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GRADUATE CATALOG 1983-85



KEAN COLLEGE
OF NEW JERSEY

**Kean College
of New Jersey
Graduate College
1983•1985**

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

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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 148 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

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 by the National Association of State Directors of Teacher Education and Certification. The College is licensed by the New Jersey State Department of Higher Education.



DIVISION OF ADVANCED STUDIES

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

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

When graduate studies were first organized in 1948, there was a faculty of eight and courses 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.

GRADUATE COLLOQUIA

Graduate colloquia, at which reports of current research of graduate students and faculty are presented, are held throughout the academic year. All graduate students and faculty are invited to attend and participate in the discussions.

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

In order that graduate students may plan their 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 Thursday and 8:30 a.m.-4:30 p.m., Friday. Advisement after 5:30 p.m. is available by appointment.

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

FACILITIES AND SERVICES

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.

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.

Day Care Center

The Department of Early Childhood Education maintains and supervises a center for the care and education of children while their parents attend classes. Children enrolled in the Center attend on a regular schedule. 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.

Graduate assistants who are certified Early Childhood Education teachers teach there.

Further information may be obtained by calling the Director.

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 College's Affirmative Action Officer, (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 Campus

The College is located in Union and Hillside townships. The campus is quiet and spacious, spread over 148 acres of woods and lawns, bordering a Union County park and the Elizabeth River. Vehicular traffic is restricted to the perimeter of the campus. 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.

Between the campuses 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 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.

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.

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.

Whiteman Hall—Freshman Dormitory. Named for Harriet E. Whiteman, dean emeritus.

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.

Admissions Fees and Financial Aid

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	\$60.00
NON-RESIDENT	
Per semester hour	\$80.00

FEES

LATE REGISTRATION	\$15.00
GENERAL SERVICE FEE	
Per semester hour	\$3.00
STUDENT ACTIVITY	
Per semester hour	\$1.00
STUDENT LIFE FACILITY FEE	
Per semester hour	\$3.00
CAMPUS PARKING	
Full-time	\$10.00
Part-time student (September through June)	\$4.00
CAMPUS PARKING	
Summer Session	\$4.00
TRANSCRIPTS	\$1.00
Obtained through Academic Administrative Services	
ADMISSIONS	\$10.00

REFUND

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

TUITION FOR UNDERGRADUATE PREREQUISITES

When undergraduate prerequisites are required for a Master's Degree, it is financially advantageous that the undergraduate courses be taken prior to official acceptance into the graduate program. Students affected by this may contact the Office of Advanced Studies if further clarification is needed.

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.

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

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:

December 15 for the June or August degree;

October 1 for the February degree.

Formal commencement exercises are held each year at the close of spring semester.

New Jersey State Certification in Education

Certificate Programs At the graduate level Kean College offers several types of State approved certification programs. These are:

M.A. including Initial Teaching Certificates—

Fine Arts Education

Endorsement on an Initial Teaching Certificate *without* the M.A.—

Teacher of Reading

Endorsement on an Initial Teaching Certificate *with or without* the M.A.—

Bilingual/Bicultural Education

Teaching English as a Second Language

Endorsement on an Initial Teaching Certificate *with* the M.A.—

Supervision of Mathematics Education

Art Supervision

Endorsement on an Initial Teaching Certification *with* the M.A. or post M.A.—

Principal and Supervisor

Supervisor

School Business Administrator

Reading Specialist

Guidance and Counseling

School Social Work

Endorsement on an Initial Teaching Certificate post M.A. only—

Learning Disabilities Teacher Consultant

Director of Student Personnel Services

Initial endorsement or endorsement on an Initial Teaching Certificate post M.A. only—

School Psychologist

Admissions to Certificate Programs Students wishing to enter a State approved graduate level certification program must file an application for matriculation with the Admissions Office. Requirements for admission will vary depending upon the type of program (M.A., post M.A., etc.). Certification requirements will also vary with each program, so students are advised to consult the advisor in the discipline or advisors in the Office of Advanced Studies, Research and Development.

Eligibility for Certificates Students seeking to obtain certificates through the College must be matriculated graduate students at Kean and satisfactorily complete a minimum of 18 s.h. of graduate course work at Kean, regardless of program type. Students who do not satisfy these criteria but who believe they are eligible for certification should apply through a County Superintendent's office.

Awarding of Certificates Students who are matriculated in graduate programs designated as State approved certification programs may, upon completion of the program, apply for certification through the

College. Students must apply for the certification through the Division of Advanced Studies by the following dates:

December 15 for June or August certification

October 1 for February certification

Applications will NOT be processed by the Office of Advanced Studies if they are received more than a year after program completion.

A fee is required for each certificate sought, payable to the Business Office. For most certificates a letter which verifies the number of years of teaching and/or professional education work experience is also required.

Completion of the program, regardless of whether the awarding of a degree is included, must be effected within a six year time limit, with a grade average of "B" or better and no more than two grades of "C".

Post Baccalaureate/Undergraduate Certification Programs Students holding baccalaureate degrees and seeking Initial Teaching Certificates or Teaching endorsements on an Initial Teaching Certificate may obtain such certification through a planned program of undergraduate courses. Such students should seek advisement from the Certification Office, housed in the Teaching Performance Center of Willis Hall.

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 who have registered for courses the preceding semester may also register by mail. All other 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.

Grading

Letter grades are assigned at the end of each semester.

Credit is granted with 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. No more than 12 semester hours may be taken on a credit granted basis.

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.

Class attendance in the subsequent semester may not be required by the instructor as a condition for removal of the INC. If a substantial amount of work has been missed for medical or other valid reasons, the student should petition the School Dean to be withdrawn from all courses.

It is the responsibility of the student to initiate a request for a grade of incomplete by filling out the form "Conditions for an Incomplete Grade and Its Removal." 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 the student's responsibility to make up the examination or other work prescribed in a contract written by the instructor as part of the form "Conditions for an Incomplete Grade and Its Removal." This

contract will also indicate the final grade to be assigned if the student's unfinished work is not completed by a specified date. The prescribed time period will 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 in most cases it is expected that a shorter period of time will be specified in the contract for the removal of the INC.

When the student has made up the assignment(s) or taken the examination on time, the instructor forwards a change of grade form for action by the department chairperson and the School Dean. The School Dean then transmits the form to the Registrar for processing of the grade change. If the student has not completed the work according to schedule, the instructor reports as the final grade for the semester the grade recorded in the contract worked out with the student.

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 may 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.

Withdrawal from a Course

Students who wish to withdraw from a course must do so in writing or complete a form in the Registrar's Office. Students who withdraw from a course during the first third of the semester receive a grade of "W"; students who withdraw from a course no later than one week past mid-semester will receive a grade of "WD". Neither withdrawal grade is counted in the cumulative grade-point average.

Any student who does not officially withdraw on or before the published withdrawal date will be given a letter grade that reflects his or her achievement in 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

Departments Offering Programs Leading to Advanced Degrees and/or Certificates

Programs marked with (*) lead to New Jersey certification in Education.

School of Education

COMMUNICATION SCIENCES

- *M.A., Reading Specialist
- *M.A., Basic Skills Specialist
- *Teacher of Reading

EARLY CHILDHOOD EDUCATION

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

EDUCATIONAL ARTS AND SYSTEMS

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

EDUCATIONAL POLICY SCIENCES

- M.A., Educational Administration
 - *Option: Program for Principals and Supervisors
 - *Option: Program for Supervisors
 - *Option: Program for School Business Administrators
 - Option: Organization Development

INDUSTRIAL STUDIES

- See M.A., Special Education
 - Option: Career/Industrial Education for the Handicapped

PHYSICAL EDUCATION

- | Non-Degree Planned Program in Sports Medicine

SPECIAL EDUCATION AND INDIVIDUALIZED SERVICES

- M.A., Special Education
 - Option: Emotionally Disturbed and Socially Maladjusted
 - Option: Career/Industrial Education for the Handicapped
 - Option: Mental Retardation
 - Option: Physical Activities for the Handicapped
 - Option: Pre-School Handicapped
 - Option: Learning Disabilities

M.A., Audiology and Communications Science

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: Studio or Research
 - *Option: Certification
 - *Option: Art Supervision

LIBERAL STUDIES

M.A., Liberal Studies

MATHEMATICS

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

POLITICAL SCIENCE

M.P.A., Public Administration

PSYCHOLOGY

- Professional Diploma, School Psychology
- M.A., Educational Psychology
- M.A., Behavioral Sciences
 - Option: Human Behavior and Organizational Psychology
 - 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

MUSIC

PHILOSOPHY AND RELIGION

SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

BIOLOGICAL SCIENCES CHEMISTRY-PHYSICS

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

Biological Sciences Course

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

Che 5130 Spectrometric Identification of Organic Compounds (3)

Vitale

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: Che 3182, 3882, or permission of instructor.

COMMUNICATION SCIENCES

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

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

Communication
Sciences

33 s.h.

SPECIALIZATION

27

Required Courses (21 s.h.)

CS 5410 Developmental Reading: Curriculum and Techniques

CS 5411 Reading in Secondary Education

CS 5412 Reading Disabilities

CS 5415-5416 Clinical Practices in the Diagnosis and Correction of Reading Disabilities I & II

CS 5460 Administration and Supervision of Reading Programs

CS 5493 Practicum in Reading

Electives (6 s.h.) *two courses selected from the following:*

CS 5470 Materials and Methods of Instruction for Teachers of Young Children

CS 5471 Current Theory and Practice in the Teaching of Reading

CS 5472 The Application of Linguistics to the Teaching of Reading

CS 5480 Psychology of Reading

CS 5600 Remediation of Basic Skills

One course in psychology with advisement

RESEARCH

6

CS 5498-5499 Advanced Seminar: Research in Reading Specialization I & II or ID 5800 Thesis Option

Option—Basic Skills Specialist

Coordinator: A. Mazurkiewicz

The curriculum focuses on the needs of classroom teachers who are responsible for increasing their students' basic skills. It enables the graduate student to develop a general understanding of basic skills; to become knowledgeable of the specific components of basic skills and their interrelationship; to relate this understanding and knowledge to the acquisition of higher level cognitive skills.

Prerequisite:

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

33 s.h.

SPECIALIZATION

Required Courses (24 s.h.)

CS 5410 Developmental Reading: Curriculum and Techniques

CS 5480 Psychology of Reading

CS 5481 Diagnostic-Prescriptive Teaching in Basic Skills

CS 5600 Remediation of Basic Skills

EAS 5150 Dynamics of Teaching English Arts in Elementary School

EAS 5160 Dynamics of Teaching Elementary Mathematics

EAS 5162 Diagnosis and Remediation in Elementary Mathematics

CS 5494 Practicum in Basic Skills

Elective (3 s.h.) *one course selected with advisement from the following:*

CS 5412 Reading Disabilities

CS 5460 Administration and Supervision of Reading Programs

EAS 5151 Written Expression in the Classroom

ID 5500 Educating the Adult Learner

RESEARCH

CS 5498-5499 Advanced Seminar: Specialization Research I & II or ID 5800 Thesis Option

6

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:

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

24 s.h.

SPECIALIZATION

Required Courses (15 s.h.)

CS 5410 Developmental Reading: Curriculum and Techniques

CS 5411 Reading in Secondary Education

CS 5412 Reading Disabilities

CS 5470 Materials and Methods of Instruction in Reading for Teachers of Young Children

CS 5600 Remediation in Basic Skills

Electives (9 s.h.) *selected with advisement:*

One course in psychology

Two of the following:

CS 5471 Current Theory and Practice in the Teaching of Reading

CS 5472 Applying Linguistics to the Reading Program in the Elementary Schools

CS 5480 Psychology of Reading

EC 5100 Language and Thought in the Young Child

EAS 5140 Children's Literature

24

Communication
Sciences

Communication Sciences Courses

READING

CS 5410 Development Reading: Curriculum and Techniques (3) Mazurkiewicz, Welle
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.

CS 5411 Reading in Secondary Education (3)

Walter, Welle

Study of the reading curriculum in grades 7 through 12. Course includes a review of linguistics and psychological bases for instruction through grades 6 as well as a brief examination of the material used. A teaching model, fusing content and process, will be developed as the basis for skill development, reading improvement and construction of a teaching guide. Current issues affecting reading instruction in the secondary school are examined.

CS 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.

Prerequisite: CS 5410.

CS 5415 Clinical Practices in the Diagnosis and Correction of Reading Disabilities I (3)

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.

Prerequisite: CS 5410.

CS 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: CS 5410.

CS 5430-5436 Reading in the Content Areas: Modules I-VII, Grades 1-12 (1 per module for 7 modules)

Course includes seven (7) one credit modules, each focused on a different content area. Modules may be elected individually or concurrently. They are: CS 5430 social studies, CS 5431 science, CS 5432 mathematics, CS 5433 business education and computer science, CS 5434 health and physical education, CS 5435 art and music, and CS 5436 industrial arts. Techniques for developing vocabulary, study patterns, comprehension strategies and a survey of current research presented in each area.

CS 5445 Clinical Application of Reading Techniques (Advanced) (3)

Putnam

Greater in-depth experience than CS 5415 in a clinic situation. Team approach to diagnosis and correction demonstrated.

Prerequisite: CS 5416.

CS 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: CS 5416 or an M.A. in Reading Specialization.

CS 5460 Administration and Supervision of Reading Programs (3)

Mazurkiewicz, Putnam

The role of the administrator and reading specialist in reading programs. Procedures designed to achieve different purposes: supervision of classroom teaching; creation of new developmental programs; parental and public relations; reorganization of current programs and survey of academic and fiscal needs of program planning.

Prerequisites: CS 5410, 5415 and 5416.

CS 5470 Methods and Materials of Instruction in Reading for Teachers of Young Children (3)

Carmichael

To investigate the nature and purposes of various reading programs in order to ascertain their appropriateness and productiveness in teaching young children to read. Consideration given to current issues related to the course, e.g. children who are culturally different, gifted, early readers, divergent dialect, foreign language speaking of bi-lingual.

CS 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.

CS 5472 Applying Linguistics to the Reading Program in the Elementary School (3)

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

Prerequisite: One course in reading.

CS 5474 Reading for the Special Education Student (3)

An intensive investigation of reading for the special education child in the mainstreamed situation. Techniques and methodology for teaching language development as related to reading, vocabulary, comprehension and content area approaches are the focal points of the course. Students will have the opportunity to develop materials for use in their own classrooms with special education students.

Prerequisite: CS 5410 or its equivalent or SpE 5022.

CS 5475 Teaching Critical Reading (3)

Exploration of teaching strategies designed to help children develop their abilities for critical and creative reading and thinking in the content areas and in literature. Emphasizes a variety of approaches to questioning, lifting levels of thinking, literature discussions and creative responses to literature.

CS 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.

CS 5481 Reading: Diagnostic-Prescriptive Teaching in Basic Skills (3)

Study of diagnostic-prescriptive teaching in basic skills within the classroom setting. Emphasis on the development and implementation of prescriptive strategies applicable to the individual student's classroom.

Prerequisite: CS 5480.

CS 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.

CS 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.

CS 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.

CS 5493 Practicum in Reading (3)

A minimum of 75 hours of experience in developmental, corrective and remedial instruction in a school setting under the supervision of a cooperative reading specialist and a college supervisor. Hours arranged cooperatively with the student. Seminar sessions scheduled.

Prerequisites: CS 5416, 5460.

CS 5494 Practicum in Basic Skills (3)

Student interns engage in field experiences for a minimum of 75 hours with diverse populations in a school approved by the department, in the Reading and Study Skills Center, or in other center such as the New Jersey Manpower Training Center. Seminar sessions scheduled. (Open only to Basic Skills Program students).

Prerequisites: CS 5114, 5600.

Communication
Sciences

CS 5498-5499 Advanced Seminar: Research in Reading

Specialization I & II (3,3)

Mazurkiewicz, Putnam

Reading research practicum for advanced graduate students in Reading Specialization. Each student explores the literature in the field of reading and completes a major research project to demonstrate proficiency in collecting and analyzing data as well as relating findings to the research of others. Current problems in reading are explored. Prerequisites: 24 s.h. in Reading Specialist Program.

REMIEDIATION

CS 5600 Remediation of Basic Skills (3)

Walter

Designed for graduate students who wish to increase their effectiveness in the teaching of basic skills to children requiring remedial assistance. Emphasis placed on causal diagnosis followed by remediation of the various skills.

CS 5700 Reading Conference Workshop (1)

Carmichael

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

CS 5902 Reading: Diagnosis and Remediation in the Classroom (3)

For classroom teachers at elementary or secondary level who are non-Reading Specialists. Techniques and methods to enable classroom teachers to diagnose and remediate reading disabilities within the classroom on a general level. Group tests and group methods studied and demonstrated; students will apply these in their own classrooms.

Library/Media Courses

LM 5000 Reference and Bibliographical Services III (3)

Schwartz

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: LM 3000 Introduction to School Media Services and LM 3010 Information Retrieval and Reference Sources.

LM 5700 Organization and Administration of Newer Audio-Visual Media (3)

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: LM 4700 Audio-Visual Media of Instruction.

LM 5740 Bibliotherapy: The Right Book At The Right Time (3)

Guidance in the prevention or solution of children's and young people's personal and social problems through individually planned and directed reading with the resulting interaction of the reader and the book assessed. Focus on specific, practical applications.

EARLY CHILDHOOD EDUCATION

Faculty: Allen, Dorsey-Gaines, Dumais, Handler, Kelly, Knight (Chairperson), Mahan, 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 the public schools, child care centers, private and cooperative nursery schools, Head Start, parenting and Family Life Education programs.

Opportunities are available, through advisement, to concentrate in particular areas of competence such as: leadership in child care centers, advanced curriculum and teaching, and family studies.

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.

Early Childhood Education

Option—Advanced Curriculum and Teaching

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. Emphasis is placed on strategies applicable to the classroom and the development of master teachers.

33 s.h.

SPECIALIZATION

21

Required Courses (12 s.h.)

- EC 5000 Modern Trends in Early Childhood
- EPS 5005 Theory and Practice in Early Childhood
- EC 5581 Advanced Curriculum and Teaching in Early Childhood
- Psy 5510 The Development Study of Children or approved substitute

Electives (9 s.h.) select three courses from the following:

- EC 5100 Language and Thought in the Young Child, Infancy through Five Years
- EC 5200 Innovative Programs in Early Childhood Education
- EC 5245 Creative Activities in Early Childhood Education
- EC 5270 Guiding Teachers to Work in Multicultural Early Childhood Settings

RESEARCH

6

- EC 5598-5599 Advanced Seminar in Early Childhood Education I & II

GENERAL ELECTIVES

6

- Two courses selected with departmental advisement of coordinator from graduate offerings within or outside of EC

Option—Leadership in Early Childhood Settings

This course of study is designed to develop qualified leaders for child care settings. Emphasis is placed on leadership skills for directors, head teachers and other personnel in early childhood centers.

33 s.h.

SPECIALIZATION

27

Required Courses (21 s.h.)

- EC 5000 Modern Trends in Early Childhood
- EC 5005 Theory and Practice in Early Childhood
- EC 5300 Organization and Administration of Early Childhood Centers
- EC 5310 Strategies for Training Paraprofessional Teachers: Program Planning and Staff Development
- EC 5320 Parenting Education for Supervisory Personnel in Early Childhood Settings
- EPS 5117 Supervision of Instruction: Theory and Practice
- EPS 5305 Studies of Community and Organizational Change

Electives (6 s.h.) *select two courses from the following or other course with the approval of the coordinator*

- EC 5100 Language and Thought in the Young Child: Infancy through Five Years
- EC 5200 Innovative Programs in Early Childhood Education
- EC 5210 Infant Toddler Child Care Programs: Education Component
- EC 5270 Guiding Teachers to Work in Multicultural Early Childhood Settings
- EC 5581 Advanced Curriculum and Teaching in Early Childhood Education

RESEARCH

6

- EC 5598-5599 Advanced Seminar in Early Childhood Education I & II

Option—Education for Family Living

This course of study is designed to develop teachers with special training in family life education.

33 s.h.

27

SPECIALIZATION

Required Courses (15 s.h.)

- EC 5000 Modern Trends in Early Childhood
- *EC 5405 An Interdisciplinary Approach to the Family with Implications for Education
- EC 5406 Developing and Teaching a Family Life Education Program
- ID 5914 Human Sexuality in Family Life Education
- Psy 5110 The Developmental Study of Children

Electives (12 s.h.) *selected from the following with advisement:*

- EC 5210 Infant/Toddler Child Care Programs: Educational Component
- EC 5270 Guiding Teachers to Work in Multicultural Early Childhood Settings
- EC 5320 Parenting Education for Supervisory Personnel in Early Childhood Settings
- EC 5402 Helping the Hospitalized Child
- EC 5403 Overcoming Sex Role Stereotypes in Childhood Education
- *EC 5404 Single Parenting and Education
- EC 5407 Advocacy for Family Educators
- EPS 5005 Theory and Practice in Early Childhood
- SpE 5040 Education of the Gifted
- SpE 5070 Impact of Handicap on the Family System
- Psy 5600 Contemporary Issues in Social Psychology
- Psy 5640 Analysis of Small Group Processes
- Soc 5150 The Sociology of Community

Early Childhood
Education

RESEARCH

6

- EC 5598-5599 Advanced Seminar in Early Childhood I & II

*Course in development

Courses

GENERAL

EC 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.

LANGUAGE

EC 5100 Language and Thought in the Young Child, Infancy through Five Years (3) Allen, Handler
In-depth study of language development as a cognitive and affective process. Current research and strategies for developing language arts programs for children, infancy through five years.

CURRICULUM AND METHODS

EC 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.

EC 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.

EC 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.

EC 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.

EC 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.

EC 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.

EC 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.

EC 5270 Guiding Teachers to Work in Multicultural Early Childhood Settings (3) Allen, Dorsey-Gaines
Purpose is to recognize problems and concerns of teachers in pre-primary and primary grades in urban settings and to develop innovative techniques for dealing with these problems.

EC 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.

EC 5290 Teaching Strategies for Mathematics in the Pre-School (3) Knight
An introduction to mathematics in early childhood.

ORGANIZATION/ADMINISTRATION

EC 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.

EC 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.

EC 5320 Parenting Education for Supervisory Personnel in Early Childhood Settings (3) Handler, Kelly, Mahan
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 in Multicultural Early Childhood Settings; or equivalent experience.

FAMILY LIVING/PARENTING

EC 5401 Family Education for Medical Personnel (1) Handler, Kelly, Mahan
To help design and implement family education programs in medical settings.

EC 5402 Helping the Hospitalized Child (1) Handler, Kelly, Mahan
Understanding the implications for the sick child and family of being in the hospital. Developing coping techniques.

EC 5403 Overcoming Sex Role Stereotypes in Childhood Education (1) Handler, Kelly, Mahan
Emphasis on understanding the implications of sex role stereotyping and developing techniques to work with children in a non-sexist fashion.

EC 5406 Developing and Teaching a Family Life Education Program (3) Kelly, Mahan
Focuses on the development and teaching of family life education curriculum.

EC 5407 Advocacy for Family Educators (3) Allen, Kelly, Mahan
To help family educators develop in depth advocacy strategies in a multicultural society.

Early Childhood Education

SEMINARS AND INDEPENDENT STUDY

EC 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.

EC 5598 Advanced Seminar in Early Childhood Education: Part I (3)

Seminar 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.

Prerequisites: 24 hours in early childhood graduate program.

EC 5599 Advanced Seminar in Early Childhood Education: Part II (3)

Seminar involving a thesis project based on action research in early childhood and family studies. This phase is concerned with the student's individual thesis project and is conducted in tutorial sessions on a one-to-one basis. A written thesis project based on action research in a relevant subject in early childhood and family studies is to be presented in appropriate form.

Prerequisites: 24 hours in early childhood graduate program plus successful completion of EC 5598 (Part I).

EARTH AND PLANETARY ENVIRONMENTS

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

Geology Courses

Geol 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.

Geol 5211, 5212, 5312 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.

*Earth & Planetary
Environments*

Geol 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: Geol 4266 Stratigraphy, undergraduate course in sedimentology or equivalent.

Geol 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.

Geol 5262 Fluvial Processes (3)

Rockman

An investigation of the erosional and depositional characteristic of streams with an emphasis on viewing such activity as operating within a larger drainage system.

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

Geol 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 Courses

Oce 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 courses in oceanography, two courses in calculus, two courses in physics or permission of instructor.

Oce 5452 Estuarine Geology and Geochemistry (4)

Meyerson

The sediments which blanketed 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 instructor.

Oce 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: Geol 3264 Invertebrate Paleontology and permission of department.

Oce 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.

ECONOMICS, GEOGRAPHY AND MANAGEMENT SCIENCE

Faculty: Carlsen, Elakman, Engelberg, Finch, Fulop (Chairperson), Hiraoka, Kelland, Kempey, Parker, Schumacher, Stern

Economics Courses

Eco 5001 Fundamentals of Economics: Macroeconomics (3)

Kempey

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.

Eco 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.

Eco 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 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.

Eco 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.

Eco 5100 Contemporary Economic Issues (3)

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

Eco 5200 The Evolution of Economic Thought (3)

Carlsen

How economic thought and policy evolved out of changing economic circumstances from the Middle Ages to the present. How contemporary economic theories and policy are related to the economic issues and theories of the past.

Geography Courses

Geo 5000 Economic Geography (3)

Kelland

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

Prerequisite: Six hours of geography or permission of instructor.

Management Science Courses

MgS 5010 Business Policy and Administration (3)

Parker

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.

MgS 5020 Managerial Economics (3)

Fulop

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: Eco 1020-1021 Principles of Economics I & II.

*Economics,
Geography &
Management
Science*

MgS 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: MgS 2110 Quantitative Methods in Management Science and MgS 2120 Business Statistics.

MgS 5210 Management Accounting (3)

Elakman

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: MgS 3250 Internal Auditing.

MgS 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: MgS 2110 Quantitative Methods in Management Science and MgS 5210.

MgS 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: MgS 3410 Marketing.

MgS 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, experiment design, tests of hypotheses, analysis of data, model building, cost/benefit analysis, managerial evaluation of marketing research.

Prerequisites: MgS 3410 Marketing and MgS 2120 Business Statistics.

MgS 5420 Consumer Behavior (3)

Stern

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: MgS 3410 Marketing.

EDUCATIONAL ARTS AND SYSTEMS

Faculty: Amick, Arnold, Baldassini, Banich, Hennings, Herrick, Kavett, Lozano, Orfan, Ortiz, Preil, Schuhmann, 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 teaching as well as a broadened view of current trends and problems. Specialization in particular areas of elementary education is also available. Although this program focuses on elementary education, the strategies learned are applicable to teaching on advanced levels as well.

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.

Students apply for admission to a specialization option within the program. All options are described on the following pages.

Degree Candidacy After successfully completing the first 12 hours in the option, the student applies to the department for status as a degree candidate. To qualify for admission to degree candidacy, the student's papers and projects completed during the 12-hour sequence must be accepted by the program advisor. Admission to degree candidacy further depends upon the recommendation of two education 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.

Educational Arts & Systems

COMMON CORE

For all specializations except Bilingual-Bicultural Education and Teaching English as a Second Language.

Required Courses (6 s.h.)

EAS 5100 Advanced Elementary School Curriculum

One of the following:

EPS 5000 Foundations of Graduate Study in Education

EPS 5001 Urban Schools in Contemporary Society

EPS 5010 Readings in Contemporary Education

EPS 5041 The Impact of Modern Thinkers on Education

Elective (3 s.h.) *one of the following:*

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

ID 5040 Group Dynamics: Theory and Applications

9

Option—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 50)

9

SPECIALIZATION

12

Electives (9/3 s.h.) *for the Interdisciplinary Orientation, select three courses; for Teaching Processes, select one course:*

EAS 5120 What's Happening in Elementary Education?

EAS 5130 Dynamics of Teaching Social Studies in the Elementary School

EAS 5131 Dynamics of Teaching Elementary Science

EAS 5140 The Literature of Children and Youth

EAS 5150 Dynamics of Teaching English Arts in the Elementary School

EAS 5160 Dynamics of Teaching Elementary Mathematics

EAS 5510 Readings in Gifted Education: Theory and Curriculum

CS 5410 Developmental Reading: Curriculum and Techniques

Electives (3/9 s.h.) *for Teaching Processes, select three courses; for the Interdisciplinary Orientation, select one course:*

EAS 5800 Evaluation and the Learning Process

EAS 5810 Inquiry Teaching I: Thinking

EAS 5811 Inquiry Teaching II: Values

EAS 5820 Systematic Observation of Teaching

EAS 5821 Directed Field Experiences and Study in Teaching

EAS 5830 Instructional Theory and Curriculum Application

RESEARCH

6

EAS 5098-5099 Advanced Seminar *or* ID 5800 Thesis Option

GENERAL ELECTIVES

6

Two courses selected with departmental advisement from graduate offerings within or outside of EAS.

Educational Arts &
Systems

Option—Education of the Gifted and Talented

Coordinator: P. Kavett

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 50) 9

SPECIALIZATION 15

Required Courses (6 s.h.)

EAS 5510 Readings in Gifted Education: Theory and Curriculum

SpE 5040 Education of the Gifted

Electives (3 s.h.) *select one course from the following:*

EAS 5130 Dynamics of Teaching Social Studies in the Elementary School

EAS 5131 Dynamics of Teaching Elementary Science

EAS 5150 Dynamics of Teaching English Arts in the Elementary School

EAS 5160 Dynamics of Teaching Elementary Mathematics

Electives (6 s.h.) *select two courses from the following:*

EPS 5119 Management and Supervision of Programs for the Gifted and Talented

EAS 5520 Practicum in Creativity: Artistic Talent and its Nurture

EAS 5530 Practicum in Creativity: Academic Talent and its Nurture

RESEARCH 6

EAS 5098-5099 Advanced Seminar *or* ID 5800 Thesis Option

GENERAL ELECTIVES 6

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

Option—Language Arts/Social Studies Education

33 s.h.

COMMON CORE (see page 50) 9

SPECIALIZATION 12

Required Courses (6 s.h.) *select either pair:*

EAS 5140 Literature of Children and Youth *and*
EAS 5150 Dynamics of Teaching English Arts in the Elementary School

EAS 5130 Dynamics of Teaching Social Studies in the Elementary School *and* EAS 5133 Structure of the Social Sciences and the Elementary School Curriculum *or* approved substitute

Electives (6 s.h.) *two courses selected from the following:*

EAS 5130 Dynamics of Teaching Social Studies in the Elementary School

EAS 5133 Structure of the Social Sciences and the Elementary School Curriculum

EAS 5140 Literature of Children and Youth

EAS 5150 Dynamics of Teaching English Arts in the Elementary School

EAS 5810 Inquiry Teaching I: Thinking

EAS 5811 Inquiry Teaching II: Values

EAS 5820 Systematic Observation of Teaching

EAS 5821 Directed Field Experiences and Study in Teaching

ID 5700 Individualized Programs of Advanced Study

EC 5100 Language and Thought in Young Children

CS 5410 Developmental Reading: Curriculum and Techniques

RESEARCH 6

EAS 5098-5099 Advanced Seminar *or* ID 5800 Thesis Option

GENERAL ELECTIVES 6

Two courses selected with departmental advisement from graduate offerings within or outside of EAS

Educational Arts &
Systems

Option—Mathematics/Science

33 s.h.

COMMON CORE (see page 50) 9

SPECIALIZATION 12

Required Courses (6 s.h.) *two courses selected from one of the following groups:*

GROUP 1

EAS 5160 Dynamics of Teaching Elementary Mathematics
 EAS 5161 Critical Issues in Mathematics Teaching
 EAS 5162 Diagnosis and Remediation in the Teaching of Mathematics

GROUP 2

EAS 5131 Dynamics of Teaching Elementary Science
 *EAS 5132 Environmental Experiences in the Teaching of Elementary Science
 *EAS 5134 Current Design and Techniques for Coordination in Elementary Science Programs

Electives (6 s.h.) *two courses selected from the following:*

EAS 5131 Dynamics of Teaching Elementary Science
 *EAS 5132 Environmental Experiences in the Teaching of Elementary Science
 *EAS 5134 Current Design and Techniques for Coordination in Elementary Science Programs
 EAS 5160 Dynamics of Teaching Elementary Mathematics
 EAS 5161 Critical Issues in Mathematics Teaching
 EAS 5162 Diagnosis and Remediation in the Teaching of Mathematics
 EAS 5800 Evaluation and the Learning Process or other EAS courses with advisement

RESEARCH 6

EAS 5098-5099 Advanced Seminar or ID 5800 Thesis Option

GENERAL ELECTIVES 6

Two courses selected with departmental advisement from graduate offerings within or outside of EAS

*Course in development

Option—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 English and 4 in Spanish must be 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

Required Courses (21/24 s.h.)

EAS 5600 Developing Language and Reading Skills in a Bilingual Setting
 EAS 5610 Teaching Content Areas in a Bilingual Setting
 EAS 5630 Bilingual/Multicultural Education in American Schools
 EAS 5640 Language and Culture of the Bilingual Child
 EAS 5650 The Bilingual Child in American Society
 EAS 5660 Problems in Teaching English as a Second Language
 EAS 5820 Systematic Observation of Teaching and/or
 EAS 5821 Directed Experiences and Study in Teaching

Electives (3/0 s.h.) *one course selected from the following for students not electing both EAS 5820 and 5821 above:*

EPS 5015 Comparative Educational Systems
 EPS 5030 Seminar in International Education
 Hist 5810 Impact of Science and Technology on Culture
 ID 5010 Background in Intergroup Relations
 ID 5700 Individualized Programs of Advanced Study
 Psy 5610 Advanced Social Psychology

RESEARCH 6

EAS 5098-99 Advanced Seminar or ID 5800 Thesis Option

GENERAL ELECTIVE 3

One course selected with departmental advisement from graduate offerings within or outside of EAS

24 Educational Arts & Systems

Option—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* EAS 4950 Field Experiences in a Bilingual/Multicultural Setting
EAS 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 s.h.)

- EPS 5000 Foundations of Graduate Study in Education *or*
EAS 5100 Advanced Elementary Curriculum
- EAS 5640 Language and Culture of the Bilingual Child
- *EAS 5650 The Bilingual Child in American Society
- *EAS 5665 Basic Theory and Practice of Teaching
English as a Second Language
- EAS 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 (3 s.h.) *one course selected from the following:*

- 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

EAS 5098-99 Advanced Seminar *or* ID 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:

- EAS 5630 Bilingual-Multicultural Education in American Schools
- EAS 5610 Teaching Content Areas in a Bilingual Setting
- EAS 5600 Developing Language and Reading Skills in a Bilingual Setting

Courses

ELEMENTARY EDUCATION

EAS 5088-5089 Seminar in Elementary Education I & II (3,3) Preil
Group or individual investigations of problems in elementary education. 5088 is prerequisite for 5089.

EAS 5098-5099 Advanced Seminar: Research in Elementary Education I & II (3,3)
(see page 21) Amick, Herrick, Preil

THE CONTENT OF INSTRUCTION

EAS 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.

EAS 5102 Computers in K-8 School Curriculum (3) Orfan
Study of the implications of computing technology for education, the nature and use of computers and computer language in education, and the application of computers in classroom instruction in mathematics, science, language arts and social studies.

EAS 5105 Education Conference Workshop (1) Banich
An individualized in-depth study of a problem or issue to improve teaching in the elementary school, based on the content of the education conference.

EAS 5110 Theory and Practice of Humane Education (3) Weiger
The study and strategies of teaching humane treatment of all living organisms, integrated into existing curricula.

EAS 5120 What's Happening in Elementary Education? (3)
Key recent developments in selected areas of elementary education.

EAS 5121 What's Happening in Multicultural Education? (3)
Key recent developments in selected areas of multicultural education.

EAS 5125 Teaching the Holocaust (3) Preil
Course highlights the implications of the Holocaust in the lives of students. Offered in cooperation with Holocaust Resource Center at Kean.

EAS 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.

EAS 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.

EAS 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.

EAS 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.

EAS 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.

Educational Arts & Systems

EAS 5151 Written Expression in the Classroom (3) Hennings
A workshop in which teachers participate directly in the writing process as a means of learning how to diagnose children's writing problems and how to build children's writing skills and as a means of improving their own writing.
Prerequisite: EAS 5150.

EAS 5160 Dynamics of Teaching Elementary Mathematics (3) Kavett
Experiences in the teaching of mathematics with stress on recent developments, innovative practices and teaching materials.

EAS 5161 Critical Issues in Mathematics Teaching (3) Kavett
Study of critical questions emerging in mathematics education.

EAS 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: EAS 5160 Dynamics of Teaching Elementary Mathematics or permission of instructor.

GIFTED AND TALENTED

EAS 5510 Readings in the Education of the Gifted and Talented (3) Amick
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.

EAS 5520 Practicum in Creativity: Artistic Talent and Its Nurturance (3) Kavett
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: EAS 5510, EPS 5119 or SpE 5040.

EAS 5530 Practicum in Creativity: Academic Talent and Its Nurturance (3) Kavett
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: EAS 5510, EPS 5119 or SpE 5040.

BILINGUAL/BICULTURAL EDUCATION

EAS 5600 Developing Language and Reading Skills in a Bilingual Setting (3) Baldassini, Lozano
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.

EAS 5610 Teaching Content Areas in a Bilingual Setting (3) Lozano
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.

EAS 5630 Bilingual (Spanish-English) Multicultural Education in Americann Schools (3) Schuhmann
Study and analysis of the objectives of bilingual-bicultural education; the role of the teacher as well as an examination of alternative methods, materials and existing programs.

EAS 5640 Language and Culture of the Bilingual Child (3) Baldassini, Ortiz
An in-depth study of the language and cultural heritage that the bilingual-bicultural child brings to the school system, including the nature of the language, dialect, verbal and non-verbal communication. Language as used in different social contexts. The ethnography of communication. The influence of language on the cognitive and learning styles of children.

EAS 5650 The Bilingual Child in American Society (3) Baldassini
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.

EAS 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 Option: Bilingual Education.
Prerequisites: Fluent oral and written English.

EAS 5665 Basic Theory and Practice of Teaching English as a Second Language (3) Ortiz
Study and practice in the methods and materials of teaching English as a second language. For students in Option: Teaching English as a Second Language.
Prerequisite: Eng 5105 or equivalent (in development).

EAS 5670 Advanced Theory and Practice of Teaching English as a Second Language (3) Ortiz
Language teaching methodologies, testing and curriculum design in classrooms where English is a second language. For students in Option: Teaching English as a Second Language.

URBAN EDUCATION

EAS 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

EAS 5800 Evaluation and the Learning Process (3) Herrick
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.

EAS 5810 Inquiry Teaching I: Thinking (3) Amick
The inquiry approach to teaching, emphasizing techniques of questioning relating to investigation and synthesizing.

EAS 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: EAS 5810.

EAS 5820 Systematic Observation of Teaching (3) Baldassini, 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.

Educational Arts & Systems

EAS 5821 Directed Field Experiences and Study in Teaching (3) Baldassini, 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

EAS 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

EAS 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.

EAS 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.

EAS 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.

EDUCATIONAL POLICY SCIENCES

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

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

Coordinators: R. Granger, J. Hancock, R. Lorusso
Completion of this program qualifies the student holding a baccalaureate degree for an M.A. degree and New Jersey certification as a principal-supervisor, providing all other general certification requirements are met. General requirements are: a regular New Jersey instructional certificate; three years of classroom teaching experience; a master's degree from an accredited institution. This certification is required for the position of principal, assistant principal or vice principal. Holder of this endorsement may supervise instruction and may serve as an assistant superintendent for schools, but not as an assistant superintendent for business.

*Educational
Policy
Sciences*

36 s.h.

SPECIALIZATION

33

Required Courses (27 s.h.)

FOUNDATIONS COURSES

EPS 5000 Foundations of Graduate Study in Education

EPS 5200 Educational Research

ADMINISTRATION AND SUPERVISION

EPS 5110 Organization and Administration of Public Schools

EPS 5114 The Principalship

EPS 5117 Supervision of Instruction: Theory and Practice

EPS 5118 Theory and Practice of Curriculum Development in the Public Schools

EPS 5130 Legal and Policy Aspects of School Administration

EPS 5183 Personnel Administration and Negotiations

EAS 5830 Instructional Theory and Curriculum Application

Electives (6 s.h.) *two courses selected from the following with advisement and approval of program coordinator:*

EPS 5125 Systems Analysis and Planning

EPS 5135 Management of Education Finance

EPS 5136 School Business Management and Accounting

EPS 5186 Field Study in Administration and Supervision II

EPS 5300 Introduction to Organizational Theory

EPS 5305 Studies of Community and Organizational Change

FIELD STUDY

3

EPS 5185 Field Study in Administration and Supervision I

Option—Program for Supervisors

Completion of this program qualifies the student holding a baccalaureate degree for an M.A. degree and New Jersey certification as a supervisor, providing all other general requirements are met. General requirements for the supervisor are: a regular New Jersey instructional or educational certificate; three years of experience as a teaching staff member or equivalent; a master's degree from an accredited institution. This certification is required for supervisors of instruction who do not hold a chief school administrator or principal's endorsement. A supervisor is defined as a supervisory staff member who is charged with authority and responsibility for the continuing direction and evaluation of the work of educational services or instructive personnel.

33 s.h.

SPECIALIZATION

30

Required Courses (24 s.h.)

FOUNDATIONS COURSES

EPS 5000 Foundations of Graduate Study in Education

EPS 5200 Educational Research

EPS 5205 Supervising Assessment Programs

ADMINISTRATION AND SUPERVISION

EPS 5110 Organization and Administration of Public Schools

EPS 5117 Supervision of Instruction: Theory and Practice

EPS 5118 Theory and Practice of Curriculum Development in Public Schools

EPS 5130 Legal and Policy Aspects of School Administration

EAS 5830 Instructional Theory and Curriculum Application

Electives (6 s.h.) *two courses selected from the following with advisement and approval of program coordinator:*

EPS 5115 Supervision of Elementary School Programs

EPS 5116 Supervision of Secondary School Programs

EPS 5119 Management and Supervision of Programs for the Gifted and Talented

EPS 5182 Professional Leadership and Supervision for Experimental Programs

EPS 5186 Field Study in Administration and Supervision II

EPS 5300 Introduction to Organizational Theory

FIELD STUDY

3

EPS 5185 Field Study in Administration and Supervision I

Option—Program for School Business Administrators

Completion of this program qualifies the student holding a baccalaureate degree for an M.A. degree and New Jersey certification as a school business administrator, providing all other general certification requirements are met. General requirements for the school business administrator are: a bachelor's degree based upon a four year curriculum in an approved institution; a regular New Jersey instructional certificate or its equivalent; three years of appropriate teaching experience or business training or experience as approved by the Secretary of the State Board of Examiners.

33 s.h.

Educational
Policy
Sciences

30

SPECIALIZATION

Required Courses

FOUNDATIONS COURSES

EPS 5000 Foundations of Graduate Study in Education

EPS 5300 Introduction to Organizational Theory

ADMINISTRATION/MANAGEMENT

EPS 5110 Organization and Administration of Public Schools

EPS 5118 Theory and Practice of Curriculum Development in Public Schools

EPS 5130 Legal and Policy Aspects of School Administration

EPS 5135 Management of Educational Finances

EPS 5136 School Business Management and Accounting

EPS 5137 Computer Applications in Educational Administration

EPS 5138 School Building Planning

EPS 5183 Personnel Administration and Negotiations

FIELD STUDY

3

EPS 5185 Field Study in Administration and Supervision I

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 s.h.)

EPS 5125 Systems Analysis and Planning

EPS 5210 Action Research to Improve Education

EPS 5300 Introduction to Organizational Theory

EPS 5305 Studies of Community and Organizational Change

EPS 5310 Development of Training and Consultative Skills

EPS 5315 Conflict/Management and Resolution

Electives (6 s.h.) *one of the following pairs or approved substitute:*

Psy 5620-5630 Laboratory Training in Human Relations I & II

ID 5040-5041 Group Dynamics: Theory and Application I & II

Psy 5640 Analysis of Small Group Process and

Psy. 5650 Laboratory in Small Group Process

Elective (3 s.h.) *one course selected with advisement*

RESEARCH

6

EPS 5198-5199 Advanced Seminar: Research in Administration and Supervision I & II or ID 5800 Thesis Option

Courses

BASIC FOUNDATIONS

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

EPS 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.

EPS 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.

EPS 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.

EPS 5030 Seminar in International Education (3) Tehie
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.

EPS 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.

EPS 5042 Education in New Jersey: Critical Issues (3) Healy
Study of the incidence and effects of State and Federal intervention on the content and process of education at all levels: consideration of practical and conceptual problems arising.

EPS 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.

EPS 5110 Organization and Administration of Public Schools (3)
Study and analysis of organizational patterns, changing administrative procedures and problems of organization and administration of public schools. Modern leadership techniques are explored and applied to the administration of schools at all levels in all socio-economic environments.

EPS 5114 The Principalship (3)
Presentation and analysis of the structure, programs and problems of school site administration. Current organization and leadership theories and research and operation problems are studied, together with solution alternatives. Particular emphasis placed on objectives, strategies of implementation and evaluation.

ADMINISTRATION AND SUPERVISION

EPS 5115 Supervision of Elementary School Programs (3)
Presentation and analysis of the structure and program offerings of the elementary school as related to supervisory functions. Concepts and patterns inherent in contemporary elementary school supervisory programs analyzed in detail. Current innovations, problems, and possible solutions examined within the framework of the functions of the elementary school. Particular emphasis placed on objectives, procedure and evaluation.

EPS 5116 Supervision Secondary School Programs (3)
Presentation and analysis of the structure and program offerings of the secondary schools in relation of its supervisory functions. Concepts and patterns inherent in and pertinent to contemporary secondary schools are analyzed. Current practices, problems and tenable solutions are examined in accordance with the particular requirements of the secondary schools. Particular emphasis is placed upon objectives, procedure and evaluation.

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

EPS 5118 Theory and Practice of Curriculum Development in Public Schools (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.

Educational
Policy
Sciences

EPS 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.

EPS 5125 Systems Analysis and Planning (3)

Theories and techniques of social value determination, goals consensus, and positive educational planning stressed. Processes of needs assessment, policy and program development, performance management, and operations research and evaluation investigated.

EPS 5130 Legal and Policy Aspects of School Administration (3)

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. Legal principles generally applicable to education in the United States and in particular to education practice in New Jersey.

EPS 5135 Management of Educational Finance (3)

Considers public education financial policies and funding theories within historic and current economic contexts. Investigates educational taxation at the several governmental levels and the related processes of budget planning and evaluation. Studies the financial functions of needs assessment, PPBES (POB), PERT/CPM, income and cost forecasting, capital management, and related financial management techniques and technology.

EPS 5136 School Business Management and Accounting (3)

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.

EPS 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.

EPS 5182 Professional Leadership and Supervision for Experimental Programs (3)

A practical workshop for change agents in organizations. Course provides opportunities to managers and trainer/consultants for supervised skill practice in introducing change, managing programs, and evaluating outcomes.

Prerequisites: EPS 5117 or equivalent and permission of instructor or coordinator.

EPS 5183 Personnel Administration and Negotiations (3)

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.

EPS 5185-5186 Field Study in Administration and Supervision I & II (3,3)

Hancock

Field study in school administration in a 3-6 credit field experience program. Specific activities are planned in cooperation with sponsoring school districts and special emphasis is placed on student involvement with functional responsibility for planning, developing and/or managing administrative-supervisory tasks related to the student's major field of study.

EPS 5198-5199 Advanced Seminar, Administration and Supervision I & II (3,3)

Lorusso

Research into significant problems in administration, supervision and curriculum development. Research design and methodology taught and applied in the execution of a major research project demonstrating student's competency in the field.
Prerequisite: Matriculation in Education Administration and Supervision Master's program.

RESOURCE AND TOOL SUBJECTS

EPS 5200 Educational Research (3)

Granger, Tehie

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.

EPS 5205 Supervising Assessment of Programs, Personnel and Facilities (3)

Advances leadership skills and understanding regarding educational program and academic assessment, including their technical, political and economic aspects. Includes an emphasis on teacher and administrator evaluation.

*Educational
Policy
Sciences*

EPS 5210 Action Research to Improve Education (3)

Lorusso, Tehie

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.

ORGANIZATIONAL DEVELOPMENT

EPS 5300 Introduction to Organizational Theory (3)

Tehie

History, development and significance of organizational theory. Study of the major theories of bureaucracy, motivation, organizational climate, communication, leadership, decision making, conflict, power and authority, compliance, and social systems. Special attention paid to contemporary studies in participative management, quality of work, organizational development and organizational change, and system analysis in educational organizations as well as in selected private profit-type organizations.

EPS 5305 Studies of Community and Organizational Change (3)

Allen, Tehie

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

EPS 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.

EPS 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.

EPS 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, DeFanti, Dolkey, Dunn, Evans, Hacke, Haselton, Huberman (Chairperson), Kennedy, Scotto, Suiter, Thomason, Weinstein

English Courses

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) Brilliant, Hacke
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 4109 or equivalent or permission of instructor.

Eng 5120 Applied Linguistics (3) Brilliant, Hacke
Application of linguistic methodology to problems such as language learning and dialect.
Prerequisite: Eng 5105 or permission of instructor.

Eng 5130 Phonology and Structure of American English (3) Brilliant, Hacke
A structuralist view of the phonological and grammatical systems of American English emphasizing close analysis of specific linguistic problems.
Prerequisite: Eng 5105 or permission of instructor.

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 5341 The American Literary Renaissance, 1836-1856 (3) Haselton
An era of fulfillment in American national literature, as represented in principal works of Emerson, Thoreau, Hawthorne, Melville, and Whitman. Attention to relevant backgrounds and issues of the period.

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.

FIGURES

Eng 5410 Modern American Playwrights (3) Dolkey
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. *English*

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.

GENRE

Eng 5500 The Modern American Novel: 1920-to the present (3) Weinstein
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.

Speech/Theatre/Media Courses

STM 5615 Creative Drama (3) Dunn
Creativity in child drama with varied stimuli provided to encourage involvement and personal growth.

STM 5950 Communicating in Organizations (3) D. Lumsden
The study of communication in managerial functions and the development of communication abilities.

FINE ARTS

Faculty: Buchner, Buncamper, Cohan, Coon, Giacalone, Goodwin, Greenberg, Howe (Chairperson), Jones, Lord, Metzger, Nicolescu, Pierro, Schwartz, Wallach, Wilber

Fine Arts Education, M.A.

Option—Studio or Research

Coordinator: P. Greenberg

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 (6 s.h.) *two of the following:*

EPS 5000 Foundations of Graduate Study in Education

FA 5000 Studies in the Creative Process

FA 5900 Current Problems in Art Education

Electives (12 s.h.) *four courses selected from the fine arts areas, not already taken to fulfill the above requirements.*

RESEARCH

6

FA 5998-5999 Advanced Seminar: Research in Fine Arts Education I & II

GENERAL ELECTIVES

9

Three courses selected with advisement

Option—Certification

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

CS 3400 The Teaching of Reading in the Elementary School *or* approved equivalent

34 s.h. *English*

SPECIALIZATION

28

Required Courses (22 s.h.)

EPS 5000 Foundations of Graduate Study in Education

CS 5410 Developmental Reading: Curriculum and Techniques *or* approved equivalent

FA 5011 Foundations of Graduate Study in Art Education

FA 5901 Advanced Principles and Techniques of Art Education (to be taken concurrently with FA 4990 Student Teaching)

Psy 5110 The Developmental Study of Children

Psy 5600 Contemporary Issues in Social Psychology *or* Psy 5610 Advanced Social Psychology

Electives (6 s.h.)

FA 5000 Studies in the Creative Process *or* FA 5010 Interrelatedness of the Arts

FA Studio (with advisement)

RESEARCH

6

FA 5998 Advanced Seminar: Research in Fine Arts Education I

ID 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 s.h.)

EAS 5830 Instructional Theory and Curriculum Application

EPS 5115 Administration and Supervision of

Programs in Elementary School *or*

EPS 5116 Administration and Supervision of

Programs in Secondary School

EPS 5117 Supervision of Instruction: Theory and Practice

EPS 5118 Theory and Practice of Curriculum

Development in the Public Schools

FA 5000 Studies in the Creative Process *or*

FA 5010 Interrelatedness of the Arts

Electives (12 s.h.) *selected with advisement:*

Four courses from fine arts areas

RESEARCH

6

FA 5998 Advanced Seminar: Research in

Fine Arts Education I

ID 5800 Thesis Option

Courses

GENERAL

FA 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.

FA 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.

FA 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 FA 5901 and in Advanced Seminar.

FA 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.

FA 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.

FA 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.

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.

Fine Arts

FA 5200 Painting (3)

Giacalone

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

Prerequisite: FA 4200 Advanced Painting or permission of instructor

FA 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.

FA 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.

FA 5300 Sculpture (3)

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

FA 5400 Ceramics (3)

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: FA 3400 Ceramics or permission of instructor.

FA 5418 Processes in Fiber (3)

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)

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

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

FA 5430 Metals (3)

Goodwin

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

FA 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.

ART HISTORY

FA 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.

FA 5701 Art in History II (3)

Lord

Same approach as FA 5700 applied to period from Renaissance to modern times.

FA 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.

FA 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.

FA 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.

FA 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.

PHILOSOPHY AND AESTHETICS

FA 5800 Studies in Aesthetics (3)

Howe

The relation of art forms to visual, intellectual and emotional reality. Major concepts in the inquiry into the nature of beauty and truth serve as a beginning of student's formulation of own standards of value.

ART EDUCATION

FA 5900 Current Problems in Art Education (3)

F. Schwartz

Builds upon the student's undergraduate preparation in the areas of principles and practices of fine arts education and the fine arts curriculum. Relates these basic understandings to current trends and emerging problems of the field.

FA 5901 Graduate Principles and Techniques of Art Education (4)

Greenberg

Taken concurrently with student teaching. Continuation of formal field research begun in FA 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 FA 5011

FA 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.

FA 5998-5999 Advanced Seminar: Research in Fine Arts Education I & II (3,3)

(see page 21)

HEALTH AND RECREATION

Faculty: Benson, Darden (Chairperson), Nolan

Courses

Rec 5850 Principles and Practices of Outdoor Education (3)

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)

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)

Effective methods and types of organization; principles and factors of successful community organization; relationship among agencies; principles for working with personnel, including volunteers; budget making; facilities maintenance.

*Health &
Recreation*

HISTORY

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

Courses

INTRODUCTORY

His 5000 Methods of Historical Inquiry (3) Mayer
An introduction to the theories, methods and principles of historical knowledge; development of the critical model of "historical mindedness"; history and the social sciences; the unique function of the historical craft as a synthetic discipline; history and its role in development of contemporary and future human understanding. Works of key historians in many fields analyzed.

EUROPEAN

His 5201-5202 Readings in European History I & II (3,3) Siegel
Critical investigations and discussions of the transformations of European society and culture from the French Revolution to the present. Analyses of the sources and varying interpretations by outstanding historians of liberalism, nationalism, war, revolution, totalitarianism, and reconstruction. Emphasis on individual nations as well as on the changing significances of the European economy and civilization for the modern world. 5201 concentrates on the 19th century (1789-1914). 5202 concentrates on the 20th century (1914 to present). The courses may be taken individually.

His 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.

AMERICAN

His 5301-5302 Readings in American History I & II (3,3) Raichle, Rice
Inquiry into the forces that have shaped the nation through a critical study of the analyses and interpretations of American historians. Representative choices from the classics of historical literature treated. Emphasis on selected periods or themes of the past. 5301 covers to the 1870's. 5302 covers from the 1870's to the present. The courses may be taken individually.

His 5303 The American Scene: The Formative Years (3)
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.

His 5304 The Revolutionary Generation, 1760-1789 (3)
An examination of the period 1760-1789 with emphasis on causes of the American Revolution, its character and its results as seen in the Confederation Period and the Constitution.

His 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.

His 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.

His 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.

His 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.

His 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.

His 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.

His 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

His 5400 Institute of 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.

His 5401 Maosim 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

His 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

His 5800 War and Peace in the Twentieth Century (3) Zimmer
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.

His 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 His 4882 Philosophy, Science and Civilization II.

History

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

Special Education, M.A. Option—Career/Industrial Education for the Handicapped

Coordinators: D. Barnhart, M. Van Nest

This is a program of advanced study for special education and industrial education majors who wish to work with persons of various disabilities in the area of career/industrial education. A description of the program may be found on p. 111.

Courses

IS 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.

IS 5101 Industrial Education for the Handicapped (3)

Introduces the student to the field of industrial education as it relates to the handicapped. Industrial laboratories and the world of work presented as they pertain to the handicapped. A broad coverage of the handicapped worker in various institutional settings and small and large companies.

IS 5102 Production Analysis for the Handicapped (3)

Analysis of production techniques used by handicapped persons to manufacture and/or assemble products. Included are methods of financing, selecting the product, production organization and considerations with regard to advisory committees.

IS 5105 Seminar in Career/Industrial Education (1.5)

An interdisciplinary approach to career education for the handicapped. Federal and state legislation, trends in curriculum, resources and programs discussed. Interaction with professionals, employers and clients.

Prerequisites: Matriculation in the MA Special Education, Option: Career/Industrial Education for the Handicapped. Must be taken concurrently with SpE 5832.

IS 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: Degree in Industrial Education or permission of instructor.

IS 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: Degree in Industrial Studies or permission of instructor.

IS 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: Degree or certification in Industrial Arts/Vocational Education.

IS 5621 Workshop: Alternate Natural Energy Sources (3)

Investigation of natural alternate energy sources that may be used in everyday living and working environments.

IS 5635 Lost Arts in Wood (3)

Workshop for in-service woodworking teachers in marquetry, whittling and carving. Techniques and the application in the art of these crafts emphasized.

Industrial Studies

Liberal Studies, M.A.

Coordinator: E. Kennedy, Department of English

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

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

33/36 s.h.

CORE REQUIREMENT

3

ID 5210 Interdisciplinary Seminar: Liberal Studies

CONCENTRATION

24

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

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

ADVANCED SEMINAR

6/9

CONCENTRATION I

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

CONCENTRATION II

- ID 5292 Advanced Interdisciplinary Seminar I
- ID 5293 Advanced Interdisciplinary Seminar II or ID 5800 Thesis Option

CONCENTRATION III

- ID 5294 Advanced Interdisciplinary Seminar I
- ID 5295 Advanced Interdisciplinary Seminar II or ID 5800 Thesis Option

CONCENTRATION IV

Advanced interdisciplinary seminars in development

Liberal Studies Courses

(Refer to departments listed in MALS program for further courses.)

ID 5210 Interdisciplinary Seminar: Liberal Studies (3)

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

ID 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.

ID 5212 Realms of Gold II: Greek Dramatists Look Back at the Homeric World (3) Huberman

Interdisciplinary

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.

ID 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.

ID 5250 Science: Hopes, Fears and Possibilities (3) Hayat

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.

ID 5290 Advanced Interdisciplinary Seminar I (Concentration I): Liberal Studies (3) Kennedy

Readings seminar designed to explore the relationship among three closely related disciplines: Fine Arts, Literature and Music. Prerequisite: ID 5210 and permission of program coordinator.

ID 5291 Advanced Interdisciplinary Seminar II (Concentration I): Liberal Studies (3) Kennedy

A continuation of the work of ID 5290 culminating in major paper or project. Prerequisite: ID 5290 and permission of program coordinator.

ID 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: ID 5210 and permission of program coordinator.

ID 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: ID 5292 and permission of program coordinator.

ID 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: ID 5210 and permission of program coordinator.

ID 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: ID 5294 and permission of program coordinator.

Interdisciplinary Courses

BEHAVIORAL SCIENCES

(Program description may be found on p. 102 under Psychology)

ID 5000 Education and the Behavioral Sciences (3)

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.

ID 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.

Prerequisite: Psy 1000 General Psychology or Soc 1000 Principles of Sociology

ID 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, or permission of coordinator.

ID 5020 Readings in the Behavioral Sciences (3) Youtz

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, or permission of coordinator.

ID 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.

ID 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 studies, designed and employed by students.

ID 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: ID 5040.

ID 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.

ID 5088-5089 Seminar in the Behavioral Sciences I & II (3,3)

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

ID 5098-5099 Advanced Seminar: Research in the Behavioral Sciences I & II (3,3)

Feigenbaum, Lorber

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

Prerequisites: Eighteen semester hours in the Behavioral Sciences-Human Behavior and Organizational Psychology, including ID 5015 and ID 5020 and permission of coordinator.

PUBLIC POLICY

ID 5270 Ethics and Public Policy (3)

The process of public policy; the relationship between ethics, politics and public policy; the moral dimensions of public policy.

Prerequisite: PA 5020 or permission of instructor.

INTERNATIONAL TRAVEL

ID 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 studies on the spot with resource people.

ID 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.

ID 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.

CLINICAL EXPERIENCES

ID 5400-5401 Clinical Experience in Interdisciplinary Evaluation of Handicapping Conditions I & 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.

ID 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: SpE 5070 or advanced standing in a clinical discipline; written permission of instructor.

Interdisciplinary

EDUCATIONAL STRATEGIES

ID 5500 Educating the Adult Learner (3)

An interdisciplinary approach to the physical, social, psychological and educational variables that affect adult learners. Topics include learning modalities, motivational techniques, appropriate teaching methodologies, assessment and special educational programs for adults.

Prerequisites: Bachelor's degree and one developmental psychology course (undergraduate or graduate).

ID 5550 New Jersey Studies (3)

An interdisciplinary analysis of the emerging field of New Jersey studies with emphasis upon local and state history, the multicultural diversity of New Jersey, and appropriate teaching strategies and curriculum development patterns.

GRADUATE SERVICE

ID 5600 Graduate Service Programs in School and Community (3)

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

INDIVIDUALIZED PROGRAMS

ID 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 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.

THESIS OPTION

ID 5800 Thesis Option (3/6)

(See page 21)

CONTEMPORARY ISSUES

ID 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.

MATHEMATICS

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

Mathematics Education, M.A.

Coordinator: F. Abeles

The Department of Mathematics and Computer Science offers three programs leading to the master's degree for qualified students. Each can be completed in three years (evening, part-time). Applicants who do not meet the minimum admission requirements can arrange to obtain them in a planned sequence of coursework at the undergraduate level.

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.

Mathematics

Option—Teaching of Mathematics

This option is designed for personnel in education and industry who wish to modernize and extend their mathematical training. In particular, secondary school teachers who want to learn about the computing environment (main frame and microcomputer) but who have no previous background should select this option. An undergraduate major or a strong minor in a mathematical science is required for admission. Twenty-four semester hours in selected mathematics/computer science and research courses are required. Nine semester hours in electives are available for the special professional needs of the individual student.

Those interested in additional certification in data processing for New Jersey public schools can pursue this goal by enrolling in appropriate undergraduate and graduate courses.

33 s.h.

SPECIALIZATION

18

Required Courses (3 s.h.)

Mat 5700 Current Issues in Mathematics Education

Electives (15 s.h.) *five courses in Mathematics or Computer Science, selected with advisement*

RESEARCH

6

Mat 5798-5799 Advanced Seminar: Research in

Mathematics Education I & II or ID 5800 Thesis Option

GENERAL ELECTIVES

9

Three courses selected with advisement

Option—Supervision of Mathematics Education

This option provides a fully approved program for teachers of mathematics who wish to become supervisors of mathematics in the secondary school. A strong undergraduate major in a mathematical science is necessary for admission. Twenty-one semester hours in selected mathematics/computer science and research courses are supplemented by twelve semester hours in supervision and curriculum design to meet the requirements for certification by the State of New Jersey. Exceptionally well qualified candidates can elect additional coursework in computer applications to strengthen their skills.

33 s.h.

SPECIALIZATION

27

Required Courses (15 s.h.)

Mat 5700 Current Issues in Mathematics Education

Mat 5710 Supervision of Mathematics Programs

Select 3 more courses from the following with at least one from each category:

SUPERVISION

EPS 5110 Organization and Administration of Public Schools

EPS 5116 Administration and Supervision of Programs in the Secondary School

EPS 5117 Supervision of Instruction: Theory and Practice

CURRICULUM DEVELOPMENT

EAS 5830 Instructional Theory and Curriculum Application

EPS 5118 Theory and Practice of Curriculum Development in the Public Schools

Electives (12 s.h.) *four mathematics courses selected with advisement*

RESEARCH

6

Mat 5798-5799 Advanced Seminar: Research in Mathematics Education I & II or ID 5800 Thesis Option

Option—Computer Applications

The computer applications program is designed to meet the needs of individuals in industrial, business or educational careers who want to upgrade their competence in computing. Thirty-three semester hours in selected computer science and related courses in mathematics and management science are required as well as coursework in research methods. Students accepted into this program have full use of the computing facilities on campus.

For this option, applicants are expected to have a background in both mathematics and computer science. One year of calculus, a semester of matrix or linear algebra and a semester of statistics or discrete mathematics form the mathematical core. Knowledge of the computing environment at the level of CpS 2990 Computer Assembly Language, CpS 4940 Data Structures and either CpS 2931 Business Oriented Programming Techniques or another high level language are required.

Mathematics

33 s.h.

SPECIALIZATION

24

Required Courses (9 s.h.)

Mat 5700 Current Issues in Mathematics Education

CpS 5901-5902 Computer Digital Computation

Algorithms or CpS 5911-5912 Computer Structures and Programming

Electives (15 s.h.) *five courses in Math or CpS selected with advisement*

RESEARCH

6

Mat 5798-5799 Advanced Seminar: Research in Mathematics Education I & II or ID 5800 Thesis Option

GENERAL ELECTIVES

3

One course selected with advisement

Mathematics Courses

FOUNDATIONS

Mat 5110 Theory of Sets (3)

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: Mat 2412 Calculus II

Mat 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.

ALGEBRA

Mat 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

Mat 5220 Modern Algebra (3)

Arnou, 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

GEOMETRY

Mat 5300 Geometry (3)

Abeles, Arnou

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

Mat 5310 Topological Structures (3)

Arnou

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.

ANALYSIS

Mat 5400 Principles of Mathematical Analysis (3)

Arnou, 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: Mat 3452 Calculus IV, or Mat 4452 Advanced Calculus II, or demonstration of equivalent mathematical maturity.

Mat 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 or permission of instructor

PROBABILITY AND STATISTICS

Mat 5500 Statistical Methods for Analyzing Data (3)

Abeles

Designed to give graduate students with some mathematical maturity basic skills in the use of statistics in research. Includes use of the computer to do statistical analyses, review of descriptive statistics, correlations and regression, hypothesis testing for different types of data, distributions of data, estimations.

Prerequisite: An undergraduate course in statistics or equivalent.

Mat 5510 Multiple Regression Analysis (3)

Abeles

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

Mat 5520 Probability (3)

Abeles

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

Mat 5530 Applied Multivariate Analysis (3)

Zoll

Study of correlated random variables. Varieties of factor analytic models examined as each may apply to models for econometrics, sociometrics, psychometrics and education. Principal components, canonical correlational analysis and discriminant analysis among models studied. Computer facilities utilized.

Prerequisite: A course in statistics or linear algebra or permission of instructor

EDUCATION

Mat 5700 Current Issues in Mathematics Education (3)

Marchand

Critical study of secondary mathematics curriculum: courses of study, instructional methods and evaluative procedures. Investigation of related issues, e.g. attitudes, anxiety, sexism, the use of calculators and computers. Study of international contributions to the field.

Mat 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.

Mat 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.

Mat 5798-5799 Advanced Seminar: Research in Mathematics Education I & II (3,3)

Butcher, Marchand

(see page 21)

HISTORY

Mat 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.

Mathematics

Computer Science Courses

CpS 5900 Numerical Analysis (3) Garb
The development and analysis of numerical algorithmic solutions. Applications of algorithmic modes that can employ measuring devices, desk calculators and/or computers.

Prerequisite: Mat 3451 Calculus III and/or 3452 Calculus IV

CpS 5901-5902 Computer Digital Computation Algorithms (3,3) Garb
Preparing and processing of data via terminals, computers, microcomputers. Analyses of functions, algorithms, different base systems, error analysis. Applications to related areas of academic studies.

CpS 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: Knowledge of computer programming, Mat 3544 Probability, or permission of instructor.

CpS 5911-5912 Computer Structures and Programming I & II (3,3) Zoll
Abstract data types. Data abstraction. Module development. Principles of structured programming (PASCAL). CPS 5911 must be taken before CPS 5912.

CpS 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.

CpS 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, Grace, Hoyle, Huber, Montgomery (Chairperson)

Courses

THEORY AND MUSICIANSHIP

Mus 5102 (5202) Harmonic Review and Contemporary Analytical Theories (3) Montgomery
An overview of traditional harmony, both diatonic and chromatic, with emphasis upon divergent pedagogical approaches espoused by contemporary representative texts.
Prerequisite: Mus 3111 Form and Analysis or consent of department chairperson.

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

HISTORY AND LITERATURE

Mus 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 musical 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) 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)
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.

Music

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

Philosophy Courses

Phi 5010 Social and Political Ideals (3) Fethe, Sitelman
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.

Phi 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.

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

Phi 5040 Freedom and Self-Knowledge in the Century of Genius (3) Fethe
Introduction to the thought of Descartes, Spinoza, Hobbes and Leibniz, with emphasis on their views concerning the limits of rationality, the nature of the mind, the existence of free will, and the possibility of reconciling belief in God with the existence of evil.

Phi 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.

Phi 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 Courses

Rel 5069 The Spirit of Eastern Religions (3) D'Souza
The principal religions of India, China and Japan—Hinduism, Buddhism, Confucianism, Taoism and Shinto, encompassing their development, evolution, cultural influence, ethos, structure and current practices.

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.

Faculty: Andzel, Palgi, Shiposh (Chairperson), Smith

Non-Degree Planned Program in Sports Medicine

Students who desire to develop competencies identified by the American College of Sports Medicine as necessary for exercise leaders, exercise technologists and exercise specialists may enroll in a graduate planned program of non-degree studies, receiving advisement in selecting courses offered by the Department of Physical Education. Upon satisfactory completion of the recommended courses, students may request and receive a Letter of Attainment from the Office for Advanced Studies, Research and Development.

Physical Education

Courses

PHYSIOLOGY AND HEALTH FACTORS COURSES

PEd 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.

PEd 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.

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

PEd 5006 Physiological Testing and Interpretation (3)
The calibration, procedures and interpretation of sports medicine testing equipment.
Prerequisite: PEd 5000 or permission of instructor.

PEd 5012 Prevention and Rehabilitation of Cardiovascular Disease (3)
Principles and practices for the prevention and rehabilitation of cardiovascular disease. Students are prepared for American College of Sports Medicine certification examination.
Prerequisite: PEd 5001 or permission of instructor.

METHODOLOGY

PEd 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.

PEd 5475 Physical Activities Programming for Senior Adults (3)
Background information, methods and materials that are necessary to organize and conduct a balanced physical activities program suitable to the needs of senior adults.

PEd 5480 Driver Education Instructor Development (3)
New Jersey Motor Vehicle laws, driving techniques and methodology. Successful completion will qualify the student for state certification in driver education instruction.
Prerequisites: Valid driver's license, certificate to teach in New Jersey and a letter of intent to teach driving education "behind-the-wheel" or senior education majors, and permission of department chairperson or instructor.

ADMINISTRATION AND SUPERVISION

PEd 5605 Organization and Administration of Sports Medicine Programs (3)

The principles and practices necessary for the organization and administration of effective sportsmedicine programs.

PEd 5615 Administration and Supervision of Secondary School Athletic Departments (3)

An in-depth examination of organization, administration and supervision procedures, practices and policies as they relate to high school athletic administration.

PEd 5616 Seminar in Analysis of Problems in Athletic Administration and Supervision (3)

Continuation of PEd 5615, designed to give in-depth insight into special problems of organization, administration and supervision of current athletic programs.

POLITICAL SCIENCE

Faculty: Byrne, Daly, Farahi, Israel, Kahn, Kelly, Laudicina, Lederman, Ross, Rubin (Chairperson), Shenis, Weiss

Master of Public Administration

Coordinator: E. Laudicina

This program is designed to prepare its graduates for middle or senior level positions as public administrators. The primary focus of the program initially is on in-service students seeking to undertake graduate study on a part-time basis in order to upgrade and improve both their practical skills and theoretical backgrounds. It is expected that these students will come from municipal, county, state and non-profit agencies in the region served by Kean College. In the fall, 1984, the first class of full-time students, primarily those without extensive government experience, who are planning a career in the public or non-profit sector, will be admitted.

Political Science

The program of study consists of 24 credits required of all students which include the foundation courses and a culminating seminar. Students must also complete 18 credits in electives, selected with faculty advisement. An internship (6 credits) is required for students without prior administrative experience in government. Students who have had administrative experience in government or non-profit agencies may apply for a waiver of the internship requirement.

SPECIALIZATION

39

Required Foundation Courses (21 s.h.)

PA 5000 Fiscal Policy Processes in Metropolitan Areas

PA 5010 Public Bureaucracy: People, Process
and Performance

PA 5020 Policy, Politics and Public Management

PA 5030 Analytical Methods for Public Management

PA 5040 Public Budgeting and Financial Management

PA 5050 Public Law and Governmental Institutions

Electives (18 s.h.) *six courses selected with advisement from the following:*

*MgS 5680 Governmental Accounting and Control Systems

PA 5110 Public Personnel Systems

*PA 5125 Collective Negotiations

PA 5144 Conflict Resolution in the Public Sector

*PA 5215 The Grants Process in the Intergovernmental
System

PA 5225 Strategic Planning in Public Organizations

PA 5230 Improving Public Organizations

PA 5235 Public Program Evaluation

PA 5245 Management Information Systems in the
Public Sector

*PA 5305 Management in Criminal Justice Systems

*PA 5315 Criminal Justice Planning

*PA 5705 Public Employee Unions

*PA 5805 Health Care in the United States

PA 5985 Independent Study in Public Administration

ID 5270 Ethics and Public Policy

STM 5950 Communicating in Organizations

INTERNSHIP

6

PA 5960 Graduate Internship in Public Administration

*(Required for all students without relevant job experience in public administration)***RESEARCH**

3

PA 5990 Research Seminar in Intergovernmental Relations

*Course in development

Public Administration Courses**PA 5000 Fiscal Policy Processes in Metropolitan Areas (3)**

Major theoretical approaches to the study of policy processes in metropolitan areas; the politics of resource and distribution policy decisions in relation to several substantive policy areas. Policy constraints in the ordered public economy of the federal system provide an emphasis for analysis.

Prerequisite: Introductory course in micro- and macroeconomics or permission of instructor.

PA 5010 Public Bureaucracy: People, Process and Performance (3)

Major theoretical approaches to the study of administrative processes in public organizations emphasis on structural and behavioral aspects, formal and informal operation consideration of environmental influences and constraints.

Political Science

PA 5020 Policy, Politics and Public Management (3)

Introduction to the study of public policy. Emphasis on the political framework of public management; the role of political institutions, levels of government and interest groups in the shaping and implementation of public decisions.

Prerequisite: Undergraduate course in American Government and Politics or equivalent or permission of instructor.

PA 5030 Analytical Methods for Public Management (3)

Introduction to statistical techniques, analytical methods, data analysis and research strategies appropriate for decision making in the public sector.

PA 5031 Quantitative Methods for Public Management (3)

The application of quantitative and statistical techniques to public policy and public management issues; includes computer applications and simulations relevant to public administration.

Prerequisite: PA 5030.

PA 5040 Public Budgeting and Financial Management (3)

Introduction to the budgetary cycle and budgetary systems used in the public sector. Emphasis on the development and implementation of operating budgets; consideration of related aspects of financial management; i.e. purchasing, risk management, treasury management.

Prerequisite: PA 5000 or permission of instructor.

PA 5050 Public Law and Governmental Institutions (3)

Constitutionalism and the rule of law with specific applications to administrative institutions; regulations and the regulatory process. Legal and ethical dimensions of administrative responsibility.

PA 5110 Public Personnel Systems (3)

The personnel process in the public sector; legal requirements and policy issues involving selection, termination, classification, training and development, collective bargaining, affirmative action and career advancement; issues in reform of civil service system at state and federal levels.

Prerequisites: PA 5010 and 5020.

PA 5144 Conflict Resolution in the Public Sector (3)

Techniques used by labor, management, government agencies and neutrals to resolve disputes in the public sector. Focus on adjudication, arbitration, administrative procedures, mediation, bargaining, conciliation, fact-finding and good offices.

Prerequisite: PA 5020 or permission of instructor.

PA 5225 Strategic Planning in Public Organizations (3)

An applied approach to developing organizational and individual strategies in public and not-for-profit organizations. Emphasis on utilizing techniques that develop and clarify organizational and individual purposes.

Prerequisites: Completion of foundation courses or permission of instructor.

PA 5230 Improving Public Organizations (3)

Utilization of concepts and techniques with which public managers make organizational improvements and changes. Use of ideas and technologies that can improve organizational outcomes and productivity. Focus on specific problem-solving projects. Prerequisites: Completion of foundation courses or permission of instructor.

PA 5235 Public Program Evaluation (3)

Qualitative and quantitative techniques and skills necessary for effective planning and evaluation of programs in the public sector. Focus on the legislative and executive agencies which perform program evaluation. Prerequisite: PA 5030, 5031 or permission of instructor.

PA 5245 Management Information Systems in the Public Sector (3)

Introduction to management information systems concepts, design and implementation in government and non-profit agencies; MIS module development, software evaluation and integration and data-based decision systems; emphasis on public sector applications. Prerequisite: PA 5031 or permission of instructor.

PA 5960 Graduate Internship in Public Administration (6)

Supervised placement in a public or non-profit agency and concomitant weekly seminar to integrate field experience and conceptual knowledge of public administration. Emphasis on acquisition of career-relevant administrative experience. Prerequisites: Completion of foundation courses or permission of instructor.

PA 5985 Independent Study in Public Administration (3)

Advanced study and research on topics of individual interest or career/professional relevance. Faculty approval of written proposal detailing rationale for independent project and faculty sponsorship required. May be repeated once for credit. Prerequisites: Completion or waiver of foundation courses or permission of instructor.

PA 5990 Research Seminar in Intergovernmental Relations (3)

Selected topics relating to analysis of the multiple relationships among federal, state and local jurisdictions. Students are expected to complete either a major paper or research project in partial fulfillment of the course and overall program requirements. Prerequisites: 30 credits of completed graduate courses in MPA program.

Political Science Courses

PS 5011 Contemporary Political Systems: The Soviet Union (3)

A comparative analysis of the government and policies of the U.S.S.R.

Kelly, Shenis

PS 5020 Contemporary Political Problems (3)

An analysis of the major American political problems and issues.

Kahn

PS 5030 Readings in Political Science (3)

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.

Israel, Ross

PS 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.

Kelly

PS 5085 The Contemporary Metropolitan Community (3)

A study of the government and politics of metropolitan areas with emphasis upon their unique problems and proposed solutions.

Rubin

PSYCHOLOGY

Faculty: Angers, Feigenbaum, Harris, Howard, Jaffe, Kaplowitz, Kind, Lorber, Moldawsky, Morelli, R. Roth, Samenfeld (Chairperson), Springer, F. Stern, 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.

Psychology

The program consists of 60 semester hours of integrated course sequences; a master's degree with a research thesis in an appropriate specialty; an externship*; successful completion of the Graduate Record Examinations Advanced Tests—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 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. Individual requirements are established in conference with the coordinator.

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.

*Externship: 600 hours required, 1,200 hours recommended as certification and accreditation requirements are under review.

SPECIALIZATION**Required Courses** (45 s.h.)

Mat 5500 Statistical Methods for Analyzing Data
 Psy 5230 Tests and Measurements
 Psy 5320 Learning Theory and Applications
 Psy 5550 Psychopathology of Childhood
 Psy 5620 Laboratory Training in Human Relations or
 Psy 5640 Analysis of Small Group Processes
 Psy 5720 Advanced Psychological Counseling
 Techniques or SPS 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 5998-5999 Professional Seminar in School
 Psychology I & II

*Psy 5980, 5981, 5982 Externship in School Psychology

SpE 5010 Psychology of the Handicapped or
 SpE 5321 Nature and Needs of the Emotionally
 Disturbed and Socially Maladjusted

EPS 5118 Theory and Practice of Curriculum
 Development in the Public Schools (K-12)

Electives (6 s.h.) *two courses selected with advisement
 from the following:*

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 5760 Family Counseling
 Psy 5850 Neuropsychological Assessment
 Psy 5860-5861 Rorschach I & II
 Other electives by permission of the program coordinator

RESEARCH

See program coordinator

GENERAL ELECTIVES

* Credits in Externship to reflect current standards

Educational Psychology, M.A.

Coordinator: W. Angers

SPECIALIZATION**Required Courses** (21 s.h.)

Psy 5230 Tests and Measurements
 Psy 5320 Learning Theory and Applications
 Psy 5620 Laboratory Training in Human Relations or
 Psy. 5640 Analysis of Small Group Processes
 Psy 5820 Individual Mental Testing: Binet—Practicum
 Psy 5830 Individual Mental Testing: Wechsler—Practicum
 EPS 5118 Theory and Practice of Curriculum
 Development in the Public Schools (K-12)
 SpE 5010 Psychology of the Handicapped or
 SpE 5321 Nature and Needs of Emotionally
 Disturbed and Socially Maladjusted

Psychology

Electives (6 s.h.) *two courses selected with advisement
 from the following:*

Psy 5110 Developmental Study of Children
 Psy 5150 Advanced Psychology of Early Childhood
 Psy 5310 Advanced Educational Psychology
 Psy 5430 Family Counseling
 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 (6 s.h.) *two courses selected with advisement
 from the education areas*

RESEARCH

Mat 5500 Statistical Methods for Analyzing Data
 Psy 5910 Research Methods: Seminar
 Psy 5920 Thesis Seminar and completion of master's thesis

Behavioral Sciences, M.A.
Option—Human Behavior and Organizational Psychology

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. It 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 services.

33 s.h.

SPECIALIZATION

27

Required Courses (12 s.h.)

- ID 5015 Research Methods in the Behavioral Sciences *or*
Mat 5500 Statistical Methods for Analyzing Data
- ID 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 (15 s.h.) *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

ID 5060 Aging in Contemporary Society

ORGANIZATIONAL BEHAVIOR

- Psy 5430 Psychological Dimensions of Human Resource Development
- Psy 5660 Industrial/Organizational Psychology
- Psy 5670 Organizational Behavior
- Psy 5680 Organizational Psychology: Individual and Organization Development
- EPS 5300 Introduction to Organizational Theory

RESEARCH

6

- ID 5098-5099 Advanced Seminar: Field Research in the Behavioral Sciences I & II *or* ID 5800 Thesis Option

Option—Psychological Services

Coordinator: M. 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.

Psychology

SPECIALIZATION

27

Required Courses (18 s.h.)

- ID 5020 Readings in the Behavioral Sciences
- Mat 5500 Statistical Methods for Analyzing Data *or*
Mat 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 (9 s.h.) *three courses selected from the following:*

- Psy 5110 Developmental Study of Children
- Psy 5120 Social Psychology of Adolescence
- Psy 5350 Cognitive Therapy
- 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
- Psy 5760 Family Counseling
- Mat 5901 Computer Digital Computation Algorithms I
- Mat 5902 Computer Digital Computation Algorithms II

RESEARCH

6

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

Courses

Additional courses may be found on p. 82 under Behavioral Sciences.

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.

DEVELOPMENTAL

Psy 5110 The Developmental Study of Children (3) Howard
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) Howard, 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 AND MEASUREMENTS

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 Mat 5500 or permission of instructor.

SPECIALIZED AREAS: THEORETICAL AND 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) Jaffe, Morelli, 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 5430 Psychological Dimensions of Human Resource Development (3) Lorber
Issues and problems of human resource development from the perspective of academic, applied, and professional psychology. Focus on psychological concerns, approaches and relationships in human resource development, process and utilization. Case study method; design of training and development programs; and analysis of personnel issues, problems, settings and structure.
Prerequisite: Psy 5660 or permission of coordinator.

PERSONALITY DYNAMICS

Psy 5510 Theories of Personality (3) R. Roth, Samenfeld
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
Advanced exploration of the major theoretical and applied approaches to the diagnosis, treatment, and prevention of psychopathology. Implications of current relevant research.
Prerequisites: Psy 3540 or Psy 5520 or permission of instructor.

Psy 5540 Problems of Individual Behavior (3) Angers
Individual behavior assessed as a dynamic system of interrelated functions with practical applications made through the presentation of case histories. Emphasis on the approaches of Freud and Adler.
Prerequisite: Psy 5510 or permission of instructor.

Psy 5550 Psychopathology of Childhood (3) Howard, Moldawsky
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.

SOCIAL PSYCHOLOGY AND GROUP PROCESSES

Psy 5600 Contemporary Issues in Social Psychology (3) Kaplowitz, Lorber
Exploration of critical issues, research, and theories in social psychology with consideration of significant applications.
Prerequisites: Six hours in psychology and/or sociology, undergraduate or graduate, or permission of coordinator.

Psy 5610 Advanced Social Psychology (3) Kaplowitz, 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.

Psychology

Psy 5861 Rorschach II (3)

Advanced clinical course. Further supervised experience in use of the Rorschach for personality assessment provided under supervision. Rorschach interpretation and differential diagnosis within the framework of the total case study. Special problems in the interpretation of children's Rorschach.

Prerequisites: Psy 5860 and matriculation in school psychology program.

Psy 5870 Psychological Clinical Case Studies: Practicum (3) 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.

Prerequisite: Psy 5870 or N.J. Certification as School Psychologist.

RESEARCH/SEMINARS

Psy 5910 Research Methods: Seminar (3) M. Harris, 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

SCHOOL PSYCHOLOGY

Psy 5980, 5981, 5982 Externship in School Psychology (1,2, or 3) Angers, Samenfeld

Supervised field work in School Psychology in a public school setting. Completion of 600 hours required. Completion of Comprehensive Examination in School Psychology. May be taken for 1, 2 or 3 credits. Grading on a credit granted/no credit basis. May be repeated for additional credit.

Prerequisites: Psy 5870 and permission of coordinator. Corequisite: Psy 5998.

Psy 5998 Professional Seminar in School Psychology I (3) Howard

Advanced school psychology students consider possible roles, functions and models of practice, professional issues, clinical and other problems encountered in the field, and the referral, evaluation, classification, and placement process in the context of relevant federal and state mandates and guidelines, professional ethics and standards, and resources available. Knowledge attained is applied to a case study and IEP; a major professional project is undertaken. Graded on a credit granted/no credit basis.

Prerequisites: Matriculation in school psychology program, Psy 5810, 5870, and permission of school psychology coordinator. Corequisite: Psy 5980.

Psy 5999 Professional Seminar in School Psychology II (3) Howard

Continuation of consideration of clinical problems and professional roles, issues, and ethics with increased emphasis on application and consultation. A case study and IEP demonstrating professional growth is submitted and a major professional project is completed. Graded on credit granted/no credit basis. Students complete the Comprehensive Examination in School Psychology and take the Graduate Record Examination Advanced Test in Psychology.

Prerequisites: Matriculation in school psychology program, Psy 5998 and 5980 or concurrent enrollment in 5980, and permission of school psychology coordinator.

SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

Faculty: Graves (Chairperson), Kamerman, Mayo, Naughton, Wase

Sociology Courses

Soc 5110 A Sociology of the Performing Arts (3) Kamerman

A sociological analysis of the performing arts: socioeconomic determinants of performing styles; the arts as occupations; performance as interaction; the influence of audiences and critics.

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, accommodations and assimilation in majority-minority relations.

*Sociology,
Anthropology &
Social Work*

SPECIAL EDUCATION AND INDIVIDUALIZED SERVICES

Faculty: Bachkai, Barnhart, Bilowit, Dubin, Fisher, Frankel, Gaza, Gasorek, Heller, Jonas (Chairperson), Prince, J. Roth, Segal, Shulman, Terr

The department offers the Master of Arts degree in Special Education with six options: Career/Industrial Education for the Handicapped, Emotionally Disturbed and Socially Maladjusted, Learning Disabilities, Mental Retardation, Physical Activities for the Handicapped and Pre-School Handicapped; Master of Arts degree in Audiology and Communication Sciences; Master of Arts degree in Speech Pathology; two Masters of Arts degrees in Student Personnel Services; Guidance and Counseling and School Social Work. The department also offers two Post-Masters Certification Programs: Learning Disabilities Teacher Consultant; and Director of Student Personnel Services.

Special Education, M.A. 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 of the program coordinator.

33 s.h.

SPECIALIZATION

24

Required Courses (15 s.h.)

- SpE 5005 Disability: Somato, Psycho, Social and Educational Implications
- SpE 5020 Educational Strategies for Exceptional Children
- SpE 5050 Psychological Testing
- SpE 5310 Emotionally Disturbed Children in the Classroom
- SpE 5321 Nature and Needs of the Emotionally Disturbed and Socially Maladjusted

Electives (9 s.h.) *three courses in special education selected with advisement of coordinator*

RESEARCH

9

- EPS 5200 Educational Research
- SpE 5198-5199 Advanced Seminar in Special Education or ID 5800 Thesis Option

Option—Career/Industrial Education for the Handicapped

Coordinators: D. Barnhart, M. Van Nest

This is a program of advanced study for special education and industrial education majors who wish to work with persons of various disabilities in the area of career/industrial education. Attention is focused on public and private schools, county vocational/technical schools and sheltered employment programs.

33 s.h.

SPECIALIZATION

24

Required Courses (18/21 s.h.)

- SpE 5005 Disability: Somato, Psycho, Social and Educational Implications
- SpE 5020 Educational Strategies for Exceptional Children
- SpE 5050 Psychological Testing
- SpE 5832 Internship and Seminar in Career/Industrial Education *and* IS 5105 Seminar in Career/Industrial Education (taken concurrently)
- IS 5101 Industrial Education for the Handicapped
- IS 5102 Production Analysis for the Handicapped *For Industrial Education Sequence only:*
- *IS 5002 Laboratory Planning and Equipment Selection for the Handicapped

Elective (3 s.h.) *to be selected with advisement*

RESEARCH

9

- EPS 5200 Educational Research
- SpE 5198-5199 Advanced Seminar in Special Education or ID 5800 Thesis Option

*Course in development

Special Education & Individualized Services

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 of the program coordinator.

33 s.h.

SPECIALIZATION

24

Required Courses (9 s.h.)

SpE 5005 Disability: Somato, Psycho, Social and Educational Implications

SpE 5020 Educational Strategies for Exceptional Children
SpE 5050 Psychological Testing

Electives (15 s.h.) *five courses in special education selected with advisement of coordinator*

RESEARCH

9

EPS 5200 Educational Research

SpE 5198-5199 Advanced Seminar in Special Education or ID 5800 Thesis Option

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 of the program coordinator.

33 s.h.

SPECIALIZATION

24

Required Courses (15 s.h.)

SpE 5005 Disability: Somato, Psycho, Social and Educational Implications

SpE 5020 Educational Strategies for Exceptional Children
SpE 5050 Psychological Testing

SpE 5610 Clinical Kinesiology

SpE 5620 Physical Activities for Atypical Individuals

Electives (9 s.h.) *three courses in special education selected with advisement of coordinator*

RESEARCH

9

EPS 5200 Educational Research

SpE 5198-5199 Advanced Seminar in Special Education or ID 5800 Thesis Option

Option—Pre-School Handicapped

Coordinator: D. Bilowit

This is a program of advanced study for special education and early childhood majors who wish to work with young children with handicaps.

33 s.h.

SPECIALIZATION

24

SpE 5005 Disability: Somato, Psycho, Social and Educational Implications

SpE 5020 Educational Strategies for Exceptional Children
SpE 5050 Psychological Testing

*SpE 5____ Child Care Programs for the Handicapped or EC 5210 Infant Toddler Child Care Programs: Education Component

EC 5100 Language and Thought in the Young Child, Infancy through 5 years

EC 5245 Creative Activities in Early Childhood Education

EC 5320 Parenting Education for Supervising Personnel in Early Childhood Settings

EC 5581 Advanced Curriculum in Early Childhood

RESEARCH

9

EPS 5200 Educational Research

SpE 5198-5199 Advanced Seminar in Special Education or ID 5800 Thesis Option

*Course in development

*Special Education
& Individualized
Services*

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 below. Students seeking endorsement as Teacher of the Handicapped may be required to complete additional courses with advisement of the coordinator.

33 s.h.

SPECIALIZATION

24

Required Courses (12 s.h.)

SpE 5000 Physiological Bases of Learning

SpE 5005 Disability: Somato, Psycho, Social and Educational Implications

SpE 5020 Educational Strategies for Exceptional Children

SpE 5050 Psychological Testing

Electives (12 s.h.) *four courses in special education selected with advisement of coordinator*

RESEARCH

9

EPS 5200 Educational Research

SpE 5198-5199 Advanced Seminar in Special Education or ID 5800 Thesis Option

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: SpE 2051 Introduction to the Education of the Handicapped or equivalent.

24 s.h.

SPECIALIZATION

24

CS 5600 Remediation in Basic Skills

Psy 5320 Learning Theory and Applications

SpE 5000 Physiological Bases of Learning

SpE 5010 Psychology of the Handicapped or

SpE 5005 Disabilities: Somato, Psycho, Social and Educational Implications

SpE 5050 Psychological Testing

SpE 5415 Diagnosis of Learning Disabilities

SpE 5416 Correction of Learning Disabilities

SpE 5490 Internship for Learning Disabilities Specialist

Audiology and Communications Science, 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:

SpE 2051 Introduction to Education of the Handicapped

SpE 3259 Introduction to Audiology (Audiometric Testing and Hearing Aids)

33 s.h.

*Special Education
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Services*

SPECIALIZATION

15

Required Course (3 s.h.)

SpE 5276 Practicum in Audiology and Communication Science I

Electives (12 s.h.) *four courses selected from the following:*

SpE 5205 Psycho-Linguistics

SpE 5215 Auditory Training

SpE 5222 Acoustic Phonetics

SpE 5225 Pediatric Audiology

SpE 5234 Instrumentation in Audiology and Communication Science

SpE 5271 Advanced Clinical Audiology I

SpE 5272 Advanced Clinical Audiology II

SpE 5274 School, Community and Industrial Audiology

SpE 5275 Psycho-Biological Bases of Audiology

SpE 5277 Practicum in Audiology and Communication Science II

RESEARCH

6

SpE 5298-5299 Advanced Seminar: Research in Audiology and Communication Science I & II or I.D. 5800 Thesis Option

GENERAL ELECTIVES

12

Four courses selected with advisement

Speech Pathology, M.A.

Coordinator: J. Heller

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 SpE 2051 Education of the Handicapped or SpE 2052 Psychology of the Handicapped and SpE 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

Five courses selected from the following:

SpE 5050 Psychological Testing

SpE 5215 Auditory Training

SpE 5227-5228 Advanced Clinical Practice in Speech Pathology I & II (required of those who have not had SpE 4261 Practicum in Speech and Hearing Disorders II)

SpE 5230 Cleft Palate

SpE 5231 Aphasia and other Neurological Disorders of Speech and Language

SpE 5232 Neuro-Physiology of Ear and Speech Mechanism

SpE 5240-5241 Seminar and Practicum in Stuttering I & II

SpE 5243 Education of the Neurologically Impaired Child

SpE 5250 Education and Counseling for Parents of Handicapped Children

SpE 5260 Speech Disorders Related to Dento-Facial Abnormalities

Courses in Audiology

RESEARCH

6

SpE 5298-5299 Advanced Seminar: Research in Speech Pathology I & II

GENERAL ELECTIVE

12

Four courses selected with advisement

Student Personnel Services, M.A.

Guidance and Counseling/School Social Work

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, (with advisement from coordinator).

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 and counseling students participate in a selections session. If the selections committee approves, they may then be fully matriculated.

*Special Education
& Individualized
Services*

Option: Guidance and Counseling

33 s.h.

27

SPECIALIZATION

Required Courses (21 s.h.)

EPS 5000 Foundations of Graduate Study in Education
or approved substitute

SpE 5050 Psychological Testing

SPS 5920 Vocational Guidance or SPS 5975 Career

Development: Educational and Occupational Information

SPS 5950 Principles and Procedures of Counseling

SPS 5962 Group Process in Guidance

SPS 5971 Community Organization

SPS 5980 Practicum in Counseling-Guidance

Electives (6 s.h.) *two courses selected from the following
or approved substitutes:*

SPS 5910 Introduction to Student Personnel Services

SPS 5915 Improving the Self-Concept of Disadvantaged
Urban Youth

SPS 5920 Vocational Guidance

SPS 5925 Advanced Vocational Guidance

SPS 5930 Organization and Administration of Student
Personnel Services

SPS 5940 Guidance in the Elementary School

SPS 5951 Advanced Counseling and Interviewing
Techniques

SPS 5954 Expressive Media in Counseling

SPS 5961 Principles and Methods of Group Guidance

SPS 5975 Career Development: Educational and
Occupational Information

SPS 5980 Practicum in Counseling-Guidance
(for 3 additional credits)

SPS 5981 Practicum in Educational Measurement

SPS 5985-5986 Internship in Counseling I & II

One appropriate psychology course

RESEARCH

6

SPS 5998-5999 Advanced Seminar: Research in Student
Personnel Services I & II or ID 5800 Thesis Option

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

27

Required Courses (21 s.h.)

EPS 5000 Foundations of Graduate Study in Education or
approved substitute

SpE 5050 Psychological Testing

SPS 5964 Basic Social Work Concepts and Processes

SPS 5962 Group Process in Guidance or

SPS 5965 Social Group Work

SPS 5971 Community Organization and Services

SPS 5980 Practicum in Counseling-Social Work

SPS 5990 Medical Information for Social Workers

Electives (6 s.h.) *two courses selected from the following
or approved substitutes:*

SPS 5950 Principles and Procedures of Counseling

SPS 5962 Group Process in Guidance

SPS 5965 Social Group Work

SPS 5966 Seminar in School Social Work Practice

EPS 5130 Legal and Policy Aspects of School Administration

SpE 5020 Educational Strategies for Exceptional Children

Psy 5760 Family Counseling

RESEARCH

6

SPS 5998-5999 Advanced Seminar: Research in Student
Personnel Services I & II or ID 5800 Thesis Option

*Special Education
& Individualized
Services*

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

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

12

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

EPS 5110 Organization and Administration of Public Schools

EPS 5115 Supervision of Elementary School Programs

EPS 5116 Supervision of Secondary School Programs

EPS 5117 Supervision of Instruction: Theory and Practice

EPS 5118 Theory and Practice of Curriculum Development in Public Schools

EPS 5130 Legal and Policy Aspects of School Administration

EPS 5300 Introduction to Organizational Theory

EAS 5830 Instructional Theory and Curriculum Application

Psy 5320 Learning Theory and Application or approved substitute

Recommended Course:

SPS 5920 Organization and Administration of Student Personnel Services

Special Education Courses

GENERAL

SpE 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.

SpE 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.

SpE 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.

SpE 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.

SpE 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.

SpE 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: SpE 2051 Introduction to Education of the Handicapped or SpE 5005.

SpE 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.

SpE 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.

SpE 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.

SpE 5026 Individualized Habilitation Program I (1)

Part I of a two-part course designed to provide an overview and general background for the development of the Individualized Habilitative Plan (IHP) for individuals working in institutional settings. Course is open to undergraduate students with permission of instructor.

SpE 5027 Individualized Habilitation Program II (3)

Second part of a two-part course designed to study the structure of the Individualized Habilitative Plan in depth and to engage in the clinical development of the IHP. Clinical on-the-job practice emphasized.

Prerequisite or corequisite: SpE 5026 which may be taken concurrently.

Special Education & Individualized Services

SpE 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.

SpE 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.

SpE 5050 Psychological Testing (3)

Gasorek, Gaza

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.

SpE 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: EdP 3801 Educational Psychology, or SpE 2052 Intro. to Psychology of the Handicapped or SpE 5010 (which may be taken concurrently) or alternative course with written approval of instructor.

MENTAL RETARDATION

SpE 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.

SpE 5120 Arts, Crafts and Developmental Activities for the Retarded (3)

The role of arts and crafts in a program for the retarded is analyzed. Emphasis placed on the development of sequential activities commensurate with the abilities of the children and upon those activities conducive to the implementation of an integrated core program. As a part of this course students will be required to observe and participate in programs for the education of the mentally retarded.

Prerequisites: SpE 2051 Introduction to Education of the Handicapped; SpE 5010.

SpE 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.

SpE 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.

SpE 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.

SEMINAR/RESEARCH

SpE 5198-5199 Advanced Seminar: Research in Special Education I & II (3,3)

Bilowit, J. Roth

(see page 21)

SPEECH PATHOLOGY AND AUDIOLOGY

SpE 5205 Psycho-Linguistics (3)

Terr

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

SpE 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.

SpE 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.

SpE 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.

SpE 5227-5228 Advanced Clinical Practice in Speech Pathology I & 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: SpE 3256 Disorders of Articulation and Voice or 3257 Organic Disorders of Speech and Language and permission of instructor prior to registration

SpE 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: SpE 4260 Practicum in Speech and Hearing Disorders

SpE 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: SpE 4260 Practicum in Speech and Hearing Disorders or SpE 5227-5228

SpE 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: SpE 4260 Practicum in Speech and Hearing Disorders

SpE 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.

SpE 5235 Language Disorders in Children (3)

A review of the processes involved in normal language development. Focus on the nature of language disorders and language-disordered children. Assessment techniques, both formal and informal, and remediation strategies discussed.

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SpE 5240-5241 Seminar and Practicum in Stuttering I & 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: SpE 4260 Practicum in Speech and Hearing Disorders or SpE 5227-5228 and permission of instructor prior to registration.

SpE 5243 Education of the Neurologically Impaired Child (3) Bilowit
Consideration given to the characteristics of the neurologically impaired child and to curricular programs and educational methods and materials appropriate to his educational development.

SpE 5250 Education and Counseling for Parents of Handicapped Children (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.

SpE 5260 Speech Disorders Related to Dento-Facial Abnormalities (3)
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: SpE 2260 Anatomy and Physiology of the Ear and Speech Mechanism

SpE 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.

SpE 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.

SpE 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.

SpE 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.

SpE 5276-5277 Practicum in Audiology and Communication Science (3,3)
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.

SpE 5298-5299 Advanced Seminar: Research in Speech Pathology I and II or Audiology I & II (3,3)
(See page 21)

EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED

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

SpE 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.

SpE 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.

LEARNING DISABILITIES

SpE 5410 Learning Disabilities (3) Segal
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: SpE 2051, Introduction to Education of Handicapped or SpE 5005.

SpE 5415 Diagnosis of Learning Disabilities (3) Gaza
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: SpE 2051, Introduction to Education of the Handicapped, SpE 5000 and 5050; Psy 5230

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

SpE 5417 Interdisciplinary Clinical Assessment of Exceptional Pre-School Children (3) Gasorek
Open to advanced graduate clinical special services professionals and clinical trainees involved in the assessment of children, this course is designed to provide an interdisciplinary overview of developmental disabilities and models and techniques of assessing pre-school children.
Prerequisite: Advanced graduate professional status or matriculation in a clinical program with permission of instructor.

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

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VISUAL IMPAIRMENTS

SpE 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.

PHYSICAL ACTIVITIES FOR THE HANDICAPPED

SpE 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.

SpE 5610 Clinical Kinesiology (3)

Bilowit

A clinically oriented course dealing with the analysis of movement of individuals with neuromuscular, orthopedic and other pathological conditions interfering with motor behavior, and thus necessitating changes from normal patterns in carrying out activities. Prerequisite: PEd 3577 Kinesiology.

SpE 5620 Physical Activities for Atypical Individuals (3)

Bilowit

A survey of physical and mental disabilities, their etiologies, treatment and prognosis. The physical activities most appropriate for therapy, physical education, recreation and classroom activities.

Prerequisite: Bachelor's degree in Special Education or Physical Education or permission of instructor.

SpE 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: SpE 5005, 5020.

SpE 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: SpE 5050 and 5700.

SpE 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: SpE 5700; Corequisite: SpE 5701.

SpE 5800 Survey of Biofeedback in Medical and Educational Settings (3)

Survey of the applications of biofeedback techniques in helping persons who have health and educational problems. Personal experience with biofeedback instruments such as EEG, EMG, SPR/GSR, Temperature and PWV/HR included. Techniques for assessing psycho-physiological status and overt behavior explored.

Prerequisites: A course in psychological testing and permission of instructor.

SpE 5811 Use and Adaptation of Laboratory Work Samples for the Handicapped (1)

Overview of Singer, Jewish Employment and Vocational Systems, Tower, Valpar and other systems. Successful adaptations of these systems for the handicapped.

SpE 5812 Work Experience Evaluation for the Handicapped (1)

The use of work experience as a vocational assessment tool. Includes job sampling, situational assessment and work tryouts.

SpE 5815 Vocational Assessment of the Handicapped (1)

Overview of the vocational assessment program. Components required for vocational assessment. Interdisciplinary approach emphasized.

SpE 5832 Internship in Career/Industrial Education for the Handicapped (1.5)

Supervised on-site placement of 40 hours in a career/industrial setting for the handicapped. Students complete a project in a selected area of interest. Bi-weekly seminar to discuss project development and presentation.

Prerequisite: Matriculation in the M.A. Special Education option Career/Industrial Education for the Handicapped. Must be taken concurrently with IS 5105.

Student Personnel Services Courses

SPS 5910 Introduction to Student Personnel Services (3)

History and development of student personnel services, philosophy of guidance and social work and methods used. Relationships of the workers with students, parents, other school personnel and the community as they work together toward the goals of education.

SPS 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.

SPS 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.

SPS 5920 Vocational Guidance (3)

Bachkai

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

SPS 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: SPS 5920 or SPS 5975.

SPS 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.

SPS 5940 Guidance in the Elementary School (3)

Healy

The study of guidance services provided by an elementary school both with an organized guidance department and with no organized assistance. The natures 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: SPS 5950 and permission of instructor.

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SPS 5942 College and Post Secondary Student Personnel 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: SPS 5950 or permission of instructor.

SPS 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 SPS specialization courses or permission of instructor.

SPS 5950 Principles and Procedures of Counseling (3)

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: SPS 5962 and SpE 5050.

SPS 5951 Advanced Counseling and Interviewing Techniques (3)

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

Prerequisites: SPS 5950 and permission of instructor.

SPS 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.

SPS 5961 Principles and Methods of Group Guidance (3)

Dubin

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

SPS 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 SPS 5961.

SPS 5964 Basic Social Work Concepts and Processes (3)

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.

SPS 5965 Social Group Work (3)

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

Prerequisite: SPS 5964.

SPS 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: SPS 5964 and acceptance in school social work program.

SPS 5971 Community Organization and Services (3)

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.

SPS 5975 Career Development: Educational and Occupational Information (3)

Bachkai

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.

SPS 5980 Practicum in Counseling—Guidance or Social Work (3)

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

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

SPS 5981 Practicum in Educational Measurement (3)

Healy

Special Education & Individualized Services

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

Prerequisite: SpE 5050 or permission of instructor.

SPS 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. SPS 5985 is a prerequisite or corequisite for SPS 5986.

Prerequisites: SPS 5950 and approval of coordinator.

SPS 5990 Medical Information for Social Workers (3)

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.

SPS 5998-5999 Advanced Seminar: Research in Student Personnel Services I & II (3,3)

Dubin

(See page 21)



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RICHARD J. NICHOLS, *Acting Dean*
SELMA B. DUBNICK, *Academic Advisor*
MARK LENDER, *Director of Grants*

*COLLEGE CALENDAR 1983-1985

1983

Fall Semester

Sept. 6	Tuesday	Classes begin
Nov. 24	Thursday	Thanksgiving recess
	through	
Nov. 27	Sunday	
Dec. 22	Thursday	Classes end

1984

Mid-Year Study Program

Jan. 3	Tuesday	Classes begin
Jan. 20	Friday	Classes end

Spring Semester

Jan. 23	Monday	Classes begin
Apr. 16	Monday	Spring recess
	through	
Apr. 22	Sunday	
May 24	Thursday	Classes end

Commencement

June 7	Thursday	
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Summer Session

June 25	Monday	Classes begin
July 4	Wednesday	Independence Day recess
Aug. 2	Thursday	Classes end

1984

Fall Semester

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

1985

Mid-Year Study Program

Jan. 7	Monday	Classes begin
Jan. 25	Friday	Classes end

Spring Semester

Jan. 28	Monday	Classes begin
Apr. 1	Monday	Spring recess
	through	
Apr. 7	Sunday	
May 28	Tuesday	Classes end

Commencement

June 6	Thursday	
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Summer Session

June 24	Monday	Classes begin
July 4	Thursday	Independence Day recess
Aug. 1	Thursday	Classes end

*Subject to change

DIRECTIONS TO THE CAMPUS

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 on 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 ELIZABETH RAILROAD STATION is 2 miles from the Campus by bus or taxi.

By BUS:

TRANSPORT OF NEW JERSEY #8 between Elizabeth and Summit passes the Campus on Morris Avenue or Green Lane.

TRANSPORT OF NEW JERSEY #143 between Plainfield and Times Square, New York stops at Salem Road and Morris Avenue.

HILLSIDE, IRVINGTON, ELIZABETH BUS CO. #6 passes campus on Morris Avenue. Information and timetables are available from Union County Transportation Engineering Division, (201) 527-4222, Monday through Friday, 9:00 AM to 4:00 PM.

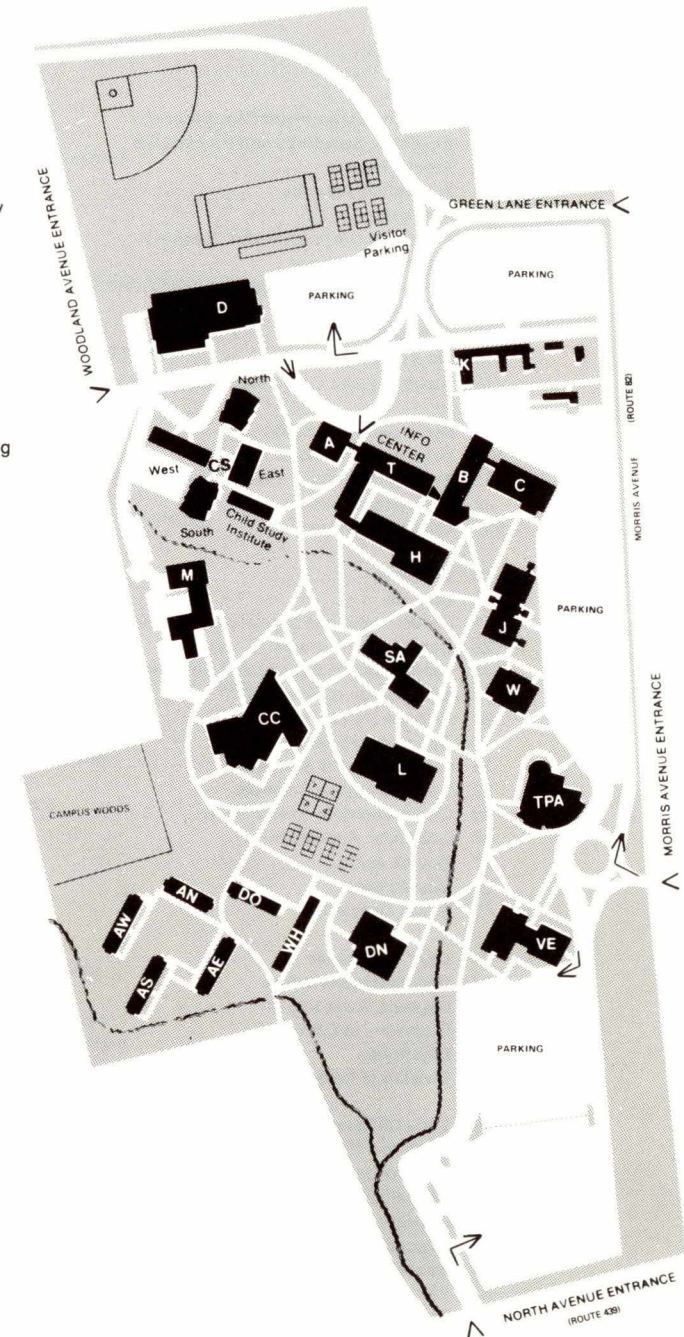
Direct Bus Service is available from: Chatham, Elizabeth, Hillside, Irvington, Millburn, Springfield, Summit and Union Township. Also from Roselle Park, Roselle, Cranford, Garwood, Westfield, Fanwood, Plainfield and New York City.

MAP OF THE CAMPUS

- 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 Dougall Hall
- PA Wilkins Theatre
- TH Townley House
- SA Student Activities Building
- VE Vaughn-Eames Hall

Residence Halls

- AE Burch
- AN Bartlett
- AS Rogers
- AW Sozio
- WH Whiteman Hall



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