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GRADUATE CATALOG 1981-1983



KEAN COLLEGE
OF NEW
JERSEY

**Kean College
of New Jersey
Graduate Catalog
1981•1983**

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

6	GENERAL INFORMATION
15	ADMISSIONS AND FEES
21	ACADEMIC STANDARDS AND PROCEDURES
29	GRADUATE PROGRAMS
121	DIRECTORIES
137	INDEX

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. The mission of the College is threefold—

To provide quality instruction, built upon a firm liberal arts foundation and leading to viable choices in post-college employment, education 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 was founded in 1855 in the city of Newark and was devoted then and for the next century to the development of education leaders. In 1958 the College moved to Union Township, occupying 120 acres of the historic Kean estate. Since that time, the institution's character, size and scope have been dramatically transformed.

Thirteen thousand men and women now attend Kean College. They are instructed by a distinguished faculty in the arts, humanities, sciences, applied disciplines and teacher education. This diversity results from the capacity of the College to honor and promote traditional areas of study while innovating in and expanding those programs which address emerging societal needs, for instance, in allied health, administrative sciences and human and social services. There are forty-eight academic degree programs on the graduate and undergraduate levels which students may pursue on full-time, part-time or open university bases.

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 of 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 and the State of New Jersey Bureau of Teacher Certification. 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 State Colleges and Universities
American Association of Colleges for Teacher Education
New Jersey Association of Colleges of Teacher Education
American Association of University Women
American Council on Education
College Entrance Examination Board
American Association of Collegiate Registrars and Admissions Officers
Association for Institutional Research
Association of Graduate Liberal Studies Programs
World Future Society
Cooperative Education Association
American Personnel and Guidance Association
Eastern States Association for Teacher Education
National Association of State Universities and Land Grant Colleges
American Association for Higher Education
National Collegiate Honors Council
Cooperative Assessment of Experiential Learning
Association for Continuing Higher Education
Association for Continuing Professional Education
National Association of State Directors of Teacher Education and Certification

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 were 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.

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

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 8:30 a.m.-5:30 p.m., Monday through Wednesday and 8:30 a.m.-4:30 p.m., Thursday and Friday. Advisement after 5:30 p.m. is available by appointment.

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, Kean Building, K-102.

Library Services

The Nancy Thompson Library is a comprehensive learning center holding more than 245,500 volumes including bound periodicals and 1,900 periodical subscriptions. Several special collections include rare books and other printed materials: the New Jersey collection; the papers of Congresswoman Florence P. Dwyer (M.C. 1956-72); and the institutional archives, containing catalogued documents relating to the 125-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.

Rapid bibliographic retrieval capability is available through on-line service from several computerized national data bases. The library also houses a dial-access information retrieval system that supports the academic program of the College. Books and materials not in the College collections may be borrowed from other resources through a cooperative interlibrary 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.

Instructional Resource Center

The Instructional Resource Center (IRC) provides a variety of nonprint materials, electronic and conventional audio-visual equipment, and comprehensive media services, all of which are supportive of the academic programs of the College. The non-print instructional materials collection, which includes films, filmstrips, slides, audiotapes, media kits, videotapes, and records, numbers approximately 5,000 titles. All available materials have been catalogued and appear in a card file on the main floor of the Center. All titles are interfiled in the catalog card file of the College Library as well. These non-print materials may be utilized within the IRC carrel and preview area, which has been equipped to accommodate listening and viewing activities.

Day Care Center

The Department of Early Childhood Education maintains and supervises a center for the care and education of children, 2-5 years of age, while their parent(s) attend classes. Children enrolled in the Center attend on a regular schedule. The Center is open Monday through Friday, 7:45 a.m. to 4:30 p.m. Evening care is offered from 4:40 to 8:00 p.m. for children 3-10 years of age. Supervision, creative recreation and homework help are provided Monday through Thursday.

Students majoring in Early Childhood Education take their junior field practicum in the Center. In addition, graduate assistants who are certified Early Childhood Education teachers teach there. The Financial Aid Office places a number of student aides in the Center. Various departments of the College use the Center to observe young children's growth, development and learning. Further information may be obtained by calling the Director.

Institute of Child Study

The Institute of Child Study is a clinical complex that encompasses several clinics and provides training facilities for several academic programs of the College. The Institute also provides services to the community at minimal costs in the areas of learning problems, reading disabilities, speech and hearing impairments, psychological and medical evaluations and comprehensive evaluations of the child study team type. The Institute has also sponsored parenting groups, interdisciplinary workshops and mentally retarded adult groups, and has been the recipient of various state and federal grants.

The Speech and Hearing Clinic; Stuttering, Tongue Thrust and Cleft Palate Clinics; Learning Clinic; Psychological Clinic; and Reading Clinic are part of the Institute. Academic undergraduate and graduate programs enriched by the various clinics include speech correction, audiology, learning disabilities, reading, school psychology, student personnel/counseling, social work and school social work. Communication handicapped classes are also under the aegis of the Institute of Child Study and provide on-campus observation and practicum experiences for various undergraduate majors in special education, recreation, physical education, elementary education and occupational therapy.

Institute for Human Services

The Institute for Human Services at Kean College of New Jersey is a University Affiliated Facility for the developmentally disabled, funded by the Office of Human Development Services, Department of Health, Education and Welfare. The institute uses an interdisciplinary approach in facilitating services, training, research and dissemination activities serving developmentally disabled populations from infancy through old age. Through a variety of related Kean College activities and interaction with local, regional, state and national service agencies, the Institute's general goal is to improve the lives of developmentally disabled individuals.

Office of Affirmative Action

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 reason 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 Affirmative Action, (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 UNION CAMPUS

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 including the present Kean family, from whom the College acquired its land in 1954.

James Townley House—c. 1790, listed in both the New Jersey and National Register of Historic Places. An example of a late 18th, early 19th century farmhouse, it is particularly significant as one of the few extant period buildings reflective of the area's early rural character in what is now a predominantly urban environment.

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, Institute for Human Services 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 from 1899-1928.

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.



Admissions and Fees

The following information is provided for your information only. It is not intended to be a contract. The University reserves the right to change the information at any time without notice.

Admissions: The University of North Carolina at Charlotte is an equal opportunity institution. We are committed to providing a fair and equitable process for all applicants. The admission process is based on a review of your academic record, standardized test scores, and other factors. We encourage you to apply as early as possible to ensure you have time to complete all necessary steps.

Fees: The University of North Carolina at Charlotte charges a variety of fees for its students. These fees are designed to support the quality of our education and the well-being of our campus community. The following table provides a summary of the fees you will be responsible for as a student at UNC Charlotte.

Category	Fee Name	Amount
Tuition	Undergraduate Tuition	\$1,200 per credit hour
	Graduate Tuition	\$1,500 per credit hour
	International Tuition	\$2,500 per credit hour
	Exchange Student Tuition	\$1,500 per credit hour
Fees	Student Activity Fee	\$100 per semester
	Health Insurance Fee	\$150 per semester
	Technology Fee	\$50 per semester
Books and Supplies	Textbooks	Varies by course
	Supplies	Varies by course
Housing	On-Campus Housing	\$4,000 - \$5,000 per year
	Off-Campus Housing	Varies by location

For more information about admissions and fees, please contact the Office of Admissions at (704) 773-3333 or visit our website at www.charlotte.edu.

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.

FEES AND EXPENSES

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	\$50.00
NON-RESIDENT	
Per Semester hour	\$70.00

FEES

LATE REGISTRATION	\$15.00
GENERAL SERVICE FEE	
Per Semester hour	\$1.50
STUDENT ACTIVITY	
Per Semester hour	\$1.00
CAMPUS PARKING	
Full-time	\$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

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.



Academic Standards and Procedures

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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

The comprehensive examination is a requirement of the Master of Arts Program. Its purpose is to enable the graduate student to integrate the course work of a specific program and to be able to illustrate its application in professional settings. Students are encouraged to discuss with their advisors at the time of admission the goals and objectives to be achieved during the course of the program.

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: 2nd Saturday

February: 3rd Saturday

March: 3rd Saturday only for Professional Diploma in School Psychology.

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 copy, 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 \$8.40 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 \$8.40 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 1 for the June or August degree;

June 1 for the February 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. Deadlines for submitting completed applications for degree are published in the registration bulletin.

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.

Non-matriculated 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. Non-matriculated 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 Advanced Studies.

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 confer 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.

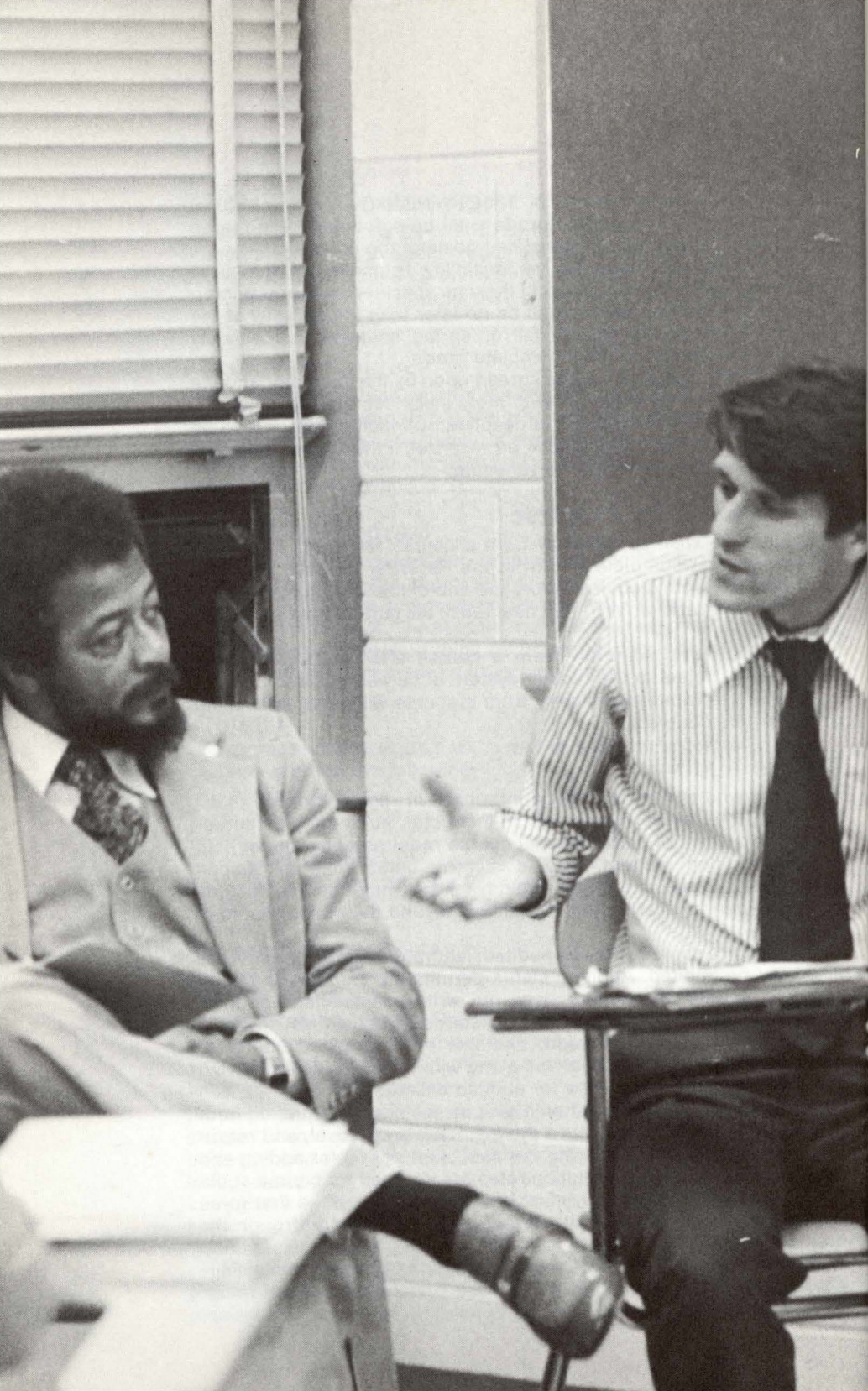
Course Audit

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 students 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. Regular tuition rates are charged for course audit.

The course audit option must be chosen through the first three weeks of class during the fall and spring semester and through the first week of classes during summer session. During this period students also may change into the audit option from a course initially enrolled in for credit or out of the audit option and re-register for earned credit.



Graduate Programs

Programs Leading to Advanced Degrees and/or New Jersey Certification

Only those programs marked with (*) lead to New Jersey certification.

School of Education

COMMUNICATION SCIENCES

M.A., Reading Specialist
Teacher of Reading

EARLY CHILDHOOD EDUCATION

M.A., Early Childhood Education
Option: Advanced Curriculum and Teaching in Early Childhood
Option: Leadership in Early Childhood Settings

EDUCATION ARTS AND SYSTEMS

M.A., Elementary Education, Advanced Specialization
Option: Interdisciplinary/Teaching Processes
Option: Language Arts/Social Studies Education
Option: Mathematics/Science
Option: Urban Education
**Option: Bilingual/Bicultural Education*
**Option: Teaching English as a Second Language*
Option: Education of the Gifted and Talented

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

MATHEMATICS

M.A., Mathematics Education
Option: Teaching of Mathematics
**Option: Supervision of Mathematics Education*

SPECIAL EDUCATION AND INDIVIDUALIZED SERVICES

M.A., Special Education
Option: Mental Retardation
Option: Emotionally Disturbed and Socially Maladjusted
Option: Physical Activities for the Handicapped
Option: Learning Disabilities

M.A., Audiology and Communication Sciences

M.A., Speech Pathology

M.A., Student Personnel Services
Option: Guidance and Counseling
Option: School Social Work

Post Master's Certification:

Learning Disabilities Teacher Consultant
Director of Student Personnel Services

School of Arts and Sciences

FINE ARTS

M.A., Fine Arts Education
Option: General Program
**Option: Certification*
**Option: Art Supervision*

INTERDISCIPLINARY

M.A., Liberal Studies

PSYCHOLOGY

Professional Diploma, School Psychology
M.A., Educational Psychology
M.A., Behavioral Sciences
Option: General
Option: Psychological Services

Departments Offering Graduate Courses Only

BIOLOGICAL SCIENCES

CHEMISTRY-PHYSICS

EARTH AND PLANETARY ENVIRONMENTS

ECONOMICS, GEOGRAPHY AND MANAGEMENT SCIENCE

ENGLISH

HEALTH AND RECREATION

HISTORY

INDUSTRIAL STUDIES

MUSIC

PHILOSOPHY AND RELIGION

PHYSICAL EDUCATION

POLITICAL SCIENCE

SOCIOLOGY AND SOCIAL WORK

**BIOLOGICAL SCIENCES
CHEMISTRY-PHYSICS**

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

Biological Sciences Course Offering

Bio. 5450 Physiological Chemistry (3) Smith
Studies of the interrelationships of carbohydrates, lipids, amino acids, metabolism, nucleic acids, vitamins, coenzymes 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.

Chemistry Course Offering

Chem. 5130 Spectrometric Identification of Organic Compounds (3) Clausen, Kroschwitz
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, 3382, or permission of instructor.

COMMUNICATION SCIENCES

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

Reading Specialist, M.A.

Coordinator: A. Mazurkiewicz
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.

	33 s.h.
SPECIALIZATION	24
Required Courses	18
C.S. 5410 Developmental Reading: Curriculum and Techniques	
C.S. 5411 Reading in Secondary Education	
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 <i>two courses selected from the following:</i>	6
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 <i>or</i>	
I.D. 5800 Thesis Option	
GENERAL ELECTIVES	3
One course in psychology with advisement	

Teacher of Reading, Certificate

Coordinator: A. Mazurkiewicz

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.

24 s.h.

SPECIALIZATION

Required Courses

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:

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. 5140 Children's Literature

15

9

Course Offerings

C.S. 5410 Development Reading: Curriculum and Techniques (3)

Mazurkiewicz, Welle *Reading*

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.

Prerequisites: C.S. 5410 and 5412.

C.S. 5416 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)

Andrews, Mazurkiewicz

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 later 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.

EARLY CHILDHOOD EDUCATION

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

Farber

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)

Farber, Schuman

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)

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)

Mazurkiewicz

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)

Putnam, Mazurkiewicz

(See page 23)

Remediation C.S. 5600 Remediation in Basic Skills (3)

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 coordinators" or school librarians. Involves advanced work in the study and management of new 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: Allen, Dorsey-Gaines (Chairperson), Dumais, Handler, Kelly, Knight, Peters

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 and family studies (in development).

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.

33 s.h.

SPECIALIZATION

Required Courses

18

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

E.P.S. 5005 Theory and Practice in Early Childhood

E.C. 5000 Modern Trends in Early Childhood Education

Psy. 5110 Developmental Study of Children

Electives three courses selected with advisement from the Early Childhood offerings

9

RESEARCH

6

E.C. 5598-5599 Advanced Seminar: Research in Early Childhood Education I & II or

I.D. 5800 Thesis Option

GENERAL ELECTIVES

9

Three courses selected with advisement

**Option A—Specialization
Advanced Curriculum and Teaching in Early
Childhood**

This course of study provides teachers with opportunities to examine the principles and processes of curricular change and to assess the quality of their performance.

33 s.h.

COMMON CORE

12

Required Courses

- E.C. 5000 Modern Trends in Early Childhood 3
- E.P.S. 5005 Theory and Practice in Early Childhood 3
- E.C. 5598-5599 Advanced Seminar in Early Childhood 6

SPECIALIZATION

15

Required Courses

6

- E.C. 5581 Advanced Curriculum and Teaching in Early Childhood
- Psy. 5510 The Development Study of Children
or approved substitute

Electives *select three courses from the following:*

9

- E.C. 5100 Language and Thought in the Young Child,
Infancy through Five Years
- E.C. 5200 Innovative Programs in Early Childhood Education
- E.C. 5245 Creative Activities in Early Childhood Education
- E.C. 5270 Guiding Teachers to Work in Pre-Kindergarten
through Grade Three in a Multicultural Setting

GENERAL ELECTIVES

6

- Two courses from the following or other courses selected with the approval of the coordinator:
- Sp. Ed. 5010 Psychology of the Handicapped
 - Sp. Ed. 5040 Education of the Gifted
 - E.P.S. 5305 Studies of Community and Organizational Change
 - C.S. 5410 Developmental Reading: Curriculum and Teaching

**Option B—Specialization
Leadership in Early Childhood Settings**

This course of study is designed to develop qualified leaders for child care settings.

33 s.h.

COMMON CORE (see page 38)

12

SPECIALIZATION

21

Required Courses

15

- E.C. 5300 Organization and Administration of Early
Childhood Centers
- E.C. 5310 Strategies for Training Paraprofessional Teachers:
Program Planning and Staff Development
- E.C. 5320 Parenting Education for Supervisory Personnel
in Early Childhood Settings
- E.P.S. 5117 Supervision of Instruction: Theory and Practice
- E.P.S. 5305 Studies of Community and Organizational
Change

Electives *select two courses from the following or other course with the approval of the coordinator*

6

- E.C. 5100 Language and Thought in the Young Child:
Infancy through Five Years
- E.C. 5200 Innovative Programs in Early Childhood Education
- E.C. 5210 Infant Toddler Child Care Programs: Education
Component
- E.C. 5270 Guiding Teachers to Work in Pre-Kindergarten
through Grade Three in a Multicultural Setting
- E.C. 5581 Advanced Curriculum and Teaching in Early
Childhood Education

Course Offerings

- General* **E.C. 5000 Modern Trends in Early Childhood (3)** Dorsey-Gaines, Knight, Peters
Modern practices and research explored and critically evaluated for their potential contributions to early childhood education in a multicultural world.
- E.C. 5001 Helping the Hospitalized Child (1)** Handler
Understanding the implications for the sick child and family of being in the hospital. Developing coping techniques.
- E.C. 5002 Overcoming Sex Role Stereotypes in Childhood Education (1)** Dorsey-Gaines, Handler, Knight
Emphasis on understanding the implications of sex role stereotyping and developing techniques to work with children in a non-sexist fashion.
- Language* **E.C. 5100 Language and Thought in the Young Child, Infancy through Five Years (3)** Allen, Handler, Knight
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 & Methods* **E.C. 5200 Innovative Programs in Early Childhood Education (3)** Allen, Dorsey-Gaines, Handler
Students study selected innovative programs and analyze them with reference to theoretical foundation, organizational techniques, teacher role and the existent research.
- E.C. 5210 Infant/Toddler Child Care Programs: Educational Component (3)** Allen, 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.
- E.C. 5220 Building Readiness for Learning in the Primary Grade (3)** Dorsey-Gaines, Knight, Peters
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.
- E.C. 5230 Implications of Piaget's Theories in Teaching Early Childhood (3)** Handler, Knight, Peters
An examination of Piaget's theories and their implications in the development of programs and activities for learning in young children.
Prerequisite: Psy. 5110 Developmental Study of Children.
- E.C. 5245 Creative Activities in Early Childhood Education (3)** Dorsey-Gaines, Dumais
This course gives students an opportunity to experience creativity and understand its essence through the use of materials and procedures.
- E.C. 5250 Science Experience for Teachers of Young Children (3)** Knight, Peters
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.
- E.C. 5260 Inquiry and the Curriculum in Early Childhood Education (3)** 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.
- E.C. 5270 Guiding Teachers to Work in Pre-Kindergarten through Grade 3 with Culturally Disadvantaged Children (3)** Allen, Dorsey-Gaines
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.
- E.C. 5280 The English "Open Classroom"—Implications of Informal Education for United States Teachers (3)** 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.
- E.C. 5290 Teaching Strategies for Mathematics in the Pre-School (3)** Knight
An introduction to mathematics in early childhood.
- E.C. 5300 Organization and Administration of Early Childhood Centers (3)** Allen, Dorsey-Gaines, 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.
- E.C. 5310 Strategies for Training Para-Professional Teachers (3)** Dorsey-Gaines, Peters
Designed for educators currently involved in development of para-professional staff and other auxiliary personnel in multicultural early childhood settings with particular emphasis on program planning and classroom management.
Prerequisite: Open only to students who have an early childhood studies background.
- E.C. 5320 Parenting Education for Supervisory Personnel in Early Childhood Settings (3)** Handler, Kelly
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.
- E.C. 5401 Family Education for Medical Personnel (1)** Handler, Kelly
To help design and implement family education programs in medical settings.
- E.C. 5581 Advanced Curriculum and Teaching in Early Childhood (3)** Dorsey-Gaines, Knight, Peters
Course introduces the student to the diverse ways of thinking about issues in curriculum and teaching in early childhood.
Prerequisite: Permission of the instructor.
- E.C. 5598-5599 Advanced Seminar in Early Childhood Education I and II (3,3)**
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 or 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 & Independent Study*

Faculty: Krall (Chairperson), Kroll, Metz, Meyerson, 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. 5211, 5212, 5213 Regional Geology (3, 4, 6)

Field study of the geology of a region which is significantly different from that of the local area. The region selected for any given semester varies. Course conducted in the region of investigation. Travel expenses incurred by the student.

Prerequisite: Permission of the instructor.

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.

Oceanography

E.S. 5450 Coastal and Estuarine Processes (3)

Meyerson

Analysis of the processes which develop and modify the beach and estuarine environments. Anthropogenic effects are emphasized. Field trips are required.

Prerequisites: Introductory course in oceanography, two courses in calculus, two courses in physics or permission of the instructor.

E.S. 5452 Estuarine Geology and Geochemistry (4)

Meyerson

The sediments which blanket the floors of estuaries, including mechanisms of deposition and chemical composition. Anthropogenic effects are emphasized. Field trips are required. (3 hr. lec./3 hr. lab.)

Prerequisites: Introductory course in oceanography, two courses in chemistry, a course in sedimentology or equivalent, or permission of the instructor.

E.S. 5456 Marine Micropaleontology (4)

Metz

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, Hiraoka, Kelland, Kempey, Schumacher

Course Offerings

Econ. 5001 Fundamentals of Economics: Macroeconomics (3)

Kempey *Economics*

Macroeconomic theory with practical applications to the American economy. Included are theories of income determination; the relationship between consumption, saving and investment; determination of prices; money and banking; economic growth and the role of stabilization policy. Credit will not be given for both Econ. 5000 and Econ. 5001.

Econ. 5005 Fundamentals of Economics: Microeconomics (3)

Kempey

Microeconomic theory with practical applications to the American economy. Included are an analysis of resource allocation and income distribution; the theory of the firm under differing market environments, and the role of government.

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.

Econ. 5100 Contemporary Economic Issues (3)

The economics of contemporary social issues and the workings of the American economic system.

Geog. 5000 Economic Geography (3)

Kelland *Geography*

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

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

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, Arnold, Banich, Hennings, Herrick, Kavett, Ortiz, Nieves, Preil, Weiger (Chairperson)

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.

COMMON CORE FOR OPTIONS A, B, C, D and G		9
Required Courses	6	
E.A.S. 5100 Advanced Elementary School Curriculum		
<i>One of the following:</i>		
E.P.S. 5000 Foundations of Graduate Study in Education		
E.P.S. 5001 Urban Schools in Contemporary Society		
E.P.S. 5010 Readings in Contemporary Education		
E.P.S. 5041 The Impact of Modern Thinkers on Education		
Elective one of the following:	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:

		33 s.h.
COMMON CORE (see page 46)		9
SPECIALIZATION		12
Electives from the following, select three courses for the interdisciplinary orientation, one course for teaching processes:	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		
E.A.S. 5510 Readings in Gifted Education: Theory and Curriculum		
E.A.S. 5120 What's Happening in Elementary Education?		
C.S. 5410 Developmental Reading: Curriculum and Techniques		
Electives from the following, select one course for the interdisciplinary orientation, three courses for teaching processes:	3/9	
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		
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 D—Specialization
Urban Education

	33 s.h.
COMMON CORE (see page 46)	9
SPECIALIZATION	12
Required Courses	6
E.A.S. 5710 Instructional Strategies for Urban Schools	
C.S. 5600 Remediation in Basic Skills	
Electives select two courses from the following:	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	
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 E—Specialization
Bilingual-Bicultural Education

Coordinator: Victor Ortiz
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.
SPECIALIZATION	24
Required Courses	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 and/or	
E.A.S. 5821 Directed Experiences and Study in Teaching	
Electives one course selected from the following for students not electing both E.A.S. 5820 and 5821 above:	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	
RESEARCH	6
E.A.S. 5698-99 Advanced Seminar: Research in Bilingual-Bicultural Education or	
I.D. 5800 Thesis Option	
GENERAL ELECTIVE	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	

* These courses may be waived upon evidence of three years of full-time, successful teaching under contract in an ESL setting. Substitute courses must 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 46)	9
SPECIALIZATION	15
Required Courses	6
E.A.S. 5510 Readings in Gifted Education: Theory and Curriculum	
Sp. Ed. 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: Artistic Talent and its Nurturance	
E.A.S. 5530 Practicum in Creativity: 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* **E.A.S. 5088-5089 Seminar in Elementary Education I and II (3,3)** Preil
Group or individual investigations of problems in elementary education. 5088 is prerequisite for 5089.
- E.A.S. 5098-5099 Advanced Seminar: Research in Elementary Education I and II (3,3)** (see page 23) Arnold, Herrick, Kavett, Preil
- The Content of Instruction* **E.A.S. 5100 Advanced Elementary School Curriculum (3)** Preil
Study of factors influencing elementary curriculum development, of current trends in elementary curriculum and of procedures for initiating curriculum change.
- E.A.S. 5110 Theory and Practice of Humane Education (3)**
The study and strategies of teaching humane treatment of all living organisms, integrated into existing curricula.
- E.A.S. 5120 What's Happening in Elementary Education? (3)**
Key recent developments in selected areas of elementary education.
- E.A.S. 5121 What's Happening in Multicultural Education? (3)**
Key recent developments in selected areas of multicultural education.
- E.A.S. 5130 Dynamics of Teaching Social Studies in the Elementary School (3)** Banich
Trends in teaching of the social studies at the elementary school level. Investigation of broadened social studies content, methodological approaches and learning resources.
- E.A.S. 5131 Dynamics of Teaching Elementary Science (3)** 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.
- E.A.S. 5133 The Structure of the Social Sciences and the Elementary School Curriculum (3)** Banich
An examination of the major concepts, generalizations and methodologies of the social sciences and their incorporation in the elementary school curriculum.
- E.A.S. 5140 The Literature of Children and Youth (3)** 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.
- E.A.S. 5150 Dynamics of Teaching English Arts in the Elementary School (3)** Hennings
Study of new developments in the English Arts, emphasizing creative expression, creative listening, linguistic applications and the nature of communication.
- E.A.S. 5160 Dynamics of Teaching Elementary Mathematics (3)** Kavett
Experiences in the teaching of mathematics with stress on recent developments, innovative practices and teaching materials.
- E.A.S. 5161 Critical Issues in Mathematics Teaching (3)** Kavett
Study of critical questions emerging in mathematics education.
- E.A.S. 5162 Diagnosis and Remediation in the Teaching of Elementary Mathematics (3)** 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
- E.A.S. 5510 Readings in the Education of the Gifted and Talented (3)**
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.

- E.A.S. 5520 Practicum in Creativity: Artistic Talent and Its Nurture (3)**
Materials and procedures for providing creative experiences for gifted children. Workshop experiences in art, media, music, dramatic and physical activities. Visits to schools followed by evaluation sessions in college class.
Prerequisite: E.A.S. 5510, E.P.S. 5119 or Sp. Ed. 5040
- E.A.S. 5530 Practicum in Creativity: Academic Talent and Its Nurture (3)**
Materials and procedures for providing creative experiences for gifted children. Workshop experiences in mathematics, science, social sciences, English arts and literature, foreign language. Visits to schools and evaluation sessions in college classroom.
Prerequisite: E.A.S. 5510, E.P.S. 5119 or Sp. Ed. 5040
- E.A.S. 5600 Developing Language and Reading Skills in a Bilingual Setting (3)** Napdiello
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.
- E.A.S. 5610 Teaching Content Areas in a Bilingual Setting (3)** Ortiz
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.
- E.A.S. 5630 Bilingual (Spanish-English) Multicultural Education in American Schools (3)** Nieves
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.
- E.A.S. 5640 Language and Culture of the Bilingual Child (3)** Ortiz
In-depth study of the background, cultural heritage and experiences that the bilingual-bicultural child brings to the school experience.
- E.A.S. 5650 The Bilingual Child in American Society (3)** Ortiz
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.
- E.A.S. 5660 Problems in Teaching English as a Second Language (3)** Ortiz
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
- E.A.S. 5665 Basic Theory and Practice of Teaching English as a Second Language (3)**
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)
- E.A.S. 5670 Advanced Theory and Practice of Teaching English as a Second Language (3)**
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.
- E.A.S. 5698-5699 Advanced Seminar: Research in Bilingual-Bicultural Education (3,3)** (see page 23)
Prerequisites: E.A.S. 5600, 5610, 5620

Bilingual-Bicultural Education

Faculty: Allen, Appignani, Chasnoff, Granger, Hancock, Lorusso, Muniz, Tehie (Chairperson), 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 Elementary 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 Education 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

Urban Education

E.A.S. 5710 Instructional Strategies for Urban Schools (3)

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.

Teaching Processes

E.A.S. 5800 Evaluation and the Learning Process (3)

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.

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.

Service Programs

E.A.S. 5930 Teaching Strategies for Moral Education (1)

Classroom application of Edwin Fenton's approach to teaching moral education based on Lawrence Kohlberg's theory.

Prerequisite: Limited to students holding teaching positions.

E.A.S. 5935 Map and Globe Skills in the Elementary School (1)

A hands-on approach to teaching map and globe skills in the elementary school.

Prerequisite: Limited to students holding teaching positions.

E.A.S. 5940 Learning Centers in Elementary Schools (1)

A practical study of ways to design, construct and organize learning centers in elementary schools.

Prerequisite: Limited to students holding teaching positions.

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 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 <i>three courses selected from the following with advisement and approval of program coordinator</i>		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		
<hr/>		
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	
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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

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 *Basic Foundations*

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 persons, 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, Welch

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)

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. 5050 Education and the Pursuit of Justice (3) Franklin

History of school desegregation. Issues before the U.S. Supreme Court in *Brown v. Board of Education* (1954). Case study approach to democratic social theory and educational policy and practice.

E.P.S. 5110 Organization and Administration of Public Schools (3)

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 *Administration & Supervision*

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 inservice educational problems.

E.P.S. 5118 Theory and Practice of Curriculum Development (3)

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.

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)

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)

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)

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.

E.P.S. 5320 The Politics and Economics of Education (3)

Exploration, interpretation, analysis and evaluation of a broad spectrum of writings on educational policy, their political and economic assumptions, goal focus, and mechanisms for change.

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

Course Offerings

- Eng. 5010 Writing Seminar (3)** DeFanti
Professional writing for the pre-professional with emphasis on expository, investigatory, and fiction writing. Students' particular strengths in prose writing discovered and developed.
Prerequisites: Permission of instructor based on interview and approval of sample works.
- Language* **Eng. 5100 New Perspectives of Language Study (3)** 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.
- Eng. 5105 General Linguistics (3)** Levinson
An introduction to the systematic study of language and its components, phonology, morphology and syntax.
- Eng. 5110 Current Problems in Transformational Grammar (3)** 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
- Eng. 5120 Applied Linguistics (3)** Brilliant, Levinson
Application of linguistic methodology to problems such as language learning and dialect.
Prerequisite: Permission of instructor
- Eng. 5130 Phonology and Structure of American English (3)** 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
- Survey* **Eng. 5200 The Literature of the East (3)** 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.
- Period* **Eng. 5340 The Romantic Imagination (3)** 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.
- Eng. 5345 Victorian Poetry, Prose and Drama (3)** 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.
- Eng. 5350 American Poetry from 1900 to the Present (3)** DeFanti
The range and variety of twentieth-century American poetry, including major figures, black poets, women poets, and important younger poets.
- Eng. 5380 Readings in Contemporary Literature (3)**
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.
- Eng. 5410 Modern American Playwrights (3)** Dolkey *Figures*
O'Neill, Miller, Williams and Albee: a study of their themes and dramatic craft.
- Eng. 5451 Shakespeare: Tragedies and Romances (3)** Dolkey
Selected tragedies and romances as dramatic poems and theatrical performances. Examination and comparison of Shakespeare's tragic and romantic visions of human experience.
- Eng. 5452 Shakespeare: The Comedies (3)** Evans
Selected comedies, underlining the characters, poetry, humor, dramatic structure and human values. An examination of relevant scholarship and criticism.
- Eng. 5455 James Joyce (3)** Kennedy
An intensive study of the major works of Joyce: *Dubliners*, *Portrait of the Artist as a Young Man*, *Ulysses* and *Finnegans Wake*. Emphasis on the writer's themes and experiments with form.
- Eng. 5460 Studies in Yeats, Pound and Eliot (3)** Huberman
An intensive study of the interrelated work of three seminal poets of the twentieth century: Yeats, Pound and Eliot.
- Eng. 5465 Virginia Woolf and the Bloomsbury Circle (3)** Kennedy
A study of the literary, artistic and philosophic relationships among the Bloomsbury group, with emphasis on the works of Woolf, Forster and Strachey.
- Eng. 5500 The Modern American Novel: 1920 to the present (3)** Weinstein *Genre*
An exploration of the modern American novel from Anderson, Dreiser, and Fitzgerald to Mailer, Updike, Barth and Vonnegut.
- Eng. 5520 Contemporary Drama (3)** Dolkey
An historical and critical study of significant theatrical forms of the 20th century and of plays by the major modern dramatists.
- Eng. 5540 Poetry and the Poetic Experience (3)** 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.
- S.T.M. 5615 Creative Drama (3)** Dunn *Speech/Theatre/Media*
Creativity in child drama with varied stimuli provided to encourage involvement and personal growth.

Faculty: Buchner, Buncamper, Cohan, Coon (Chairperson), Fox, Giacalone, Goodwin, Greenberg, Howe, Jones, Lord, Metzger, Nicolescu, Pierro, Schwartz, Wallach, 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 <i>two of the following:</i>	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 <i>four courses selected from the fine arts areas, not already taken to fulfill the above requirements.</i>	12
RESEARCH	6
F.A. 5998-5999 Advanced Seminar: Research in Fine Arts Education I and II	
GENERAL ELECTIVES	9
<i>Three courses selected with advisement</i>	

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 <i>or</i> 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 <i>or</i>	
Psy. 5610 Advanced Social Psychology	
Electives	6
F.A. 5000 Studies in the Creative Process <i>or</i>	
F.A. 5010 Interrelatedness of the Arts	
F.A. Studio (with advisement)	
RESEARCH	6
F.A. 5998 Advanced Seminar: Research in Fine Arts Education I	
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	
I.D. 5800 Thesis Option	

Graduate Studios

Graduate studio experiences provide the student the 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	<i>Two-Dimensional Media</i>
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)		
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)		
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)		<i>Sculpture</i>
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)		<i>Crafts</i>
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.		

Course Offerings

General **F.A. 5000 Studies in the Creative Process (3)**

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 building 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.

F.A. 5040 Fine Arts Workshop

A studio course for the non-art major. Students explore the creative process through involvement with various two and three dimensional media, identifying personal artistic potential and examining the role of the artist in contemporary society.

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)

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 *Philosophy & Aesthetics*

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 *Art Education*

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)

Greenberg

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)

(see page 23)

Faculty: Benson, Darden (Chairperson), 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.

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

Course Offerings

- Hist. 5000 Methods of Historical Inquiry (3)** Mayer *Introductory*
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 development of contemporary and future human understanding. Works of key historians in many fields analyzed.
- Hist. 5201-5202 Readings in European History I and II (3,3)** Siegel *European*
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.
- 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 *American*
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.
- 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, Tyson
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. 5306 Women, Culture and Power (3)** Strauss
The various kinds of power women have exercised through the ages, direct and indirect, and the effects of women's past on their goals in the contemporary period.

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.

Hist. 5340 Recent American History (3)

Raichle, Zimmer

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.

Hist. 5345 American Foreign Policy Since 1945; Era of the Cold War (3)

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.

Hist. 5350 The Urban Scene: The Transformation of America (3)

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.

Hist. 5355 The American Woman (3)

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***Hist. 5400 Institute in Far Eastern Civilization (3)**

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.

Hist. 5401 Maoism and the Establishment of the People's Republic of China (3)

Leonard

The impact of Mao Tse-tung's ideological and organizational principles on the Communist movement in China and on the history of the People's Republic.

*African***Hist. 5500 Contemporary Africa (3)**

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***Hist. 5800 War and Peace in the Twentieth Century (3)**

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.

Hist. 5810 Impact of Science and Technology on Culture (3)

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.

Faculty: Angebrandt, Clinton, Cokewood, Dunn, Jahn, Lokuta, Peterson, Sladicka (Chairperson), Snyder, Thatcher, Van Nest, Winterbottom

I.S. 5001 Problems in Organizing and Teaching Cooperative Industrial Education Programs (3)

The basic principles and patterns of cooperative education and a practical study of the current laws regulating the practice of cooperative education at the secondary and post-secondary levels.

Prerequisite: Baccalaureate degree or a regular N.J. Instructional Certificate.

I.S. 5301 Wood Laboratory Maintenance Technology (3)

For teachers and teachers in preparation to diagnose malfunctions, servicing, sharpening and maintenance of hand and power wood lab equipment.

Prerequisite: Bachelor of Science degree with major in Industrial Education or I.A. Teaching Certificate or by permission of the instructor.

I.S. 5601 Resistance Welding and Related Processes-Seminar (1)

Designed to provide the student with an understanding of the fundamentals, current status and future trends in resistance welding and related processes.

Prerequisite: Industrial Studies major or by permission of the instructor.

I.S. 5606 Workshop: Contemporary Metallic Finishing Techniques (3)

Designed to provide the student with an understanding of the application of a variety of metal finishes. Course includes mechanical surface preparation, chemical surface preparation, electroplating, anodizing and organic finishing.

Prerequisite: Baccalaureate degree or certification in Industrial Arts/Vocational Education.

Course Offerings

I.D. 5000 Education and the Behavioral Sciences (3)

Lorber Behavioral Sciences

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.

(See program description on p. 92 under Psychology.)

I.D. 5010 Background in Intergroup Relations (3)

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)

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)

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)

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)

Stone

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) Lorber
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: Research in the Behavioral Sciences I and II (3,3) 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. 5211 Realms of Gold I: The World of the Iliad and Odyssey (3) Lewis
An intensive historical, literary and cultural study of the *Iliad* and the *Odyssey* to explore the relationship between the mythological and archaeological evidence for the Greek Bronze Age, and to examine the role of the Homeric corpus in shaping the values and ideas of the Western World.

I.D. 5212 Realms of Gold II: Greek Dramatists Look Back at the Homeric World (3) Huberman
An intensive literary, historical and cultural study of the development of Greek drama and the transformation of Homeric material, through an examination in depth of several plays by each of the Greek tragedians: Aeschylus, Sophocles and Euripides.

I.D. 5241 Music Through Literature (3) Huber
A comparative study of musical masterpieces and their literary sources. Selected works from song, choral, opera, ballet and symphonic repertoire to illustrate the translation from literature to music.

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. 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 and permission of program coordinator.

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 and permission of program coordinator.

I.D. 5292 Advanced Interdisciplinary Seminar I: Concentration II (3) Lutz
A reading seminar designed to explore the historical and philosophical dimensions of a central theme in human experience.
Prerequisite: I.D. 5210 and permission of program coordinator.

I.D. 5293 Advanced Interdisciplinary Seminar II: Concentration II (3) Lutz
A continuation of the work of Advanced Interdisciplinary Seminar I culminating in a major paper or project.
Prerequisite: I.D. 5292 and permission of program coordinator.

I.D. 5294 Advanced Interdisciplinary Seminar I: Concentration III (3) Wase
A reading seminar designed to explore the relationships among four related disciplines: economics, political science, psychology and sociology.
Prerequisite: I.D. 5210 and permission of program coordinator.

I.D. 5295 Advanced Interdisciplinary Seminar II: Concentration III (3) Wase
A continuation of the work of Advanced Interdisciplinary Seminar I culminating in a major paper or project.
Prerequisite: I.D. 5294 and permission of program coordinator.

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. 5400-5401 Clinical Experience in Interdisciplinary Evaluation of Handicapping Conditions I and II (3,3)

Training in the comprehensive evaluation process through seven hours weekly participation in the interdisciplinary clinical program of the Institute of Child Study, including clinical case practice, team interaction, seminar discussions and supervision.
Prerequisites: Competence in one of the disciplines serving the handicapping and written permission of the instructor.

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. 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.

International Travel

Clinical Experiences

Graduate Service

Individualized Programs

Thesis Option

Contemporary Issues

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

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.

The departmental comprehensive examination is ordinarily offered in the spring term. It should be taken after completion of the course work in the specialization section.

Option A—Teaching of Mathematics

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

Option B—Supervision of Mathematics Education

	33 s.h.
SPECIALIZATION	27
Required Courses <i>five courses divided between Supervision and Curriculum Development. Select two or three in each category.</i>	15
SUPERVISION	
E.P.S. 5110 Organization and Administration of Public Schools <i>or</i>	
E.P.S. 5117 Supervision of Instruction: Theory and Practice <i>or</i>	
E.P.S. 5116 Administration and Supervision of Programs in the Secondary School <i>and</i>	
Math. 5710 Supervision of Mathematics Programs	
CURRICULUM DEVELOPMENT <i>(select two or three)</i>	
E.P.S. 5118 Theory and Practice of Curriculum Development in the Public Schools <i>or</i>	
E.A.S. 5830 Instructional Theory and Curriculum Application <i>and</i>	
Math. 5700 Current Issues in Mathematics Education	
Electives <i>four mathematics courses selected with advisement</i>	12
RESEARCH	6
Math. 5798-5799 Advanced Seminar: Research in Mathematics Education I and II <i>or</i>	
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>Math. 5110 Theory of Sets (3) 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>Math. 5155 Logic (3) Deavours, 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>Math. 5200 Linear Algebra (3) 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>Math. 5220 Modern Algebra (3) Arnow, Deavours 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>	
Geometry	<p>Math. 5300 Geometry (3) Abeles, Arnow 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> <p>Math. 5310 Topological Structures (3) The topology of the real line and plane along with abstract topological spaces are considered. Topics include compactness, connectedness, homeomorphism, nets, filters, separation axioms and cardinality, introduction to uniform and proximity spaces and elementary homotopy and homology theory. Prerequisites: Four semesters of calculus or the equivalent.</p>	
Analysis	<p>Math. 5400 Principles of Mathematical Analysis (3) Arnow, 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> <p>Math. 5410 Partial Differential Equations (3) 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>	
Probability & Statistics	<p>Math. 5500 Statistical Methods for Analyzing Data (3) Abeles, Pollack 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. For general elective credit only. Prerequisite: An undergraduate course in statistics or equivalent.</p>	
	<p>Math. 5510 Multiple Regression Analysis (3) Pollack 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>Math. 5520 Probability (3) Abeles, 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>Math. 5530 Applied Multivariate Analysis (3) Pollack 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>Math. 5700 Current Issues in Mathematics Education (3) Marchand <i>Education</i> 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> <p>Math. 5710 Supervision of Mathematics Programs (3) Butcher 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>Math. 5720 Applications of Mathematics (3) Butcher 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. For general elective credit only.</p> <p>Math. 5798-5799 Advanced Seminar: Research in Mathematics Education I and II (3,3) Marchand, Lipson (see page 23)</p> <p>Math. 5800 The Contemporary Mathematical Scene (3) Abeles An exploration of some creative mathematical ideas primarily from the nineteenth century that have had important applications in the twentieth century. For general elective credit only.</p>	
	<p>Comp. Sci. 5900 Numerical Analysis (3) Garb <i>Computer Science</i> 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> <p>Comp. Sci. 5901-5902 Computer Digital Computation Algorithms (3,3) 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> For general elective credit only.</p>	

Comp. Sci. 5910 Computer Simulations of Models (3)

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

Comp. Sci. 5920 Data Base Systems (3)

Data structures, input/output processing, file organization/construction, and security. Exploration of data base languages.

Prerequisite: Knowledge of PL/I or COBOL.

Comp. Sci. 5960 Operations Research; Models & Algorithms (3)

Deterministic models of operations research including linear programming, network flows, gradients, sequential unconstrained minimization. Emphasis on computer programmed solutions and their interpretation.

Prerequisite: Six hours of calculus or permission of the instructor.

MUSIC

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

Course Offerings

Mus. 5122 Advanced Choral Conducting (3)

Cullen *Theory & Musicianship*

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

Mus. 5202 Harmonic Review and Contemporary Analytical Theories (3)

Montgomery *History & Literature*

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.

PHILOSOPHY AND RELIGION

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

Course Offerings

Philosophy

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.

Phil. 5080 Plato (3) Fethe
A study of the pre-Socratic background of Plato's thought and the development of his ideas on politics, morality, education, and the philosophical understanding of reality.

Religion

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.

PHYSICAL EDUCATION

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. 5004 Nutrition and Athletic Performance (3)
Emphasis on the science of nutrition and its relationship to athletic performance.

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

Political Science

Pol. Sci. 5011 Contemporary Political Systems: The Soviet Union (3) Kelly, Shenis
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. Sic. 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. 5040 Labor Relations in America (3)
An analysis of the theory and development of labor relations in America.
Prerequisites: Three hours of political science or permission of instructor

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.

Public Administration

Pub. Adm. 5010 Organizational Theory in the Public Sector (3) Laudicina, Lederman
Analysis of the theoretical and operational bases of public organizations.

Faculty: Angers, Jaffe, Kaplowitz, Kind, Lorber, Moldawsky, Morelli, R. Roth, Samenfeld (Chairperson), Scire, Springer, F. Stern, R. Stone, Strand, 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 courses in the school psychology program 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: results of GRE Aptitude Test and 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.

* Certification requirements are currently under review by the State. Contact the department for the most current information on requirements.

	60 s.h.
SPECIALIZATION	42
Required Courses	36
Psy. 5230 Tests and Measurements	
Psy. 5320 Learning Theory and Applications	
Psy. 5550 Psychopathology of Childhood	
Psy. 5620 Laboratory Training in Human Relations <i>or</i>	
Psy. 5640 Analysis of Small Group Processes	
Psy. 5720 Advanced Psychological Counseling Techniques <i>or</i>	
S.P.S. 5950 Principles and Procedures of Counseling	
Psy. 5820 Individual Mental Testing: Binet—Practicum	
Psy. 5830 Individual Mental Testing: Wechsler— Practicum	
Psy. 5840 Projective Techniques	
Psy. 5870 Psychological Clinical Case Studies— Practicum	
Psy. 5980 Externship in School Psychology	
Sp. Ed. 5010 Psychology of the Handicapped <i>or</i>	
Sp. Ed. 5321 Nature and Needs of the Emotionally Disturbed and Socially Maladjusted	
Math. 5500 Statistical Methods for Analyzing Data <i>or</i>	
Math. 5510 Multiple Regression Analysis	
Electives two courses selected with advisement from the following:	6
Psy. 5110 Developmental Study of Children	
Psy. 5150 Advanced Psychology of Early Childhood	
Psy. 5310 Advanced Educational Psychology	
Psy. 5420 Behavior Modification	
Psy. 5510 Theories of Personality	
Psy. 5515 Advanced Psychology of Personality	
Psy. 5520 Abnormal Psychology	
Psy. 5530 Advanced Abnormal Psychology	
Psy. 5540 Problems of Individual Behavior	
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	6
Psy. 5998-5999 Professional Seminar in School Psychology I and II	
GENERAL ELECTIVES	12
<i>Four courses selected with advisement</i>	

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 <i>or</i>	
Psy. 5640 Analysis of Small Group Processes	
Psy. 5820 Individual Mental Testing: Binet—Practicum	
Psy. 5830 Individual Mental Testing: Wechsler— Practicum	
Sp. Ed. 5010 Psychology of the Handicapped <i>or</i>	
Sp. Ed. 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	
Psy. 5530 Advanced Abnormal Psychology	
Psy. 5540 Problems of Individual Behavior	
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 Research Methods: 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

Required Courses

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:

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 Industrial/Organizational Psychology
Psy. 5670 Organizational Behavior
Psy. 5680 Organizational Psychology: Individual and Organization Development

E.P.S. 5300 Introduction to Organizational Theory

RESEARCH

I.D. 5098-5099 Advanced Seminar: Field Research in the Behavioral Sciences I and II or
I.D. 5800 Thesis Option

27

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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
Math. 5500 Statistical Methods for Analyzing Data or
Math. 5510 Multiple Regression Analysis
Psy. 5620 Laboratory Training in Human Relations I or
Psy. 5640 Analysis of Small Group Processes
Psy. 5810 Introduction to Diagnostic Testing—Practicum
Psy. 5320 Learning Theory and Applications
Psy. 5530 Advanced Abnormal Psychology

Electives three courses selected from the following:

Psy. 5110 Developmental Study of Children
Psy. 5120 Social Psychology of Adolescence
Psy. 5230 Tests and Measurements
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 Industrial/Organizational Psychology
Psy. 5710 Field Experience in Community Psychology
Math. 5901 Computer Digital Computation Algorithms I
Math. 5902 Computer Digital Computation Algorithms II

RESEARCH

Psy. 5910 Research Methods: Seminar
Psy. 5920 Thesis Seminar

27

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Course Offerings

General

Psy. 5050 Seminar: Beyond the Punitive Society (3)

The punitive nature of control exercised in our culture. The nature and effects of coercive control and punishment explored for the following cultural institutions: the family, education, religion, government and the penal system. Alternative models of control also considered.

Developmental

Psy. 5110 The Developmental Study of Children (3)

Scire

Theoretical and experimental approaches to child development. Principles of development applied to working with children in contemporary society.

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. 5170 Psychology of Aging

Stone

Major theoretical, conceptual and methodological issues in psychological studies on the later years of the life-span. Emphasis on both perceptual/cognitive and social/personality areas of aging.

Prerequisites: Six semester hours of psychology at the graduate level, including one course in any area of developmental psychology

Experimental & Measurement

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

Specialized Areas: Theoretical & Experimental

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 Applications (3)

Youtz

Major concepts and theories of learning. Interrelation of learning and motivation. Introduction to principles underlying learning technology and behavior modification.

Prerequisites: Nine hours in psychology, either graduate or undergraduate

Psy. 5350 Cognitive Therapy (3)

Morelli

Survey of the major cognitive therapy systems including rational emotive therapy, Beck's theory, cognitive-behavior modification and multimodal therapy. Applications and implications of current research are emphasized.

Prerequisites: Psy. 3320 Theories of Personality or equivalent and Psy. 5320 or equivalent

Specialized Applied

Psy. 5420 Behavior Modification (3)

Jaffe, Morelli

Theory, research and practice of behavior modification; observation and assessment procedures, experimental analysis of behavior, design and evaluation of behavior modification programs, response maintenance, self-control and ethical considerations.

Prerequisite: Psy. 5320 or its equivalent.

Psy. 5510 Theories of Personality (3)

R. Roth, F. Stern *Personality Dynamics*

Major theoretical investigations of personality (psychodynamic, behavioral, phenomenological, existential, psychophysical). Not open to students who have completed a basic course in personality theory.

Psy. 5515 Advanced Psychology of Personality (3)

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

Psy. 5520 Abnormal Psychology (3)

Angers, R. Roth, Samenfeld

The signs, symptoms, associated features, dynamics, diagnosis and prevention of mental disorders. Exploration of relevant biological, psychological and sociological variables. Not open to students who have completed a basic course in abnormal psychology.

Psy. 5530 Advanced Abnormal Psychology (3)

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

Psy. 5540 Problems of Individual Behavior (3)

Angers

The case study approach to the dynamics and problems of individual behavior with emphasis on the approaches used by Freud and Adler.

Prerequisites: Psy. 5510 or 5520 or permission of coordinator

Psy. 5550 Psychopathology of Childhood (3)

Moldawsky, Scire

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 *Social Psychology & Group Processes*

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, 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 Laboratory Training in Human Relations I (3)

Lorber, Springer, Stern

Experience in small groups to contribute to the understanding of the dynamics of interpersonal interaction in small groups, increase sensitivity to the feelings and behavior of others in groups, sharpen differential perception of multi-level communications and the communication process. Focused exercises to generate specific behaviors to facilitate understanding and/or practice skill-building techniques. Grading on credit granted/no credit basis.

Psy. 5630 Laboratory Training in Human Relations II (3)

F. Stern

A variety of approaches to the small group experience explored both through the study of theory and through focused experiential exercises. Discussion and practice of interpersonal skills important for effective group and individual functioning.

Psy. 5640 Analysis of Small Group Processes (3) Lorber, Springer
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) Lorber, Springer
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 Industrial/Organizational Psychology (3) Springer
Survey of major topics in the psychology of work behavior. Emphases on the following concerns: personnel psychology, interviewing, human resource training and development, design of work, socio-technical approaches, and motivation-productivity. Organizational work settings are examined as they affect these concerns.
Prerequisites: Six hours of psychology, undergraduate or graduate, or permission of the coordinator

Psy. 5670 Organizational Behavior (3) Springer
Comprehensive survey of work motivation; organizational communication, climate and culture; leadership style; conflict resolutions; techniques for productivity enhancement. Units of Analysis: individuals, work groups and organizations. Case analyses, organizational simulations and behavioral science applications are used.
Prerequisites: Psy. 5660 or Psy. 5640 or permission of program coordinator

Psy. 5680 Organizational Psychology: Individual and Organization Development (3) Springer
Perspectives in organizational psychology on the development of ongoing organizations. Emphasis on collaborative, long-range efforts focused on the organization's culture and human and social processes as they affect individuals. Planned change in organizational systems and subsystems, using applied behavioral science technologies, human resource development concepts and structural activities designed to improve organizational effectiveness.
Prerequisite: Psy. 5660 or permission of program coordinator

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, theories and supporting literature. Demonstrations of counseling skills focusing on therapeutic referral, vocational exploration, guided group interactions, and other counseling roles. Readings, research issues and guided practice.
Prerequisites: Psy. 5510 and Psy. 5520 or permission of program coordinator

Psy. 5730 Psychological Counseling Practicum (3) Angers
Practical experience in a clinical setting. Supervision of diagnosis and educational, vocational and personal counseling, including seminar sessions.
Prerequisites: Psy. 5720 and Psy. 5230 and approval of program coordinator

Psy. 5740 Group Psychological Counseling Techniques (3)
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, 5720 or permission of coordinator of program

Psy. 5750 Psychological Counseling of Parents (3) Moldawsky, Scire
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. 5760 Family Counseling (3) Angers
The theories, techniques and approaches of family counseling. The uses of family counseling by various professionals are considered.
Prerequisites: Twelve hours of psychology

Psy. 5810 Introduction to Diagnostic Psychological Testing: Practicum (3) R. Roth *Clinical Procedures*
An introduction to the selective use of individual and group tests and other measures used in diagnosis and the development of a case study.
Prerequisites: A course in tests and measurements, either graduate or undergraduate, and approval 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) Moldawsky, Scire
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) Moldawsky, 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

*Psychological
Counseling*

Psy. 5870 Psychological Clinical Case Studies: Practicum (3) Moldawsky
Supervised experience in making psychological clinical case studies. 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 permission of School Psychology coordinator

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 Research Methods: Seminar (3) Jaffe, Strand
Principles of research development and design to aid the student in preparing a thesis project. Types of experiments, sampling, experimental procedures, data analysis and interpretation considered. Each student is expected to make significant progress on a thesis project.
Prerequisites: Completion of at least 18 s.h. of courses in the major program and permission of the program coordinator

Psy. 5920 Thesis Seminar (3)
Development and completion, under individual supervision, of a research thesis. Grading on credit granted/no credit basis.
Prerequisite: Psy. 5910

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. Grading on a credit granted/no credit basis.
Prerequisites: Psy. 5870 and permission of school psychology coordinator. Corequisite: Psy. 5998

Psy. 5998 Professional Seminar in School Psychology I (3)
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.
Prerequisites: Matriculation in School Psychology program

Psy. 5999 Professional Seminar in School Psychology II (3)
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 matriculation in School Psychology program

Research/Seminars

School Psychology

SOCIOLOGY AND SOCIAL WORK

Faculty: Graves (Chairperson), Mayo, Naughton, Wase, 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) Mayo, Naughton
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 adaptation.

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.

SPECIAL EDUCATION AND INDIVIDUALIZED SERVICES

Faculty: Bachkai, Bilowit, Dubin, Fisher, Frankel, Gaza, Gasorek, Gens, M. Healy (Chairperson), Heller, McCracken, Prince, 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.

Option—Mental Retardation

Coordinator: E.B. Fisher

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.
SPECIALIATION	24
Required Courses	
Sp. Ed. 5005 Disability: Somato, Psycho, Social and Educational Implications	9
Sp. Ed. 5020 Educational Strategies for Exceptional Children	
Sp. Ed. 5050 Psychological Testing	
Electives <i>five courses selected from courses in special education with advisement and approval of program coordinator.</i>	15
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RESEARCH	9
E.P.S. 5200 Educational Research	
Sp. Ed. 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.
	24
SPECIALIZATION	
Required Courses	15
Sp. Ed. 5005 Disability: Somato, Psycho, Social and Educational Implications	
Sp. Ed. 5020 Educational Strategies for Exceptional Children	
Sp. Ed. 5050 Psychological Testing	
Sp. Ed. 5310 Emotionally Disturbed Children in the Classroom	
Sp. Ed. 5321 Nature and Needs of the Emotionally Disturbed and Socially Maladjusted	
Electives <i>three courses selected from courses in special education with advisement and approval of program coordinator.</i>	9
RESEARCH	
E.P.S. 5200 Educational Research	
Sp. Ed. 5198-5199 Advanced Seminar in Special Education or I.D. 5800 Thesis Option	
	9

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.
SPECIALIZATION	
Required Courses	15
Sp. Ed. 5005 Disability: Somato, Psycho, Social and Educational Implications	
Sp. Ed. 5020 Educational Strategies for Exceptional Children	
Sp. Ed. 5050 Psychological Testing	
Sp. Ed. 5610 Clinical Kinesiology	
Sp. Ed. 5620 Physical Activities for Atypical Individuals	
Electives <i>three courses selected from courses in special education with advisement and approval of program coordinator.</i>	9
RESEARCH	
E.P.S. 5200 Educational Research	
Sp. Ed. 5198-5199 Advanced Seminar in Special Education or I.D. 5800 Thesis Option	
	9

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 or Teacher of the Handicapped. Students seeking Learning Disabilities Teacher Consultant certification must complete the post masters program described elsewhere in the catalog. Students seeking endorsement as Teacher of the Handicapped may be required to complete additional courses with advisement from the program coordinator.

	33 s.h.
SPECIALIZATION	24
Required Courses	12
Sp. Ed. 5000 Physiological Bases of Learning	
Sp. Ed. 5005 Disability: Somato, Psycho, Social and Educational Implications	
Sp. Ed. 5020 Educational Strategies for Exceptional Children	
Sp. Ed. 5050 Psychological Testing	
Electives <i>four courses selected from courses in special education with advisement and approval of program coordinator.</i>	12
RESEARCH	9
E.P.S. 5200 Educational Research	
Sp. Ed. 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, Language and Hearing Association.

Prerequisites:

Sp. Ed. 2051 Introduction to Education of the Handicapped
Sp. Ed. 3259 Introduction to Audiology (Audiometric Testing and Hearing Aids)

	33 s.h.
SPECIALIZATION	15
Required Course	3
Sp. Ed. 5276 Practicum in Audiology and Communication Science I	
Electives <i>four courses selected from the following:</i>	12
Sp. Ed. 5205 Psycho-Linguistics	
Sp. Ed. 5215 Auditory Training	
Sp. Ed. 5222 Acoustic Phonetics	
Sp. Ed. 5225 Pediatric Audiology	
Sp. Ed. 5234 Instrumentation in Audiology and Communication Science	
Sp. Ed. 5271 Advanced Clinical Audiology I	
Sp. Ed. 5272 Advanced Clinical Audiology II	
Sp. Ed. 5274 School, Community and Industrial Audiology	
Sp. Ed. 5275 Psycho-Biological Bases of Audiology	
Sp. Ed. 5277 Practicum in Audiology and Communication Science II	
RESEARCH	6
Sp. Ed. 5298-5299 Advanced Seminar: Research in Audiology and Communication Science I and II or I.D. 5800 Thesis Option	
GENERAL ELECTIVES	12
<i>four courses selected with advisement</i>	

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. Ed. 2051 Education of the Handicapped or Sp. Ed. 2052 Psychology of the Handicapped and Sp. Ed. 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.

SPECIALIZATION

15/16

Electives *five courses selected from the following:*

Sp. Ed. 5050 Psychological Testing

Sp. Ed. 5215 Auditory Training

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

Sp. Ed. 5230 Cleft Palate

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

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

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

Sp. Ed. 5243 Education of the Neurologically Impaired Child

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

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

Courses in Audiology

RESEARCH

6

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

GENERAL ELECTIVE

12

four courses selected with advisement

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. All applicants must submit results of the GRE Aptitude Test or the Miller Analogies Test. Three years of successfully completed teaching are required before certification is recommended.

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

24 s.h.

SPECIALIZATION Required Courses

24

C.S. 5600 Remediation in Basic Skills

Psy. 5320 Learning Theory and Applications

Sp. Ed. 5000 Physiological Bases of Learning

Sp. Ed. 5010 Psychology of the Handicapped or

Sp.Ed. 5005 Disabilities: Somato, Psycho, Social
and Educational Implications

Sp. Ed. 5050 Psychological Testing

Sp. Ed. 5415 Diagnosis of Learning Disabilities

Sp. Ed. 5416 Correction of Learning Disabilities

Sp. Ed. 5490 Internship for Learning Disabilities Specialist

**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

Required Courses

E.P.S. 5000 Foundations of Graduate Study in Education
or approved substitute

Sp. Ed. 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:*

S.P.S. 5910 Introduction to Student Personnel Services

S.P.S. 5915 Improving the Self-Concept of
Disadvantaged Urban Youth

S.P.S. 5920 Vocational Guidance

S.P.S. 5925 Advanced 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. 5954 Expressive Media in Counseling

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. 5985 Internship in Counseling I

S.P.S. 5986 Internship in Counseling II

Psy. 5620 Laboratory Training in Human Relations

27

21

6

RESEARCH

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

I.D. 5800 Thesis Option

6

Option: School Social Work

Prerequisite Psychology Requirements:

Psy. 5110 Development 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 are considered basic.

33 s.h.

SPECIALIZATION

Required Courses

21

E.P.S. 5000 Foundations of Graduate Study in Education or approved substitute

Sp. Ed. 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. To be qualified for certification, three years of experience as a guidance counselor are necessary.

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

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

12

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

- General* **Sp. Ed. 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.
- Sp. Ed. 5005 Disabilities: Somato, Psycho, Social and Educational Implications (3)** Bilowit, Frankel
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. Ed. 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. Ed. 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. Ed. 5016 Adjustment Problems of the Handicapped (1)**
Social-psychological issues pertaining to the handicapped explored. Emphasis on understanding adjustment problems, the handicapped, and attitudes toward the handicapped. Normalization strategies examined and designed for specific handicapping conditions.
- Sp. Ed. 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.
Prerequisite: Sp. Ed. 2051 Introduction to Education of the Handicapped or Sp. Ed. 5005
- Sp. Ed. 5021 Mainstreaming-Techniques for Classroom Teachers (2)** Fisher
Instructional techniques, support systems, attitudes and rationale used in mainstreaming the handicapped child. Use of commercially available and teacher-made materials.
Prerequisite: Introductory course in Special Education or permission of the instructor.
- Sp. Ed. 5022 Developing and Writing an Individualized Educational Program (1)** Fisher
Concepts and specific skills required to write sound individualized education programs as required by PL 94-142 and the New Jersey Rules and Regulations for Special Education.
- Sp. Ed. 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. Ed. 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. Ed. 5040 Education of the Gifted (3)** Prince
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. Ed. 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. Ed. 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. Ed. 2052 Intro. to Psych. of the Handicapped or Sp. Ed. 5010 (which may be taken concurrently) or alternative course with written approval of instructor.

Sp. Ed. 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. Ed. 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. Ed. 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. Ed. 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. Ed. 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. Ed. 5198-5199 Advanced Seminar: Research in Special Education I and II (3,3)
Bilowit, J. Roth

(see page 23)

Sp. Ed. 5205 Psycho-Linguistics (3) Terr *Speech Pathology & Audiology*
Principles of verbal learning. Relationship of cognition and language. Psycho-acoustics. Content analysis. Experimental approach to language learning and development.

Sp. Ed. 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. Ed. 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.

Mental Retardation

Speech Pathology & Audiology

Sp. Ed. 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. Ed. 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. Ed. 3256 Disorders of Articulation and Voice or 3257 Organic Disorders of Speech and Language and permission of instructor prior to registration

Sp. Ed. 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. Ed. 4260 Practicum in Speech and Hearing Disorders

Sp. Ed. 5231 Aphasia and Other Neurological Disorders of Speech and Language (3) Shulman

A study of the etiology, diagnosis and rehabilitative processes relating to aphasia, cerebral palsy, dysarthria and language disorders.
Prerequisite: Sp. Ed. 4260 Practicum in Speech and Hearing Disorders or Sp. Ed. 5227-5228

Sp. Ed. 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. Ed. 4260 Practicum in Speech and Hearing Disorders

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

Sp. Ed. 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. Ed. 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. Ed. 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. Ed. 2260 Anatomy and Physiology of the Ear and Speech Mechanism

Sp. Ed. 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. Ed. 5272 Advanced Clinical Audiology II (3) Terr
The SISI test and Bekesy 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. Ed. 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. Ed. 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. Ed. 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. Ed. 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. Ed. 5310 Emotionally Disturbed Children in the Classroom (3) J. Roth *Emotionally Disturbed & Socially Maladjusted*
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. Ed. 2051 Introduction to Education of the Handicapped

Sp. Ed. 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. Ed. 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. Ed. 5410 Learning Disabilities (3)

Overview of theories and practices in psycho-educational diagnosis and remediation of children's learning disabilities. The areas of perception, cognition, language and motivation explored in relation to school subject matter and classroom performance.

Prerequisite: Sp. Ed. 2051, Introduction to Education of Handicapped or Sp. Ed. 5005.

Sp. Ed. 5415 Diagnosis of Learning Disabilities (3)

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. Ed. 2051, Introduction to Education of the Handicapped, Sp. Ed. 5000 and 5050; Psy. 5230

Sp. Ed. 5416 Correction of Learning Disabilities (3)

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. Ed. 5415

Sp. Ed. 5490 Internship for Learning Disabilities Specialists (3)

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

Sp. Ed. 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. Ed. 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. Ed. 5610 Clinical Kinesiology (3)

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. Ed. 5620 Physical Activities for Atypical Individuals (3)

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. Ed. 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. Ed. 5005, 5020

Sp. Ed. 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. Ed. 5050 and 5700

Sp. Ed. 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. Ed. 5700; Corequisite: Sp. Ed. 5701

S.P.S. 5910 Introduction to Student Personnel Services (3)

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. 5916 Self-Concept: Implications for School Achievement at the Elementary and Secondary Levels (2)

The relationship between the development of self-concept and school achievement in elementary and secondary school students.

S.P.S. 5920 Vocational Guidance (3)

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.

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)

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)

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)

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

Bachkai
Student Personnel
Services

Bachkai

McCracken

Healy

McCracken

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 and Sp.Ed. 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. 5954 Use of Expressive Media in Counseling (3)

An experiential course in the use of basic expression through body movement, dramatics and selected art media as an alternate form of communication. Illustrates techniques to help everyone express values and feelings.

Prerequisite: At least one counseling course

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. Ed. 5050 or permission of instructor

S.P.S. 5985-5986 Internship in Counseling-Guidance I & II (3,3) Healy

Experience doing professional counseling and guidance in a school, college, post-secondary program or closely related setting under the supervision of a cooperating, experienced counselor and a college supervisor. 150 hours of experience are required for each three credits. S.P.S. 5985 is a prerequisite or corequisite for S.P.S. 5986.

Prerequisites: S.P.S. 5950 and approval of coordinator.

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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- Delaware
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- Georgia
- Idaho
- Illinois
- Indiana
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- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
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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: Entering Elizabeth follow signs for Local Traffic (extreme right). 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. Entering Elizabeth follow signs for Local Traffic (extreme right). 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.

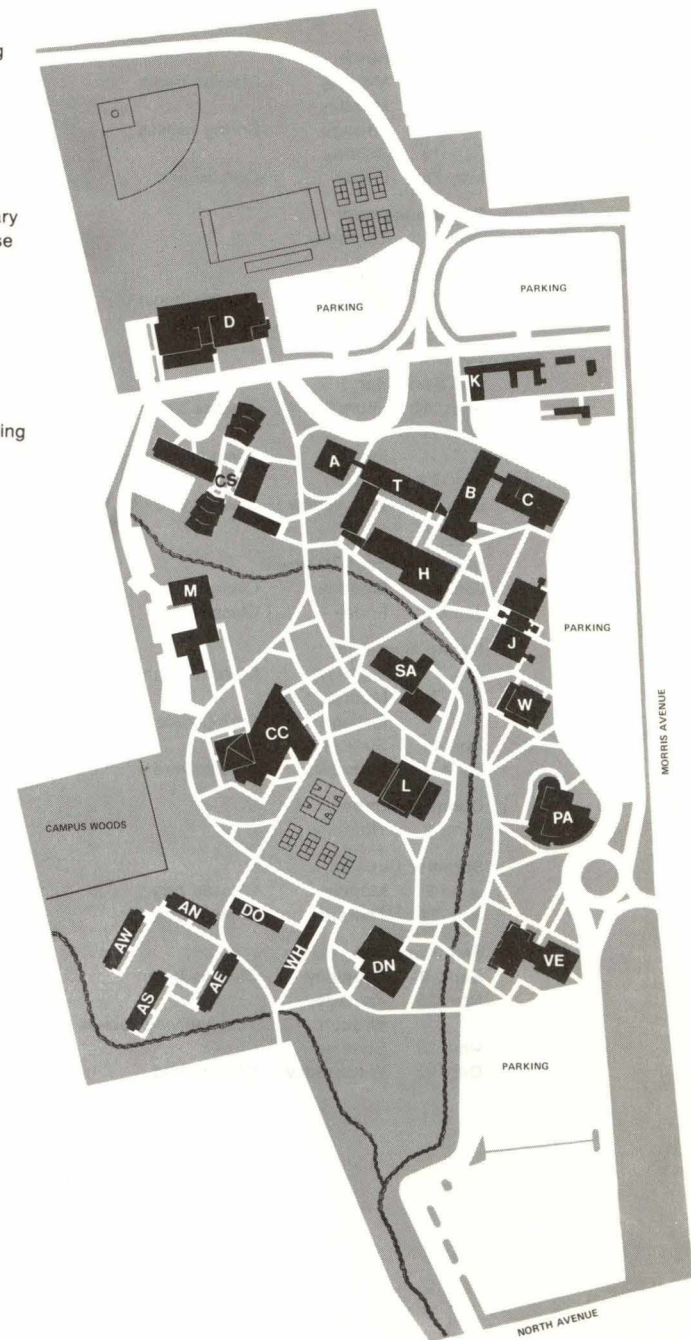
By TRAIN:

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

- 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 Hall
 - 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



Spring Semester

Jan. 26 Monday Classes begin
 Apr. 13 Monday through Spring recess
 Apr. 19 Sunday
 May 29 Friday Classes end

Commencement

June 4 Thursday

Summer Session

June 22 Monday Classes begin
 July 30 Thursday Classes end

1981

Fall Semester

Sept. 10 Thursday Classes begin
 Nov. 26 Thursday through Thanksgiving recess
 Nov. 29 Sunday
 Dec. 23 Wednesday Classes end

1982

Mid-Year Study Program

Jan. 4 Monday Classes begin
 Jan. 22 Friday Classes end

Spring Semester

Jan. 25 Monday Classes begin
 Apr. 5 Monday through Spring recess
 Apr. 11 Sunday
 June 1 Tuesday Classes end

Commencement

June 3 Thursday

Summer Session

June 21 Monday Classes begin
 July 29 Thursday Classes end

Fall Semester

Sept. 9 Thursday Classes begin
 Nov. 25 Thursday through Thanksgiving recess
 Nov. 28 Sunday
 Dec. 22 Wednesday Classes end

1983

Mid-Year Study Program

Jan. 3 Monday Classes begin
 Jan. 21 Friday Classes end

Spring Semester

Jan. 24 Monday Classes begin
 March 28 Monday through Spring recess
 Apr. 3 Sunday
 May 31 Tuesday Classes end

Commencement

June 2 Thursday

Summer Session

June 27 Monday Classes begin
 Aug. 4 Thursday Classes end

* Subject to change