activity, the nervous system and traditional topics such as motivation, cerebral functions and organic psychopathology. Current areas of research such as the neuropsychology of learning, perception and language, as well as sleep and effects of drugs.

General

Developmental

Experimental and Measurement

Specialized Areas:  
Theoretical and Experimental

	<b>Psy. 5340 Psychological Perception (3)</b>	S. Schwartz
	The major principles of perception and sensation; sensory processes; the relations between sense modalities; perceptual systems, perceptual concepts associated with brain function; perceptual theories, e.g. core-context theory, texture-gradient theory, cybernetic theory, cell-assembly-phase-sequence theory, adaptation-level theory, motor adjustment theory, sensory-tonic field theory, probabilistic-functional theory, transactional theory, directive-state theory, expectancy theory, topological field theory, the phenomenology of perception; the symbolic nature of perceiving.	
Specialized Applied	<b>Psy. 5420 Behavior Modification (3)</b>	Golden
	Survey of patterns of behavior modification based on diverse learning theories and related research studies. Applications include observation skills, analysis of behavior, classroom assessment, design of behavior modification procedures and attendant clinical evaluation. Prerequisite: Psy. 5320 or its equivalent	
Personality Dynamics	<b>Psy. 5510 Theories of Personality (3)</b>	R. Roth, F. Stern, Strauss
	Various systematized conceptualizations of personality theories. Psychoanalytic theories of personality, field theory, learning theories, phenomenological and existential theories of personality. Each theoretical orientation applied to personality and behavioral assessment in practical living and professional relationships. Not open to students who have completed a basic course in personality theory.	
	<b>Psy. 5515 Advanced Psychology of Personality (3)</b>	Morelli
	Current personality theory and experimental research emphasizing topics such as traits, anxiety, stress, mechanisms of defense, creativity, intelligence, and biological and cognitive influences: emphasis on reading and evaluation of empirical work and research and clinical application. Prerequisite: Psy. 5510 or equivalent	
	<b>Psy. 5520 Abnormal Psychology and its Educational Implications (3)</b>	Angers, R. Roth, Samenfeld
	The symptoms, contributing factors, dynamics and treatment of emotional and behavioral disorganizations considered in terms of their overt manifestations and their underlying psychological, biological and social meaning. Emphasis given to psychoses, neuroses and personality disorders. Not open to students who have completed a basic course in abnormal psychology.	
	<b>Psy. 5530 Advanced Abnormal Psychology (3)</b>	R. Roth
	Major theoretical approaches to psychopathology, dynamics and treatment of emotional and behavioral disturbances. Emphasis on psychoses, neuroses, personality disorders and implications of current research. Prerequisite: Psy. 3540 Abnormal Psychology or Psy. 5520 or permission of instructor	
	<b>Psy. 5540 Problems of Individual Behavior (3)</b>	Angers
	The dynamics and problems of individual behavior with emphasis on the approaches used by Freud and Adler. Individual behavior assessed as a dynamic system of interrelated functions with practical applications made through the presentation of case histories. Prerequisite: Psy. 5510 or 5520 or permission of instructor	
	<b>Psy. 5550 Psychopathology of Childhood (3)</b>	Scire, Steiner
	Major topics and issues related to child pathology. Behavior disorders viewed as reactive, organic or a combination of the two. Etiology, symptoms and prognosis studied from the point of view of psychoanalytic interpretation with supplementary contributions from learning theory and theories stressing possible constitutional components in each disorder. Prerequisites: Psy. 5110 and Psy. 5520 or permission of instructor	

**Psy. 5600 Contemporary Issues in Social Psychology (3)** Kaplowitz, Kind, Lorber  
Exploration of critical issues, research, and theories in social psychology with consideration of significant applications.

Prerequisites: Six hours in psychology and/or sociology, undergraduate or graduate (Psy. 5000 recommended), or permission of coordinator

**Psy. 5610 Advanced Social Psychology (3)** Kaplowitz, Kind, Lorber  
In-depth consideration of selected major theories and findings of social behavior. Topics chosen from among: aggression, interpersonal perception, attitudes, communication, group pressure and conformity, role behavior and patterns of social psychopathology.  
Prerequisites: Twelve semester hours of psychology, undergraduate or graduate (including a course in social psychology), or permission of coordinator

**Psy. 5620-5630 Laboratory Training in Human Relations I and II (3,3)** Kutash, Stern, Zito

Experience in small groups designed to: contribute to the student's understanding of self and impact on others; increase understanding of the dynamics of interpersonal interaction in small groups; increase sensitivity to the feelings and behavior of others in groups; increase understanding of how large organizations prevent, create or resolve human relations problems.

**Psy. 5640 Analysis of Small Group Processes (3)** Strauss  
Forces and factors which determine group interaction. Group influences on the behavior of members. The theory and analysis of group development.

Prerequisites: Six hours in psychology, undergraduate or graduate, or permission of coordinator

**Psy. 5650 Laboratory in Small Group Processes (3)** Strauss  
Continuation of the study of group interaction and group development with the focus on the individual as participant and observer.

Prerequisite: Psy. 5640 or permission of coordinator

**Psy. 5660-5661 Industrial and Organizational Psychology I and II (3,3)** Springer  
In-depth survey of industrial and organizational psychology. Emphasis on the psychology of work behavior in industrial and organizational settings. First semester focuses on traditional industrial psychological concerns: personnel decisions, interviewing, training, as they are represented in the current era. Second semester focuses on organizational theories and diagnosis, motivational concerns, the meaning of work interfaced with environment, organizational development-consultation and the analytical case study approach.

Prerequisites: Six hours in psychology, undergraduate or graduate, or permission of the coordinator. Psy. 5660 or permission of the coordinator is prerequisite for Psy. 5661

**Psy. 5710 Field Experience in Community Psychology (3)**  
Supervised placement in a county agency or mental health center providing direct experience in psychological and county services. Concomitant seminar to integrate program courses with field experience.

Prerequisites: Minimum of 18 semester hours completed in the psychological services program and approval of the coordinator

**Psy. 5720 Advanced Psychological Counseling Techniques (3)** Angers  
An advanced survey of psychotherapeutic processes, theory and supporting evidence. Demonstrations of counseling skills focused on therapeutic referral, vocational exploration, supplement to guided group interactions and other counseling roles. Readings, research issues and guided practice.

Prerequisites: S.P.S. 5950, Psy. 5510 and 5520 or permission of the instructor

Social Psychology and Group Processes

Psychological Counseling



- Psy. 5730 Psychological Counseling Practicum (3)** Angers  
Opportunity for advanced graduates to put the theory and principles of advanced counseling into practice under direction and supervision of qualified graduate faculty. Experience in diagnostic study, case presentation, referral recommendation, counseling process and management of personal relationships in providing aid to the counselee. Prerequisites: Psy. 5720 and 5230 or permission of instructor
- Psy. 5740 Group Psychological Counseling Techniques (3)** Strauss  
Survey of advanced counseling techniques to develop the theoretical constructs and strategies of varied group counseling procedures appropriate for specific purposes. Prerequisites: Psy. 5810 or 5820, Psy. 5720 or permission of coordinator of program
- Psy. 5750 Psychological Counseling of Parents (3)**  
Seminar discussions focus on understanding the child within the context of the developmental family process and family dynamics. Content includes demonstrations and supervised experience in conducting initial family interviews, communicating results of psychological evaluation to parents and counseling parents. Prerequisite: Psy. 5720, 5830 and matriculation in School Psychology program
- Psy. 5810 Introduction to Diagnostic Psychological Testing—Practicum (3)** R. Roth  
An introduction to the selective use of individual and group tests and other measures to develop and diagnose case study. Prerequisite: Permission of program coordinator
- Psy. 5820 Individual Mental Testing: Binet—Practicum (3)** Scire  
Introduction to the theories of mental testing and individual psychological assessment with emphasis on the Stanford-Binet Scale. Development of competency in the administration, scoring and interpretation of this intelligence scale with an introduction to relevant personality measures required. Prerequisite: Approval of school psychology coordinator
- Psy. 5830 Individual Mental Testing: Wechsler—Practicum (3)** Scire  
Administration, scoring and interpretation of the Wechsler Intelligence Scale for Children and Wechsler Adult Intelligence Scale with an introduction to individual clinical assessment. Each student required to develop competence in the use of these intelligence scales and other clinical instruments. Prerequisite: Approval of school psychology coordinator
- Psy. 5840 Projective Techniques (3)** R. Roth  
The theoretical rationale, administration and interpretation of major projective techniques used for individual assessment of personality considered with emphasis on the Thematic Apperception Test and the House-Tree-Person Drawing Technique. Practicum experience in the administration and interpretation of the TAT and HTP and formal report writing provided. Each student expected to develop competence in the use of these projective techniques. Prerequisites: Psy. 5510, 5520, 5820, 5830 and matriculation in School Psychology program
- Psy. 5850 Neuropsychological Assessment (3)** Youtz  
A survey of current neuropsychological assessment procedures within the framework of the child's case study. Prerequisites: Psy. 5830 or permission of the instructor
- Psy. 5860 Rorschach I (3)** Scire  
An advanced clinical course in Rorschach Testing. Aim is to develop skills in the administration, scoring and interpretation of the Rorschach with an introduction to its use in personality assessment and differential diagnosis in the clinical case study. Prerequisites: Psy. 5840 and matriculation in School Psychology program

- Psy. 5861 Rorschach II (3)** Scire  
Advanced clinical course. Further supervised experience in use of the Rorschach for personality assessment provided under supervision. Rorschach interpretation and differential diagnosis within the framework of the total case study. Special problems in the interpretation of children's Rorschach. Prerequisites: Psy. 5860 and matriculation in School Psychology program
- Psy. 5870 Psychological Clinical Case Studies—Practicum (3)** Scire  
An opportunity for advanced students in school psychology to make clinical case studies under supervision. Includes guidance in appropriate selection of tests; clinical report writing with reference to reports of other specialists; educational and referral recommendations; attendance at case conferences with other professionals and contributing to case studies. Prerequisites: Psy. 5550, 5840 and matriculation in School Psychology program
- Psy. 5880 Treatment of Emotional and Behavioral Disorders of Childhood (3)**  
Survey of the historical development and of new trends in modalities of treatment, including individual, group and family therapies for the child with emotional or behavioral disorders. Emphasis on clinical applications for the preschool and school-aged child. Prerequisites: Psy. 5870 or N.J. Certification as School Psychologist
- Psy. 5910 Psychological Research Development and Design: Seminar (3)** Jaffe, Strand, Youtz  
Principles of research development and design to aid the student in preparing a research project. Types of experiments, sampling, experimental procedures, data analysis and interpretation considered. Each student is expected to make significant progress on the research project. Prerequisites: Permission of the program coordinator, plus completion of at least 18 s.h. of courses in the major program
- Psy. 5920 Thesis Seminar (3)** Jaffe, Strand  
Seminar focuses on development and completion, under individual supervision, of a research thesis. Prerequisites: Psy. 5910 and 18 hours in behavioral sciences, Option B program, or Psy. 5910 and 18 hours in Educational Psychology, M.A. program
- Psy. 5980 Externship in School Psychology (3)**  
A minimum of 450 hours of appropriate supervised field work in a school setting with an option of half-time in a clinic. Prerequisites: Psy. 5870 and matriculation in School Psychology program
- Psy. 5998 Professional Seminar in School Psychology I (3)** Angers, Youtz  
A reading, research and practicum seminar designed to permit advanced students to consider professional problems in the practice of school psychology. Matriculated students in the school psychology graduate program should be enrolled in the seminar during the period of their internship. Each student completes a major project or research paper related to the field of school psychology. Prerequisite: Matriculation in School Psychology program
- Psy. 5999 Professional Seminar in School Psychology II (3)** Angers, Youtz  
Continuation of the consideration of professional issues with increased emphasis on clinical diagnosis and remediation. Students complete the Comprehensive Examination in School Psychology and take the Graduate Record Examination Advanced Test—Psychology. Prerequisites: Psy. 5998 and and matriculation in School Psychology program

Faculty: Mayo, Metrey, Naughton, Wase (Chairperson), Yellin

**Course Offerings**

**Soc. 5100 Implications of Sociology for Education (3)** Wase  
The school as a social system. The sociological factors which affect learning. The place of the school in society.

**Soc. 5150 The Sociology of Community (3)** Wase, Yellin  
The nature of the community as a pattern of social relations, its functions and the changing structure of the community in modern times. Individual research and reading directed to a close examination of rural, urban, suburban and metropolitan types of community adaption.

**Soc. 5200 Women—A Changing Minority? (3)** Naughton  
A sociological examination of women and how societies define them in different cultural settings and eras. How today's feminist movements may change existing perceptions and create new expectations for women. Emphasis on women in America.

**Soc. 5300 Racial and Cultural Minorities (3)** Naughton  
A comparative study of society-wide systems of differentiated opportunity based on color, religion or culture. A critical analysis of conflict, accommodation and assimilation in majority-minority relations.

**Soc. 5350 Social Class and Learning (3)** Wase, Yellin  
Social class influences upon learning. Systematic examination of theory and research on stratification patterns in contemporary societies. Comparative perspective utilized.

Faculty: Bachkai, Bilowit, Dubin, Fisher, Frankel, Gaza, Gasorek Gens, Healy (Acting Chairperson), Heller, Jonas, McCracken, J. Roth, Shulman, Terr, Ward

**Special Education, M.A.**

Four curricular options are offered in the Master of Arts in Special Education: Mental Retardation, Emotionally Disturbed and Socially Maladjusted, Physical Activities for the Handicapped and Learning Disabilities. All students must hold a baccalaureate degree and must be recommended by the coordinator for admission to the program options. Students admitted prior to January 1979 may complete their programs as outlined in the 1977-79 graduate catalog.

**Special Notice** The M.A. in Special Education, described on pages 97 through 101 of this catalog, is pending approval of the State Department of Higher Education.

Once approval is given, no new enrollments will be accepted in the M.A. in Teaching the Mentally Retarded or the M.A. in Teaching the Emotionally Disturbed and Socially Maladjusted, as described in the 1977-79 Graduate Catalog, page 95 and page 98 respectively.

Students now being admitted will be phased into the new programs once they are approved. Students are advised to maintain contact with the appropriate graduate advisor regarding program status.

### Option—Mental Retardation

Coordinator: D. Bilowit

This program is designed primarily for students already certified as Teacher of the Handicapped. Students seeking endorsement as Teacher of the Handicapped while in the program will be required to complete additional courses with specific advisement from the program coordinator.

33 s.h.

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#### SPECIALIZATION

24

##### Required Courses

Sp.E. 5005 Disability: Somato, Psycho, Social  
and Educational Implications 9

Sp.E. 5020 Educational Strategies for Exceptional  
Children

Sp.E. 5050 Psychological Testing

**Electives** *five courses selected from courses  
in special education with advisement and approval  
of program coordinator.* 15

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#### RESEARCH

9

E.P.S. 5200 Educational Research

Sp.E. 5198-5199 Advanced Seminar in Special Education or  
I.D. 5800 Thesis Option

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### Option—Emotionally Disturbed and Socially Maladjusted

Coordinator: J. Roth

This program is designed primarily for students already certified as Teacher of the Handicapped. Students seeking endorsement as Teacher of the Handicapped while in the program will be required to complete additional courses with specific advisement from the program coordinator.

33 s.h.

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#### SPECIALIZATION

24

##### Required Courses

15

Sp.E. 5005 Disability: Somato, Psycho, Social and  
Educational Implications

Sp.E. 5020 Educational Strategies for Exceptional Children

Sp.E. 5050 Psychological Testing

Sp.E. 5310 Emotionally Disturbed Children in the  
Classroom

Sp.E. 5321 Nature and Needs of the Emotionally Disturbed  
and Socially Maladjusted

**Electives** *three courses selected from courses  
in special education with advisement and approval  
of program coordinator.* 9

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#### RESEARCH

9

E.P.S. 5200 Educational Research

Sp.E. 5198-5199 Advanced Seminar in Special Education or  
I.D. 5800 Thesis Option

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### Option—Physical Activities for the Handicapped

Coordinator: D. Bilowit

This is a program of advanced study for special and Physical education majors who wish to work with persons of various disabilities in the area of physical activities. Students seeking endorsement as Teacher of the Handicapped will be required to complete additional courses with specific advisement from the program coordinator.

33 s.h.

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#### SPECIALIZATION

24

##### Required Courses

15

- Sp.E. 5005 Disability: Somato, Psycho, Social and Educational Implications
- Sp.E. 5020 Educational Strategies for Exceptional Children
- Sp.E. 5050 Psychological Testing
- Sp.E. 5610 Clinical Kinesiology
- Sp.E. 5620 Physical Activities for Atypical Individuals

**Electives** *three courses selected from courses in special education with advisement and approval of program coordinator.*

9

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#### RESEARCH

9

- E.P.S. 5200 Educational Research
  - Sp.E. 5198-5199 Advanced Seminar in Special Education or
  - I.D. 5300 Thesis Option
- 

### Option—Learning Disabilities

Coordinator: K. Gasorek

This program is designed for teachers who wish to increase their knowledge in order to work with individuals with learning disabilities. This program does not provide certification as a Learning Disabilities Teacher Consultant. Students seeking this certification must complete the post masters program described elsewhere in the catalog. Students seeking endorsement as Teacher of the Handicapped will be required to complete additional courses with specific advisement from the program coordinator.

33 s.h.

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#### SPECIALIZATION

24

##### Required Courses

12

- Sp.E. 5000 Physiological Bases of Learning
- Sp.E. 5005 Disability: Somato, Psycho, Social and Educational Implications

- Sp.E. 5020 Educational Strategies for Exceptional Children
- Sp.E. 5050 Psychological Testing

**Electives** *four courses selected from courses in special education with advisement and approval of program coordinator.*

12

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#### RESEARCH

9

- E.P.S. 5200 Educational Research
  - Sp.E. 5198-5199 Advanced Seminar in Special Education or
  - I.D. 5800 Thesis Option
-

## Audiology and Communication Sciences M.A.

Coordinator: A. Terr

This program is designed to prepare the student for professional positions in hospital audiology clinics, schools, industrial settings and research programs.

The student is required to meet the minimum number of hours of supervised clinical experience and course work as specified by the American Speech and Hearing Association.

Prerequisites:

Sp.E. 2051 Introduction to Education of the Handicapped

Sp.E. 3259 Introduction to Audiology (Audiometric Testing and Hearing Aids)

33 s.h.

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### SPECIALIZATION

15

#### Required Course

3

Sp.E. 5276 Practicum in Audiology and Communication Science I

**Electives** *four courses selected from the following:* 12

Sp.E. 5205 Psycho-Linguistics

Sp.E. 5215 Auditory Training

Sp.E. 5222 Acoustic Phonetics

Sp.E. 5225 Pediatric Audiology

Sp.E. 5234 Instrumentation in Audiology and Communication Science

Sp.E. 5271 Advanced Clinical Audiology I

Sp.E. 5272 Advanced Clinical Audiology II

Sp.E. 5274 School, Community and Industrial Audiology

Sp.E. 5275 Psycho-Biological Bases of Audiology

Sp.E. 5277 Practicum in Audiology and Communication Science II

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### RESEARCH

6

Sp.E. 5298-5299 Advanced Seminar: Research in Audiology and Communication Science I and II *or*

I.D. 5800 Thesis Option

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### GENERAL ELECTIVES

12

*four courses selected with advisement*

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## Speech Pathology, M.A.

Coordinator: G. Gens

This is a planned program of advanced study for the fully certified specialist in speech pathology. The student seeking certification in addition to the master's degree must complete sixteen semester hours of approved prerequisite or corequisite work in education relevant to the degree program. This work must include Sp.E. 2051 Education of the Handicapped or Sp.E. 2052 Psychology of the Handicapped and Sp.E. 2251 Introduction to Speech, Language and Hearing Disorders.

The student is required to meet the minimum number of hours of supervised clinical experience and course work as specified by the American Speech and Hearing Association.

33/34 s.h.

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### SPECIALIZATION

15/16

**Electives** *five courses selected from the following:*

Sp.E. 5050 Psychological Testing

Sp.E. 5215 Auditory Training

Sp.E. 5227-5228 Advanced Clinical Practice in Speech Pathology I and II (required for those who have not had Sp.E. 4261 Practicum in Speech and Hearing Disorders II)

Sp.E. 5230 Clef Palate

Sp.E. 5231 Aphasia and other Neurological Disorders of Speech and Language

Sp.E. 5232 Neuro-Physiology of Ear and Speech Mechanism

Sp.E. 5240-5241 Seminar and Practicum in Stuttering I and II

Sp.E. 5243 Education of the Neurologically Impaired Child

Sp.E. 5250 Education and Counseling for Parents of Children with Communication Disorders and Other Handicaps

Sp.E. 5260 Speech Disorders Related to Dento-Facial Abnormalities

Courses in Audiology

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### RESEARCH

6

Sp.E. 5298-5299 Advanced Seminar: Research in Speech Pathology I and II

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### GENERAL ELECTIVE

12

*four courses selected with advisement*

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## Learning Disabilities Teacher Consultant, Certificate

Coordinator: K. Gasorek

This is a program leading to certification as a learning disabilities teacher consultant open only to those already holding a master's degree. Three years of successfully completed teaching are required before certification is recommended.

Prerequisite: Sp.E. 2051 Introduction to the Education of the Handicapped

33 s.h.

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### SPECIALIZATION

24

#### Required Courses

C.S. 5600 Remediation in Basic Skills

Psy. 5320 Learning Theory and Applications

Sp.E. 5000 Physiological Bases of Learning

Sp.E. 5010 Psychology of the Handicapped

Sp.E. 5050 Psychological Testing

Sp.E. 5415 Diagnosis of Learning Disabilities

Sp.E. 5416 Correction of Learning Disabilities

Sp.E. 5490 Internship for Learning Disabilities Specialist

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## Student Personnel Services, M.A.

### Guidance and Counseling/School Social Work

Coordinator: R. Ward

This program is designed to train school guidance counselors, school social workers and professional personnel interested in closely related fields. Major emphasis will be on current and future social problems facing our schools and communities; on development of increasing self-awareness in order to deal more effectively with professional problems; on competence in developing positive productive professional relationships with children and adults in the school and community; on therapeutic counseling techniques and climate. This means personal and deep commitment to education and the community at large.

To be admitted, the student must hold a baccalaureate degree and must have completed six semester hours of psychology on the graduate level.

To acquire both the master's degree and certification in School Guidance and Counseling, the student must hold a teacher's certificate and have had one year of teaching.

To acquire both the master's degree and certification in School Social Work, the student must have had three years of experience in social work and/or teaching.

Students are conditionally admitted until they have successfully completed the psychology prerequisites and a course with a full-time faculty member of the program. It is preferred that students begin the matriculation process before taking any courses in order to receive advisement.

Guidance counseling students participate in a selections session and if the selections committee approves may then be fully matriculated.

Option: Guidance and Counseling

33 s.h.

**SPECIALIZATION**

27

**Required Courses**

21

- E.P.S. 5000 Foundations of Graduate Study in Education or approved substitute
- Sp.E. 5050 Psychological Testing
- S.P.S. 5920 Vocational Guidance or
- S.P.S. 5975 Career Development: Educational and Occupational Information
- S.P.S. 5950 Principles and Procedures of Counseling
- S.P.S. 5962 Group Process in Guidance
- S.P.S. 5971 Community Organization
- S.P.S. 5980 Practicum in Counseling-Guidance

**Electives** two courses selected from the following or approved substitutes:

6

- S.P.S. 5910 Introduction to Student Personnel Services
- S.P.S. 5920 Vocational Guidance
- S.P.S. 5930 Organization and Administration of Student Personnel Services
- S.P.S. 5940 Guidance in the Elementary School
- S.P.S. 5951 Advanced Counseling and Interviewing Techniques
- S.P.S. 5961 Principles and Methods of Group Guidance
- S.P.S. 5975 Career Development: Educational and Occupational Information
- S.P.S. 5980 Practicum in Counseling-Guidance (for 3 additional credits)
- S.P.S. 5981 Practicum in Educational Measurement
- S.P.S. 5925 Advanced Vocational Guidance
- Psy. 5620 Laboratory Training in Human Relations

**RESEARCH**

6

- S.P.S. 5998-5999 Advanced Seminar: Research in Student Personnel Services I and II or
- I.D. 5800 Thesis Option

Option: School Social Work

33 s.h.

Prerequisite Psychology Requirements:

Psy. 5110 Developmental Study of Children and Psy. 5320 Learning Theory and Applications or approved substitutes. Students are expected to have some psychology and sociology background as undergraduates and courses in these areas are selected with their advisor to meet their needs. The above courses plus Psy. 5520 Abnormal Psychology and its Educational Implications are considered basic.

**SPECIALIZATION**

27

**Required Courses**

21

- E.P.S. 5000 Foundations of Graduate Study in Education or approved substitute
- Sp.E. 5050 Psychological Testing
- S.P.S. 5964 Basic Social Work Concepts and Processes
- S.P.S. 5962 Group Process in Guidance or
- S.P.S. 5965 Social Group Work
- S.P.S. 5971 Community Organization and Services
- S.P.S. 5980 Practicum in Counseling-Social Work
- S.P.S. 5990 Medical Information for Social Workers

**Electives** two courses selected from the following or approved substitutes:

6

- S.P.S. 5910 Introduction to Student Personnel Services
- S.P.S. 5962 Group Process in Guidance
- S.P.S. 5965 Social Group Work
- S.P.S. 5966 Seminar in School Social Work Practice
- E.P.S. 5130 Legal and Policy Aspects of School Administration
- E.P.S. 5118 Theory and Practice of Curriculum Development in the Public Schools
- Psy. 5620 Laboratory Training in Human Relations

**RESEARCH**

6

- S.P.S. 5998-5999 Advanced Seminar: Research in Student Personnel Services I and II or
- I.D. 5800 Thesis Option



## Post-Master's Certification: Director of Student Personnel Services

Coordinator: Ruth Ward

Students entering this program must have certification in Student Personnel Services and a master's degree, preferably in Student Personnel Services.

Certification requires 12 semester hours from the following courses in addition to items taken for the M.A. and/or certification in Student Personnel Services.

12 s.h.

### SPECIALIZATION

12

**Required Courses** *one course in each of the following four groups. Substitutions are made only with approval of program coordinator:*

- { E.P.S. 5105 Introduction to Organizational Theory
  - { E.P.S. 5110 Organization and Administration of Public Schools
  - { E.P.S. 5130 Legal and Policy Aspects of School Administration
  - { E.P.S. 5118 Theory and Practice of Curriculum Development
  - { E.P.S. 5830 Instructional Theory and Curriculum Application
  - { E.P.S. 5117 Supervision of Instruction: Theory and Practice
  - { E.P.S. 5115 Administration and Supervision of Programs in the Elementary School
  - { E.P.S. 5116 Administration and Supervision of Programs in the Secondary School
  - { Psy. 5320 Learning Theory and Application or approved substitute
- Optional Course:*
- { S.P.S. 5920 Organization and Administration of Student Personnel Services

## Course Offerings

**Sp.E. 5000 Physiological Bases of Learning (3)** Gaza  
Comprehensive study of the central nervous system, both basic and applied. Basic elements of various appropriate disciplines integrated, providing insight into the bases of learning and disorders of learning.

General

**Sp.E. 5005 Disabilities: Somato, Psycho, Social and Educational Implications (3)**  
Course content includes the etiology, symptoms, treatment and prognosis of syndromes and diseases causing intellectual, sensory, emotional and motor disabilities and their psychological, social and educational implications.

**Sp.E. 5010 Psychology of the Handicapped (3)** Bilowit, J. Roth  
The psychology of all types of exceptionality, mental, physical, emotional and social. All deviances, their etiologies, treatment and educational strategies. The psychological implications of these deviations and the role of the special education teacher in helping the individual.

**Sp.E. 5015 Health Problems of Handicapped Children (3)**  
A study of the etiology signs, symptoms, treatment of medical conditions and diseases causing intellectual, sensory and motor handicaps of children. The course will include discussion of genetics, emotional syndromes, modern theories and research and preventive medicine.

**Sp.E. 5020 Educational Strategies for Exceptional Children (3)** Bilowit  
Historical background and principles of learning and teaching; techniques used in the development of individual educational plans for the mentally retarded, neurologically impaired and emotionally disturbed children. Emphasis is on current legislation. Prerequisites: Sp.E. 2051 Introduction to Education of the Handicapped or Sp.E. 5005

**Sp.E. 5025 Administration and Supervision of Programs for Special Education (3)**  
Administration and supervision in school systems with exceptional children; school/parent relationships; integration of child-study and helping services; utilization of the physical plant; utilization of community services; New Jersey Law and rules and regulations for the operation of programs in special education.

**Sp.E. 5030 Community Services for the Handicapped (3)**  
The network of community services to individuals, families and groups handicapped by social, environmental, health and related problems. Background, development, provisions and procedures studied and evaluated with respect to human needs and community responsibility.

**Sp.E. 5040 Education of the Gifted (3)**  
Study of the characteristics of the academically and creatively gifted. Designed to help educators identify gifted and talented children. Emphasis on analysis of educational needs.

**Sp.E. 5050 Psychological Testing (3)** Gasorek, Gaza, Healy  
Investigation of the theoretical basis underlying clinical tests of intellectual ability, aptitudes and adjustments. Current trends in psychological testing examined and evaluated against a background of historical developments in this field. Emphasis on educational implications of various test protocols. Opportunities provided for observation of test procedures and practices in administration of those clinical tests most frequently employed in an educational environment.

**Sp.E. 5070 Impact of Handicap on the Family System (3)**  
Patterns of response by the family system to a handicapped member with significant developmental or functional disability. Ways in which the parents, teacher, counselor, clinician or other helper can foster optimal individual development as well as family functioning. Prerequisites: Ed. Psych. 3801 Educational Psychology, or Sp.E. 2052 Intro. to Psych. of the Handicapped or Sp.E. 5010 (which may be taken concurrently) or alternative course with written approval of instructor.



**Sp.E. 5110 Principles and Practices of Curriculum Development for Teachers of the Mentally Retarded (3)** Frankel

Current trends in curriculum development for the Mentally Retarded reviewed and evaluated in light of research dealing with needs and characteristics of such children at different maturation levels. Principles of curriculum development applied to the building of a functional curriculum.

**Sp.E. 5120 Arts, Crafts and Developmental Activities for the Retarded (3)**

The role of arts and crafts in a program for the retarded. Emphasis on development of sequential activities commensurate with the abilities of the children.

**Sp.E. 5128 Teaching the Slow Learner (3)** Frankel

Designed to assist special class teachers in planning effective instructional programs for the slow learner. Organization and planning of instructional materials and activities, use of environmental resources, selection of equipment and teaching aids, guidance, health and welfare services and other practical classroom problems.

**Sp.E. 5130 Education of Trainable Retarded Children (3)**

An overview of the causes and treatment of severely retarded persons. The needs of these children, the methods of teaching them necessary skills with particular emphasis on self care and vocational future. Development of curriculum and practical aspects of the program.

**Sp.E. 5140 Vocational Guidance for the Mentally Retarded (3)**

Vocational guidance and occupational education for the mentally retarded. Methods, materials and techniques for the use of guidance counselors and teachers of special classes. Problems and procedures in initiating and conducting programs of vocational guidance and job placement. Job solicitation, selection and follow-up.

**Sp.E. 5198-5199 Advanced Seminar: Research in Mental Retardation I and II (3,3)**

Bilowit

(see page 23)

**Sp.E. 5205 Psycho-Linguistics (3)** Terr

Principles of verbal learning. Relationship of cognition and language. Psycho-acoustics. Content analysis. Experimental approach to language learning and development.

**Sp.E. 5215 Auditory Training (3)** Terr

Special emphasis on present theories, techniques and methods. Demonstrations given to show the procedures in developing auditory discrimination in the aurally handicapped to the fullest extent of their residual hearing. The hearing aid and hearing evaluation techniques.

**Sp.E. 5222 Acoustic Phonetics (3)** Terr

Acoustic theory of speech production and techniques of acoustic analysis. Acoustic structure of speech. Speech synthesis and speech perception. The use of the sound spectrograph.

**Sp.E. 5225 Pediatric Audiology (3)** Terr

Application of special audiometric techniques for the pre-school child; audiological examinations of the "atypical child"; procedures for training the pre-school hearing-handicapped child. Special problems of hearing impaired children.

**Sp.E. 5227-5228 Advanced Clinical Practice in Speech Pathology I and II (2,2)** Heller

Demonstration and practice with different types of speech handicapped persons in diagnosis, referral to other specialists and treatment procedures. Designed especially to give the student an opportunity to meet state and ASHA certification requirements in the area of supervised clinical practicum. 5227-5228 must be taken concurrently.

Prerequisites: Sp.E. 3256 Disorders of Articulation and Voice or 3257 Organic Disorders of Speech and Language and permission of instructor

**5230 Cleft Palate (3)**

Heller

A study of the etiology, diagnostic and rehabilitative processes relating to cleft lip and palate. Case discussion and clinic observations.

Prerequisite: Sp.E. 4260 Practicum in Speech and Hearing Disorders

**Sp.E. 5231 Aphasia and Other Neurological Disorders of Speech and Language (3)**

A study of the etiology, diagnosis and rehabilitative processes relating to aphasia, cerebral palsy, dysarthria and language disorders.

Prerequisite: Sp.E. 4260 Practicum in Speech and Hearing Disorders or Sp.E. 5227-5228

**Sp.E. 5232 Neuro-Physiology of the Ear and Speech Mechanism (3)** Shulman

For advanced students in speech and hearing therapy. Demonstrates basic concepts of neuro-physiology and neuro-pathology and their clinical application. The origins, growth, development, and integration of the various neurological mechanisms related to speech and hearing discussed and illustrated by slides and films. The correlation of structure and function in speech and hearing and the relationship with brain mechanisms studied.

Prerequisite: Sp.E. 4260 Practicum in Speech and Hearing Disorders

**Sp.E. 5234 Instrumentation in Audiology and Communication Science (3)** Terr

Principles of electronics as applied to audiology and communication science. Repair and calibration of equipment used in the field. Development and design of equipment of special purposes in the field of audiology and communication science.

**Sp.E. 5240-5241 Seminar and Practicum in Stuttering I and II (3,3)** Heller

Analysis of major theories and research on stuttering. Study of preventive principles for younger children and evaluative and therapeutic procedures in the clinic and school for older children and adults. Clinical practicum including diagnostic and therapeutic procedures with stutterers. 5240 is prerequisite for 5241.

Prerequisites: Sp.E. 4260 Practicum in Speech and Hearing Disorders or Sp.E. 5227-5228 and permission of instructor prior to registration

**Sp.E. 5243 Education of the Neurologically Impaired Child (3)**

Consideration given to the characteristics of the neurologically impaired child and to curricular programs and educational methods and materials appropriate to his educational development.

**Sp.E. 5250 Education and Counseling for Parents of Children with Speech Disorders and Other Handicaps (3)** Terr

Problems and practices in understanding and assisting parents of children with speech problems and other types of handicaps. Should be beneficial to speech correction teachers and all teachers who deal with handicapped children.

**Sp.E. 5260 Speech Disorders Related to Dento-Facial Abnormalities (3)** Polskin

Anatomical, physiological, pathological and psychodynamic principles of the voice and speech as related to dento-facial abnormalities. Clinical presentation of the basic principles of normal and abnormal swallowing patterns, tongue-thrusting and associated habits. An attempt will be made to integrate theory, clinical diagnosis and clinical theories. Students serve as clinical assistants.

Prerequisites: Sp.E. 2260 Anatomy and Physiology of the Ear and Speech Mechanism

**Sp.E. 5271 Advanced Clinical Audiology I (3)** Terr

Air conduction, bone conduction, tests and masking procedures. Speech audiometry. Automatic audiometry. Characteristics of conductive and sensori-neural type losses, indications for medical intervention and/or special education. Interpretation of audiometric findings for locus of pathology and educational needs. Calibration of audiometric equipment.

**Sp.E. 5272 Advanced Clinical Audiology II (3)** Terr

The SISI test and Bekey audiometry. Tests for loudness recruitment. Analysis of audiometric findings to determine locus of pathology, especially sensori-neural disorders. Objective audiometry; PGSR, impedance bridge testing, evoked response audiometry, electro-nystagmography.

**Sp.E. 5274 School, Community and Industrial Audiology (3)** Terr  
Hearing conservation and prevention of hearing loss. Measurement and study of noise in school settings. The development of acoustic environments for audiometry. Survey and screening methods. Test procedures for determining non-organic hearing disorders. Medical-legal aspects of hearing disorders. Modification of acoustical environment.

**Sp.E. 5275 Psycho-Biological Bases of Audiology (3)** Terr  
Review of past and current theories of hearing. Comparison of resonance place theory, non-resonance place theory, the frequency theories and the resonance-volley theory of hearing. The psycho-physiological and psycho-physical basis of audition. The physics of sound. Anatomy and physiology of the hearing mechanism.

**Sp.E. 5276-5277 Practicum in Audiology and Communication Science (3,3)** Gervasio  
Observation of audiometry in various settings; survey and screening practice in schools; practice in performing hearing evaluations on adults and children; hearing aid evaluations; lip-reading, auditory training and teaching the hearing handicapped; measurement of noise levels in various settings. Repair calibration maintenance and development of audiological equipment.

**Sp.E. 5298-5299 Advanced Seminar: Research in Speech Pathology I and II or, Audiology and Communication Science I and II (3,3)**  
(See page 23)

**Sp.E. 5310 Emotionally Disturbed Children in the Classroom (3)** J. Roth  
Interaction between the emotionally disturbed child and the classroom and its environment as a social system. Emphasis on social field theory, communication and the school values and mores as they are experienced by the emotionally disturbed and the classroom teacher.  
Prerequisite: Sp.E. 2051 Introduction to Education of the Handicapped

**Sp.E. 5321 Nature and Needs of the Emotionally Disturbed and Socially Maladjusted (3)** J. Roth  
Identification and recognition of maladjusted children in a school setting. Their nature and needs.

**Sp.E. 5360 Supervised Field Experience (3)**  
Designed to provide understanding of purposes and functions of various community agencies which educate exceptional children. Several such agencies visited. Each student assigned to work in an agency for a minimum of 150 hours in order to understand more thoroughly its approach to exceptional children. Open to matriculated degree students by prearrangement.

**Sp.E. 5398-5399 Advanced Seminar: Research in Education of the Emotionally Disturbed and Socially Maladjusted I and II (3,3)** J. Roth  
(See page 23)

**Sp.E. 5415 Diagnosis of Learning Disabilities (3)** Gasorek  
An overview of the nature and causes of learning disabilities as they involve intellectual and linguistic competencies, visual and auditory perception, social and physiological function, learning strategies and motivational parameters. Methods and techniques used in the assessment of the above and ways of communicating diagnostic findings.  
Prerequisites: Sp.E. 2051, Introduction to Education of the Handicapped, 5000 and 5050; Psy. 5230

**Sp.E. 5416 Correction of Learning Disabilities (3)** Gasorek  
An overview of historical development of remediation theories along with consideration of specific theories and the application of techniques derived from these theories.  
Prerequisite: Sp.E. 5415

**Sp.E. 5490 Internship for Learning Disabilities Specialists (3)** Gasorek  
For students in the graduate planned program of non-degree study leading to approval as learning disabilities specialist, who have completed all other requirements. Students participate in the team process, educational diagnosis, remediation and consultation.  
Prerequisite: Permission of learning disabilities advisor

Emotionally Disturbed and  
Socially Maladjusted

Learning Disabilities

**Sp.E. 5500 Visual Impairments and their Educational and Social Implications (3)**  
Anatomy, physiology, pathology, optics, visual physiology and refraction. Eye diseases and related general diseases. Demonstration of vision testing of partially sighted deaf and retarded. Experience with use and evaluation of all types of visual aid. Causes of blindness with special attention to hereditary patterns related to those favorable and unfavorable for correction and degree of rehabilitation expected. Educational and social implications related through discussion of reports of eye examinations to the New Jersey State Commission for the Blind.

**Sp.E. 5600 Education and Care of the Physically and Orthopedically Handicapped (3)**  
Methods and materials of instruction, problems of curriculum and teaching, classroom management, special devices and teaching aids for the adaptation of school programs, both in regular classes and special schools, to the particular needs of the physically and orthopedically handicapped in the classroom and gymnasium.

**Sp.E. 5610 Clinical Kinesiology (3)** Bilowit  
A clinically oriented course dealing with the analysis of movement of individuals with neuromuscular, orthopedic and other pathological conditions interfering with motor behavior, and thus necessitating changes from normal patterns in carrying out activities.  
Prerequisite: P. Ed. 3577 Kinesiology

**Sp.E. 5620 Physical Activities for Atypical Individuals (3)** Bilowit  
A survey of physical and mental disabilities, their etiologies, treatment and prognosis. The physical activities most appropriate for therapy, physical education, recreation and classroom activities.  
Prerequisite: Bachelor's degree in special education or physical education or permission of instructor

**Sp.E. 5700 Nature and Needs of the Severely Handicapped (3)**  
In-depth study of the psychological, social and physical factors which affect the identification and development of severely handicapped children and adults. Comparisons with normal child development. Implications for training.  
Prerequisites: Sp.E. 5005, 5020

**Sp.E. 5701 Diagnostic and Prescriptive Teaching for the Severely Handicapped (3)**  
In-depth study of the precision teaching needed to work with the severely handicapped. Assessment, task analysis, reinforcement techniques. Case studies.  
Prerequisites: Sp.E. 5050 and 5700

**Sp.E. 5702 Programming for the Severely Handicapped (3)**  
In-depth exposure to the various types of programs for the severely handicapped. Management of programs and curricula content. Required course for students in graduate severely and multiply handicapped programs. Elective for other graduate special education students.  
Prerequisites: Sp.E. 5700; co-requisite: Sp.E. 5701

**S.P.S. 5910 Introduction to Student Personnel Services (3)** Bachkai  
History and development of student personnel services with emphasis on guidance, counseling and school social work. The philosophy of guidance and social work, the methods used. The relationships of the workers with students, parents, other school personnel and the community as they work together toward the goals of education.

**S.P.S. 5915 Improving the Self-Concept of the Disadvantaged Urban Youth (3)** Hart  
Emphasis on classroom strategies and techniques for assessing and improving the self-concepts of disadvantaged urban youth. Participants will take part in a variety of individual and group activities.

**S.P.S. 5920 Vocational Guidance (3)** Bachkai  
Knowledge of educational and vocational opportunities essential for the guidance counselor to operate a successful guidance program. Evaluation, classification and use of materials; field trips to industries and agencies in the community; organization of vocational guidance programs. Particular emphasis on the relationship between personality, psycho-socio-economic factors and educational and vocational choice.

Visual Impairments

Physical Activities  
for the Handicapped

Student Personnel Services

**S.P.S. 5925 Advanced Vocational Guidance (3)**

Practical dimensions of gaining information about the community and out of school job placement opportunities and integrating it with appropriate school courses and curricula. May be used toward C.I.E. certification.

Prerequisite: S.P.S. 5920 or S.P.S. 5975

**S.P.S. 5930 Organization and Administration of Student Personnel Services (3)**

McCracken

Coordination and conduct of the student personnel services in the schools. Organizational patterns, staff development, use of specialized services and programs, information storage and reporting, community relationships. Creative approaches explored.

Prerequisite: Certification in student personnel services or permission of instructor

**S.P.S. 5940 Guidance in the Elementary School (3)**

Healy

The study of guidance services provided by an elementary school both with an organized guidance department and with no organized assistance. The nature of individual and group guidance services. The use of data available for case studies. Organization of special services. Relationship of specialists to staff. Community services that may serve the school. Relationships (teacher, child, parent, administration) involved in the functioning of guidance activities.

Prerequisite: S.P.S. 5950 and permission of instructor

**S.P.S. 5942 College and Post Secondary School Admissions Services (3)**

McCracken

Provides an understanding of the nature and organization needed to ensure efficient delivery of services to individual students and students in groups at the college and post-secondary level.

Prerequisite: S.P.S. 5950 or permission of instructor

**S.P.S. 5943 College and Post Secondary School Admissions Services (3)**

The purposes, processes and functions of college and post secondary school admissions. Appropriate for those desiring to work in student personnel services at the college level, for guidance counselors at the high school level and for post secondary staff who work in recruitment and admissions.

Prerequisites: Twelve credits of S.P.S. specialization courses or permission of instructor

**S.P.S. 5950 Principles and Procedures of Counseling (3)**

McCracken

Intensive and extensive exposure to various approaches to counseling. In addition to films, tapes, role-playing and class discussions, students will be involved in counseling sessions with actual groups to be selected and established by the student.

Prerequisites: S.P.S. 5962, Sp.E. 5050

**S.P.S. 5951 Advanced Counseling and Interviewing Techniques (3)**

McCracken

Advanced multi-disciplinary theories, techniques, research, field and laboratory experience to develop counseling skills and understanding.

Prerequisites: S.P.S. 5950 and permission of instructor

**S.P.S. 5961 Principles and Methods of Group Guidance (3)**

Dubin

Introduction to techniques of group work for guidance purposes. Taken only concurrently with S.P.S. 5962.

**S.P.S. 5962 Group Process in Guidance (3)**

Dubin

Major emphasis on achieving better understanding of the self, group, its characteristics and components and the relationship of group process to an effective guidance program. May be taken without S.P.S. 5961.

**S.P.S. 5964 Basic Social Work Concepts and Processes (3)**

Ward

Development of understanding of the basic assumptions, support, purpose and methods of social work. The processes of case work, group work and community organization. Importance of prevention as well as treatment of psycho-social problems emphasized. Major orientation that of case work and the practice of school social work.

**S.P.S. 5965 Social Group Work (3)**

Ward

Understanding of group dynamics and the use of group techniques by the social worker. Practicum experience included.

Prerequisite: S.P.S. 5964

**S.P.S. 5966 Seminar in School Social Work Practice (3)**

Advanced and detailed study of the theories and approaches in social work methodology, as developed by leading social work practitioners and applied to intervention in problems confronting school social workers, with particular emphasis on individual casework methods and studies.

Prerequisites: S.P.S. 5964 and acceptance in school social work program

**S.P.S. 5971 Community Organization and Services (3)**

McCracken, Ward

The development of community service agencies to meet community needs and ways of coordinating these services with schools. Current legislation, legal implications; the techniques of community study and program development.

**S.P.S. 5975 Career Development: Educational and Occupational Information (3)**

Bachkai, Ward

Informational responsibilities of student personnel services. The many facets of guidance as it deals with education, occupations and community resources. Evaluation and organization of information materials; establishment and maintenance of a guidance library of vocational educational opportunities; identification and cooperation with community agencies and resources, including business and industry; methods of making information available to students to help them in decision making.

**S.P.S. 5980 Practicum in Counseling—Guidance or Social Work (3)**

Appropriate supervised field work in a guidance or social work setting.

Prerequisites: S.P.S. 5950, two other student personnel courses and the permission of the instructor

**S.P.S. 5981 Practicum in Educational Measurement (3)**

Healy

Practice in educational measurement: design and evaluation of school testing program; analysis and interpretation of individual and large-group measurement data.

Prerequisite: Sp.E. 5050 or permission of instructor

**S.P.S. 5990 Medical Information for Social Workers (3)**

Ward

A view of the problems of health and illness as they affect young people under 25 years of age. The definition, classification, etiology and the symptoms of disease. Community resources for dealing with disease.

**S.P.S. 5998-5999 Advanced Seminar: Research in Student Personnel Services I and II (3,3)**

Dubin, Healy, Ward

(See page 23)



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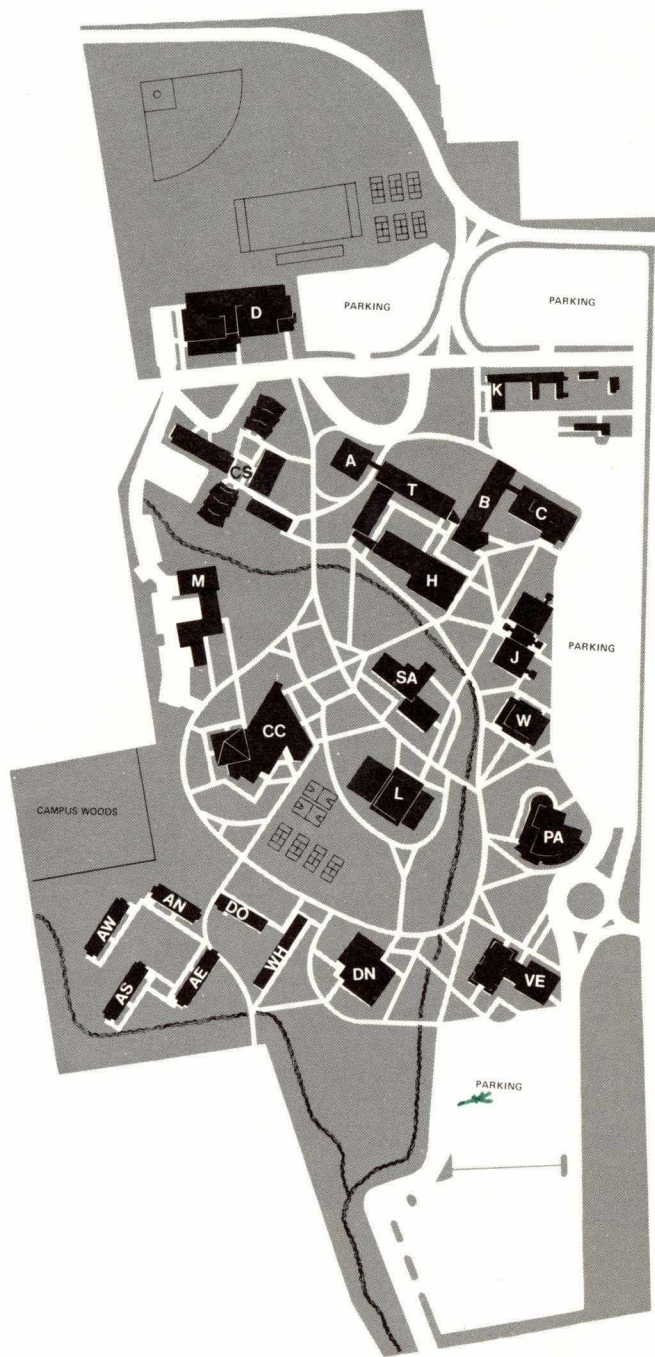
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- A Administration Building
- B Bruce Hall
- C Science Building
- D D'Angola Gymnasium
- H Industrial Studies
- J Hutchinson Hall
- K Kean Buildings
- L Nancy Thompson Library
- M Maintenance Warehouse
- T Townsend Hall
- W Willis Hall
- CC College Center
- CS Campus School
- DN Downs Halls
- DO Dougal Hall
- PA Wilkins Theatre
- SA Student Activities Building
- VE Vaughn-Eames Hall
- WH Whiteman Hall

- College Apartments
- AE Burch
  - AN Bartlett
  - AS Rogers
  - AW Sozio



**From US ROUTE 22:**

A—EASTBOUND: Drive under Parkway, turn right onto Route 82 East. Continue toward Elizabeth. Campus is within 2 miles.

B—WESTBOUND: Drive under Parkway, keep right and follow signs to Elizabeth. Turn right on Morris Avenue.

**From GARDEN STATE PARKWAY:**

C—NORTHBOUND: Leave Parkway at Exit 140 onto Route 22 East. Turn right onto Route 82 East.

D—SOUTHBOUND: Leave Parkway at Exit 140-A onto Route 22 West. Turn right onto Route 82 East.

**From US ROUTES 1-9:**

E—NORTHBOUND: Enter Elizabeth and turn left through traffic circle onto Route 439 West (Elmora Avenue). Continue to Morris Avenue (Route 82). Campus is on the left.

F—SOUTHBOUND: Enter Elizabeth. Follow signs to North Avenue. Turn right onto North Avenue (Route 439) and continue to Route 82 (Morris Avenue). Turn right. Campus is on left.

**From NEW JERSEY TURNPIKE:**

G—NORTHBOUND: Leave Turnpike at Exit 11 for Garden State Parkway, North. Leave Parkway at Exit 140 onto Route 22 East. Turn right onto Route 82 East. Follow right hand lane for local traffic.

H—SOUTHBOUND: Leave Turnpike at Exit 14 for Route 1-9, South. Enter Elizabeth. Follow signs to North Avenue. Turn right onto North Avenue (Route 439) and continue to Route 82 (Morris Avenue). Turn right. Campus is on left.

**By TRAIN:**

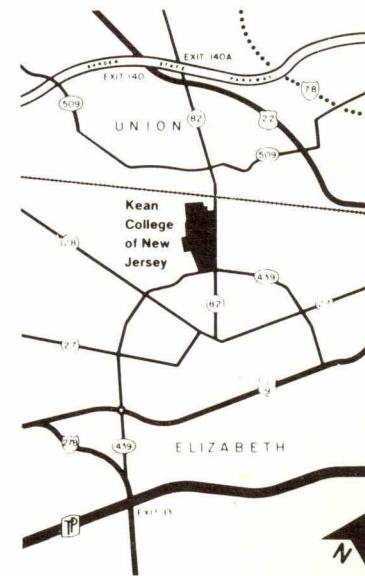
The PENN-CENTRAL STATION at Elizabeth is 2 miles from Campus by bus or taxi.

**By BUS:**

PUBLIC SERVICE #8 between Elizabeth and Springfield passes the Campus on Morris Avenue.

ELIZABETH-Union-Hillside-Irvington #6 between Elizabeth and Irvington Center passes the Campus on Morris Avenue.

SOMERSET BUS CO. #143 between Plainfield and Times Square, New York stops at Salem Road and Morris Avenue.



## COLLEGE CALENDAR

1979

### Spring Semester

Jan. 29 Monday Classes begin  
 Apr. 9 Monday through  
 Apr. 15 Sunday Spring recess  
 June 1 Friday Classes end

### Commencement

June 7 Thursday

### Summer Session

June 25 Monday Classes begin  
 Aug. 2 Thursday Classes end

### Fall Semester

Sept. 6 Thursday Classes begin  
 Nov. 22 Thursday through  
 Nov. 25 Sunday Thanksgiving recess  
 Dec. 21 Friday Classes end

1980

### Spring Semester

Jan. 28 Monday Classes begin  
 Mar. 31 Monday through  
 Apr. 6 Sunday Spring recess  
 May 30 Thursday Classes end

### Commencement

June 5 Thursday

### Summer Session

June 23 Monday Classes begin  
 July 31 Thursday Classes end

### Fall Semester (tentative, subject to change)

Sept. 4 Thursday Classes Begin  
 Nov. 27 Thursday through  
 Nov. 30 Sunday Thanksgiving recess  
 Dec. 19 Friday Classes end

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