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Graduate Catalog
1989-1991



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**Graduate
Catalog
1989-1991**

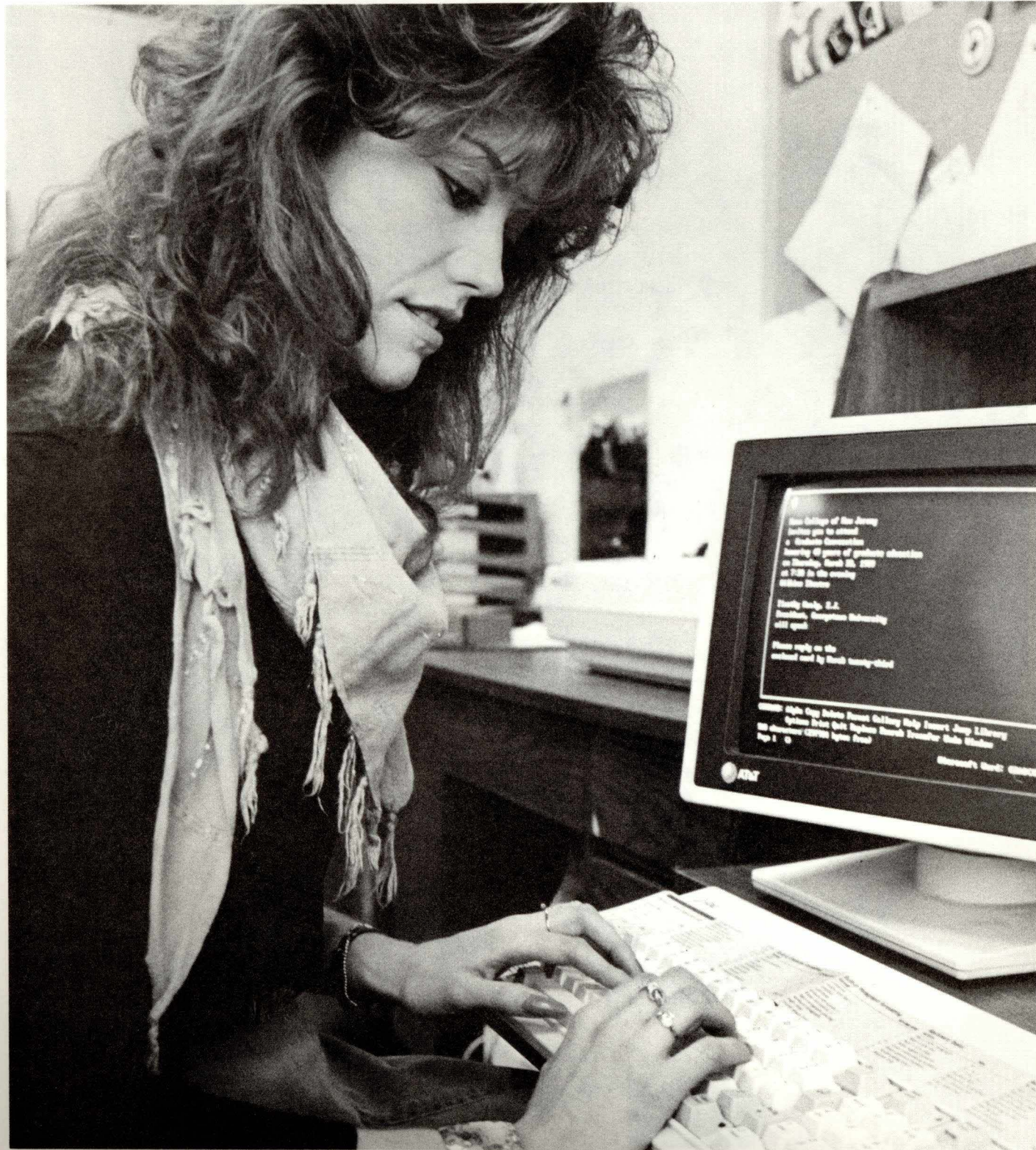


KEAN COLLEGE
OF NEW JERSEY
Union, New Jersey 07083



TABLE OF CONTENTS

GRADUATE STUDIES AT KEAN	
<i>General Information</i>	5
<i>Programs of Study</i>	8
<i>Faculty</i>	11
<i>Tuition and Financial Aid</i>	12
<i>Location</i>	14
SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY	17
SCHOOL OF EDUCATION	25
SCHOOL OF LIBERAL ARTS	55
SCHOOL OF NATURAL SCIENCES, NURSING AND MATHEMATICS	71
ADMISSIONS	77
ACADEMIC SERVICES	77
STUDENT SERVICES	78
POLICIES AND PROCEDURES	79
<i>College Policies and Procedures</i>	
<i>Master's Degree Requirements</i>	
<i>Certification Program Requirements</i>	
DIRECTORIES	82
<i>State Board of Higher Education</i>	
<i>Kean College Board of Trustees</i>	
<i>Faculty and Administrative Personnel</i>	
ACADEMIC CALENDAR	95
INDEX	95



Graduate Studies at Kean



General Information

Founded in 1855, Kean College of New Jersey is a major regional institution of higher education serving about 13,000 full-time and part-time students. Of this number approximately 2,000 are graduate students, the majority of whom attend on a part-time basis. Kean College is one of nine colleges in the New Jersey state college system. It offers a quality education at a reasonable cost. There are forty-eight undergraduate and graduate degree programs in areas such as the arts, humanities, sciences, applied disciplines and teacher education.

The Graduate Program

6 The graduate program at Kean College of New Jersey has been in existence since 1948 when it began as a program of advanced courses for the elementary teacher. Presently the College offers more than 40 programs and options on the graduate level leading to a master's degree, professional diploma and/or state certification.

Graduate courses are conducted year-round in the late afternoon, evenings and Saturdays on the Union campus. Each three credit course is offered once a week usually from 5-7:30 p.m. or from 7:40-10:10 p.m. so that it is possible to schedule two courses in an evening.

Accreditation

Kean College of New Jersey is accredited by the Middle States Association of Colleges and Schools. The College is also licensed by the New Jersey State Department of Higher Education.

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 Master of Public Administration is accredited by the National Association of Schools of Public Affairs and Administration N.A.S.P.A.A. Certain other graduate programs are individually recognized or accredited by national professional organizations. Where appropriate, such information is included with the program description.

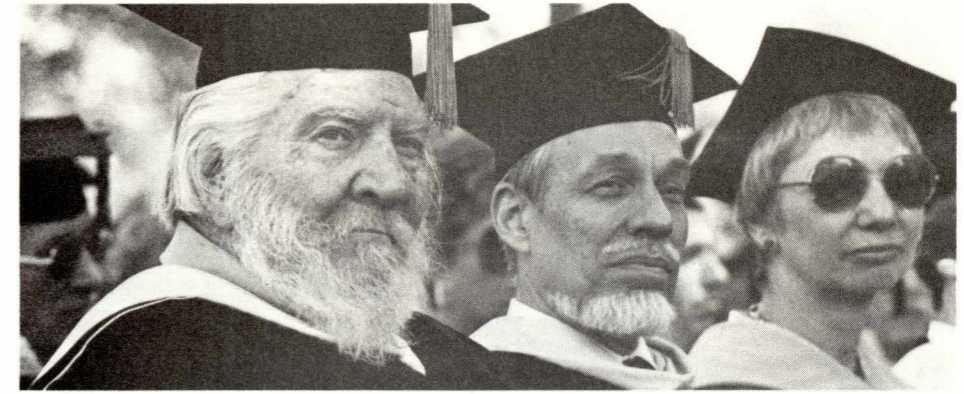
Affirmative Action

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 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) 527-2244.

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.

Programs

At Kean College you will find a variety of quality programs to meet the needs of business, government and education. You can change your career interests or improve the skills in your present occupation.



Faculty

Kean's faculty are outstanding teachers, accomplished researchers and practitioners. You will find they are accessible and helpful during your graduate classroom experience, research or practicum. Full-time faculty are supplemented by outside experts in your field. This adds to the depth of experience you take with you when you graduate.

Cost

As a New Jersey public college, Kean's graduate tuition is among the lowest in the state. The Graduate Assistantship Program provides an opportunity for full-time graduate students to receive a tuition waiver for their credits plus a weekly stipend. Both full and part-time students are offered financial aid in the form of scholarships and loans. The majority of the graduate students at Kean College attend on a part-time schedule during the academic year. Many students also choose to take advantage of the pre-session and summer sessions.

Location

Kean College is convenient to you. Located in the hub of many major highways, the college is just minutes away from the Garden State Parkway, New Jersey Turnpike and Routes 78, 22, 1 and 9. Yet Kean has all the advantages of a suburban campus. The Campus is in Union and Hillside townships, and is made up of 148 acres of park-like grounds. Graduate classes are held in the evenings at 5 p.m. and 7:40 p.m., making it convenient for the adult student who is working or has other responsibilities during the day.

May We Help You?

Come visit us, speak with advisors in the Office of Graduate Studies about your career goals and how Kean College can assist you with your plans to further your education. Please call them at 527-2018 for an appointment and information concerning graduate education at Kean College.



Programs of Study

School of Business, Government and Technology

Management Science Department

M.S. in Management Systems Analysis. See page 19

Students combine their knowledge of applied computer software and functional business management to analyze problems and determine solutions.

Political Science Department

M.P.A. in Public Administration. See page 20

The M.P.A. prepares you for administrative positions in municipal, county and state government as well as nonprofit agencies including health care facilities and schools.

School of Education

Communication Sciences Department

M.A. in Reading Specialization. See page 26

Reading Specialization[°] will provide you with the skills and techniques to work with students who have reading problems; the basic skills option assists the classroom teacher responsible for increasing basic skills.

Early Childhood and Family Studies Department

M.A. in Early Childhood Education. See page 29

With an emphasis on the early years of development, you will have the opportunity to select from options which include curriculum and teaching, leadership and family life education.

Instruction, Curriculum and Administration Department

M.A. in Educational Administration. See page 32

If you are interested in administrative positions in public or private schools you would select the program which best reflects your career goals. Options include programs for supervisors[°], principals[°] and school business managers[°].

M.A. in Instruction and Curriculum. See page 34

This program includes a variety of options for those who wish to strengthen or broaden their skills in the classroom setting. It includes: mastery in teaching; mathematics, science and computer education; bilingual/bicultural education[°]; English as a second language[°]; and earth science[°]. The Classroom Instruction[°] option will prepare you for initial teacher certification in elementary or secondary programs.

Special Education and Individualized Services Department

M.A. in Audiology and Communication Sciences. See page 44

A degree in audiology will prepare you for professional positions in hospital audiology clinics, schools, industrial settings and research programs.

M.A. in Counselor Education. See page 44

The counselor education program prepares professional counselors. Teachers may obtain certification as school guidance counselors[°]. A business and industry counseling option is also available.

M.A. in Special Education. See page 46

This program prepares you to work in a variety of specialized areas of special education including the options of mental retardation, emotionally disturbed and socially maladjusted, physical activities for the handicapped, learning disabilities, pre-school handicapped, career/industrial education, and bilingual/ESL.

M.A. in Speech Pathology. See page 48

This program is designed to prepare you as a speech-language pathologist in hospital, institutional and school[°] settings.

School of Liberal Arts

Fine Arts Department

M.A. in Fine Arts Education. See page 57

This program offers advanced work in studio and/or research related to education or personal enrichment. Options include studio, initial certification[°], and art supervision[°].

[°]Leads to New Jersey State Certification

Interdisciplinary Program

M.A. in Liberal Studies. See page 61

10 Through the M.A.L.S. program you will find personal enrichment and growth. Concentrations include: I. fine arts and literature, music; II. history, philosophy and religion; III. economics, political science, psychology and sociology.

Psychology Department

M.A. in Behavioral Sciences. See page 64

This program is designed to give the knowledge in psychology needed to work with individuals or groups. You may select from options which include: human behavior and organizational psychology; preprofessional psychology and business and industry counseling.

M.A. in Educational Psychology. See page 66

This program will give you the theoretical background in psychology which will prepare you for advanced graduate study or professional development.

Professional Diploma School Psychology°. See page 66

A post-master's program in school psychology will prepare you to be certified as a school psychologist.

School of Natural Sciences, Nursing and Mathematics

Mathematics and Computer Science Department

M.A. in Mathematics Education. See page 73

This major is designed for teachers and those in business and industry who wish to upgrade their mathematical, supervisory, or computer training skills. Options include teaching mathematics, supervision of mathematics education°, and computer applications.

Non-Degree Programs

Sports Medicine Courses. See page 43

A planned program to develop the competencies identified by the American College of Sports Medicine.

Certification Programs°

Certification programs are indicated by (°) and may be available without an advanced degree. Please check specific program requirements.

Non-degree Program

Students may elect, with advisement, to take a variety of courses not leading to a specific degree for personal enrichment or to increase your salary.

°Leads to New Jersey State Certification



Meet the Faculty

The faculty at Kean College are outstanding teachers, accomplished researchers and practitioners, who are interested in each student's growth and development. These qualities will enhance your graduate education.

Kean's faculty are leaders in their field within state and national professional organizations; they pride themselves in keeping abreast of current trends, methods and research. The faculty comprises 349 full-time professors plus a number of experts who teach part-time. There are no large lecture halls, so there are fewer than 30 students in each class. Graduate faculty, who are professors or associate professors, hold the highest degree available in their field.

Tuition and Financial Aid

Graduate Tuition—all costs shown are PER CREDIT*

New Jersey State Resident	\$ 91	Transcripts	\$ 1
Non-Resident	\$115	Parking	
Student Activity Fee	\$ 1	Full-time	\$ 10
General Service	\$ 3	Part-time, Summer	\$ 4
Student Life Facility Fee	\$ 4		
Student Center Fee	\$ 2	*Subject to change	
Undergraduate tuition			
Resident	\$45.50		
Non-Resident	\$68.50		

Graduate Assistantships

Graduate Assistantships are available on campus for full-time matriculated graduate students. Graduate Assistants receive a waiver of tuition and fees plus a weekly stipend for a 15-20 hour work week. This is an excellent opportunity to attend graduate school in the evening while working part-time. Assistantship positions are available in computer labs, administrative services, research areas and student services.

Graduate Assistants must take a minimum of 9 credits, or a maximum of 12 credits each semester. Employment usually begins with the Fall semester, however a limited number of assistantships may be available in the Spring. For Graduate Assistantship information and application, contact the Office of Graduate Studies, Townsend Hall, room 106, or call 527-2018.

Financial Aid

Financial Aid is available to Graduate Students who are attending Kean College on a full-time or part-time basis. For additional information, write or call the Office of Financial Aid (527-2050) located on the East Campus, Room 212, or the Office of Graduate Studies, (527-2018) Townsend Hall, room 106.

Stafford Student Loans (formerly Guaranteed Student Loans) Graduate students carrying at least 6 credits may borrow up to \$7500 for the academic year. Students must be matriculated, have the current academic year New Jersey Financial Aid form on file in the Financial Aid Office, and be eligible for the loan. Students can receive a loan application from any participating lending institution.

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 \$5,000 for four 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 Graduate Fellowships

A \$7,500 annual scholarship based primarily on outstanding academic achievement and GRE scores, this scholarship is open only to graduate students whose major will be in the arts and humanities and are matriculated in any graduate school in New Jersey. Notification of application deadlines and applications will be available in the Office of Graduate Studies. To date, seven graduates of Kean College have been awarded fellowships.

Kean College Alumni Graduate Student Scholarship

The Alumni Association offers two scholarships to graduate students. One is for an undergraduate alumnus of Kean College, in the second consecutive semester of a graduate program, fully matriculated and who is receiving no other funding. The second scholarship is for an incoming graduate student who is receiving no other funding. Each scholarship is for \$500. Applications and further information regarding criteria are available in the Office of Graduate Studies.

Dr. Robert J. Polglaze Graduate Scholarship

This scholarship is sponsored by the Graduate Student Council. Applicants must have completed a minimum of 9 graduate credits at the College, have a minimum grade point average of 3.0, be a resident of New Jersey and not be receiving tuition reimbursement from any other source.

Dr. John J. Kinsella Memorial Graduate Scholarship

Established in memory of a professor of mathematics at the College, this \$500 scholarship is awarded to a student who is pursuing a graduate degree in Mathematics Education. The applicant must have completed one year of graduate work in Mathematics Education, have earned at least 33 per cent but less than 51 per cent of credits required for a master's degree in Mathematics Education and be a legal resident of the State of New Jersey.

A Convenient Location

Kean College is conveniently located in suburban Union and Hillside New Jersey. The main campus is just off Morris Avenue in Union and the East Campus is a quarter-mile away in Hillside. The East Campus houses many student recreational facilities. Both Campuses are quiet and spacious, spread over 148 acres of woods and lawns, bordering a Union county park system and the Elizabeth River. Traffic is restricted to the perimeter of the campus. Only walkways and footbridges traverse the broad interior mall.

Access to the college is easy for the commuting student with the Garden State Parkway, New Jersey Turnpike, Routes 1, 9, 78, and 22 all within a few minutes of the campus.

Directions to the Campus

From US ROUTE 22:

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

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

From GARDEN STATE PARKWAY:

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

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

From US ROUTES 1-9:

NORTHBOUND: Enter Elizabeth and turn left at Bayway intersection onto Route 439 West (Elmora Avenue). Continue to Morris Avenue (Route 82). Campus is on the left.

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:

Leave Turnpike at Exit 13A (Elizabeth). Follow North Avenue West sign onto Route 439 which intersects with Route 82 (Morris Avenue) at College. Make right onto Morris Avenue. College is on left.

Leave Turnpike at Exit 13 (Elizabeth). Follow signs for Route 439. Continue across Route 1-9 at Bayway intersection onto Elmora Avenue (Route 439). Continue to Route 82 (Morris Avenue). Campus is on the left.

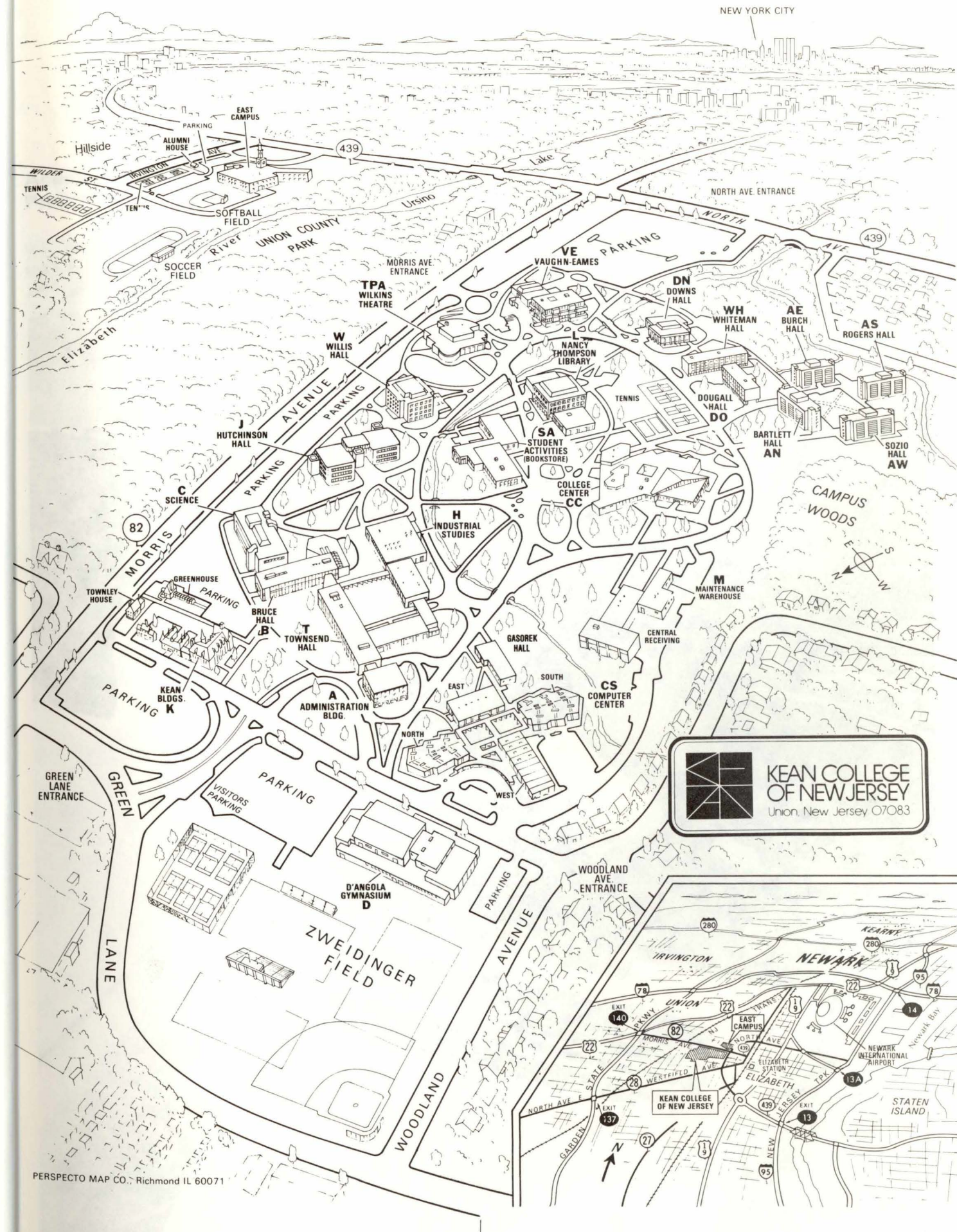
Leave Turnpike at Exit 14 for Route 1-9 South. Entering Elizabeth follow signs for Local Traffic (extreme right). Follow signs to North Avenue. Turn right. Campus is on the left.

By TRAIN:

The station at Elizabeth is 2 miles from campus by bus or taxi. NJ Transit North Jersey Coast Liner and NJ Transit Northeast Corridor trains stop there.

By BUS:

NJ Transit #8 between Elizabeth and Springfield passes the Campus on Morris Avenue. NJ Transit #143 between Plainfield and Port Authority Bus Terminal, New York, stops at Salem Road and Morris Avenue.



PERSPECTO MAP CO., Richmond IL 60071

SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY

17

Academic Degrees, Programs

M.S. Management Systems Analysis
M.P.A. Public Administration

Departments, Faculty

ECONOMICS, GEOGRAPHY AND MANAGEMENT SCIENCE

Faculty: Anderson, Battista, Bornstein, Capone,
Carlsen, Carreno, Casson, Chopra, Cogan,
Comerford, Condon, Eldridge, Engleberg,
Fenster, Finch, Fulop (Chairperson), Helliwell,
Hiroaka, Kelland, Kempey, Khorrami, Kim,
Koenig, Melworm, Parker, Rosenberg, Saffer,
Schader, Schumacher, Wailoo, Yamoah

POLITICAL SCIENCE

Faculty: Barada, Boetang, Chang, Daly, Farahi,
Hunt, Israel, Kahn, Kelly (Chairperson),
Laudicina, Lederman, Ross, Rubin, Sanchez,
Weiss

TECHNOLOGY

Faculty: Adhikari, Cherukara, Cokewood, Cone,
Jahn, Lokuta, Peterson, Riegle, Sarapin,
Shahrabi, Thatcher (Chairperson)



Economics Courses

Eco 5001 Fundamentals of Economics: Macroeconomics (3)

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.

Condon

Eco 5005 Fundamentals of Economics: Microeconomics (3)

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.

Kempey

Eco 5010 Contemporary Economic Systems (3)

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.

H. Schumacher

Eco 5015 Seminar in Economic Education (3)

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 curricula and courses of study.

Finch

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)

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

Carlsen

Geography Courses

Geog 5000 Economic Geography (3)

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

Prerequisite: Six credits of geography or permission of instructor.

Kelland

Management Science Courses

MgS 5010 Business Policy and Administration (3)

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

Parker

MgS 5020 Managerial Economics (3)

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

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

Fulop

MgS 5110 Quantitative Methods in Management Science II (3)

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.

Hiraoka

MgS 5210 Management Accounting (3)

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

Prerequisite: Acc 2210 Principles of Accounting II.

Carlsen

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.

Saffer

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 market concept, product development, promotional strategy, physical distribution, pricing, demand analysis.

Prerequisite: MgS 3410 Marketing.

Eldridge

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)

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. Concepts include 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.

Helliwell

M.S. IN MANAGEMENT SYSTEMS ANALYSIS

MANAGEMENT SCIENCE
DEPARTMENT*

Coordinator: Dr. Paul Fenster
Willis (W)203A 527-2492
Assistant Coordinator: Dr. Barry Arnow
Campus School South (CSS)112B 527-2637

This program is designed to enable students to bring together two bodies of knowledge: functional business management and applied computer software. Graduates of the MSA program will be able to analyze a business problem and determine the most effective approach to achieving a solution. The graduate will be able to identify those problems that might be solved directly by the business manager and those which require the support of the information services department.

Graduates who choose to work in the information services area will understand how the business functions and will be able to advise management about the ways in which their department can help solve business problems. Similarly, those who choose to work in a functional area will be able to direct their staffs on matters concerning the use of micro-computers, decision support services, data base systems, and operations research techniques.

The MSA program differs from other masters' degree programs in New Jersey in that it requires neither the broad range of courses needed for an MBA nor the highly technical background required for a degree in Computer Science or Operations Research. The program is designed to prepare individuals who are capable of bridging the growing gap between functional management and information services personnel. (see note below)*

THE CURRICULUM

The curriculum sequence contains four levels of tiers. The courses in the first level provide a grounding in the basic business, programming, and analytic skills necessary to identify and formulate business problems. Later levels of the curriculum involve increasingly sophisticated integration of the business, technical, and computer concepts and skills necessary for effectively solving business problems.

The nine required courses will be supplemented by three elective courses. These latter courses may be selected to complete a concentration in an area of interest to the student. The total curriculum is designed to be completed in three years of study on a part time basis (two courses per semester).

*The Mathematics and Computer Science Department is a cosponsor, along with Management Science Department of a Master's of Science degree in Management Systems Analysis. Additional computer science related courses are listed under the MSA heading.

UNDERGRADUATE PREREQUISITES:

Elementary Accounting
Elementary Microeconomics
Statistics
Elementary Calculus (including integration of one variable)
Proficiency in either COBOL, FORTRAN, PASCAL, PL I, or an equivalent

SPECIALIZATION 27 credits

TIER I COURSES 9 credits

MSA 5101 Managerial Processes	3
MSA 5103 Quantitative Methods	3
MSA 5104 Business Oriented Programming	3

TIER II COURSES 9 credits

MSA 5205 Operations Management (Prerequisite: 5101 & 5103)	3
MSA 5206 Simulation and Modeling (Prerequisite: 5103)	3
MSA 5203 Data Base Systems (Prerequisite: 5104)	3

TIER III COURSES 6 credits

MSA 5302 Decision Support Systems	3
MSA 5304 Systems Analysis/On-Line Computer Applications	3

(Must be taken together—Prerequisite: 5205)

TIER IV COURSE 3 credits

MSA 5305 Management Information Systems (Prerequisite: Tiers I, II, & III)	3
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ELECTIVES WITHIN AREA OF CONCENTRATION 9 credits

TOTAL 36 credits

Management Systems Analysis Courses

MSA 5101 Managerial Processes (3)

Analysis of the economic, operating, and organizational characteristics of industrial enterprises. Financial statement analysis; cost characteristics and their statistical analysis; demand analysis; supply and demand in modified competition; pricing methods and policies; modified prices; economics of overhead and replacement. Capital budgeting and business cycles, organizational structures and their relationships to information systems will be stressed. Emphasis will be placed on analytical

and computerized techniques in managerial decision making.
Prerequisites: Acc 2200 and Eco 1021, or the equivalent and admission to the MSA program.

MSA 5103 Quantitative Methods for Business Decisions (3)

Quantitative techniques studied in relationship to formulation and solution of substantive business problems in accounting, economics, finance, management and marketing. Concepts of probability, decision theory, game theory, linear programming and networks theory. Emphasis on problem structure and formulation. Use of computer programming packages in obtaining solutions.
Prerequisites: Mat 1016 or Mgs 2120 and admission to the MSA program.

MSA 5104 Business Oriented Programming (3)

Programming concepts and techniques utilized in the business environment. Emphasis on the principles of systems design.
Prerequisites: A programming language course or its equivalent or CPS 3300 and admission to the MSA program.

MSA 5106 Office Automation (3)

A survey of the changing attitudes towards, and environment of, today's business office resulting from evolving technology. This course will familiarize students with office automation systems, office communications and office information resource management.
Prerequisites: matriculated in MSA program.

MSA 5203 Data Base Systems

Introduction to the concepts of data base technology, the development and applications of data base systems. Students are exposed to data base systems such as TOTAL and ADABAS, as well as to data base systems available on microcomputers, such as MDBS.
Prerequisites: MSA 5104 and admission to the MSA program.

MSA 5205 Operations Management (3)

A systematic approach to solving a wide range of operating management problems, using concepts from economics, management and behavioral science, as well as quantitative methods. Design of the system; operational processes, capital investment decisions, replacement analysis, process design, human factors in job design, project design, facilities layout, and facilities location. Operation and control of the system; forecasting, aggregate planning, resource allocation, job scheduling and quality control. Case studies and computer projects are emphasized throughout the course
Prerequisites: MSA 5101 and MSA 5103 and admission to the MSA program.

MSA 5206 Simulation and Modeling (3)

The design, construction, testing and operation of models used to simulate systems. Methods of implementing simulation studies on digital computers using the major programming languages designed for that purpose. The

PA 5470 Governing New Jersey: Issues in Management and Administration (3)

Analysis of governmental institutions and decision-making processes in New Jersey state government, with particular emphasis on the role of the bureaucracy. Legislative-executive interaction, policy-making in departments and agencies, current issues and controversies. Prerequisites: PA 5020 or permission of instructor. Elective in Master of Public Administration Program.

PA 5500 Advanced Topics in Public Management (3)

Emphasis on new or emerging strategic management concepts as applied to the structure, operating system and processes of governmental and non-profit agencies; practical applications of management system concepts, application methodologies, technology transfer, decision support, evaluation and control system. Contents will vary depending on students needs and advances in the subject matter area. The course may be repeated for up to six credits.

Prerequisites: PA 5020 and 5030 or permission of instructor.

PA 5700 Urban Policies and Administration (3)

Administrative and political challenges for government in the American metropolis. Selected theoretical approaches to analyzing the effects of political and administration fragmentation; impacts of federalism on local policy choice; the structure and process of interlocal and other intergovernmental relationships. Emphasis on developing administrative and political skills necessary in the complex environment of the contemporary city.

Prerequisites: PA 5000 and PA 5020 or permission of instructor.

PA 5910 Current Issues in Public Administration I (3)

Examination of new and emerging issues in the field of public administration; identification of trends and topics of particular significance for management practice. Choice of topics each semester will vary; topics will differ from those examined in 5911.

Prerequisites: PA 5010, 5020 and approval of instructor.

PA 5911 Current Issues in Public Administration II (3)

Examination of new and emerging issues in the field of public administration; identification of trends and topics of particular significance for management practice. Choice of topics each semester will vary; topics will differ from those examined in 5910.

Prerequisites: PA 5010, 5020 and approval 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.

Prerequisite: Completion of foundation courses or permission of instructor.

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.

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.

Prerequisite: 30 credits of completed graduate courses in MPA program.

Health Care Courses**PA 5805 Health Care: Organization and Structure (3)**

Various components of the U.S. health care system, including history and background, regulatory and legal environment, analysis of the structure and relationships among components.

Prerequisites: PA 5010 and PA 5020 or permission of instructor.

PA 5810 Health Care Administration (3)

Theory and practice of management and administration in the various health care settings. Emphasis on the adoption of standardized management tools that are modified to apply to the unique environment in which health care facilities operate.

Prerequisite: PA 5805 or permission of instructor.

PA 5820 Health Planning Methods (3)

The health planning process including planning techniques, data collection and analysis, setting priorities and implementation strategies. Exposure to the existing health planning environment including its socio-political and economic relationships.

Prerequisite: PA 5805 or permission of instructor.

PA 5830 Health Services Marketing for Non-Profit Organizations (3)

An applied approach to the health services marketing process and techniques in non-profit organizations. Emphasis on conceptual and operational public sector marketing tools used in the administration of health services organizations. Topics include: The marketing process in health services organizations, major strategies and trends in health services marketing, health services market research and environmental assessment.

Prerequisites: Public Administration 5810 or permission of instructor.

PA 5860 Issues in Modern Health Care (3)

Critical analysis of current problems that will expose students to varying viewpoints and opinions on contemporary health issues. Prerequisite: PA 5805 or permission of instructor.

Eco 5913 Health Economics (3)

Economic aspects of the health services industry. Microeconomic analysis of the demand for health services, productivity of health services, cost benefit analysis of health programs, the economic role of government in health and Medicare.

Prerequisite: A course in Microeconomics.

ID 5900 Health Care Facilities and Services for the Aged (3)

Focus on the issues of health care provision and administration to the aged in society. Emphasis of the administrator's perspective to the provision of health care to the aged. Prerequisite: PA 5805 or permission of instructor.

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

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 credits 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

Technology Courses**Tech 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.

Tech 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.

Tech 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.

Tech 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.

Tech 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.

Tech 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 Technology or permission of instructor.

Tech 5606 Workshop: Contemporary Metallic Finishing Techniques (3)

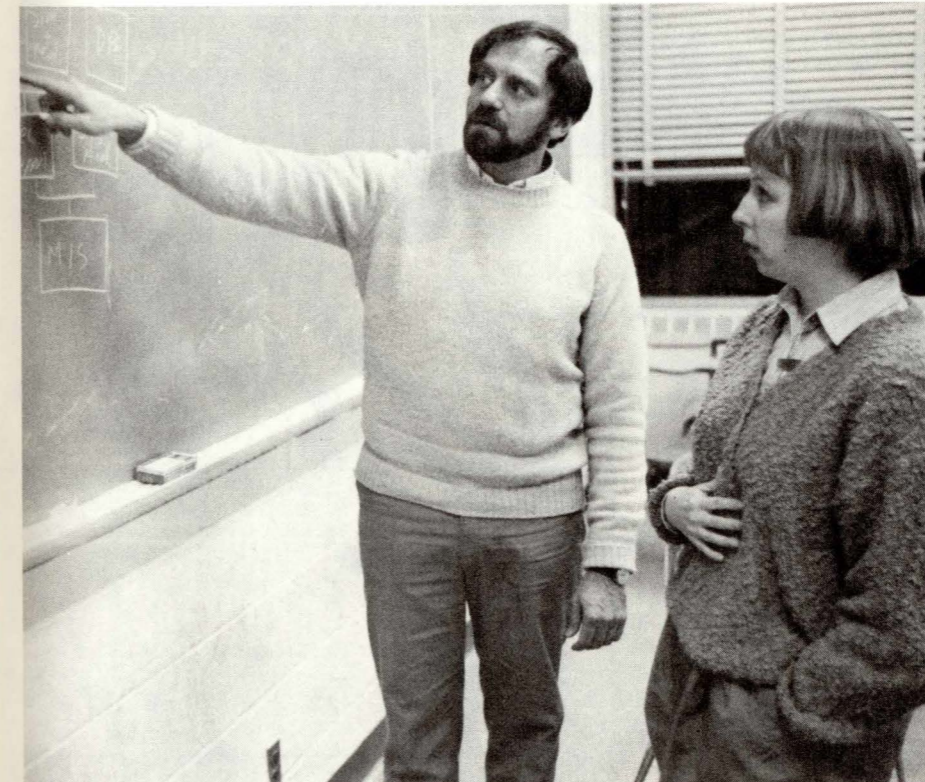
Designed to provide the student with an understanding of the application of a variety of metal finishes. Course includes mechanical surface preparation, chemical surface preparation, electroplating, anodizing and organic finishing. Prerequisite: Degree or certification in Industrial Arts/Vocational Education.

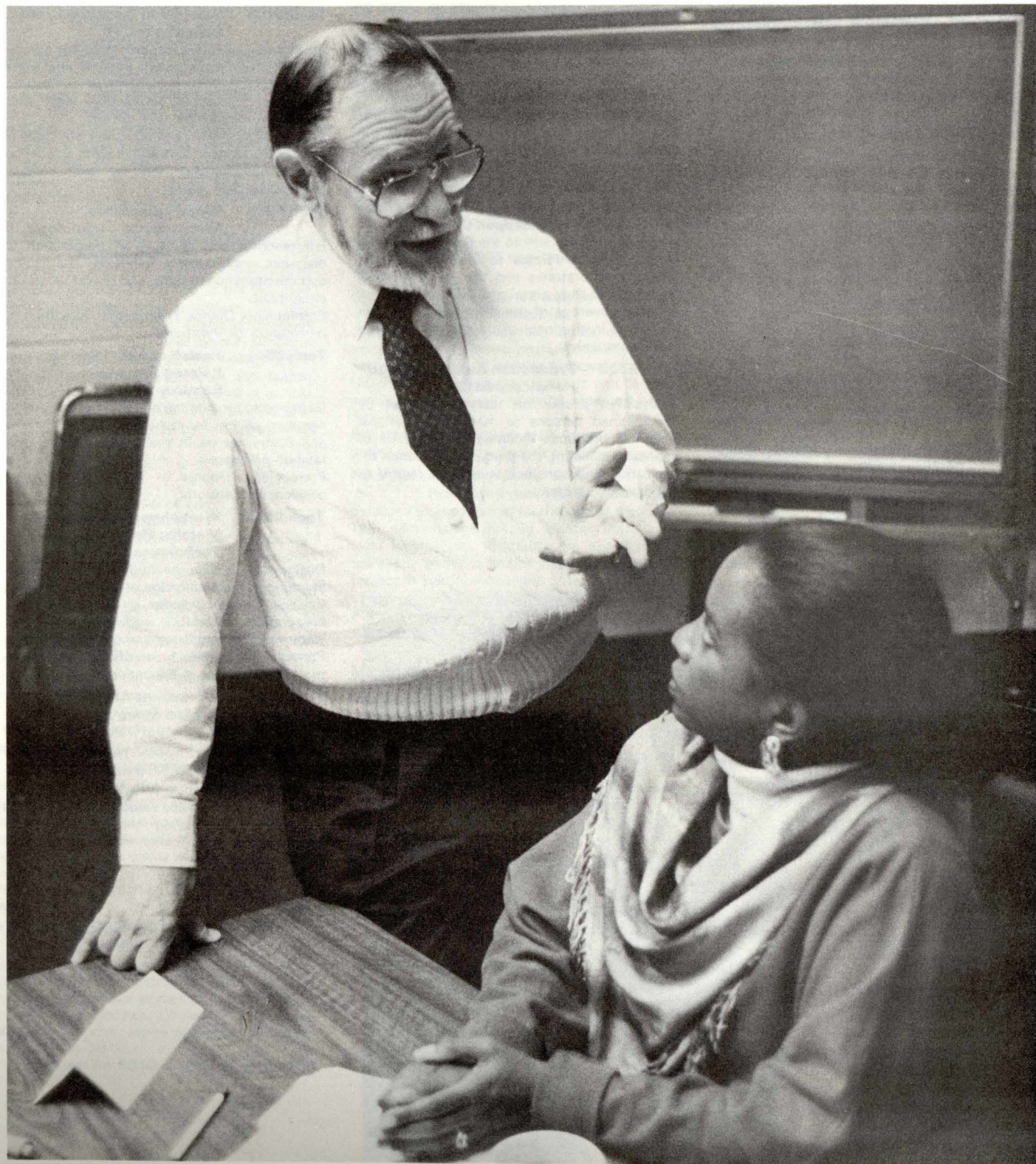
Tech 5621 Workshop: Alternate Natural Energy Sources (3)

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

Tech 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.





SCHOOL OF EDUCATION

25

Academic Degrees, Programs

M.A. Audiology and Communication Sciences

M.A. Counselor Education
Option: Business and Industry Counseling
Option: Counseling and Guidance

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

M.A. Educational Administration
Option: Principals and Supervisors
Option: Supervisors
Option: School Business Administrators

M.A. Instruction and Curriculum
Option: Bilingual/Bicultural Education
Option: Classroom Instruction
Option: Earth Science Education
Option: Mastery in Teaching
Option: Mathematics/Sciences/Computer Education
Option: Teaching English as a Second Language

M.A. Reading Specialization
Option: Reading Specialist
Option: Basic Skills Specialist

M.A. Special Education
Option: Bilingual/English as a Second Language
Option: Career/Industrial Education for the Handicapped
Option: Emotionally Disturbed and Socially Maladjusted
Option: Learning Disabilities
Option: Mental Retardation
Option: Physical Activities for the Handicapped
Option: Pre-School Handicapped

Learning Disabilities Teacher Consultant

M.A. Speech Pathology
Non-Degree Planned Program
Sports Medicine

Departments, Faculty

COMMUNICATION SCIENCES

Faculty: Andrews, Carmichael, Cohen, Hart, Larghi, Mazurkiewicz, (Chairperson), Putnam, Schuman, Schwartz, Walter

EARLY CHILDHOOD AND FAMILY STUDIES

Faculty: Allen, Dorsey-Gaines, Dumais, Garnett, Goodman, Handler, Kelly (Chairperson), Knight, Mahan, Searson

INSTRUCTION, CURRICULUM AND ADMINISTRATION

Faculty: Amick, Baldassini, Celso, Esposito, Fanelli, Franklin, Froude, Healy, Hennings, Kavett, Kolodiy, Lopez, Nichols, Orfan, Ortiz, Preil, Prince, Veal, Weiger (Chairperson), Welch, Williams, Willis

PHYSICAL EDUCATION, HEALTH AND RECREATION

Faculty: Andzel, Bakker, Blake, Chut, Darden, Errington, Fox, Oussaty, Palgi, Ramoth, Shiposh (Chairperson), Valentine

SPECIAL EDUCATION AND INDIVIDUALIZED SERVICES

Faculty: Bachkai, Barnhart, Berson, Cangelosi, Fisher (Chairperson), Gaza, Heller, Herink, Jonas, Lecomte, Rosenberg, Roth, Segal, Shapiro, Shulman, Terr

M.A. IN READING SPECIALIZATION

COMMUNICATION SCIENCES DEPARTMENT

Option: Reading Specialist

Coordinator: Dr. Albert Mazurkiewicz
Hutchinson (J)205 527-2070

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 a reading specialist. Admission to the program is limited to those who already hold a baccalaureate degree and a teaching certificate. Two years of successful teaching experience are required for certification. Prerequisite: EDUC 3400 Language Arts/Reading in the Elementary School or approved equivalent.

SPECIALIZATION 27 credits

REQUIRED COURSES 21 credits

CS 5410	Developmental Reading: Curriculum and Techniques	3
CS 5411	Reading in Secondary Education	3
CS 5412	Reading Disabilities	3
CS 5415	-5416 Clinical Practices in the Diagnosis and Correction of Reading Disabilities I & II	6
CS 5460	Administration and Supervision of Reading Programs	3
CS 5493	Practicum in Reading	3

ELECTIVES 6 credits *Two courses selected from the following:*

CS 5470	Materials and Methods of Instruction for Teachers of Young Children	3
CS 5471	Current Theory and Practice in the Teaching of Reading	3
CS 5472	Applying Linguistics to the Reading Program in the Elementary School	3
CS 5480	Psychology of Reading	3
CS 5600	Remediation of Basic Skills	3

One course in psychology with advisement 3

RESEARCH 6 credits

CS 5498	-5499 Advanced Seminar: Research in Reading Specialization I & II or ID 5800 Thesis Option	6
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TOTAL 33 credits

Option: Basic Skills Specialist

Coordinator: Dr. Albert J. Mazurkiewicz
Hutchinson (J)205 527-2070

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: EDUC 3400 Language Arts/Reading in the Elementary School or approved equivalent.

SPECIALIZATION 27 credits

REQUIRED COURSES 24 credits

CS 5410	Developmental Reading: Curriculum and Techniques	3
CS 5480	Psychology of Reading	3
CS 5481	Diagnostic-Prescriptive Teaching in Basic Skills	3
CS 5600	Remediation of Basic Skills	3
ICA 5311	Dynamics of Teaching English Arts in the Elementary School	3
ICA 5323	Dynamics of Teaching Elementary Mathematics	3
ICA 5325	Diagnosis and Remediation in the Teaching of Mathematics	3
CS 5494	Practicum in Basic Skills	3

ELECTIVES 3 credits *One course selected with advisement from the following:*

CS 5412	Reading Disabilities	3
CS 5460	Administration and Supervision of Reading Programs	3
ICA 5312	Written Expression in the Classroom	3
ID 5500	Educating the Adult Learner	3

RESEARCH 6 credits

CS 5498	-5499 Advanced Seminar: Specialization Research I & II or ID 5800 Thesis Option	6
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TOTAL 33 credits

Teacher of Reading (certification only)

Coordinator: Dr. Albert J. Mazurkiewicz
Hutchinson (J)205B 527-2070

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. The NTE is required for certification. Prerequisite: CS 3400 The Teaching of Reading in the Elementary School or approved equivalent.

SPECIALIZATION 30 credits

REQUIRED COURSES 21 credits

CS 5410	Developmental Reading: Curriculum and Techniques	3
CS 5411	Reading in Secondary Education	3
CS 5412	Reading Disabilities	3
CS 5470	Materials and Methods of Instruction in Reading for Teachers of Young Children	3
CS 5481	Diagnostic/Prescriptive Teaching of Basic Skills	3
CS 5493	Practicum in Reading	3
CS 5600	Remediation in Basic Skills	3

ELECTIVES 9 credits *Selected with advisement:*

One course in psychology	3	
<i>Two of the following:</i>		
CS 5471	Current Theory and Practice in the Teaching of Reading	3
CS 5472	Applying Linguistics to the Reading Program in the Elementary Schools	3
CS 5480	Psychology of Reading	3
EC 5100	Language and Thought in the Young Child	3
ICA 5310	Literature of Children and Youth	3

TOTAL 30 credits

Communication Sciences Courses

READING

CS 5410 Developmental Reading: Curriculum and Techniques (3)

This course includes a study of the nature of reading, its linguistic and psychological bases, the implications of these bases for classroom pedagogy, and of the new and promising methods of materials of instruction. Stress is placed upon enlarging background experiences and vocabulary knowledge building word analysis and perceptual techniques, meeting individual reading needs, and on studying reading difficulty, its prevention and remediation within the elementary classroom. Required for Reading Specialist and Teacher of Reading program and elective for others. Mazurkiewicz, Putnam

CS 5411 Reading in Secondary Education (3)

Study of the reading curriculum in grades 7 through 12. Course includes a review of linguistic 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. Walter

CS 5412 Reading Disabilities (3)

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. Walter

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

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. Prerequisites: CS 5410, 5412.

CS 5416 Clinical Practices in the Diagnosis and Correction of Reading Disabilities II (3)

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 5415. Putnam

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)

Greater in-depth experience than CS 5415 in a clinic situation. Team approach to diagnosis and correction demonstrated. Prerequisite: CS 5416. Putnam

CS 5446 Advanced Clinical Practicum (3)

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. Prerequisites: CS 5416 or an M.A. in Reading Specialization. Putnam, Walter

CS 5460 Administration and Supervision of Reading Programs (3)

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. Mazurkiewicz, Putnam

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

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 or bilingual. Carmichael

CS 5471 Current Theory and Practice in the Teaching of Reading (3)

Basic foundations course on teaching reading in elementary school for the non-reading specialist. Integration of reading with all areas of curriculum given practical classroom application. Carmichael

CS 5473 Teaching Reading to the Bilingual/Bicultural Child (3)

Identifying sociolinguistic factors in acquiring literacy in English as a second language and exploring techniques and materials for developing reading skills in bilingual/bicultural students.

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 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. Prerequisites: CS 5410 or its equivalent or SpEd 5022. Walter

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)

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. Putnam

CS 5481 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)

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.

Mazurkiewicz

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)

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.

Mazurkiewicz

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 cooperating reading specialist and a college supervisor. Hours are arranged cooperatively with the student.

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. (Open only to Basic Skills Program students).

Prerequisites: CS 5481, 5600.

CS 5498-5499 Advanced Seminar in Reading Specialization I and II (3 each)

This is 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 prove this proficiency in collecting and analyzing data, as well as relating the findings to the research of others. Current problems in reading are explored.

Prerequisites: 24 sem. hours completed in Reading Specialist. Required for Reading Specialization.

REMEDIATION

CS 5600 Remediation of Basic Skills (3)

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.

Walter

CS 5700 Reading Conference Workshop (1-3)

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

Carmichael

CS 5701 Reading Workshop I (1)

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

CS 5703 Reading Workshop II (3)

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)

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 or equivalents.

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 or equivalent.

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.

M.A. IN EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD AND FAMILY STUDIES DEPARTMENT

Coordinator: Dr. June Handler
Bruce (B)102 527-2094/2561

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, day care centers, private and cooperative nursery schools, Head Start, infant-toddler centers and 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. Infancy concentrations can be arranged.

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.

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.

SPECIALIZATION 21 credits

REQUIRED COURSES 12 credits

EC	5000	Modern Trends in Early Childhood	3
EC	5200	Innovative Programs in Early Childhood Education	3
EC	5581	Advanced Curriculum and Teaching: Theory and Practice in Early Childhood Education	3
Psy	5510	The Development Study of Children <i>or approved substitute</i>	3

ELECTIVES 9 credits *Select three courses from the following:*

EC	5100	Language and Thought in the Young Child: Theory and Practice	3
EC	5210	Infant/Toddler Child Care Programs: Educational Component	3
EC	5245	Creative and Critical Thinking in Early Childhood Education	3
EC	5260	Inquiry and the Curriculum in Early Childhood Education	3
EC	5270	Guiding Teachers to Work in Multicultural Early Childhood Settings	3

GENERAL ELECTIVES 6 credits

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

RESEARCH 6 credits

EC	5598	-5599 Advanced Seminar in Early Childhood Education I & II	6
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TOTAL 33 credits

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.

SPECIALIZATION 27 credits

REQUIRED COURSES 21 credits

EC	5000	Modern Trends in Early Childhood	3
EC	5200	Innovative Programs in Early Childhood Education	3
EC	5300	Organization and Administration of Early Childhood Centers	3
EC	5310	Strategies for Training Paraprofessional Teachers: Program Planning and Staff Development	3
EC	5320	Parenting Education	3
ICA	5606	School Supervision and Organizational Theory	3
ICA	5701	Studies of Community and Organizational Change	3

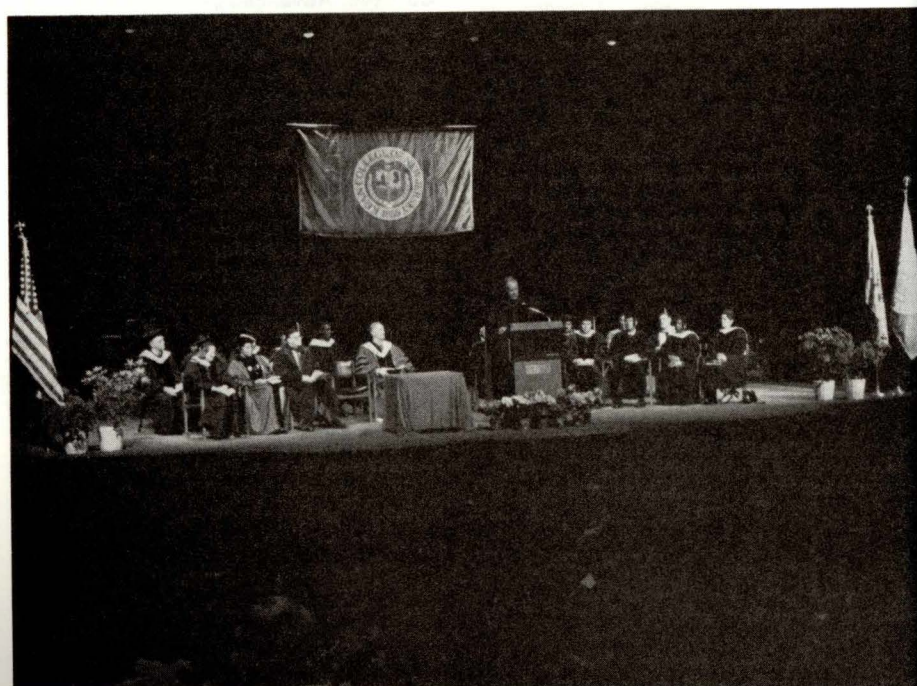
ELECTIVES 6 credits *Select two courses from the following or other courses with the approval of the coordinator*

EC	5100	Language and Thought in the Young Child: Theory and Practice	3
EC	5210	Infant Toddler Child Care Programs: Education Component	3
EC	5270	Guiding Teachers to Work in Multicultural Early Childhood Settings	3
EC	5581	Advanced Curriculum and Teaching: Theory and Practice in Early Childhood Education	3

RESEARCH 6 credits

EC	5598	-5599 Advanced Seminar in Early Childhood Education I & II	6
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TOTAL 33 credits



Option: Education for Family Living

This course of study is designed to develop teachers with special training in family life education. Emphasis is on meeting the requirements of the New Jersey Family Life mandate.

SPECIALIZATION 27 credits

REQUIRED COURSES 15 credits

EC	5000	Modern Trends in Early Childhood	3
EC	5405	Perspectives on the Family with Implications for Education	3
EC	5406	Developing and Teaching a Family Life Education Program	3
ID	5914	Contemporary Issues in Human Sexuality/Sex Education/Family Life Education	3
Psy	5110	The Developmental Study of Children	3

ELECTIVES 12 credits Selected from the following with advisement:

EC	5200	Innovative Programs in Early Childhood Education	3
EC	5210	Infant/Toddler Child Care Programs: Educational Component	3
EC	5270	Guiding Teachers to Work in Multicultural Early Childhood Settings	3
EC	5320	Parenting Education	3
EC	5402	Helping the Hospitalized Child	3
EC	5403	Overcoming Sex Role Stereotypes in Childhood Education	3
EC	5407	Advocacy for Family Educators	3
RC	5408	Literature and Media for Family Life Education	3
ICA	5026	Foundations of Educational Policy	3
SpEd	5040	Education of the Gifted	3
SpEd	5070	Impact of Handicap on the Family System	3
Psy	5600	Contemporary Issues in Social Psychology	3
Psy	5640	Analysis of Small Group Processes	3
Soc	5150	The Sociology of Community	3

RESEARCH 6 credits

EC	5598	-5599 Advanced Seminar in Early Childhood I & II	6
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TOTAL 33 credits

Early Childhood Courses

GENERAL

EC 5000 Modern Trends in Early Childhood (3)

Modern practices and research explored and critically evaluated for their potential contributions to early childhood education in a multicultural world.

Dumais, Handler, Knight

LANGUAGE

EC 5100 Language and Thought in the Young Child: Theory and Practice (3)

In-depth study of language development as a cognitive and affective process. Current research and strategies for developing language arts programs for children.

Allen, Garnett

CURRICULUM AND METHODS

EC 5200 Innovative Programs in Early Childhood Education (3)

Students study selected innovative programs and analyze them with reference to theoretical foundation, organizational techniques, teacher roles and the existent research.

Dorsey-Gaines, Garnett, Handler

EC 5210 Infant/Toddler Child Care Programs: Educational Component (3)

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: Credits 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.

Handler

EC 5210 Learning Infant/Toddler Caregiving Skills Through Videotapes (1)

Will give students opportunities to identify and develop good infant/toddler caregiving techniques through observing videotapes of infant/toddler center interactions and through making videotapes.

Handler

EC 5220 Building Readiness for Learning in the Primary Grade (3)

For 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/childergarten/primary classrooms and graduate students with curricular background in early childhood education.

Dumais, Garnett, Searson

EC 5230 Implications of Piaget's Theories in Teaching Early Childhood (3)

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.

Allen, Knight, Searson

EC 5245 Creative and Critical Thinking in Early Childhood Education (3)

Provides students an opportunity to experience creativity and critical thinking and understand their essence through the use of materials and procedures.

Dorsey-Gaines, Dumais, Garnett

EC 5250 Science Experience for Teachers of Young Children (3)

Understanding the children as explorers of their limited but expanding environment. Emphasis on the design and presentation of firsthand learning experiences in science for the pre-school and primary child.

Knight, Searson

EC 5260 Inquiry and the Curriculum in Early Childhood Education (3)

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.

Dumais, Handler

EC 5270 Guiding Teachers to Work in Multicultural Early Childhood Settings (3)

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.

Allen, Dorsey-Gaines, Dumais, Garnett, Knight

EC 5275 Curriculum Development for Young Children (3)

This course will be essential to graduate students seeking the nursery/childergarten certificate. It examines curricular designs related to readiness for learning in pre-school and kindergarten years.

Dorsey-Gaines, Knight, Searson

EC 5280 The English "Open Classroom"—Implications of Informal Education for United States Teachers (3)

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.

Dorsey-Gaines, Dumais, Knight

EC 5290 Teaching Strategies for Mathematics in the Pre-School (3)

An introduction to mathematics in early childhood.

Knight

ORGANIZATION/ADMINISTRATION

EC 5300 Organization and Administration of Early Childhood Centers (3)

This course explores and evaluates theory and practices in organizing and administering early childhood centers.

Prerequisites: Nine semester hours of early childhood courses. Must have had one year as teacher in a nursery school, day care center or primary grade.

Allen, Dorsey-Gaines, Handler

EC 5310 Strategies for Training Para-Professional Teachers (3)

Designed for educators currently involved in development of para-professional staff and other 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.

Allen, Dorsey-Gaines, Handler

EC 5320 Parenting Education (3)

This course prepares professionals in preschool, school and community settings to design and implement parenting education programs.

Prerequisites: Previous course in Child Growth and Development or 5270; or equivalent experience.

Kelly, Mahan

FAMILY LIVING/PARENTING

EC 5401 Family Education for Medical Personnel (1)

To help design and implement family education programs in medical settings.

Handler, Kelly, Mahan

EC 5402 Helping the Hospitalized Child (1)

Understanding the implications for the sick child and family of being in the hospital. Developing coping techniques.

Handler, Kelly, Mahan

EC 5403 Overcoming Sex Role Stereotypes in Childhood Education (1)

Emphasis on understanding the implications of sex role stereotyping and developing techniques to work with children in a non-sexist fashion.

Handler, Kelly, Mahan

EC5405 Perspectives on the Family: Implications for Education (3)

This course considers family issues from varying perspectives. The implications for family life education are emphasized.

Kelly, Mahan

EC 5406 Developing and Teaching a Family Life Education Program (3)

Focuses on the development and teaching of family life education curriculum.

Kelly, Mahan

EC 5408 Family Life Through Media and Literature for Young Children (3)

An exploration of the selection and use of literature and various media for appropriately and creatively sharing with young children the significant processes and interactions of family life.

Mahan

SEMINARS AND INDEPENDENT STUDY

EC 5500 Innovative Computer Applications for Primary Grade Teachers (3)

Will give student necessary computer skills to use educational software. Student will be exposed to a variety of innovative software and hardware, and evaluative procedures and will also work with children and computers in classrooms.

Prerequisites: Graduate students and seniors with permission of instructor.

Searson

EC 5571 Clinic for Beginning Teachers (3)

Course is designed to support beginning teachers during their first year in their efforts to establish a classroom conducive to learning.

Prerequisite: Open to beginning teachers.

Dumais, Knight, Searson

EC 5581 Advanced Curriculum and Teaching: Theory and Practice in Early Childhood Education (3)

Course introduces the student to diverse ways of thinking about issues in curriculum and teaching in early childhood.

Prerequisite: Permission of the instructor.

Dorsey-Gaines, Dumais, Handler

EC 5597 Action Research Seminar (3)

Exploration of significant Early Childhood issues and trends through action research in educational settings.

Prerequisite: Must have completed Level I and Level II of Fifth year Graduate Program.

Dumais, Handler

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 credits in early childhood graduate program.

Dumais, Handler

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

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 on a relevant subject in early childhood and family studies is to be presented in appropriate form.

Prerequisites: 24 credits in early childhood graduate program plus EC 5598 (Part I).

Dumais, Handler

M.A. IN EDUCATIONAL ADMINISTRATION

INSTRUCTION, CURRICULUM AND ADMINISTRATION DEPARTMENT

M.A. and Certification Option: Program for Principals and Supervisors

Coordinator: Dr. Nicholas Celso
Willis (W)109 527-2528/2058

Completion of this program qualifies the student holding a baccalaureate degree to receive an M.A. degree and meets the degree requirements. All students enrolling after October 1, 1988 are subject to newly revised state certification requirements for the Principal's Certificate. In addition to completion of a master's degree in Educational Administration or in another administrative sciences discipline, candidates for certification must undergo and pass a state administered test of knowledge and an assessment of practical skills. Additional requirements include completion of a residency/mentorship program in a local school district, which may vary according to the candidate's experience in teaching and in management.

Completion of the program by students who have three years of successful teaching experience also leads to certification as a general supervisor K-12.

Program Outline

1. Courses within each module need not be taken sequentially.
2. Courses in Module II are open only to *matriculated* students or with advisor's permission. It is recommended that courses in Module II not be taken until Module I is satisfactorily completed.
3. ICA courses in Module III are open only to students who have completed Module I and are *fully matriculated*. It is further recommended that students not take courses in Module III until at least 9 of the 12 credits in Module II are completed.
4. ICA courses in Module IV, excluding research and guided electives, are open only to students who have completed 24 credits of the program (including Modules I and II).
5. It is strongly recommended that at least two (2) of the three (3) PA courses listed in Module III and IV be taken.
6. One Guided Elective *must* be taken. Additional electives may be taken by the interested student (beyond the 39 credits required) or may be required of some students to strengthen weaknesses identified through the advisement assessment processes.

SPECIALIZATION 36 credits

MODULE I. FOUNDATIONS AND FUNDAMENTALS OF ADMINISTRATION 6 credits

ICA 5026 Foundations of Educational Policy 3
ICA 5502 Public School Administration I 3

MODULE II. SUPERVISION, CURRICULUM AND INSTRUCTION 12 credits

ICA 5606 School Supervision and Organizational Theory 3
ICA 5607 Supervision and Evaluation of Instruction 3
ICA 5613 Curriculum Development and Evaluation: Theory and Practice 3
ICA 5614 Learning, Instruction, Evaluation and the Curricula 3

MODULE III. POLICY, PROCEDURE AND PRACTICE 9 credits

ICA 5551 Basic School Law and Policy 3
One course from each of the following groups:
ICA 5520 Management of Educational Finance or 3
PA 5040 Public Budgeting and Financial Management 3
ICA 5511 Personnel Administration and Negotiations or 3
ICA 5702 Conflict Management and Resolution or 3
PA 5125 Collective Negotiations 3

MODULE IV. RESEARCH, SYNTHESIS AND APPLICATION 9 credits

ICA 5030 Educational Research or 3
PA 5030 Analytical Methods for Public Management or 3
ICA 5541 Computer Applications in Educational Administration 3
ICA 5503 Public School Administration II 3
ICA 5813 Field Study in Administration and Supervision I 3

GUIDED ELECTIVES 3-6 credits

Select, with advisement, one or more of the following, not to exceed 6 credits

ICA 5814 Field Study in Administration and Supervision II 3
ICA 5908 Independent Study/Field Service: Curriculum 1-3
ICA 5909 Independent Study/Field Service: Supervision 1-3
ICA 5910 Independent Study/Field Service: Policy 1-3
ICA 5700 Introduction to Organizational Theory 3
Other ICA courses with approval of advisor 3

TOTAL 39-42 credits

M.A. and Certification Option: Program for Supervisors

Coordinator: Dr. Nicholas Celso
Willis (W)109 527-2528/2058

Completion of this program qualifies the student holding a baccalaureate degree to receive an M.A. degree and New Jersey certification as a supervisor, providing the following requirements are met: a regular New Jersey instructional or educational certificate and three years of experience as a teaching staff member or equivalent. 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 instructional personnel.

SPECIALIZATION 30 credits

Foundations Courses

ICA 5026 Foundations of Educational Policy 3
ICA 5030 Educational Research 3

Administration and Supervision

ICA 5502 Public School Administration I 3
ICA 5606 School Supervision and Organizational Theory 3
ICA 5607 Supervision and Evaluation of Instruction 3
ICA 5613 Curriculum Development and Evaluation: Theory and Practice 3
ICA 5551 Basic School Law and Policy 3
ICA 5614 Learning, Instruction, Evaluation and the Curricula 3

ELECTIVES 6 credits *Two courses selected from the following with advisement and approval of program coordinator:*

ICA 5700 Introduction to Organizational Theory 3
ICA 5702 Conflict Management and Resolution 3
ICA 5814 Field Study in Administration and Supervision II 3

FIELD STUDY 3 credits

ICA 5813 Field Study in Administration and Supervision I 3

TOTAL 33 credits

Post-Masters Certification Option—Supervisor

A post-master's certification option for students who possess a master's degree, have taught three years and wish to only receive certification as a supervisor.

ICA 5606 School Supervision and Organizational Theory 3
ICA 5607 Supervision and Evaluation of Instruction 3
ICA 5613 Curriculum Development and Evaluation: Theory and Practice 3
ICA 5614 Learning, Instruction, Evaluation and the Curricula 3

ELECTIVES 12 credits *Four ICA courses to be taken with advisement of graduate coordinator. Required only of students have not received their graduate degree from Kean College.*

TOTAL 24 credits

M.A. and Certification Option: Program for School Business Administrators

Coordinator: Dr. Nicholas Celso
Willis (W)109 527-2528/2058

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 experienced as approved by the Secretary of the State Board of Examiners.

SPECIALIZATION 30 credits

FOUNDATIONS COURSES 6 credits

ICA 5026 Foundations of Educational Policy 3
ICA 5030 Educational Research 3
ICA 5700 Introduction to Organizational Theory 3

ADMINISTRATION/MANAGEMENT 24 credits

ICA 5502 Public School Administration I 3
ICA 5511 Personnel Administration and Negotiations 3
ICA 5520 Management of Educational Finances 3
ICA 5521 School Business Management and Accounting 3
ICA 5530 School Building Planning 3
ICA 5541 Computer Applications in Educational Administration 3
ICA 5551 Basic School Law and Policy 3
ICA 5613 Curriculum Development and Evaluation: Theory and Practice 3

FIELD STUDY 3 credits

ICA 5813 Field Study in Administration and Supervision I 3

TOTAL 33 credits

Post-Masters Certification Option—School Business Administrator

A post-master's certification option for students who already possess a master's degree, have the required teaching certification and experience (or the approved equivalent business training and experience) and wish to only receive certification as a school business administrator.

ICA 5502 Public School Administration I 3
ICA 5511 Personnel Administration and Negotiations 3
ICA 5520 Management of Educational Finances 3
ICA 5521 School Business Management and Accounting 3
ICA 5530 School Building Planning 3
ICA 5551 Basic School Law and Policy 3
ICA 5613 Curriculum Development and Evaluation: Theory and Practice 3
ICA 5700 Introduction to Organizational Theory 3

TOTAL 24 credits

M.A. IN INSTRUCTION AND CURRICULUM

INSTRUCTION, CURRICULUM AND ADMINISTRATION DEPARTMENT

Instruction and Curriculum

Coordinator: Richard J. Nichols
Willis (W)103B 527-2366

This program enables a variety of approaches to achieve increased understanding and skills in teaching as well as a broadened view of current trends and problems. Specialization in particular areas of education is also available. Six options are available within this program, and are listed above. With the exception of the option Classroom Instruction, which is designed specifically for students seeking initial certification, all are open to individuals holding a baccalaureate degree and a certificate to teach.

Admission and retention requirements vary by option, and applicants should contact the listed coordinators for specific information.

Option: Bilingual/Bicultural Education

Coordinator: Dr. Victor Ortiz
Willis (W)105 527-2175-2358

Students who have initial teaching certification, demonstrate ability in two languages and 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 Bilingual Education. Students who are not proficient in both languages will be required to take additional course work.

SPECIALIZATION 21 credits

- ICA 5401 Bilingual Multicultural Education in American Schools 3
- ICA 5402 Language and Culture of the Bilingual Child 3
- ICA 5403 The Bilingual Child in American Society 3
- ICA 5410 Developing Language and Reading Skills in a Bilingual Setting (Applied Linguistics) 3
- ICA 5411 Teaching Content Areas in a Bilingual Setting 3
- ICA 5420 Basic Theory and Practice of Teaching English as a Second Language 3
- ICA 5801 Systematic Observation and Field Experiences in Bilingual/Multicultural Schools 3

ELECTIVES 3 credits

Select one course from the following

- ICA 5380 Comparative Educational Systems 3
- ICA 5381 Seminar in International Education 3
- ICA 5421 Advanced Theory and Practice of Teaching English as a Second Language 3
- His 5810 Impact of Science and Technology on Culture 3
- ID 5010 Background in Intergroup Relations 3
- Psy 5610 Advanced Social Psychology 3
- Spa 5105 Comparative Romance Linguistics 3
- Spa 5110 History of Spanish Language 3
- Soc 5300 Racial and Cultural Minorities 3

GENERAL ELECTIVE 3 credits

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

RESEARCH 6 credits

- ICA 5098 5099 Advanced Seminar I & II: Research in Educational Practices or
- ID 5800 Thesis Option

TOTAL 33 credits

Option: Classroom Instruction

Coordinator: Dr. Richard J. Nichols
Willis (W)103A 527-2366

This program leads to certification and a master's degree for liberal arts graduates seeking to become teachers at the elementary level and at the secondary level in English, Mathematics, Science and Social Studies. Students who successfully complete Level I are eligible for Initial Teaching Certification; they may then apply for the remaining levels. Due to changing requirements please contact the coordinator for most recent information.

TRACK A—ELEMENTARY K-8

- LEVEL I
- ED 5560 Teaching Seminar I 6
- ED 5561 Teaching Seminar II 6
- ED 5562 Behavioral & Social Science Foundations of Teaching I 3
- ED 5563 Behavioral & Social Science Foundations of Teaching II 3
- ED 5564 Teaching Practicum & Seminar 6

- LEVEL II
- CS 5471 Current Theory & Practice in Teaching Reading 3
- ICA 5311 Current Theory & Practice in Teaching Language Arts 3
- ICA 5323 Current Theory & Practice in Teaching Mathematics 3
- ICA 5330 Current Theory & Practice in Teaching Science 3
- ICA 5340 Current Theory & Practice in Teaching Social Studies 3

COMPREHENSIVE EXAMINATION (Required prior to Level III)

- LEVEL III
- ICA 5031 Integrative Seminar: Investigation into Learning 3

TOTAL 42 credits

TRACK B—SUBJECT SPECIALIST K-12 (MATH, SCIENCE, ENGLISH, SOCIAL STUDIES)

- LEVEL I
- ED 5560 Teaching Seminar I 6
- ED 5561 Teaching Seminar II 6
- ED 5562 Behavioral & Social Science Foundations of Teaching I 3
- ED 5563 Behavioral & Social Science Foundations of Teaching II 3
- ED 5564 Teaching Practicum & Seminar 6

LEVEL II (subject field determined by certification required)

- SUBJECT: ENGLISH
- ICA 5210 Teaching the English Curriculum 3
- ICA 5310 Literature of Children & Youth 3

Three (3) courses in English or English Education as advised

- SUBJECT: MATHEMATICS
- ICA 5220 Teaching the Mathematics Curriculum 3
- ICA 5325 Diagnosis & Remediation in Mathematics 3

Three (3) courses in Mathematics or Mathematics Education as advised

- SUBJECT: SCIENCE
- ICA 5230 Teaching the Science Curriculum 3
- ICA 5331 Environmental Experiences in the Teaching of Science 3

Three (3) courses in Science or Science Education as advised

- SUBJECT: SOCIAL STUDIES
- ICA 5240 Teaching the Social Studies Curriculum 3
- ICA 5341 Structure of the Social Sciences & the Curriculum 3

Three (3) courses in Social Science Education courses as advised

COMPREHENSIVE EXAMINATION (Required prior to Level III)

- LEVEL III
- ICA 5031 Integrative Seminar: Investigation into Learning 3

TOTAL 42 credits

Option: Earth Science Education

Coordinator: Dr. Lee Meyerson
Science Bldg. (C)323A 527-2064

This program is designed to provide the knowledge and skills necessary for effective teaching of Earth Science. Admission to the program is limited to those who possess a teaching certificate in any area.

*PREREQUISITES 16 credits

- Astr 1100 Introduction to Astronomy 4
- Geog 1200 Introduction to Geology 4
- Metr 1300 Introduction to Meteorology 4
- Ocen 3453 Introduction to Oceanography 4

*These prerequisites may be waived by the Department of Geology and Meteorology based on years of teaching experience.

REQUIRED COURSES 12 credits

- ICA 5339 Supervised Teaching and Earth Science Methodology 6
- ICA 5023 Education in New Jersey: Critical Issues 3
- ICA 5032 Research Methods for Science Education 3

ELECTIVES 18 credits

- 1 course in Astronomy
- 1 course in Geology
- 1 course in Meteorology
- 1 course in Oceanography
- 2 electives from areas listed above

RESEARCH 6 credits

- ICA 5098 -5099 Advanced Seminar I & II: Research in Educational and Organizational Practices or
- ID 5800 Thesis Option

TOTAL 36 credits

Option: Mastery in Teaching

Coordinator: Richard J. Nichols
Willis (W)105 527-2366

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.

SPECIALIZATION 21 credits

REQUIRED COURSE 3 credits

- ICA 5612 Advanced School Curriculum 3
- Students select three pairs of courses from the following groups:
- ICA 5320 Computers in the School Curriculum 3
- ICA 5321 Microcomputers for Educators 3

- ICA 5340 Theory and Practice of Teaching Social Studies and Teaching the Holocaust or
- EAS 5342 Teaching the Holocaust or
- ICA 5341 The Structure of the Social Sciences and the Curriculum or
- EAS 5343 Teaching Prejudice Reduction or
- EAS 5390 Theory and Practice of Humane Education 3

- ICA 5330 Theory and Practice of Teaching Science 3
- ICA 5331 Environmental Experiences in the Teaching of Science 3

- ICA 5310 The Literature of Children and Youth 3
- ICA 5311 Theory and Practice of Teaching Language Arts in the School 3

- ICA 5323 Theory and Practice of Teaching Mathematics 3
- ICA 5325 Diagnosis and Remediation in the Teaching of Mathematics 3

- ICA 5621 Inquiry Teaching I: Thinking 3
- ICA 5622 Inquiry Teaching II: Values 3

- ICA 5360 Readings in the Education of the Gifted and Talented 3
- ICA 5361 Creativity: Practicum for Teachers of the Gifted 3

ELECTIVES 6 credits An additional two courses from those listed above or, with advisement, from other appropriate course offerings.

RESEARCH 6 credits

- ICA 5098 -5099 Advanced Seminar I & II: Research in Educational Practices or
- ID 5800 Thesis Option

TOTAL 33 credits

Option: Mathematics/ Sciences/Computer Education

Coordinator: Dr. Joseph J. Preil
Willis (W)105 527-2673

SPECIALIZATION 18 credits

Select six of the following courses:

- ICA 5320 Computers in the School Curriculum 3
- ICA 5321 Microcomputers for Educators 3
- ICA 5322 Computer Applications for the Classroom Teacher 3
- ICA 5323 Theory and Practice of Teaching Mathematics 3
- ICA 5324 Critical Issues in Mathematics Education 3
- ICA 5325 Diagnosis and Remediation in the Teaching of Mathematics 3
- ICA 5330 Theory and Practice of Teaching Science 3
- ICA 5331 Environmental Experiences in Teaching of Science 3

REQUIRED COURSES 6 credits

- ICA 5612 Advanced School Curriculum 3
One of the following three courses:
- ICA 5621 Inquiry Teaching I: Thinking 3
- Psy 5110 The Developmental Study of Children 3
- Psy 5320 Learning Theory and Applications 3

ELECTIVE 3 credits *Student selects a mathematics, science, computer science or an ICA course*

RESEARCH 6 credits

- ICA 5098 -5099 Advanced Seminar I & II: Research in Educational Practices or
- ID 5800 Thesis Option

TOTAL 33 credits

Option: Teaching English as a Second Language

Coordinator: Professor Nancy Brilliant
Willis (W)303 527-2174

Students seeking an endorsement in teaching 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

- ICA 4804 Field Experiences in a Bilingual/Multicultural Setting* or
- ICA 5810 Systematic Observation and Field Experiences in Bilingual/Multicultural Schools*

*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.

SPECIALIZATION 30 credits

REQUIRED COURSES 27 credits

- ICA 5026 Foundations of Educational Policy or 3
- ICA 5612 Advanced School Curriculum 3
- ICA 5402 Language & Culture of the Bilingual Child 3
- ICA 5403 The Bilingual Child in American Society 3
- ICA 5420 Basic Theory and Practice of Teaching English as a Second Language 3
- ICA 5421 Advanced Theory and Practice of Teaching English as a Second Language 3
- Eng 5105 General Linguistics 3
- Eng 5120 Applied Linguistics 3
- Eng 5130 Phonology and Structure of American English 3

Three (3) additional credits in Linguistics; to be selected with advisement from one of the following:

- Eng 5110 Current Problems in Transformational Grammar 3
- Eng 5140 Historical Development of the English Language 3
- Eng 5150 Origins, Structures and Uses of Black English 3
- SpEd 5205 Psycho-Linguistics

ELECTIVE 3 credits *One course selected from the following:*

- Psy 5110 Developmental Study of Children 3
- Psy 5120 Social Psychology of Adolescence 3
- Psy 5250 Experimental Child Psychology 3
- Psy 5320 Learning Theory and Applications 3
- Psy 5610 Advanced Social Psychology 3

RESEARCH 6 credits

- ICA 5098 -5099 Advanced Seminar I & II: Research in Educational Practices or
- ID 5800 Thesis Option 6

TOTAL 36 credits

Instruction, Curriculum, Administration Courses

INTRODUCTORY, FOUNDATIONS, RESEARCH

ICA 5021 Readings in Contemporary Education (3)

Issues in education examined as a basis for a critical evaluation of present practices in this field.
Welch

ICA 5022 The Impact of Modern Thinkers of Education (3)

The impact upon education of such seminal thinkers as Piaget, Skinner, Dewey, Bruner, Neill, Hutchins, Conant, Maritain and Buber.
Healy

ICA 5023 Education in New Jersey: Critical Issues (3)

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.
Healy

ICA 5026 Foundations of Educational Policy (3)

A critical examination of an inquiry into the structure, functioning, and role of the public school in American society.
Healy, Welch

ICA 5030 Educational Research (3)

Develops understanding and skills in producer and consumer aspects of research in the educational, social and behavioral sciences. Stresses issues of design, analysis, interpretation and development of research.
Celso, Kavett

ICA 5031 Integrative Seminar: Investigation into Learning (3)

Theories of cognitive development, learning, and motivation are related to practical research problems which are designed for each student's professional setting.
Prerequisites: Completion of 36 s.h. in Level I and II. (Classroom Instruction, students only).

ICA 5032 Research Methods for Science Education (3)

Study of the approach to research in science. Included are the design of the experiment, analysis of the data, and interpretation of the results. Organization of a formal presentation of research, in both oral and written form is stressed.
Prerequisite: Graduate status.

ICA 5098-5099 Advanced Seminar I & II: Research in Educational Practices (3,3)

Advanced Seminar is designed to bring graduate students together for the purpose of exploring significant problems in their field of graduate specialization. Enrollment is limited and open only to fully matriculated students who are nearing completion of their program. The course consists of reading, research and practicum sessions.

Prerequisites: Completion of minimum of 24 s.h. in student's Graduate Program.
Required: For MA in Instruction and Curriculum: All options except Classroom Instruction.

EDUCATION: CLASSROOM INSTRUCTION

EDUC 5560 Teaching Seminar I (6)

Seminar in curriculum and methodology emphasizing an understanding of patterns of growth and development, organization and presentation of subject matters, interactive teaching strategies, material selection, planning and organization, productive learning environment and methods of assessment.
Prerequisite: Bachelor's degree.

EDUC 5561 Teaching Seminar II (6)

Seminar on classroom processes emphasizing an understanding of reading and language art programs, skills in classroom management, use of educational technology, methods of evaluation and selected teaching strategies.
Prerequisite: EDUC 5560.

EDUC 5562 Behavioral and Social Science Foundation of Teaching I (3)

An examination of the behavioral and social science foundations of teaching: topics include child and adolescent development and behavior, the assessment of learning, theories of motivation, language development, and the development and uses of teaching constructed tests and standardized tests.
Prerequisite: Bachelor's degree.

EDUC 5563 Behavioral and Social Science Foundation of Teaching II (3)

An introduction to the profession of teaching, and to the functioning and functions of schools in their social context.
Prerequisite: Bachelor's degree.

EDUC 5564 Teaching Practicum and Seminar (6)

Supervised student teaching or provisional teaching with instruction on curriculum, policies, organization, and student population of the local school district.
Prerequisite: EDUC 5560, EDUC 5561.

THE CONTENT OF INSTRUCTION

ICA 5300 What's Happening in Elementary Education? (3)

Key recent developments in selected areas of elementary education.

ICA 5310 The Literature of Children and Youth (3)

A survey of literature and informational materials for children and youth. Methods of helping children and youth use and enjoy literature.
Ortiz, Weiger

ICA 5311 Theory and Practice of Teaching Language Arts (3)

A study of new developments in the language arts, emphasizing creative expression, creative listening, linguistic applications, the nature of communication, and the teaching of language arts as part of content area learning.

ICA 5312 Written Expression in the Classroom (3)

A workshop in which teachers participate directly in the writing process (1) as a means of learning how to diagnose children's writing problems and how to build children's writing skills and (2) as a means of improving their own writing.
Prerequisite: ICA 5311.

Hennings

ICA 5320 Computers in the School Curriculum I (3)

Study of (1) the implications of computing technology for education, (2) the nature and use of computers and computer language in education and (3) the application of computers in classroom instruction in mathematics, science, language arts, and social studies.
Kolodiy, Orfan

ICA 5321 Computers in the School Curriculum II: Courseware Development (3)

A continuation of the material in ICA 5320. This course gives teachers the necessary skills to maximize the use of computers in educational settings. Emphasis on software development for the classroom, file management and simple interfacing.
Prerequisites: ICA 5320 or ICA 5906.
Kolodiy, Orfan

ICA 5322 Computer Applications for the Classroom Teacher (3)

A survey and analysis of the varied applications of computers in specific instructional areas of the school curriculum. Hands-on work sessions with emphasis on ability to perceive the uses of the computer in varied disciplines.
Prerequisites: ICA 5321 or with the permission of instructor.
Kolodiy, Orfan

ICA 5323 Theory and Practice in Teaching Mathematics (3)

Study of structure of number systems and intuitive geometry; application of theory to creative strategies for teaching content in a school setting; computer enhancements.

ICA 5324 Critical Issues in Mathematics Education (3)

A seminar for the study of critical issues in mathematics education. Readings and research will further students' understanding and responses to current problems and to advances in classroom technology.

Prerequisites: ICA 5323 or permission of instructor.

ICA 5325 Diagnosis and Remediation in Mathematics (3)

Error patterns in computation and problem solving. Tests and other diagnostic methods. Procedures for remediation and individualized teaching with and without use of calculators and computers.

Prerequisites: ICA 5323 or permission of instructor.

ICA 5330 Theory and Practice of Teaching Science (3)

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.

ICA 5339 Supervised Teaching and Earth Science Methodology (6)

A full semester of supervised teaching in an earth science classroom and seminar sessions on earth science curriculum, teaching methodology and laboratory experiences. Registration limited to students holding an earth science teaching position.

Prerequisite: Admission to the Subject Specialist: Earth Science Program and permission of the program coordinator.

ICA 5340 Theory and Practice of Teaching Social Studies (3)

Investigation of strategies for teaching social studies with emphasis on newer approaches and materials including the computer.

ICA 5341 The Structure of the Social Sciences and the Curriculum (3)

An examination of the major concepts, generalization and methodologies of the social sciences and their incorporation in the curriculum.

ICA 5342 Teaching the Holocaust (3)

A course highlighting the curriculum implications of the Holocaust in the lives of students. Offered in cooperation with the Holocaust Resource Center of Kean College.

Preil

ICA 5343 Teaching Prejudice Reduction (3)

A course highlighting the curriculum implications of prejudice in the world and in the lives of students. Offered in cooperation with the Holocaust Resource Center of Kean College. Prerequisite: ICA 5342 Teaching the Holocaust, or permission of instructor.

ICA 5360 Readings in the Education of the Gifted and Talented (3)

Historic and contemporary literature on giftedness, creativity, problem-solving and talent will be discussed and critically analyzed. Special areas of research may include identification, psychology, cultural effects and curriculum and administrative designs.

Amick, Prince

ICA 5361 Creativity: Practicum for Teachers of the Gifted (3)

Materials and procedures for providing creative experiences for gifted children in the classroom. Workshop sessions in artistic and academic subject areas. Discussions of current school programs.

Prerequisites: ICA 5360 and ICA 5612.

ICA 5380 Comparative Educational Systems (3)

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.

ICA 5381 Seminar in International Education (3)

Exploration in depth of problems of education on the international scene. Attention directed toward ways and means of reducing illiteracy in various sections of the world, providing educational opportunities for all peoples and the reduction of international tensions through education.

ICA 5390 Theory and Practice of Humane Education (3)

The study and strategies of teaching humane treatment of all living organisms, integrated into existing curricula.

Weiger

BILINGUAL/BICULTURAL EDUCATION/ESL

ICA 5401 Bilingual (Spanish-English) Multicultural Education in American Schools (3)

Study and analysis of the history of bilingual-bicultural education; the role of the teacher as well as an examination of alternative methods, materials, rationale and survey of existing models.

Ortiz, Schuhmann

ICA 5402 Language and Culture of the Bilingual Child (3)

An in-depth study of the language and cultural heritage that the bilingual child brings to the school system, including the nature of the language, dialect, verbal and nonverbal communication. Language as used in different social contexts. The ethnography of communication. The influence of language on the cognitive and learning styles of children.

Baldassini, Ortiz

ICA 5403 Bilingual Child in American Society (3)

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 the bilingual-bicultural student in adjusting to a multicultural/multiethnic environment.

Ortiz, Baldassini

ICA 5410 Developing Language and Reading Skills in a Bilingual Setting (Applied Linguistics) (3)

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 learning them in a second language. Prerequisites: Familiarity with a second language.

Lopez

ICA 5411 Teaching Content Areas in a Bilingual Setting (3)

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.

Lopez

ICA 5420 Basic Theory and Practice of Teaching English as a Second Language (3)

Study and practice in the methods and materials of teaching English as a Second Language. For students in Options: Teaching English as a Second Language and Bilingual/Bicultural Education.

Lopez, Ortiz, Schuhmann

ICA 5421 Advanced Theory and Practice of Teaching English as a Second Language (3)

Principles underlying language teaching methodologies, as well as testing and curriculum design in the English as a Second Language Classroom.

Ortiz

ORGANIZATION AND ADMINISTRATION

ICA 5502 Public School Administration I (3)

Public school administration in historical perspective. Evaluation of current practices and supporting research. Analysis of leadership skills and organizational models.

Veal

ICA 5503 Public School Administration II (3)

Synthesis and application of theories and research to programs and practices of school site administration. Emphasis upon the managerial functions of planning, organizing, staffing, developing and controlling, as applied to specific operational issues.

Prerequisite: Completion of 24 credits of program including: ICA 5502, 5506, 5613.

Veal

ICA 5511 Personnel Administration and Negotiations (3)

Examination of 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.

Prerequisites: ICA 5026 and ICA 5502.

Celso

ICA 5520 Management of Educational Finance (3)

Considers public education financial policies and funding theories within historic and current economic contexts. Investigates educational taxation at 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 techniques and technology.

Prerequisites: ICA 5026 and ICA 5502 or permission of instructor.

ICA 5521 School Business Management and Accounting (3)

Conceptual and operational aspects of school business management and accounting as integral components of the total administrative structure: procuring, expending, accounting for, protecting, organizing, and maintaining fiscal and material resources in an efficient manner through the application of modern technology and systems procedures.

ICA 5530 School Building Planning (3)

Overview of the development of an Educational Master Plan for school districts, including the interrelationship of pupil needs, programs to meet those needs, personnel to carry out the programs and buildings and grounds to house them. Special emphasis will be placed on New Jersey laws, rules and regulations. Additional emphasis will be placed on what to do in face of declining enrollment.

ICA 5540 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.

ICA 5541 Computer Applications in Educational Administration (3)

Investigates current and potential use of small business computer hardware, software, and network services in educational management data processing. Emphasizes financial accounting, budget development, personnel, inventory, and transportation records and reports, and other operations research applications.

ICA 5551 Basic School Law and Policy (3)

Legal principles generally applicable to education in the United States and to New Jersey public schools in particular. Constitutional, statutory, and decisional law affecting the evaluation of policies and practices in the schools. Special emphasis on analysis of major cases.

Prerequisites: ICA 5026 and ICA 5502.

Celso

SUPERVISION/CURRICULUM/TEACHING PROCESS

ICA 5605 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.

ICA 5606 School Supervision and Organizational Theory (3)

Application of organizational and leadership theories to school supervision. Emphasis on management of human resources in a professional setting. Identification of personal leadership style. Major models and techniques of teacher evaluation.

Prerequisite: Matriculated status or permission of advisor.

Nichols

ICA 5607 Supervision and Evaluation of Instruction (3)

Theory, research and practice of supervisory styles and approaches to staff development, evaluation, and in-service training.

Prerequisite: Matriculated status or permission of advisor.

ICA 5612 Advanced Curriculum (3)

A brief history of the evolution of curriculum as background for the study of current factors which influence curriculum development. Influence of materials of instruction, community and multicultural forces and group pressures. Recent curricular developments explored.

Prerequisites: State Certification for Teaching. Required: For M.A. in Instruction and Curriculum Options: Mastery in Teaching and Mathematics/Science/Computer Education.

ICA 5613 Curriculum Development and Evaluation: Theory and Practice (3)

Examination of philosophical and social forces that shape public school curricula. Attention given to curriculum design, development, implementation and evaluation as well as to the master planning that integrates those efforts.

Prerequisite: Matriculated status or permission of advisor.

Willis

ICA 5614 Learning, Instruction, Evaluation and the Curricula (3)

Study of the learning process. Instructional theories and models, evaluation and assessment techniques applied to the curriculum.

Prerequisite: Matriculated status or permission of advisor.

Amick, Nichols

ICA 5620 Evaluation and the Learning Process (3)

The natural relationship of measurement and evaluation in the school to instructional objectives, stated behaviorally is covered. 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.

ICA 5621 Inquiry Teaching I: Thinking (3)

The inquiry approach to teaching emphasizing techniques of questioning for critical thinking.

Amick

ICA 5622 Inquiry Teaching II: Values (3)

Strategies for developing moral reasoning and for clarifying student's values. Emphasis on using strategies and analyzing student's reasoning skills.

Amick

ORGANIZATIONAL DEVELOPMENT

ICA 5700 Introduction to Organizational Theory (3)

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.

Prince

ICA 5702 Conflict: Management and Resolution (3)

Examination of a variety of conflict situations. Emphasis 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.

Nichols

FIELD EXPERIENCES

ICA 5810 Systematic: Observation and Field Experience in Bilingual/Multicultural Schools (3)

Individualized study of teaching based on systematic observation and analysis of actual bilingual/multicultural classroom teacher performance using established category systems and observation systems developed by the student. Includes field experiences in bilingual/multicultural classroom setting.

Baldassini, Ortiz

ICA 5813 Field Study in Administration and Supervision I (3)

Activities planned in cooperation with sponsoring school districts. Emphasis on involvement with functional responsibility for planning, developing and/or managing administrative-supervisory tasks.

Prerequisites: Completion of 24 s.h. of program and NASSP Assessment.

Celso, Veal

ICA 5814 Field Study in Administration and Supervision II (3)

Additional field work with cooperating district. Emphasis on addressing particular areas of student interest or need.

Prerequisite: ICA 5813.

Celso, Veal

INDEPENDENT STUDY/SERVICE PROGRAMS

ICA 5900 Education Conference Workshop (1)

Individualized in-depth study based on the content of the education conference of a problem or issue to improve teaching.

NOTE CONCERNING COURSE NUMBERS
IN INSTRUCTION, CURRICULUM
AND ADMINISTRATION

ICA 5904 Introduction to Logo (1½)

This course will examine Logo as the primary language in elementary education and as a tool for teaching mathematics, visual arts, writing, and problem-solving. Participants will observe children using Logo.

ICA 5905 The Computer as a Management Tool (1½)

Hands-on experiences with data-base/file management, spreadsheets, and word processing in educational settings. Students will develop competencies in scheduling, attendance, grading systems and personnel records, as well as data bases for classroom activities.

ICA 5906 Computer Fundamentals for Educators (1½)

This course will examine models for teaching computer literacy and languages to students. Topics covered will include historical development; hardware and software; the role of programming in the school curriculum and the design, construction, and analysis of simple programs in Basic.

ICA 5907 Introduction to Pascal for Teachers (1½)

This course looks at Pascal as a language which teaches structured programming skills. The course is designed to teach Pascal and related concepts to teachers who will, in turn, teach similar material to their students and to familiarize teachers with the College Board Advanced Placement Exam in Computer Science. Prerequisites: ICA 5906 or ICA 5320 or experience in programming in some computer language.

ICA 5908 Independent Study/Field Service: Curriculum (1-3)

Guided curriculum project(s) in field settings under the supervision of a campus supervisor and a field-based professional. Prerequisite: ICA 5613 or ICA 5614 (May be taken concurrently with one of these courses). Amick, Willis

ICA 5909 Independent Study/Field Service: Supervision (1-3)

Guided supervisory project(s) in field settings under the supervision of a campus supervisor and a field-based professional. Prerequisite: ICA 5606 or ICA 5607 (May be taken concurrently with one of these courses). Nichols

ICA 5910 Independent Study/Field Service: Policy (1-3)

Guided policy project(s) in field settings under the supervision of a campus supervisor and a field-based professional. Prerequisites: ICA 5511, 5521, 5530, 5540, 5541, or 5551 (may be taken concurrently with one of these courses). Veal

The numbers for all courses in Educational Arts and Systems (EAS) and Educational Policy Sciences (EPS) recently have been changed. In this Graduate 1989-1991 Catalog, the new numbers appear for all courses.

The Graduate Catalog, 1984-86, however, shows courses under the old numbers. A list showing the new numbers and the former numbers is provided below.

New Number and Title

INTRODUCTORY, FOUNDATIONS, RESEARCH

- ICA 5021 Readings in Contemporary Education
- ICA 5022 The Impact of Modern Thinkers on Education
- ICA 5023 Education in N.J.: Critical Issues
- ICA 5024 Education and the Pursuit of Justice
- ICA 5025 The Politics and Economics of Education
- ICA 5026 Foundations of Educational Policy
- ICA 5030 Educational Research
- ICA 5031 Integrative Seminar: Investigation into Learning
- ICA 5098 -5099 Advanced Seminar I & II: Research in Educational and Organizational Practices

CONTENT OF INSTRUCTION

- ICA 5300 What's Happening in Elementary Education?
- ICA 5310 Literature of Children and Youth
- ICA 5311 Theory and Practice of Teaching English Arts in the School
- ICA 5312 Written Expression in the Classroom
- ICA 5320 Computers in the School Curriculum I
- ICA 5321 Computers in the School Curriculum II: Courseware Development
- ICA 5322 Computer Application for the Classroom Teacher
- ICA 5323 Theory and Practice of Teaching Mathematics
- ICA 5324 Critical Issues in Mathematics Education
- ICA 5325 Diagnosis and Remediation in Mathematics
- ICA 5330 Theory and Practice of Teaching Science
- ICA 5340 Theory and Practice of Teaching Social Studies
- ICA 5341 The Structure of the Social Sciences and the Curriculum
- ICA 5342 Teaching the Holocaust
- ICA 5360 Readings in the Education of the Gifted and Talented
- ICA 5361 Practicum for Teachers of the Gifted/Creativity

Old Number and Title

INTRODUCTORY, FOUNDATIONS, RESEARCH

- EPS 5010 Readings in Contemporary Education
- EPS 5041 The Impact of Modern Thinkers on Education
- EPS 5042 Education in N.J.: Critical Issues
- EPS 5050 Education and the Pursuit of Justice
- EPS 5030 The Politics and Economics of Education
- ICA 5020 Foundations of Education and
- EPS 5000 Foundations of Graduate Study in Education
- EPS 5200 Educational Research
- EPS 5210 Action Research to Improve Education
- EAS 5098 -5099 Advanced Seminar: Research in Elementary Education I & II
- EPS 5198 -5199 Advanced Seminar: Administration and Supervision I and II

CONTENT OF INSTRUCTION

- EAS 5120 What's Happening in Elementary Education?
- EAS 5140 Literature of Children and Youth
- EAS 5150 Dynamics of Teaching English Arts in the Elementary School
- EAS 5151 Written Expression in the Classroom
- EAS 5102 Computers in K-8 School Curriculum
- EAS 5103 Microcomputers for Educators
- EAS 5104 Computer Application for the Classroom Teacher
- EAS 5160 Dynamics of Teaching Elementary Mathematics
- EAS 5161 Critical Issues in Mathematics Education
- EAS 5162 Diagnosis and Remediation in the Teaching of Elementary Mathematics
- EAS 5131 Dynamics of Teaching Elementary Science
- EAS 5130 Dynamics of Teaching Social Studies in the Elementary School
- EAS 5133 The Structure of the Social Sciences and the Elementary School Curriculum
- EAS 5125 Teaching the Holocaust
- EAS 5510 Readings in the Education of the Gifted and Talented
- EAS 5525 Practicum in Creativity and
- EAS 5520 Practicum in Creativity: Artistic Talent and its Nurture and
- EAS 5530 Practicum in Creativity: Academic Talent and its Nurture

New Number and Title

- ICA 5380 Comparative Educational Systems
- ICA 5381 Seminar in International Education
- ICA 5390 Theory and Practice of Humane Education

BILINGUAL/BICULTURAL/ESL

- ICA 5400 What's Happening in Multicultural Education?
- ICA 5401 Bilingual (Spanish-English) Multicultural Education in American Schools
- ICA 5402 Language and Culture of the Bilingual Child
- ICA 5403 The Bilingual Child in American Society
- ICA 5410 Developing Language and Reading Skills in a Bilingual Setting
- ICA 5411 Teaching Content Areas in a Bilingual Setting
- ICA 5420 Basic Theory and Practice of Teaching English as a Second Language
- ICA 5421 Advanced Theory and Practice of Teaching English as a Second Language

ORGANIZATION AND ADMINISTRATION

- ICA 5502 Public School Administration I
- ICA 5503 Public School Administration II
- ICA 5511 Personnel Administration and Negotiations
- ICA 5520 Management of Educational Finance
- ICA 5521 School Business Management and Accounting
- ICA 5530 School Building Planning
- ICA 5540 Systems Analysis and Planning
- ICA 5541 Computer Applications in Educational Administration
- ICA 5551 Basic School Law and Policy

SUPERVISION/CURRICULUM/TEACHING PROCESSES

- ICA 5605 Management and Supervision of Programs for the Gifted and Talented
- ICA 5606 School Supervision and Organizational Theory
- ICA 5607 Supervision and Evaluation of Instruction

Old Number and Title

- EAS 5015 Comparative Educational Systems
- EPS 5030 Seminar in International Education
- EAS 5110 Theory and Practice of Humane Education

BILINGUAL/BICULTURAL/ESL

- EAS 5121 What's Happening in Multicultural Education?
- EAS 5630 Bilingual (Spanish-English) Multicultural Education in American Schools
- EAS 5640 Language and Culture of the Bilingual Child
- EAS 5650 The Bilingual Child in American Society
- EAS 5600 Developing Language and Reading Skills in a Bilingual Setting
- EAS 5610 Teaching Content Areas in a Bilingual Setting
- 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

ORGANIZATION AND ADMINISTRATION

- EPS 5110 or ICA 5500 Organization and Administration of Public Schools
- EPS 5114 or ICA 5501 The Principalship
- ICA 5510 or EPS 5183 Personal Administration and Negotiations
- EPS 5135 or ICA 5520 Management of Educational Finance
- EPS 5136 or ICA 5521 School Business Management and Accounting
- EPS 5138 School Building Planning
- EPS 5125 Systems Analysis and Planning
- EAS 5137 Computer Applications in Educational Administration
- EPS 5130 or ICA 5550 Legal and Policy Aspects of School Administration

SUPERVISION/CURRICULUM/TEACHING PROCESSES

- EPS 5205 Supervising Assessment of Programs, Personnel and Facilities
- EAS 5119 Management and Supervision of Programs for the Gifted and Talented
- EPS 5117 or ICA 5600 Supervision of Instruction: Theory and Practice
- EPS 5115 or ICA 5601 Supervision of Elementary School Programs and
- EPS 5116 or ICA 5602 Supervision of Secondary School Programs

New Number and Title

- ICA 5612 Advanced Elementary School Curriculum
ICA 5613 Curriculum Development and Evaluation: Theory and Practice
ICA 5614 Learning, Instruction, Evaluation and the Curricula
ICA 5620 Evaluation and the Learning Process
ICA 5621 Inquiry Teaching I: Thinking
ICA 5622 Inquiry Teaching II: Values

ORGANIZATIONAL DEVELOPMENT

- ICA 5700 Introduction to Organizational Theory
ICA 5702 Conflict/Management and Resolution

FIELD EXPERIENCES

- ICA 5810 Systematic Observation and Field Experiences in Bilingual/Multicultural Schools
ICA 5813 Field Study in Administration and Supervision I
ICA 5814 Field Study in Administration and Supervision II

INDEPENDENT STUDY/SERVICE PROGRAMS

- ICA 5900 Education Conference Workshop

Old Number and Title

- EAS 5100 Advanced Elementary School Curriculum
ICA 5610 or EPS 5118 Theory and Practice of Curriculum Development in the Public Schools
ICA 5611 or EAS 5830 Instructional Theory and Curriculum Applications
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

ORGANIZATIONAL DEVELOPMENT

- EPS 5300 Introduction to Organizational Theory
EPS 5305 Studies of Community and Organizational Change
EPS 5315 Conflict/Management and Resolution
EPS 5310 Development of Training and Consultative Skills

FIELD EXPERIENCES

- EAS 5820 Systematic Observation of Teaching
EPS 5185 or ICA 5811 Field Study in Administration and Supervision I
EPS 5186 or ICA 5812 Field Study in Administration and Supervision II

INDEPENDENT STUDY/SERVICE PROGRAMS

- EAS 5105 Education Conference Workshops
EAS 5930 Teaching Strategies for Moral Education
EAS 5940 Learning Centers

Non-Degree Planned Program in Sports Medicine

PHYSICAL EDUCATION, HEALTH AND RECREATION DEPARTMENT

Coordinator: Dr. Walter Andzel
Campus School West (CSW)114
527-2101/2548

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 of Graduate Studies.

FOUNDATION COURSES 18 credits

- | | |
|--|---|
| PEd 5000 Physical Training for Athletic Competition | 3 |
| PEd 5002 Exercise and Health | 3 |
| PEd 5004 Nutrition and Athletic Performance | 3 |
| PEd 5005 Organization and Administration of Sports Medicine Programs | 3 |
| PEd 5006 Physiological Testing and Interpretation | 3 |
| PEd 5012 Prevention and Rehabilitation of Cardiovascular Disease | 3 |

INTERNSHIP 3 credits

- | | |
|---|---|
| PEd 5008 Supervised Field Experience in Sports Medicine (required by students having no prior experience) | 3 |
| <i>or</i> | |
| PEd 5020 Independent Study in Sports Medicine (requires permission of coordinator) | 3 |

TOTAL 21 credits

Health Education Courses**HEd 5434 Contemporary Issues in Human Sexuality/Sex Education/Family Life Education (3)**

A reassessment of individual and societal sexual values, attitudes, and/or controversial issues in sexuality, i.e., sexual minorities, non-procreative sex, modern media eroticism, the politics of family life/sex education for special populations. Designed to help in the preparation of individuals involved in the implementation of the Family Life Education Mandate in New Jersey Schools.
Prerequisite: Undergraduate degree and/or permission of instructor.

Physical Education Courses**PHYSIOLOGY AND HEALTH FACTORS COURSES****PEd 5000 Physical Training for Athletic Competition (3)**

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.
Andzel

PEd 5001 Exercise and Health (3)

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.
Andzel

PEd 5004 Nutrition and Athletic Performances (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 sports medicine 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.

PEd 5920 Contemporary Issues in Teaching Physical Education—Children Games (3)

Examines the principles of customizing children's games so that children of all abilities can become skillful game players. This course is appropriate for physical educators, classroom teachers and coaches.

Recreation 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.

M.A. IN AUDIOLOGY AND COMMUNICATION SCIENCE

SPECIAL EDUCATION AND INDIVIDUAL SERVICE DEPARTMENT

Coordinator: Dr. Arthur Terr
Child Study Institute (CSI) 106 527-2780

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)

SPECIALIZATION 15 credits

REQUIRED COURSES 3 credits

SpEd 5276 Practicum in Audiology and Communication Science I

ELECTIVES 12 credits *Four courses selected from the following:*

- SpEd 5205 Psycho-Linguistics 3
- SpEd 5215 Auditory Training 3
- SpEd 5222 Acoustic Phonetics 3
- SpEd 5225 Pediatric Audiology 3
- SpEd 5234 Instrumentation in Audiology and Communication Science 3
- SpEd 5271 Advanced Clinical Audiology I 3
- SpEd 5272 Advanced Clinical Audiology II 3
- SpEd 5274 School, Community and Industrial Audiology 3
- SpEd 5275 Psycho-Biological Bases of Audiology 3
- SpEd 5277 Practicum in Audiology and Communication Science II 3

GENERAL ELECTIVES 12 credits

Four courses selected with advisement

RESEARCH 6 credits

- SpEd 5298 -5299 Advanced Seminar: Research in Audiology and Communication Science I & II or
- ID 5800 Thesis Option

TOTAL 33 credits

M.A. IN COUNSELOR EDUCATION

SPECIAL EDUCATION AND INDIVIDUAL SERVICES DEPARTMENT

Coordinator: Dr. Drew Cangelosi
Campus School East (CSE) 115 527-2509/2264

The Counselor Education program is a humanistic, multicultural, non-sexist program designed to train professional counselors. Graduates of this program are employed in a variety of settings including elementary and secondary schools, colleges, agencies, community counseling centers, and business and industry. The program provides preparation in the areas of human growth and development, social and cultural foundations, individual and group appraisal, research and evaluation, professional orientation, and individual, group, and career counseling theories and techniques. The program involves theoretical training, skill development and practical application through coursework and supervised practica and internships. Counselor Education focuses on the development of increased self-awareness, personal and professional growth, and involves a deep commitment to the process of learning. Two options are offered in Counselor Education.

Option I: Counseling and Guidance

Counseling and Guidance provides training and state certification in School Counseling (Student Personnel Services). To acquire both a Master's Degree and certification, the State requires the student to hold a teacher's certification and have one year of teaching experience. A 33 credit certification option is also available to students holding an M.A. in other areas. Students can also become eligible for certification in School Social Work through additional coursework in the program. Students in Option I may also concentrate their studies in such areas as college student personnel, community and agency counseling.

Admissions: In addition to an application and transcripts of undergraduate and graduate work, students must take the GRE or Miller Analogies Test. Students are conditionally admitted to the program. Following successful completion of the core courses (C.Ed 5910, 5950, 5962) students participate in a selections session to advance to full admission into the program.

COREQUISITES 6 credits

Two courses in Psychology on a graduate level, appropriate for areas of concentration and approved by advisor.

REQUIRED COURSES 27 credits

- CEd 5910 Introduction to Counseling and Human Services 3
- CEd 5975 Career Counseling and Development 3
- CEd 5950 Principles and Procedures of Counseling 3
- CEd 5952 Theories of Counseling 3
- CEd 5962 Group Process in Counseling 3
- CEd 5963 Theory and Practice of Group Counseling 3
- CEd 5050 Appraisal and Assessment in Counseling 3
- CEd 5971 Community Organization and Services 3
- CEd 5980 Practicum in Counseling 3

ELECTIVES 6 credits

Two courses selected from the following or approved substitutes.

- CEd 5915 Multicultural Counseling 3
- CEd 5940 Elementary School Guidance and Counseling 3
- CEd 5942 College Student Personnel Services 3
- CEd 5943 College Admissions Services 3
- CEd 5951 Advanced Individual and Group Counseling 3
- CEd 5985-5986 Internship in Counseling I & II 3
- CEd 5877 Substance Abuse Counseling 3
- CEd 5982 Practicum in Group Facilitation 3

RESEARCH 6 credits

- CEd 5998-5999 Advanced Seminar: Research in Counselor Education I & II or
- CEd 5800 Thesis Option

TOTAL 45 credits

Option II: Business and Industry Counseling

The Business and Industry Counseling Option is an interdisciplinary option which takes advantage of the strengths and resources of the graduate programs in Psychology and Counselor Education. It includes courses on both theory and application of business and industrial counseling as well as supervised experiences in the field.

The program was developed in response to the growing need to provide counseling services "on the job." The program has as its primary goal, the education and training of professionals with expertise in counseling in the workplace. Its objectives include: a) providing students with a common core of professional counseling competencies (based on national standards); b) providing students with a specialization in Business and Industry Counseling including human resources, employee assistance programs, and substance abuse counseling; c) providing students with supervised experiences in the field; and d) developing the professional relationship and interchange between Kean College and business and industry in New Jersey.

Admissions: In addition to consideration of undergraduate and graduate work, students must take the GRE or Miller Analogies Test. Students are conditionally admitted to the program. Following successful completion of the core courses, students participate in a selection process to advance to full admission into the program. Students who achieve full admission status must formally declare which track (Psychology or Counselor Education) they wish to pursue.

CORE COURSES 12 credits

- COREQUISITES 9 credits
- Psy 5510 Theories of Personality 3
- Psy 5520 Abnormal Psychology or
- Psy 5530 Advanced Abnormal Psychology 3
- CEd 5910 Introduction to Counseling 3

REQUIRED COURSES 3 credits

- One of the following:*
- Psy 5620 Lab Training in Human Relations I 3
- Psy 5640 Analysis of Small Group Processes 3
- CEd 5962 Group Process in Counseling 3

Students must be FULLY admitted by the Selections Committee following completion of the four Core Courses, at which time the degree track should be formally declared.

REQUIREMENTS 9 credits

- CEd 5950 Principles and Procedures of Counseling 3
- Psy 5410 Psychology of Careers 3
- Psy 5230 Tests and Measurements 3

SPECIALIZED COURSES 9 credits

- Psy 5690 Employee Assistance Programs 3
- CEd 5977 Substance Abuse Counseling 3
- Mgs 5010 Business Policy and Administration 3

ELECTIVES 6 credits *Selected with advisement*

- Psy 5430 Psychological Dimensions of Human Resource Development 3
- Psy 5720 Advanced Psychological Counseling Techniques 3
- CEd 5951 Advanced Individual and Group Counseling 3
- Psy 5760 Family Counseling 3
- ID 5015 Research Methods in the Behavioral Sciences or
- Mat 5500 Statistical Methods for Analyzing Data 3

PRACTICUM AND INTERNSHIP 6 credits

- Psy 5730 Psychological Counseling Practicum or
- CEd 5980 Practicum in Counseling 3
- CEd 5085 Internship in Counseling 3

RESEARCH 6 credits

- CEd 5998 Advanced Seminar: Research in Counselor Education I 3
- CEd 5999 Advanced Seminar: Research in Counselor Education II 3

TOTAL 48 credits

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

Coordinator: Dr. Drew Cangelosi
Campus School East (CSE) 115 527-2509

This endorsement is required for any person who is assigned as a director, administrator or supervisor of guidance and student personnel services of a school system, including the supervision of educational activities in areas related to and within the guidance program and the supervision of various special services in a school district.

Students entering this program must possess a standard New Jersey teacher's certificate (or its equivalent), N.J. Certification in Student Personnel Services, and a master's degree. To be qualified for certification, three years of successful experience in school student personnel work (guidance counselor) are necessary.

The 12 credits must be taken plus the requirements for the master's degree and/or certification in Student Personnel Services.

REQUIRED COURSES 9 credits

- Psy 5320 Learning Theory and Applications or approved substitute in Psychology 3
- CEd 5930 Organization and Supervision of Student Personnel Services 3

Select one course from the following:

- ICA 5502 Public School Administration I or
- ICA 5551 Basic School Law and Policy or
- ICA 5613 Curriculum Development and Evaluation: Theory and Practice or
- ICA 5614 Learning, Instruction, Evaluation and the Curricula 3

ELECTIVES 3 credits *With advisement*

- CEd 5940 Elementary School Guidance and Counseling 3
- CEd 5985 Internship in Counseling I or
- CEd 5951 Advanced Individual and Group Counseling 3
- CEd 5977 Substance Abuse Counseling 3

TOTAL 12 credits

M.A. IN SPECIAL EDUCATION

SPECIAL EDUCATION AND INDIVIDUALIZED SERVICES DEPARTMENT

46

Coordinator: Dr. Mimi Rosenberg
Campus School East (CSE)113
527-2264/2292

The department offers the Master of Arts degree in Special Education with seven options: Career/Industrial Education for the Handicapped; Emotionally Disturbed and Socially Maladjusted; Learning Disabilities; Mental Retardation; Physical Activities for the Handicapped; Pre-School Handicapped; and Bilingual/English as a Second Language. It also offers a Master of Arts degree in Audiology and Communication Sciences; Master of Arts degree in Speech Pathology; and a Master of Arts degree in Counselor Education (formerly Student Personnel Services). The department also offers two Post-Masters Certification Programs: Learning Disabilities Teacher Consultant and Director of Student Personnel Services.

Option: Career/Industrial Education for the Handicapped

Advisor: Dr. David Barnhart
Campus School East (CSE)103
527-2264/2320

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.

SPECIALIZATION 24 credits

REQUIRED COURSES 18 credits

SpEd 5005	Disability: Somato, Psycho, Social and Educational Implications	3
SpEd 5020	Educational Strategies for Exceptional Children	3
SpEd 5050	Psychological Testing	3
SpEd 5832	Internship and Seminar in Career/Industrial Education and T 5105 Seminar in Career/Industrial Education (taken concurrently—each is 1.5 credits)	3
Tech 5101	Industrial Education for the Handicapped	3
Tech 5102	Production Analysis for the Handicapped	3

ELECTIVES 6 credits *To be selected with advisement*

RESEARCH 9 credits

ICA 5030	Educational Research	3
SpEd 5198	-5199 Advanced Seminar in Special Education	6

TOTAL 33 credits

Option: Emotionally Disturbed and Socially Maladjusted

Advisor: Dr. Jay C. Roth
Campus School East (CSE)113
527-2264/2310

This program is designed primarily for students already certified as Teacher of the Handicapped. Students seeking endorsement as Teacher of the Handicapped may take 18 graduate credits in the program with specific advisement of the coordinator.

SPECIALIZATION 24 credits

REQUIRED COURSES 15 credits

SpEd 5005	Disability: Somato, Psycho, Social and Educational Implications	3
SpEd 5020	Educational Strategies for Exceptional Children	3
SpEd 5050	Psychological Testing	3
SpEd 5310	Emotionally Disturbed Children in the Classroom	3
SpEd 5321	Nature and Needs of the Emotionally Disturbed and Socially Maladjusted	3

ELECTIVES 9 credits *Three courses in special education selected with advisement of coordinator*

RESEARCH 9 credits

ICA 5030	Educational Research	3
SpEd 5198	-5199 Advanced Seminar in Special Education	6

TOTAL 33 credits

Option: Mental Retardation

Advisor: Dr. Mimi Rosenberg
Campus School East (CSE)113
527-2264/2292

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 may be required to complete additional courses with specific advisement of the program coordinator.

SPECIALIZATION 24 credits

REQUIRED COURSES 12 credits

SpEd 5005	Disability: Somato, Psycho, Social and Educational Implications	3
SpEd 5020	Educational Strategies for Exceptional Children	3
SpEd 5050	Psychological Testing	3
SpEd 5110	Principles and Practices of Curriculum Development for Teachers of the Mentally Retarded	3

ELECTIVES 12 credits *Four courses in special education selected with advisement of coordinator*

RESEARCH 9 credits

ICA 5030	Educational Research	3
SpEd 5198	-5199 Advanced Seminar in Special Education	6

TOTAL 33 credits

Option: Physical Activities for the Handicapped

Advisor: Dr. Mimi Rosenberg
Campus School East (CSE)113
527-2264/2292

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.

Prerequisites: Bachelor's degree in Special Education or Physical Education and approval of program coordinator.

SPECIALIZATION 15 credits

SpEd 5005	Disability: Somato, Psycho, Social and Educational Implications	3
SpEd 5020	Educational Strategies for Exceptional Children	3
SpEd 5050	Psychological Testing	3
SpEd 5610	Clinical Kinesiology	3
SpEd 5620	Physical Activities for Atypical Individuals	3

ELECTIVES 9 credits *Three courses with advisement and approval of program coordinator, selected from courses in Special Education or Sports Medicine Foundation courses*

SPORTS MEDICINE ELECTIVE COURSES

PEd 5001	Physical Training for Athletic Competition	3
PEd 5002	Exercise and Health	3
PEd 5004	Nutrition and Athletic Performance	3
PEd 5005	Organization and Administration of Sports Medicine	3
PEd 5006	Physiological Testing and Interpretation	3
PEd 5007	Prevention and Rehabilitation of Cardiovascular Disease	3

RESEARCH 9 credits

ICA 5030	Educational Research	3
SpEd 5198	-5199 Advanced Seminar in Special Education	6

TOTAL 33 credits

Option: Pre-School Handicapped

Advisor: Dr. Marie Segal
Campus School East (CSE)113
527-2264/2418

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

SPECIALIZATION 24 credits

SpEd 5005	Disability: Somato, Psycho, Social and Educational Implications	3
SpEd 5020	Educational Strategies for Exceptional Children	3
SpEd 5050	Psychological Testing	3
SpEd 5530	Programs for the Preschool Handicapped Child or	
EC 5100	Language and Thought in the Young Child: Theory and Practice	3
EC 5210	Infant Toddler Child Care Programs: Education Component	3
EC 5245	Creative and Critical Thinking in Early Childhood Education	3
EC 5320	Parenting Education	3
EC 5581	Advanced Curriculum and Teaching: Theory and Practice in Early Childhood Education	3

RESEARCH 9 credits

ICA 5030	Educational Research	3
SpEd 5198	-5199 Advanced Seminar in Special Education	6

TOTAL 33 credits

Option: Learning Disabilities

Advisor: Dr. Marie Segal
Campus School East (CSE)113
527-2264/2418

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 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.

SPECIALIZATION 24 credits

REQUIRED COURSES 15 credits

SpEd 5000	Physiological Bases of Learning	3
SpEd 5005	Disability: Somato, Psycho, Social and Educational Implications	3
SpEd 5020	Educational Strategies for Exceptional Children	3
SpEd 5050	Psychological Testing	3
SpEd 5410	Learning Disabilities	3

ELECTIVES 9 credits *Three courses in special education selected with advisement of coordinator*

RESEARCH 9 credits

ICA 5030	Educational Research	3
SpEd 5198	-5199 Advanced Seminar in Special Education	6

TOTAL 33 credits

47

LEARNING DISABILITIES TEACHER CONSULTANT

SPECIAL EDUCATION AND
INDIVIDUAL SERVICES DEPARTMENT

48

Option: Bilingual/English as a Second Language

Advisor: Dr. Mimi Rosenberg
Campus School East (CSE)113
527-2264/2292

This program is designed for students who wish to work in Special Education with emphasis on Bilingual/English as a Second Language. Additional courses may be required for endorsement as Teacher of the Handicapped, Bilingual Education and ESL.

Prerequisites: Approval of program coordinator plus *Bilingual Proficiency.

SPECIALIZATION 18 credits

SpEd 5005	Disability: Somato, Psycho, Social and Educational Implications	3
SpEd 5020	Educational Strategies for Exceptional Children	3
SpEd 5050	Psychological Testing	3
SpEd 5900	Issues in Bilingual Special Education	3
ICA 5401	Bilingual Multicultural Education in American Schools	3
ICA 5402	Language and Culture of the Bilingual Child	3

ELECTIVES 6 credits *Two courses with advisement and approval of program coordinator are selected*

RESEARCH 9 credits

ICA 5030	Educational Research	3
SpEd 5198	-5199 Advanced Seminar in Special Education	6

TOTAL 33 credits

*May be waived by program coordinator.

Coordinator: Dr. Marie Segal
Campus School East (CSE)113
527-2264/2418

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: SpEd 2051 The Exceptional Individual or equivalent.

SPECIALIZATION 24 credits

CS 5600	Remediation in Basic Skills	3
Psy 5320	Learning Theory and Applications	3
SpEd 5000	Physiological Bases of Learning	3
SpEd 5005	Disability: Somato, Psycho, Social and Educational Implications	3
SpEd 5050	Psychological Testing	3
SpEd 5415	Diagnosis of Learning Disabilities*	3
SpEd 5416	Correction of Learning Disabilities*	3
SpEd 5490	Internship for Learning Disabilities Specialist*	3

TOTAL 24 credits

*Must be taken in sequence as the culmination of this program.

M.A. IN SPEECH PATHOLOGY

SPECIAL EDUCATION AND
INDIVIDUAL SERVICES DEPARTMENT

Coordinator: Dr. Joyce Heller
Child Study Institute (CSI)103 527-2218

This advanced study program is designed to prepare students for professional positions as Speech/Language Pathologists in hospital, institutional and school settings.

The student is required to meet the minimum requirements in course work, clinical practice and examination as prescribed by the American Speech/Language Hearing Association and the State of New Jersey Licensing Board in Speech-Language Pathology/Audiology.

The required examination will be the National Examination in Speech-Language Pathology and Audiology (NESPA). It is administered as Specialty Area tests of the NTE Programs at the Educational Testing Service. A passing score for the examination is 600 and above.

In addition, the program also provides the option for the student to qualify for the certification of Speech-Language Specialist as issued by the New Jersey State Department of Education. Prerequisite to acceptance in the Masters Program of Speech Pathology is an undergraduate major in Speech-Language Pathology/Audiology or the completion of prescribed undergraduate courses. American Speech-Language-Hearing Association Educational Services Board accreditation is in process.

REQUIRED COURSES 15 credits

SpEd 5227	-5228 Advanced Clinical Practice in Speech Pathology I & II*	6
SpEd 5298	-5299 Advanced Seminar: Research in Speech Pathology I & II	6
SpEd 5236	Speech-Language Pathology in the School Setting**	3

SPECIALIZATION 18 credits

ELECTIVES *Six courses selected from the following:*

SpEd 5230	Cleft Palate	3
SpEd 5231	Aphasia and Other Neurological Disorders	3
SpEd 5240	-5341 Seminar in Stuttering I and II	6
SpEd 5250	Education and Counseling for Parents of Handicapped Children	3
SpEd 5205	Psycho-Linguistics	3
SpEd 5235	Language Disorders in Children	3
SpEd 5261	Laryngectomy Rehabilitation	3
SpEd 5262	Voice Disorders	3
SpEd 5270	Advanced Diagnostics in Speech-Language Pathology	3

GENERAL ELECTIVES 6 credits

Two courses selected from Audiology, Special Education or Psychology. Advisement Required.

TOTAL 39 credits

*A total of 300 clock hours of supervised clinical practice (minimum 150 graduate hours) must be completed prior to the granting of the Masters Degree.

**Required for New Jersey Speech-Language Specialist Certification. Students not taking SpEd 5236 must take an additional 3 credits in electives.

Counselor Education Courses

CEd 5050 Appraisal and Assessment in Counseling (3)

Introduction to appraisal and assessment theory, practice and issues for professional counselors.

CEd 5910 Introduction to Counseling and Human Services (3)

Philosophy, history and development of counseling and human services with emphasis on elementary, secondary, college and community counseling including field visits. Introduction to theories and methods of counseling. Focus on self-awareness and exploration.

CEd 5915 Multicultural Counseling (3)

An introduction to the philosophy, theory and practice of multicultural counseling and development. Includes individual, group and career counseling perspectives.

CEd 5920 Vocational Guidance (3)

Knowledge of educational and vocational opportunities; evaluation, classification and use of vocational information and materials; organization of vocational guidance programs; emphasis on the relationship between personality, psycho-socio-economic factors and educational/vocational choice.

CEd 5930 Organization and Supervision of Student Personnel Services (3)

Organization, supervision, consultation, and evaluation of student personnel services in the schools.

CEd 5940 Elementary School Guidance and Counseling (3)

The role of the elementary school counselor. Individual and group counseling, consultation, coordination, and program implementation. Prerequisite: CEd 5950.

Healy

CEd 5942 College Student Personnel Services (3)

Provides an understanding of the nature and organization needed to ensure efficient delivery of services to college students in individual and group settings.

CEd 5943 College Admissions Services (3)

The purposes, processes and functions of college 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.

CEd 5950 Principles and Procedures of Counseling (3)

Intensive exposure to various theories of counseling. Understanding of use of self by the counselor in a helping relationship. Development of basic counseling skills. Synthesis of theories and skills in the counseling process.

Practice in counseling through audio and video taping, critique and feedback. Prerequisites: CEd 5910, 5962.

CEd 5951 Advanced Individual and Group Counseling (3)

Advanced multi-disciplinary theories, techniques, research, field and laboratory experiences to develop individual and group counseling skills. Prerequisite: CEd 5950.

CEd 5952 Theories of Counseling

An in-depth survey and analysis of contemporary theories of human behavior and approaches to systematic behavior change. Prerequisites: CEd 5910, 5962.

CEd 5961 Principles and Methods of Group Counseling (3)

Introduction to basic principles and techniques of group counseling. Only taken concurrently with CEd 5962.

Dubin

CEd 5962 Group Process in Counseling (3)

Major emphasis on achieving better understanding of the self, the small group, its characteristics and dynamics and the relationship of group process to effective counseling.

CEd 5963 Theory and Practice of Group Counseling (3)

Introduction to the theory and practice of group counseling and leadership. Prerequisites: CEd 5910, CEd 5962.

CEd 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.

CEd 5971 Community Organization and Services (3)

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

CEd 5975 Career Counseling and Development (3)

Career counseling and development over the life-span including theories of development, evaluation and organization of informational materials, counseling and program evaluation.

CEd 5977 Substance Abuse Counseling (3)

An in-depth survey of various methods, models and procedures in the assessment and treatment of substance abuse. Emphasis will be on the theory and process of substance abuse counseling. Prerequisite: CEd 5910.

49

CEd 5980 Practicum in Counseling (3)

Supervised experience in professional counseling in schools, colleges, agencies, community or closely related settings.

Prerequisite: CEd 5950.

CEd 5981 Practicum in Educational Measurement (3)

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

Prerequisite: CEd 5050 or permission of instructor.

CEd 5982 Practicum in Group Facilitation (3)

Supervised experience in professional group counseling.

Prerequisite: CEd 5950.

CEd 5985-5986 Internship in Counseling I & II (3, 3)

Experience doing professional counseling in a school, college, post-secondary program, community and agency setting, or closely related setting under the supervision of a cooperating, experienced, professional counselor and a college supervisor. One-hundred and fifty hours of experience are required for each 3 credits. CEd 5985 is a prerequisite or co-requisite for CEd 5986.

CEd 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.

CEd 5998-5999 Advanced Seminar: Research in Counselor Education I & II (3, 3)

A research seminar designed to bring advanced graduate students together for the purpose of exploring significant problems in the field of counseling. The seminar requires each student to complete a thesis which evidences competency in the field.

Prerequisites: CEd 5998 or CEd 5999. Students must have completed 21 semester hours in the program.

INSTRUCTION, CURRICULUM AND ADMINISTRATION COURSES (see page 36)**TECHNOLOGY**

Technology courses are listed in the School of Business, Government and Technology on page 23.

Special Education Courses**GENERAL****SpEd 5000 Physiological Bases of Learning (3)**

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.

Gaza

SpEd 5005 Disabilities: Somato, Psycho, Social and Educational Implications (3)

Course content includes the etiology, symptoms, treatment and prognosis of syndromes and diseases causing intellectual, sensory, emotional and motor disabilities and their psychological, social and educational implications. Also included are resources and community agencies available for handicapped children.

SpEd 5010 Psychology of the Handicapped (3)

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.

SpEd 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.

SpEd 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.

SpEd 5020 Educational Strategies for Exceptional Children (3)

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: SpEd 2051 The Exceptional Individual or SpEd 5005.

SpEd 5021 Mainstreaming-Techniques for Classroom Teachers (2)

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.

Fisher

SpEd 5022 Developing and Writing an Individualized Educational Program (1)

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.

Fisher

SpEd 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.

SpEd 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.

SpEd 5027 Individualized Habilitation Program II (1)

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: SpEd 5026 which may be taken concurrently.

SpEd 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.

SpEd 5040 Education and the Gifted (3)

Study of the characteristics of the academically and creatively gifted. Designed to help educators identify gifted and talented children. Emphasis on analysis of educational needs.

SpEd 5050 Psychological Testing (3)

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.

Gaza

SpEd 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 SpEd 2052 Intro. to Psychology of the Handicapped or SpEd 5010 (which may be taken concurrently) or alternative course with written approval of instructor.

MENTAL RETARDATION**SpEd 5110 Principles and Practices of Curriculum Development for Teachers of the Mentally Retarded (3)**

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.

SpEd 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.

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

(see page 81).

J. Roth, Segal

SPEECH PATHOLOGY AND AUDIOLOGY**SpEd 5205 Psycho-Linguistics (3)**

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

SpEd 5215 Auditory Training (3)

Special emphasis on present theories, techniques and methods. Demonstrations given to evaluate and train persons having auditory processing difficulties. The hearing aid and hearing evaluation techniques.

Terr

SpEd 5222 Acoustic Phonetics (3)

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.

Terr

SpEd 5225 Pediatric Audiology (3)

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.

Terr

SpEd 5227-5228 Advanced Clinical Practice in Speech Pathology I & II (3, 3)

Demonstration and practice with different types of speech handicapped persons in diagnosis, referral to other specialists and treatment procedures. Practicum may be done at the Kean College Speech Clinic or at an external practicum site ie. hospital, institution or school. 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.

Prerequisite: Permission of instructor prior to registration.

Heller, Wagman

SpEd 5230 Cleft Palate (3)

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

Heller

SpEd 5231 Aphasia and Other Neurological Disorders of Speech and Language (3)

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

Shulman

SpEd 5232 Neuro-Physiology of the Ear and Speech Mechanism (3)

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.

Shulman

SpEd 5234 Instrumentation in Audiology and Communication Science (3)

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.

Terr

SpEd 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.

SpEd 5236 Speech-Language Pathology in the School Setting (3)

Design, organization and administration of a school speech pathology program; the unique needs of a school program; the role of the speech-language clinician in the school setting.

Lecomte

SpEd 5240-5241 Seminar and Practicum in Stuttering I & II (3, 3)

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.

Prerequisite: Permission of instructor prior to registration.

Heller

SpEd 5243 Education of the Neurologically Impaired Child (3)

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

SpEd 5250 Education and Counseling for Parents of Handicapped Children (3)

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

Terr

SpEd 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.

SpEd 5261 Laryngectomy Rehabilitation (3)

Overview of laryngeal cancer; effects on communication and lifestyle; clinical management for voice and speech restoration; alternative communication options.

Grunling

SpEd 5262 Voice Disorders (3)

Anatomy and physiology of laryngeal mechanism; effects on voice production; clinical management for voice disorders.

Lecomte

SpEd 5270 Advanced Diagnostics in Speech Language Pathology (3)

Discussion and practicum in complete assessment of communication skills relevant to the practice of speech-language pathology.

Lecomte

SpEd 5271 Advanced Clinical Audiology I (3)

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.

Terr

SpEd 5272 Advanced Clinical Audiology II (3)

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, electronystagmography.

Terr

SpEd 5274 School, Community and Industrial Audiology (3)

Hearing conservation and prevention of hearing loss. Measurement and study of noise. 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.

Terr

SpEd 5275 Psycho-Biological Bases of Audiology (3)

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.

Terr

SpEd 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. ENG and AER audiological procedures.

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

(See page 81).

EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED

SpEd 5310 Emotionally Disturbed Children in the Classroom (3)

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: SpEd 2051 Introduction to Education of the Handicapped.

J. Roth

SpEd 5315 The Education of the Abandoned, Abused and Neglected Child (3)

This course deals with the parameters of child abuse from an educator's and child care worker's perspective. It confronts the social, legal, psychological, and educational problems involved.

Prerequisite: SpEd 5005.

SpEd 5321 Nature and Needs of the Emotionally Disturbed and Socially Maladjusted (3)

Identification and recognition of maladjusted children in a school setting. Their nature and needs.

J. Roth

SpEd 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

SpEd 5410 Learning Disabilities (3)

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

Prerequisite: SpEd 2051 Introduction to Education of Handicapped or SpEd 5005.

Segal

SpEd 5412 Learning Strategies: Teaching the Learning Disabled Student (3)

Overview of the structure and development of the learning strategies model: emphasis on specific theories and application of techniques derived from the model. Each student is expected to participate for a minimum of 20 hours in a program for the learning disabled.

SpEd 5415 Diagnosis of Learning Disabilities (3)

An overview of the nature and causes of learning disabilities as they involve intellectual and linguistic competencies, visual and auditory perception, social and physiological function, learning strategies and motivational parameters. Methods and techniques used in the assessment of the above and ways of communicating diagnostic findings.

Prerequisites: SpEd 2051 Introduction to Education of the Handicapped, SpEd 5000 and 5050; Psy 5230. Limited to students matriculated in Learning Disabilities Teacher Consultant program.

Gaza

SpEd 5416 Correction of Learning Disabilities (3)

An overview of historical development of remediation theories along with consideration of specific theories and the application of techniques derived from these theories.

Prerequisite: SpEd 5415, limited to students matriculated in Learning Disabilities Teacher Consultant program.

Segal

SpEd 5417 Interdisciplinary Clinical Assessment of Exceptional Pre-School Children (3)

Interdisciplinary overview of developmental disabilities and models and techniques of assessing pre-school children is provided. Open to post-graduate clinical special services professionals and clinical trainees involved in the assessment of children.

Prerequisites: Advanced Professional Status or Matriculation in a Clinical Program with permission of instructor.

Segal

SpEd 5490 Internship for Learning Disabilities Specialists (3)

For students in the graduate planned program of non-degree study leading to approval as learning disabilities specialist, who have completed all other requirements. Students participate in the team process, educational diagnosis, remediation and consultation.

Prerequisite: Permission of learning disabilities advisor. Limited to students matriculated in Learning Disabilities Teacher Consultant program.

VISUAL IMPAIRMENTS

SpEd 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.

PRESCHOOL HANDICAPPED

SpEd 5530 Programs for Preschool Handicapped Child (3)

Focuses on the development of competencies necessary to provide a thorough, supportive program for the preschool handicapped child.

PHYSICAL ACTIVITIES FOR THE HANDICAPPED

SpEd 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.

SpEd 5610 Clinical Kinesiology (3)

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

Prerequisite: PEd 3577 Kinesiology.

SpEd 5620 Physical Activities for Atypical Individuals (3)

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

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

PHYSICAL ACTIVITIES FOR THE HANDICAPPED OPTION

SpEd 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: SpEd 5005, 5020.

SpEd 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: SpEd 5050 and 5700.

SpEd 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: SpEd 5700; Corequisite: SpEd 5701.

SpEd 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 psychophysiological status and overt behavior explored.

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

SpEd 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.

SpEd 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.

SpEd 5815 Vocational Assessment of the Handicapped (3)

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

SpEd 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.

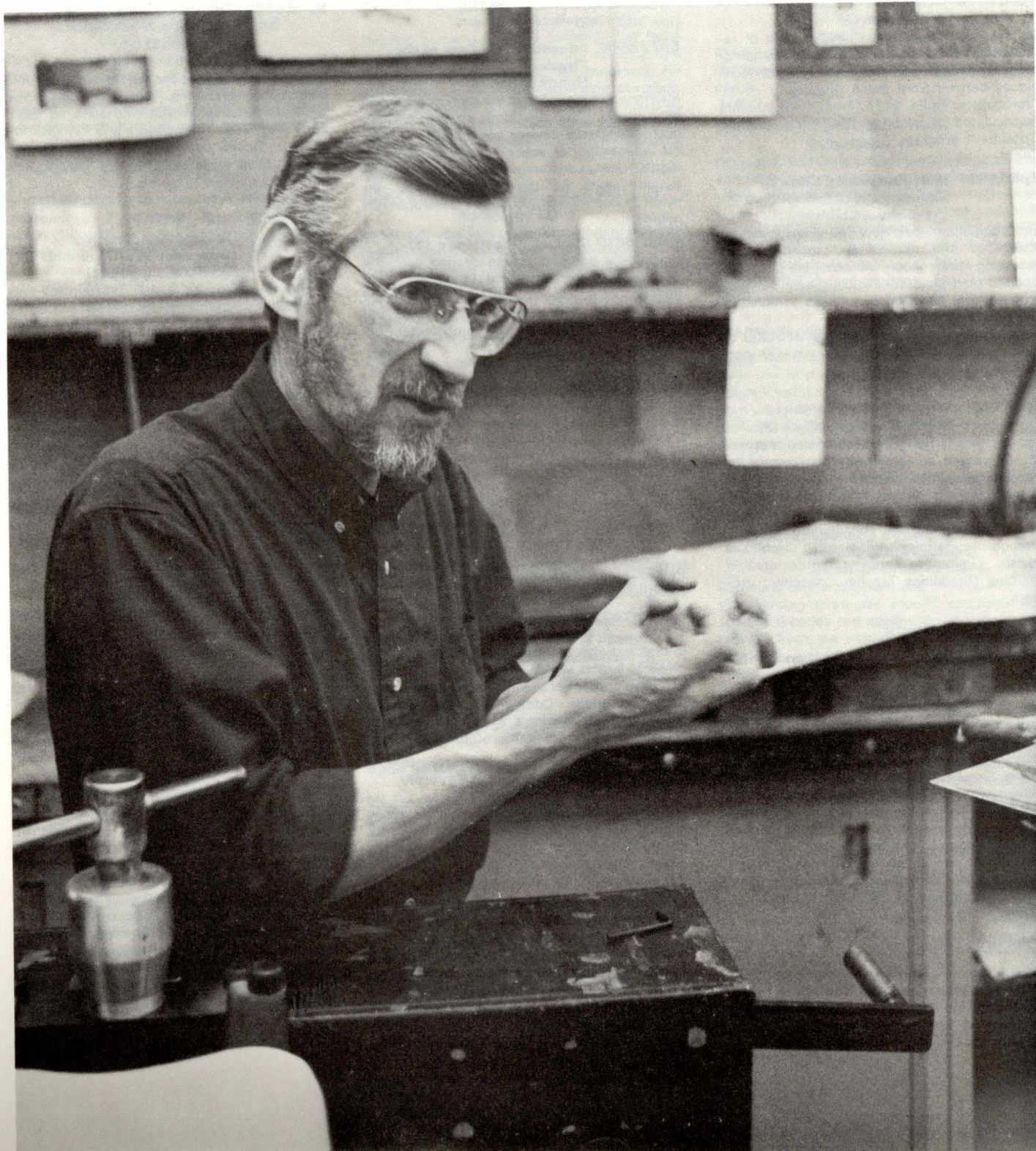
Prerequisite: Matriculation in the M.A. Special Education Option Career/Industrial Education for the Handicapped. Must be taken concurrently with Tech 5105.

BILINGUAL/BICULTURAL/ESL

SpEd 5900 Problems and Issues of Bilingual Special Education (3)

Examines the historical and contemporary problems and issues in the education of children who are both limited English proficient (LEP) and handicapped. The unique educational, cultural and linguistic needs of this population are addressed. An interdisciplinary approach is emphasized.

Prerequisites: Permission of instructor and 6 credits of bilingual education and 6 credits of special education.



SCHOOL OF LIBERAL ARTS

55

Academic Degrees, Programs

M.A. Behavioral Science
Option: Business and Industry Counseling
Option: Human Behavior and Organizational Psychology
Option: Psychological Services

M.A. Educational Psychology
 Professional Diploma in School Psychology

M.A. Fine Arts Education
Option: Studio/Research
Option: Certification
Option: Art Supervision

M.A. Liberal Studies

Departments, Faculty

COMMUNICATIONS AND THEATRE

Faculty: Baker, Dunn, Harper, Londino, D. Lumsden, G. Lumsden, Murphy (Chairperson), Remmers, Rhoades, Trzesinski

ENGLISH

Faculty: Adames, Banks, Bauer, Brilliant, DeFanti, Ducksworth, Evans, Fyne, Gover, Kafka, Katz, Kennedy, Krueger, O'Day, Okin, Reicker, Reppy, Rich, Robinson, Rodriguez-Bachiller, Scotto, Shaffer-Koros (Chairperson), Thomason, Weinstein

FINE ARTS

Faculty: Blue, Buncamper, Burger, Cohan, Coon, Cornish, Derman, Fehrman, Giacalone, Gonnella, Goodwin (Chairperson), Greenberg, Holloway, Jochnowitz, Jones, Landa, Lipscomb, Lord, Metzger, Nicolescu, Pierro, Rohloff, Schwartz, Shaw, Stotz, Topper, Troy, Velez, Victoria, Wallach

FOREIGN LANGUAGES

Faculty: Aleman, Edreira, Feito, Gnarra, Markle, Portuondo, Rodriguez (Chairperson), Wendell

HISTORY

Faculty: Didsbury, Esposito, Fridlington, Furer, Goldberg, Letterese, Lewis, Mayer, Rice, Siegel, Spaulding, Strauss, Zimmer (Chairperson)

MUSIC

Faculty: Cullen, Englehard, Golub, Grace, Heron, Hoyle (Chairperson), Montgomery, Price, Zimmer

PHILOSOPHY AND RELIGION

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

PSYCHOLOGY

Faculty: Avioli, Bousquet, Bruel, Danielson, DiSalvi, Escudero, Feigenbaum, Fraunfelker, Gonsalves, Harris, Jaffe, Kaplowitz, Kind (Chairperson), Lorber, Morelli, R. Roth, Saperstein, Schwartz, Springer, Stern, Youtz

SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

Faculty: Graves, Herina, Kamerman, Langer, Mayo (Chairperson), Naughton, Stimson, Wheeler, White, Williams, Yellin

Communications Course

COMM 5650 Communicating in Organizations (3)

The study of communication in managerial functions and the development of communication abilities.
Prerequisite: Graduate standing or permission of instructor.

Theatre Course

THE 5215 Creative Drama (3)

Research and application of creative thinking theories through improvisational drama.
Prerequisite: Graduate standing or permission of instructor.

English Courses

Eng 5010 Writing Seminar (3)

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.
DeFanti

LANGUAGE

Eng 5105 General Linguistics (3)

An introduction to the systematic study of language and its subsystems, phonology, morphology and syntax.
Brilliant, Rodriguez-Bachiller

Eng 5110 Current Problems in Transformational Grammar (3)

Origin and development of transformational-generative grammar. Focus on current issues in grammatical theory.
Prerequisite: Eng 5105 or equivalent or permission of instructor.

Eng 5120 Applied Linguistics (3)

Application of linguistic methodology to such topics as language acquisition and dialect.
Prerequisite: Eng 5105 or permission of instructor.
Brilliant, Rodriguez-Bachiller

Eng 5130 Phonology and Structure of American English (3)

The phonological and grammatical systems of American English. Emphasis on close analysis of specific linguistic problems.
Prerequisite: Eng 5105 or permission of instructor.
Brilliant, Rodriguez-Bachiller

Eng 5140 Historical Development of the English Language (3)

The development of English from its Indo-European roots to modern times. Processes of change and attitudes toward change.
Prerequisite: Eng 5105 or permission of instructor.
Brilliant

Eng 5150 Origins, Structures and Uses of Black English (3)

An examination of the historical evolution of Black English and its linguistic features during different periods. An analysis of relationships between cultural context and language use in Black English and those of Standard English.
Prerequisites: Eng 5105 or equivalent.

PERIOD

Eng 5340 The Romantic Imagination (3)

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.
Evans

Eng 5341 The American Literary Renaissance, 1836-1856 (3)

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.
Haselton

Eng 5345 Victorian Poetry, Prose and Drama (3)

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.
Katz

Eng 5350 American Poetry from 1900 to the Present (3)

The range and variety of twentieth-century American poetry, including major figures, black poets, women poets, and important younger poets.
DeFanti, Evans

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)

O'Neill, Miller, Williams and Albee: a study of their themes and dramatic craft.
Okín

Eng 5451 Shakespeare: Tragedies and Romances (3)

Selected tragedies and romances as dramatic poems and theatrical performances. Examination and comparison of Shakespeare's tragic and romantic visions of human experience.
Evans

Eng 5452 Shakespeare: The Comedies (3)

Selected comedies, underlining the characters, poetry, humor, dramatic structure and human values. An examination of relevant scholarship and criticism.
Evans

Eng 5455 James Joyce (3)

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.
Kennedy

Eng 5460 Studies in Yeats, Pound and Eliot (3)

An intensive study of the interrelated work of three seminal poets of the twentieth century: Yeats, Pound and Eliot.
O'Day

Eng 5465 Virginia Woolf and the Bloomsbury Circle (3)

A study of the literary, artistic and philosophic relationships among the Bloomsbury group, with emphasis on the works of Woolf, Forster and Strachey.
Kennedy

GENRE

Eng 5500 The Modern American Novel: 1920 to the Present (3)

An exploration of the modern American novel from Anderson, Dreiser, and Fitzgerald to Mailer, Updike, Barth, and Vonnegut.
Weinstein

Eng 5520 Contemporary Drama (3)

A historical and critical study of significant theatrical forms of the 20th century and of plays by the major modern dramatists.
Okín

Eng 5540 Poetry and the Poetic Experience (3)

The form and content of poetry from many periods and all continents considered in terms of the author's creative process, as well as of the structured aesthetic experience of the audience.
Thomason

M.A. IN FINE ARTS EDUCATION

FINE ARTS DEPARTMENT

Option: Studio/Research

Coordinator: Prof. Michael J. Metzger
Vaughn-Eames (VE)436 527-2307/2697

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.

SPECIALIZATION 18 credits

REQUIRED COURSES 6 credits

ICA 5026 Foundations of Educational Policy 3
FA 5000 Studies in the Creative Process 3

ELECTIVES 12 credits *Four courses selected from the fine arts program with area of specialization, not already taken to fulfill the above requirements.*

GENERAL ELECTIVES 9 credits

Three courses selected with advisement

RESEARCH 6 credits

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

TOTAL 33 credits

Option: Certification

Coordinator: Dr. Pearl Greenberg
Vaughn-Eames (VE)424 527-2308

This option is designed for students who have undergraduate preparation and competence in studio arts (evidenced by a portfolio review), who hold a baccalaureate degree and have pursued an appropriate undergraduate curriculum to meet certification standards. Those who complete the program and meet the standards above are eligible for New Jersey certification as an art teacher in grades K-12.

Corequisite: FA 4990 Student Teaching (10 undergraduate credits). Taken at appropriate time with advisement.

SPECIALIZATION 30 credits

REQUIRED COURSES 21 credits

ICA 5026 Foundation of Education Policy 3
FA 5015 -5016 Foundation of Graduate Study in Art Education I, II (to be taken concurrently with FA 3902-3903 Artist Teacher Field Experience 3, 3

ID 5562 -5563 Behavioral Social Sciences—Foundations of Teaching I, II 3, 3

PSY 5110 The Developmental Study of Children 3
FA 5000 Studies in the Creative Process 3

ELECTIVES 9 credits

FA Studio courses, with advisement 9

RESEARCH 6 credits

FA 5998 Advanced Seminar: Research in Fine Arts Education I 3
ID 5800 Thesis Option 3

TOTAL 36 credits

Option: Art Supervision

Coordinator: Dr. Pearl Greenberg
Vaughn-Eames (VE)424 527-2308

This option is designed for 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, plus successful completion of the Graduate Record Examinations (GRE) or Miller Analogies Test.

SPECIALIZATION 27 credits

REQUIRED COURSES 15 credits

ICA 5606 School Supervision and Organizational Theory 3
ICA 5607 Supervision and Evaluation of Instruction 3
ICA 5613 Curriculum Development and Evaluation: Theory and Practice 3
ICA 5614 Learning, Instruction, Evaluation and the Curricula 3
FA 5000 Studies in the Creative Process 3

ELECTIVES 12 credits *Four courses from fine arts areas, selected with advisement.*

RESEARCH 6 credits

FA 5998 Advanced Seminar: Research in Fine Arts Education I 3
ID 5800 Thesis Option 3

TOTAL 33 credits

Fine Arts 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)

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 5030 The Physical Aspects of the City (3)

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.

FA 5200 Painting (3)

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.
Gialcone

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.
Metzger, Piero

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 Graduate Studio in Ceramics (3)

An advanced level course in ceramics, with an emphasis on individual student's identification of individual problems and goals and development as a ceramic artist. Technical information includes clay body and glaze chemistry and kiln design and repair. May be repeated for credit. Prerequisite: Undergraduate experience in ceramics or permission of the instructor.
Jones

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: FA 1100 Two Dimensional Design, or permission of instructor.
Greenberg

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

FA 5430 Metals (3)

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

FA 5440 Furniture Making/Woodworking as Art Forms (3)

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

ART HISTORY

FA 5700 Art in History I (3)

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.
Lord

FA 5701 Art in History II (3)

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

FA 5702 Themes in Italian Renaissance Painting (3)

A study of the sacred, secular, and classical themes of Italian Renaissance painting, with the focus on the schools of Florence and Sienna.

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)

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.
Lord

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)

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 5015 Foundation of Graduate Study in Art Education I (3)

Art teaching methodology, including observation of teaching procedures, classroom management, evaluation of programs, discussions, demonstrations and readings. Students are required to spend 1/2 day per week in the field preparing to teach K-6. Research work is basis for further investigation in Fine Arts 5901 and in the advanced seminar.

Prerequisite: Graduate standing. Corequisite: FA 3902. Required for M.A. in Fine Arts Teacher Certification.

FA 5016 Foundation of Graduate Study in Art Education II (3)

Art teaching methodology, including observation of teaching procedures, working with small groups, evaluation of programs, research, curriculum development, discussions, demonstrations and readings. Students are required to spend 1/2 day per week in the field preparing to teach 7-12 grade levels.

Prerequisites: FA 5015, 3902. Corequisite: FA 3903. Required for M.A. in Fine Arts Teacher Certification.

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

(see page 81)

Spanish Courses

FL 5105 Comparative Romance Linguistics (3)

Course designed to acquaint students with the origin, evolution and contemporary status of the Romance Languages with special emphasis on developments affecting Spanish, Italian, French and English. Course conducted in Spanish.
Aleman

SP 5110 History of the Spanish Language (3)

An introduction to the historical development of Spanish to its present day usage. Course conducted in Spanish.
Aleman

FL 5610 The French Comic Spirit (3)

An exploration of the comic spirit through an historical and structural examination of representative French works of prose and poetry. Graduate student standing. Course conducted in English.

History Courses

INTRODUCTORY

Hist 5000 Methods of Historical Inquiry (3)

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.
Mayer

EUROPEAN

Hist 5201-5202 Readings in European History I & II

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.
Siegel, Zimmer

Hist 5225 Seminar in Russian History and Civilization (3)

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.
Siegel

AMERICAN

Hist 5301-5302 Readings in American History I & II (3, 3)

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.
Rice

Hist 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.

Hist 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.

Hist 5305 The History of Blacks in America (3)

The investigation of the particular contributions of Blacks to the development of the United States and the effects of 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.
Rice

Hist 5306 Women, Culture and Power (3)

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.
Strauss

Hist 5310 The Civil War and Reconstruction (3)

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.
Rice

Hist 5340 Recent American History (3)

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.
Zimmer

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

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.
Mayer

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

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.
Furer

Hist 5355 The American Woman (3)

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. S. Strauss

ASIAN

Hist 5400 Institute of Far Eastern Civilization (3)

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.

Didsbury

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

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.

Didsbury

AFRICAN

Hist 5500 Contemporary Africa (3)

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.

Spaulding

COMPARATIVE

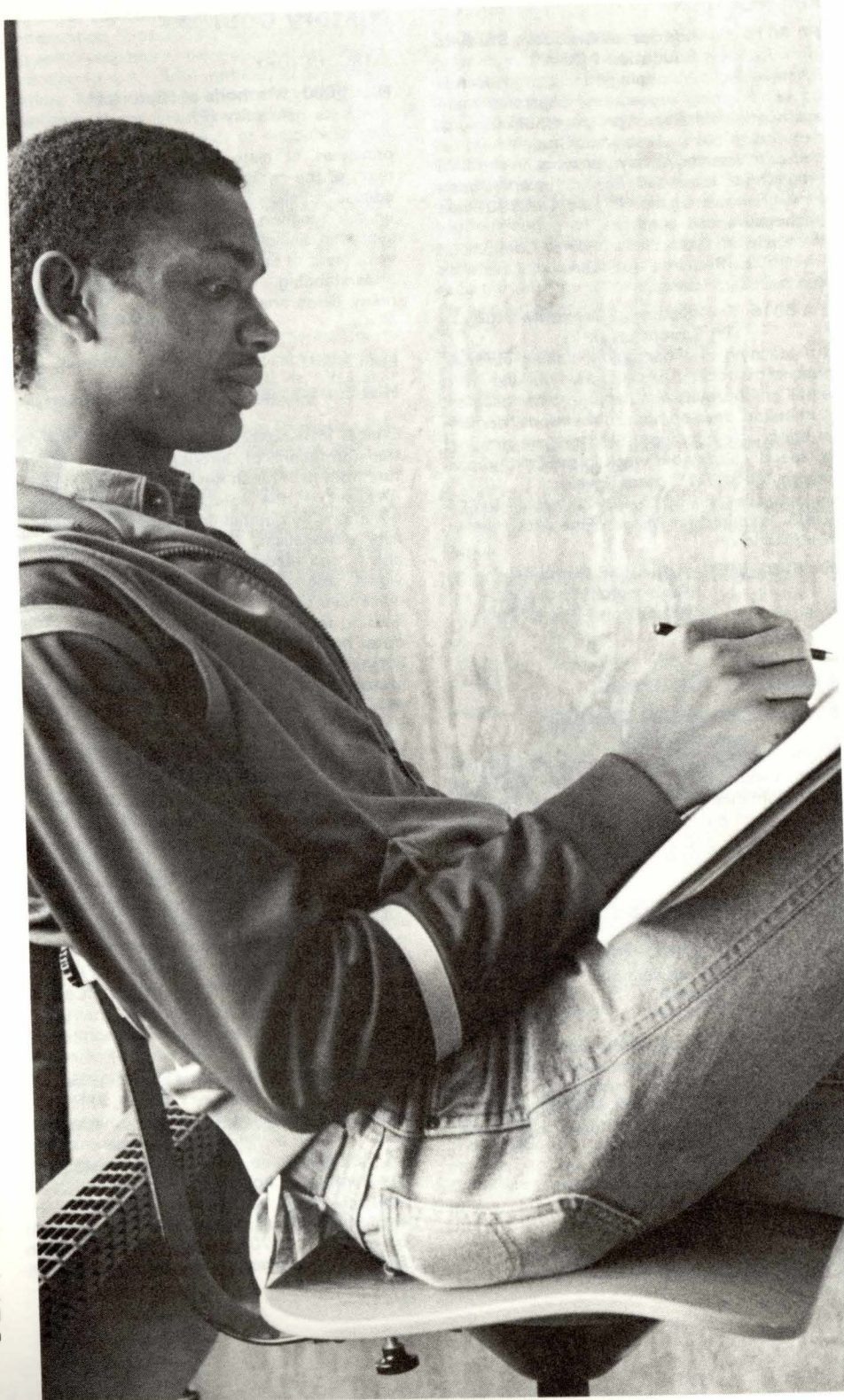
Hist 5800 War and Peace in the Twentieth Century (3)

War considered as a recurrent phenomenon in the twentieth century. Particular emphasis on totalitarian systems and efforts to build machinery to contain them and prevent wars; escalation factors; bi-polarity; nuclear deterrents; Viet Nam.

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

Study of the modern scientific and technological impact upon the development and transformation of world cultures. The resultant common social, economic, political and educational problems—from urban crisis to student unrest and intellectual anxiety. These problems and probable solutions discussed. Stress on need for anticipating probable consequences of scientific and technological innovations. Introduction to growing number of serious studies of world futurists and their organizations. Should not be taken by those who have had Hist 4882 Philosophy, Science and Civilization II.

Didsbury



M.A. IN LIBERAL STUDIES

INTERDISCIPLINARY PROGRAM

Coordinator: Dr. Eileen Kennedy,
Department of English
Willis (W)301 527-2671

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.

CORE REQUIREMENTS

9-12 credits

ID 5210 Interdisciplinary Seminar:
Liberal Studies 3

ADVANCED SEMINAR 6/9 credits

CONCENTRATION 24 credits

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

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

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

TOTAL 33/36 credits

Liberal Studies Courses

(Refer to departments listed in the Liberal Studies 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)

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.

Lewis

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

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.

O'Day

ID 5241 Music Through Literature (3)

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)

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.

Hayat

ID 5290 Advanced Interdisciplinary Seminar I (Concentration I) (3)

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

Kennedy

ID 5291 Advanced Interdisciplinary Seminar II (Concentration I) (3)

A continuation of the work of ID 5290 culminating in major paper or project.

Prerequisite: ID 5290 and permission of program coordinator.

Kennedy

ID 5292 Advanced Interdisciplinary Seminar I (Concentration II) (3)

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.

Zimmer

ID 5293 Advanced Interdisciplinary Seminar II: Concentration II (3)

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.

Zimmer

ID 5294 Advanced Interdisciplinary Seminar I: Concentration III (3)

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)

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 can be found on p. 64 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 5030 Family Life (3)

Traditional concepts and expectations attached to marriage and family living, reexamined in terms of the impact and demands on 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 (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)

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 5610.

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 handicapped 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: SpEd 5070 or advanced standing in a clinical discipline; written permission of instructor.

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).

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, the appropriate school dean, and the graduate office prior to registration. Forms for such approval may be secured from the graduate office. Limit of six credits acceptable in any program.

THESIS OPTION

ID 5800 Thesis Option (3/6) (see page 81).

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.

MUSIC DEPARTMENT

PHILOSOPHY AND RELIGION DEPARTMENT

Music Courses

THEORY AND MUSICIANSHIP

Mus 5102 (5202) Harmonic Review and Contemporary Analytical Theories (3)

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. *Montgomery*

Mus 5122 Advanced Choral Conducting (3)

A detailed applied study of advanced choral conducting techniques, utilizing varied literature from all periods, for voice/instruments. Prerequisite: Mus 3122 Conducting II or consent of department chairperson. *Cullen*

HISTORY AND LITERATURE

Mus 5210 Choral Masterworks (3)

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. *Cullen*

Mus 5211 Music in History I (3)

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. *Grace*

Mus 5212 Music in History II (3)

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. *Golub*

Mus 5240 Trends in Contemporary Music (3)

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.

Philosophy Courses

Phil 5010 Social and Political Ideals (3)

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. *Fethe, Sitelman*

Phil 5020 The Philosophy of Humanism (3)

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. *Pezzolo, Sitelman*

Phil 5030 Philosophy of Language (3)

General features of language, such as meaning, reference, synonymy and truth. *Stern*

Phil 5040 Freedom and Self-Knowledge in the Century of Genius (3)

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. *Fethe*

Phil 5060 Readings in Existential Philosophy (3)

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. *Catalano*

Phil 5080 Plato (3)

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. *Fethe, Sitelman*

Phil 5083 Philosophy and Moral Ideals (3)

An examination of philosophy's efforts to discover the basic principles of moral reasoning and to establish an intellectual foundation for resolving moral problems. The course will trace the development of the ideals of moral goodness and human dignity in the thinking of classical and modern philosophers, and relate these ideals to moral issues in literature, religion and social theory. Prerequisites: Graduate status or permission of instructor.

Religion Courses

Rel 5069 The Spirit of Eastern Religions (3)

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. *D'Souza*

Rel 5700 Issues, Answers and Doubts in Contemporary Religions (3)

A study and comparison of the responses of world religions to some selected issues in contemporary life. *D'Souza*

M.A. IN BEHAVIORAL SCIENCES

PSYCHOLOGY DEPARTMENT

Option: Human Behavior and Organizational Psychology

Coordinator: Dr. Henry L. Kaplowitz
Hutchinson (J)330 527-2170/2598

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.

SPECIALIZATION 27 credits

REQUIRED COURSES 12 credits

ID 5015	Research Methods in the Behavioral Sciences <i>or</i>	3
Math 5500	Statistical Methods for Analyzing Data	3
ID 5020	Readings in the Behavioral Sciences	3
Psy 5600	Contemporary Issues in Social Psychology <i>or</i>	3
Psy 5610	Advanced Social Psychology	3
Psy 5640	Analysis of Small Group Processes	3

ELECTIVES 15 credits *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	3
Psy 5420	Behavior Modification	3
Psy 5510	Theories of Personality	3
Psy 5540	Problems of Individual Behavior	3

Socio-Psychological Processes

Psy 5120	Social Psychology of Adolescence	3
Psy 5610	Advanced Social Psychology	3
Psy 5650	Laboratory in Small Group Processes	3
Soc 5150	The Sociology of Community	3
ID 5060	Aging in Contemporary Society	3

Organizational Behavior

Psy 5430	Psychological Dimensions of Human Resource Development	3
Psy 5660	Industrial/Organizational Psychology	3
Psy 5670	Organizational Behavior	3
Psy 5680	Organizational Psychology: Individual and Organization Development	3
ICA 5700	Introduction to Organizational Theory	3

RESEARCH 6 credits

ID 5098	-5099 Advanced Seminar: Field Research in the Behavioral Sciences I & II <i>or</i>	
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TOTAL 33 credits

Option: Business and Industry Counseling

Coordinator: Dr. Henry L. Kaplowitz
Hutchinson (J)330 527-2170/2598

The Business and Industry Counseling Option is an interdisciplinary option which takes advantage of the strengths and resources of the graduate programs in Psychology and Counselor Education. It includes courses in both theory and application of business and industrial counseling as well as supervised experiences in the field.

The program was developed in response to the growing need to provide counseling services "on the job." The program has as its primary goal the education and training of professionals with expertise in counseling in the workplace. Its objectives include: a) providing students with a common core of professional counseling competencies (based on national standards); b) providing students with a specialization in Business and Industry Counseling including human resources, employee assistance programs, and substance abuse counseling; c) providing students with supervised experiences in the field; and d) developing the professional relationship and interchange between Kean College and business and industry in New Jersey.

Admissions: In addition to consideration of undergraduate and graduate work, students must take the GRE or Miller Analogies Test. Students are conditionally admitted to the program. Following successful completion of the core courses, students participate in a selection process to advance to full admission into the program. Students who achieve full admission status must formally declare which track (Psychology or Counselor Education) they wish to pursue.

CORE COURSES 12 credits

COREQUISITES 9 credits

Psy 5510	Theories of Personality
Psy 5520	Abnormal Psychology <i>or</i>
Psy 5530	Advanced Abnormal Psychology
CEd 5910	Introduction to Counseling

REQUIRED COURSES 3 credits

One of the following:

Psy 5620	Lab Training in Human Relations I
Psy 5640	Analysis of Small Group Processes
CEd 5962	Group Process in Counseling

Students must be FULLY admitted by the Selections Committee following completion of the four Core Courses, at which time the degree track should be formally declared.

REQUIREMENTS 9 credits

CEd 5950	Principles and Procedures of Counseling
Psy 5230	Tests and Measurements
Psy 5410	Psychology of Careers

SPECIALIZED COURSES 9 credits

Psy 5690	Employee Assistance Programs
CEd 5977	Substance Abuse Counseling
Mgs 5010	Business Policy and Administration

ELECTIVES 6 credits *Selected with advisement*

Psy 5430	Psychological Dimensions of Human Resource Development
Psy 5720	Advanced Psychological Counseling Techniques
CEd 5951	Advanced Individual and Group Counseling
Psy 5760	Family Counseling
ID 5015	Research Methods in the Behavioral Sciences <i>or</i>
Math 5500	Statistical Methods for Analyzing Data

PRACTICUM AND INTERNSHIP 6 credits

Psy 5730	Psychological Counseling Practicum <i>or</i>
CEd 5980	Practicum in Counseling
CEd 5085	Internship in Counseling

RESEARCH 6 credits

ID 5098	Advanced Seminar: Research in the Behavioral Sciences I
ID 5099	Advanced Seminar: Research in the Behavioral Sciences II

TOTAL 48 credits

Option: Psychological Services

Coordinator: Dr. Michael Jaffe
Hutchinson (J)330 527-2170/2596

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 credits in psychology including general psychology, experimental psychology and tests and measurements.

SPECIALIZATION 27 credits

REQUIRED COURSES 18 credits

ID 5020	Readings in the Behavioral Sciences	3
Math 5500	Statistical Methods for Analyzing Data <i>or</i>	
Math 5510	Multiple Regression Analysis	3
Psy 5320	Learning Theory and Applications	3
Psy 5530	Advanced Abnormal Psychology	3
Psy 5620	Laboratory Training in Human Relations I <i>or</i>	
Psy 5640	Analysis of Small Group Processes	3
Psy 5810	Introduction to Diagnostic Testing—Practicum	3

ELECTIVES 9 credits *Three courses selected from the following:*

Psy 5110	Developmental Study of Children	3
Psy 5120	Social Psychology of Adolescence	3
Psy 5350	Cognitive Therapy	3
Psy 5420	Behavior Modification	3
Psy 5510	Theories of Personality	3
Psy 5515	Advanced Psychology of Personality	3
Psy 5540	Problems of Individual Behavior	3
Psy 5550	Psychopathology of Childhood	3
Psy 5610	Advanced Social Psychology	3
Psy 5660	Industrial/Organizational Psychology	3
Psy 5710	Field Experience in Community Psychology	3
Psy 5760	Family Counseling	3
Math 5901	Computer Digital Computation Algorithms I	3
Math 5902	Computer Digital Computation Algorithms II	3

RESEARCH 6 credits

Psy 5910	Research Methods: Seminar
Psy 5920	Thesis Seminar

TOTAL 33 credits



Coordinator: Dr. Gary Danielson
Hutchinson (J)3321 527-2170/2181

PREREQUISITES

Students must have a baccalaureate degree and the following courses (or their equivalents) at the graduate or undergraduate level: Experimental Psychology, Tests and Measurements, Theories of Personality, and Abnormal Psychology. Applicants must also submit all undergraduate and graduate transcripts, GRE aptitude test scores, three letters of recommendation and a written statement of personal goals.

REQUIRED COURSES 15 credits

Math 5500	Statistical Methods	3
Psy 5230	Tests and Measurements	3
Psy 5320	Learning Theory and Applications	3
Psy 5910	Research Methods: Seminar	3
Psy 5920	Thesis Seminar and Completion of Tests	3

ELECTIVE COURSES 18 credits

Psy 5110	Developmental Study of Children**	3
Psy 5420	Behavior Modification**	3
Psy 5430	Psychological Dimensions of Human Resource Development	3
Psy 5515	Advanced Psychology of Personality	3
Psy 5530	Advanced Abnormal Psychology	3
Psy 5540	Problems of Individual Behavior	3
Psy 5550	Psychopathology of Childhood**	3
Psy 5720	Advanced Psychological Counseling <i>or</i>	3
Psy 5880	Treatment of Emotional & Behavioral Disorders of Child	3
SpE 5321	Nature and Needs of the Emotionally Disturbed	3
ICA 5320	Computers in the School Curriculum	3
ICA 5380	Comparative Educational Systems	3
ICA 5381	Seminar in International Education	3
ICA 5502	Public School Administration I**	3
ICA 5613	Curriculum Development & Evaluation: Theory & Practice**	3

(Other Electives by Advisement and Permission of the Coordinator)

TOTAL 33 credits

**Students who intend to complete the School Psychology Program must complete these courses.

Coordinator: Dr. Gary Danielson
Hutchinson (J)3321 527-2170/2181

The School Psychology Program at Kean College is a graduate program at the specialist level. Designed to be completed on a full or part-time basis, the program leads to a Professional Diploma with State Certification as a School Psychologist conferred upon graduation. The program is approved by the New Jersey State Department of Education and is nationally accredited.

The recently-revised program consists of 60 semester hours of integrated coursework. Courses already taken as part of an appropriate master's degree, and required in the School Psychology program, may be credited toward the program.

The curriculum is designed to enable successful graduates to function as members of an interdisciplinary team of specialists within a public school setting. Through required coursework, practicums, and externship experiences, students are provided an opportunity to develop skills in the psychodiagnostic assessment of children from ages 3 to 21 and, through a consultation process, to make meaningful recommendations for educational remediation.

All applicants must have a baccalaureate degree and the following courses on the undergraduate or the graduate level: experimental psychology, tests and measurements, theories of personality and abnormal psychology. Applicants must also submit all undergraduate and graduate transcripts, GRE aptitude test scores, three letters of recommendation and a written statement of personal goals. Applicants who meet departmental standards will receive a personal interview with a School Psychology faculty committee before a final admission decision is made. Students who do not have a master's degree in an appropriate area will receive an M.A. in Educational Psychology after completing the first 33 credits including a research thesis and the Advanced GRE (Psychology). Upon completion of the M.A., students will begin the professional sequence of diagnostic and practicum courses.

Students will be awarded the Professional Diploma and School Psychology Certification upon completion of all coursework, the externship, and the comprehensive examination in school psychology.

SPECIALIZATION

Psy 5110	Developmental Study of Children	3
Psy 5230	Tests and Measurements	3
Psy 5420	Behavior Modification	3
Psy 5320	Learning Theory and Applications	3
ICA 5502	Public School Administration I	3
Psy 5550	Psychopathology of Children	3
ICA 5613	Curriculum Development and Practice	3
Psy 5720	Advanced Psychological Counseling	3
Math 5500	Statistical Methods	3
Psy 5910	Research Methods Seminar	3
Psy 5920	Thesis Seminar and Completion	3
SpEd 5020	Educational Strategies for Exceptional Children <i>or</i> -5021 Mainstreaming-Techniques and Developing and Writing IEPS	3
SpEd 5020	Techniques and Developing and Writing IEPS	3
Psy 5730	Psychological Counseling Practicum <i>or</i>	3
Psy 5750	Psychological Counseling of Parents <i>or</i>	3
Psy 5760	Family Counseling	3
Psy 6000	Professional Seminar in School Psychology I	3
Psy 6110	Psychodiagnostics I	3
Psy 6120	Psychodiagnostics II	3
Psy 6130	Psychodiagnostics III	3
Psy 6200	Psychodiagnostic Practicum	3
Psy 6500	Professional Seminar in School Psychology II	3
Psy 6510	Externship	1
Psy 6520	Externship	2
Psy 6530	Externship	3

Psychology Courses

Additional courses may be found on p. 62 under Behavioral Sciences.

GENERAL

ID 5015 Research Methods in the Behavioral Sciences (3)

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 credits in psychology or sociology, undergraduate or graduate.

Bousquet, Fraunfelker, Lorber

ID 5020 Readings in the Behavioral Sciences (3)

An intensive program of readings in the literature of the behavioral sciences to build interdisciplinary understandings and draw out practical consequences. Investigation of current journals, books and ideas, as well as older materials. Students have opportunities to analyze, compare and evaluate readings.

Prerequisites: Nine credits in psychology or sociology, undergraduate or graduate.

Youtz

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)

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

Prerequisites: Twenty-one credits in the Behavioral Sciences-Human Behavior and Organizational Psychology, including ID 5015 and ID 5020 and permission of coordinator.

Avioli, Bousquet, Feigenbaum

DEVELOPMENTAL

Psy 5110 The Developmental Study of Children (3)

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

Avioli, Escudero

Psy 5120 Social Psychology of Adolescence (3)

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.

Kind

Psy 5150 Advanced Psychology of Early Childhood (3)

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 credits of psychology (undergraduate or graduate) including child psychology or equivalent.

Avioli, Youtz

Psy 5170 Psychology of Aging

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 credits of psychology at the graduate level, including one course in any area of developmental psychology.

Avioli

ID 5030 Family Life and ID 5060 Aging in Contemporary Society are listed in Interdisciplinary courses.

EXPERIMENTAL AND MEASUREMENTS

Psy 5230 Tests and Measurements (3)

Statistical concepts applicable to measurement. Psychometric concepts required for construction, selection, administration, scoring and interpretation of psychological and educational tests. Reliability, validity, standardization and transformed scores. Standardized tests in clinical practice, education, business, industry. Social and ethical issues in testing.

Prerequisites: Math 5500 or Psy 3200.

Fraunfelker

SPECIALIZED AREAS: THEORETICAL AND EXPERIMENTAL

Psy 5310 Advanced Educational Psychology (3)

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)

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

Prerequisites: Nine credits in psychology, either graduate or undergraduate.

Jaffe, Morelli, Youtz

Psy 5350 Cognitive Therapy (3)

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 5320 and 5510 or equivalents.

Morelli

SPECIALIZED APPLIED AREAS

Psy 5420 Behavior Modification (3)

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.

Jaffe, Morelli

Psy 5430 Psychological Dimensions of Human Resource Development (3)

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.

Lorber

PERSONALITY DYNAMICS

Psy 5510 Theories of Personality (3)

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

R. Roth

Psy 5515 Advanced Psychology of Personality (3)

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.

Morelli

Psy 5520 Abnormal Psychology (3)

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.

R. Roth

Psy 5530 Advanced Abnormal Psychology (3)

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.

R. Roth

Psy 5540 Problems of Individual Behavior (3)

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.

Psy 5550 Psychopathology of Childhood (3)

Psychopathology and behavior disorders of childhood that are viewed as reactive, organic, or a combination of the two. Etiology, syndromes, treatment, and prognosis studied from psychoanalytic, behavioral, and systems interpretations as well as points of view that stress possible constitutional, environmental, or cultural 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)

Exploration of critical issues, research, and theories in social psychology with consideration of significant applications.

Prerequisites: Six credits in psychology and/or sociology, undergraduate or graduate.

Kaplowitz, Kind, Lorber

Psy 5610 Advanced Social Psychology (3)

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 credits of psychology, undergraduate or graduate (including a course in social psychology).

Kaplowitz, Kind, Lorber

Psy 5620 Laboratory Training in Human Relations I (3)

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

Lorber, Stern

Psy 5630 Laboratory Training in Human Relations II (3)

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

Stern

Psy 5640 Analysis of Small Group Processes (3)

Forces and factors which determine group interaction. Group influences on the behavior of members. The theory and analysis of group development.

Prerequisites: Six credits in psychology, undergraduate or graduate.

Lorber, Springer

Psy 5650 Laboratory in Small Group Processes (3)

Continuation of the study of group interaction and group development with the focus on the individual as participant and observer.

Prerequisite: Psy 5640.

Lorber, Springer

Psy 5660 Industrial/Organizational Psychology (3)

Survey of major topics in the psychology of work behavior. Emphases on the following concerns: personnel psychology, interviewing, human resource training and development, design of work, socio-technical approaches, and motivation-productivity. Organizational work settings are examined as they affect these concerns.

Prerequisites: Six credits of psychology, undergraduate or graduate.

Springer

Psy 5670 Organizational Behavior (3)

Comprehensive survey of work motivation; organizational communication, climate and culture; leadership style; conflict resolutions; techniques for productivity enhancement. Units of Analysis: individuals, work groups and organizations. Case analyses, organizational simulations and behavioral science applications are used.

Prerequisite: Psy 5660 or Psy 5640 or permission of program coordinator.

Springer

Psy 5680 Organizational Psychology: Individual and Organization Development (3)

Perspectives in organizational psychology on the development of ongoing organizations. Emphasis on collaborative, long-range efforts focused on the organization's culture and human and social processes as they affect individuals. Planned change in organizational systems and subsystems, using applied behavioral science technologies, human resource development concepts and structural activities designed to improve organizational effectiveness.

Prerequisite: Psy 5660 or permission of program coordinator.

Springer

PSYCHOLOGICAL COUNSELING

Psy 5710 Field Experience in Community Psychology (3)

Supervised placement in a county agency or mental health center providing direct experience in psychological and county services. Concomitant seminar to integrate program courses with field experience.

Prerequisites: Minimum of eighteen credits completed in the psychological services program and approval of the coordinator.

Psy 5720 Advanced Psychological Counseling Techniques (3)

A survey of advanced psychotherapeutic processes, theories and supporting literature. Demonstrations of counseling skills focusing on therapeutic referral, vocational exploration, guided group interactions, and counseling roles.

Prerequisites: Psy 5510 and Psy 5520 or permission of program coordinator.

Psy 5730 Psychological Counseling Practicum (3)

Practical experience in a clinical setting. Supervision of diagnosis and educational, vocational and personal counseling, including seminar sessions.

Prerequisites: Psy 5720 and Psy 5230 and approval of program coordinator.

Psy 5740 Group Psychological Counseling Techniques (3)

Survey of advanced counseling techniques to develop the theoretical constructs and strategies of varied group counseling procedures appropriate for specific purposes.

Prerequisite: Psy 5720.

Psy 5750 Psychological Counseling of Parents (3)

Seminar discussions focus on understanding the child within the context of the developmental family process and family dynamics. Content includes demonstrations and supervised experience in conducting initial family interviews, communicating results of psychological evaluation to parents and counseling parents.

Prerequisites: Psy 5720, 5830 and matriculation in school psychology program.

Psy 5760 Family Counseling (3)

The theories, techniques and approaches of family counseling. The uses of family counseling by various professionals are considered.

Prerequisites: Twelve credits of psychology.

CLINICAL PROCEDURES

Psy 5810 Introduction to Diagnostic Psychological Testing: Practicum (3)

An introduction to the selective use of individual and group tests and other measures used in diagnosis and the development of a case study.

Prerequisites: A course in tests and measurements, either graduate or undergraduate, and approval of program coordinator.

R. Roth

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)

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 twenty-one credits of courses in the major program and permission of the program coordinator.

M. Harris, Jaffe

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 6000 Professional Seminar in School Psychology I (formerly Psy 5998) (3)

Introduction to the field of School Psychology. Students consider the role of the school psychologist within an educational setting; historically important events within the field; professional issues, consultation, referral, evaluation, classification and educational outcomes in the context of relevant federal and state rules and regulations; professional ethics and standards and resources available. Graded on a credit granted/no credit basis.

Prerequisites: Matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Required for School Psychology Students.

Danielson

Psy 6110 Psychodiagnostic Evaluation I (formerly Psy 5820) (3)

Introduction to the theories of intellectual psychological assessment; development of competence in the administration, scoring, and interpretation of various measurement scales; and application of outcomes in educational settings.

Prerequisites: Matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Psy 6120 Psychodiagnostic Evaluation II (formerly Psy 5830) (3)

Development of competence in the administration, scoring, and interpretation of various individual assessment techniques for preschool and traditional school age children and application of outcomes in educational settings.

Prerequisites: Matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Required for School Psychology Students.

Psy 6130 Psychodiagnostic Evaluation III (formerly Psy 5840) (3)

The theoretical rationale, administration and interpretation of major projective techniques used for individual assessment of personality will be considered. Practicum experience and formal report writing is required. Each student will be expected to develop competence in the use of a variety of projective techniques.

Prerequisites: Psy 6110, and matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Psy 6140 Neuropsychological Assessment (formerly Psy 5850) (3)

Survey of neuropsychological assessment procedures, theories underlying neurological development and application of assessment results in an educational setting.

Prerequisites: Psy 6120, matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Psy 6150 Rorschach I (formerly Psy 5860) (3)

An advanced clinical course in Rorschach Testing. Aim is to develop skills in the administration, scoring and interpretation of the Rorschach with an introduction to its use in personality assessment and differential diagnosis in school settings.

Prerequisites: Matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Psy 6160 Rorschach II (formerly Psy 5861) (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 6500, matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Psy 6200 Psychodiagnostic Evaluation: Practicum (formerly Psy 5870) (3)

Supervised experience in conducting psychological case studies. Includes appropriate selection of tests; psychological report writing; synthesis with reports of other specialists; educational and referral recommendations; attendance at case conferences with other professionals and contributing to case studies.

Prerequisites: Psy 6110, 6120, 6130, matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Required for School Psychology Students.

Psy 6500 Professional Seminar in School Psychology II (formerly Psy 5999) (3)

In conjunction with the professional externship: consideration of professional school psychology issues; consultation, case studies and IEPs demonstrating professional growth. A major professional project is completed; students complete the comprehensive examination in school psychology. Graded on a credit granted/no credit basis.

Prerequisites: Psy 6110, 6120, 6130, 6200, matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Corequisite: Externship in School Psychology. Required for School Psychology Students.

Psy 6510 Externship in School Psychology (formerly Psy 5981) (1)

Supervised field work in School Psychology. Completion of a minimum of 630 hours in a public school setting. Graded on a credit granted/no credit basis. May be repeated for additional credit.

Prerequisites: Psy 6000, 6110, 6120, 6130, 6200, matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Corequisite: Psy 6500.

Required for School Psychology Students.

Psy 6520 Externship in School Psychology (formerly Psy 5982) (2)

Supervised field work in School Psychology. Completion of a minimum of 630 hours in a public school setting. Graded on a credit granted/no credit basis. May be repeated for additional credit.

Prerequisites: Psy 6000, 6110, 6120, 6130, 6200, matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Corequisite: Psy 6500.

Required for School Psychology Students.

Psy 6530 Externship in School Psychology (formerly Psy 5983) (3)

Supervised field work in School Psychology. Completion of a minimum of 630 hours in a public school setting. Graded on a credit granted/no credit basis. May be repeated for additional credit.

Prerequisites: Psy 6000, 6110, 6120, 6130, 6200, matriculation in the school psychology program, an appropriate MA degree and permission of the coordinator.

Corequisite: Psy 6500.

Required for School Psychology Students.

Interdisciplinary Courses

The following Behavioral Sciences courses are found in the Interdisciplinary Courses section (see Index).

ID 5000 Education and the Behavioral Sciences

ID 5010 Background in Intergroup Relations

ID 5030 Family Life

ID 5040 Group Dynamics: Theory and Applications I

ID 5041 Group Dynamics: Theory and Applications II

ID 5060 Aging in Contemporary Society

Sociology Courses

Soc 5110 A Sociology of the Performing Arts (3)

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.

Kamerman

Soc 5150 The Sociology of Community (3)

The nature of the community as a pattern of social relations; 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.

Mayo, Naughton

Soc 5200 Women—A Changing Minority? (3)

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.

Naughton

Soc 5300 Racial and Cultural Minorities (3)

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.

Naughton

Academic Degrees, Programs

M.A. Mathematics Education

Option: Computer Applications

Option: Supervision of Mathematics Education

Option: Teaching of Mathematics

**SCHOOL OF NATURAL SCIENCES,
NURSING AND MATHEMATICS**

Departments, Faculty

BIOLOGICAL SCIENCES

Faculty: Bardell, Butler, Hayat, James, Mahoney, Mancarella, Osborne, Reid, Rosenthal, Schumacher, Smith, Virkar (Chairperson)

CHEMISTRY-PHYSICS

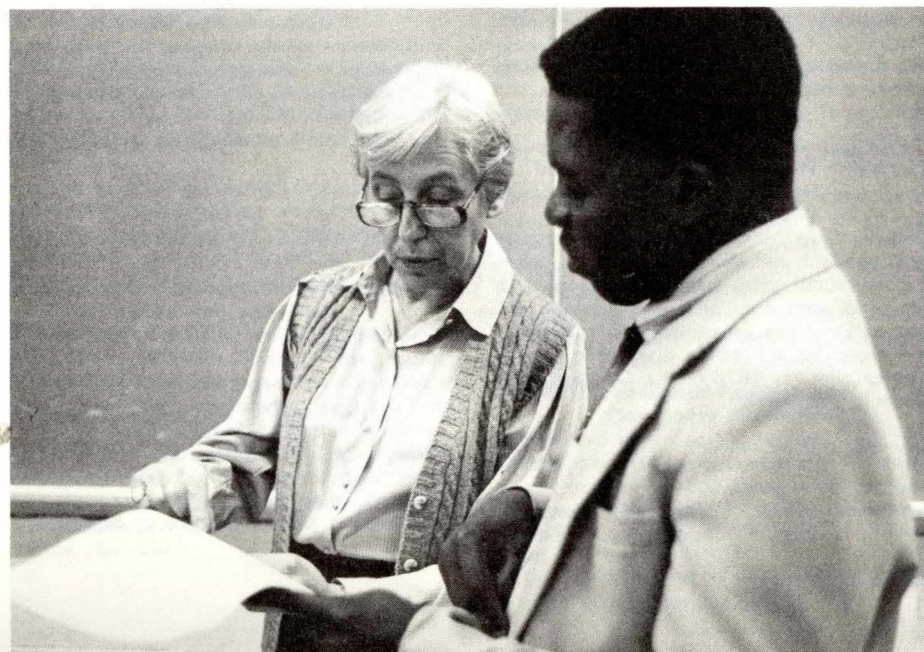
Faculty: Bailey, Blount, Criasia (Chairperson), Getzin, Kampa, Leeds, Lees, Struyk, Vitale, Zarrilli

GEOLOGY AND METEOROLOGY

Faculty: Hall, Krall, Kroll, Metz, Meyerson (Chairperson), Murphy, Rockman, Zois

MATHEMATICS AND COMPUTER SCIENCE

Faculty: Abeles, Arnow, Benner, Bernstein, Butcher, Cinque, Deavours, Emanouilidis, Giegerich, Goldberg (Chairperson), Gorden, Hahn, Hothersall, Hughes, Krantz, Lehmann, Lipson, Malbrock, Rebecchi, Santomauz, Whittenberg, Woubneh, Zoll



Biological Sciences Course

Bio 5450 Physiological Chemistry (3)

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.

Smith

Chemistry Course

Chem 5130 Spectrometric Identification of Organic Compounds (3)

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, 3382, or permission of instructor.

Vitale

Astronomy Courses

Astr 5101 Planets and Moons (3)

A comparative study of the terrestrial planets and the larger moons, their characteristics and histories, with consideration given to the concepts and methods employed in such investigations.

Prerequisite: Permission of instructor.

Rockman

Astr 5110 The Search for Extraterrestrial Life (3)

Stellar evolution, planetary formation, and probabilities of extraterrestrial life and methods and problems in contacting and communicating with other possible galaxian civilizations.

Prerequisite: Permission of instructor.

Krall

Astr 5191 Planetary Geography (1)

Naming features and delineating mapping units on planetary surfaces.

Prerequisite: Graduate Status.

Rockman

Geology Courses

Geol 5210 Geology of New Jersey (3)

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.

Metz

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.

Geol 5251 Advanced Sedimentology (4)

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.)

Metz

Geol 5252 Sedimentary Petrography (4)

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.

Metz

Geol 5262 Fluvial Processes (3)

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.

Rockman

Geol 5272 Mineral Resources (3)

A study of the world's mineral resources, their origin, exploration, uses and limitations and use in international politics.

Prerequisite: Permission of instructor.

Krall

Geol 5282 Special Topics in Geology (3)

Intensive study of a timely topic in geology. Subject matter will vary. May be repeated once for credit.

Prerequisite: Permission of the instructor.

Geol 5291 Silicate Mineralogy (1)

Chemistry, structure, origin, occurrence and uses of the silicate group of minerals; physical properties, hand sample and crushed grain identification.

Prerequisites: Baccalaureate Degree.

Kroll

Geol 5292 Drainage Patterns (1)

Description and analysis of map patterns of river systems.

Prerequisite: Graduate Status.

Rockman

Geol 5293 Geologic Hazards: Floods (1)

Causes, effects, and possible human responses to riverine flooding.

Prerequisite: Graduate Status.

Rockman

Geol 5294 Analysis of Sediments (1)

Methods of analysis of sedimentary materials; sampling design, analytical techniques, data analysis, and interpretation.

Prerequisite: Baccalaureate Degree.

Meyerson

Meteorology Courses

Metr 5300 Atmospheric Storms (3)

Structure, behavior, and prediction of atmospheric storms.

Prerequisite: Permission of instructor.

Zois

Metr 5301 Special Topics in Meteorology (3)

Intensive study of a timely topic in meteorology. Subject selected will vary. This course may be repeated once for credit.

Prerequisite: Permission of the instructor.

Metr 5391 Meteorological Data I: Teletype Data (1)

Acquisition, decoding, and presentation of meteorological teletype data.

Prerequisite: Baccalaureate Degree.

Zois

Metr 5392 Meteorological Data II: Facsimile Weather Maps (1)

Acquisition, preparation, and utilization of facsimile weather maps.

Prerequisite: Baccalaureate Degree.

Zois

Metr 5393 Weather Analysis for Middle Latitudes (1)

Methods of weather map analysis used in determining the structure of middle latitude synoptic systems.

Prerequisite: Baccalaureate Degree.

Zois

Metr 5394 Weather Analysis for the Tropics (1)

Methods of weather map analysis used in determining the structure of tropical weather systems.

Prerequisite: Met 5393.

Zois

Oceanography Courses

Ocen 5450 Coastal and Estuarine Processes (3)

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.

Meyerson

Ocen 5452 Estuarine Geology and Geochemistry (4)

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

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

Meyerson

Ocen 5456 Marine Micropaleontology (4)

A taxonomic, ecologic and stratigraphic consideration of the common marine fossil microorganisms. Research project report and field trips required. Also offered at the New Jersey Marine Science Consortium field station.

Prerequisites: Geol 3264 Invertebrate Paleontology and permission of department.

Metz

Ocen 5460 Aqueous Geochemistry (3)

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.

Meyerson

Ocen 5470 The Ocean Basins (3)

Study of the origin of the ocean basins and the geologic history recorded therein.

Prerequisite: Permission of the instructor.

Meyerson

Ocen 5471 Special Topics in Oceanography (3)

Intensive study of specific topics of an advanced nature in oceanography. Subject of a semester's work varies. This course may be repeated once for credit.

Prerequisite: Permission of instructor.

Meyerson

M.A. IN MATHEMATICS EDUCATION

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

Coordinator: Dr. Francine Abeles
Science Bldg. (C)229 527-2104/2493

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.

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 credits in selected mathematics/computer science and research courses are required. Nine credits 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.

SPECIALIZATION 18 credits

REQUIRED COURSES 3 credits

Math 5700 Current Issues in Mathematics Education

ELECTIVES 15 credits Five courses in Mathematics or Computer Science, selected with advisement

GENERAL ELECTIVES 9 credits

Three courses selected with advisement

RESEARCH 6 credits

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

TOTAL 33 credits

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 credits 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.

SPECIALIZATION 27 credits

REQUIRED COURSES 15 credits

Math 5700 Current Issues in Mathematics Education 3
Math 5710 Supervision of Mathematics Programs or 3
ICA 5607 Supervision and Evaluation of Instruction 3

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

Supervision

ICA 5502 Public School Administration I 3
ICA 5606 School Supervision and Organizational Theory 3

Curriculum Development

ICA 5613 Curriculum Development and Evaluation: Theory and Practice 3
ICA 5614 Learning, Instruction, Evaluation and the Curricula 3

ELECTIVES 12 credits Four mathematics courses selected with advisement

RESEARCH 6 credits

Math 5798 -5799 Advanced Seminar:
Research in Mathematics
Education I & II or

ID 5800 Thesis Option

TOTAL 33 credits

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 2390 Computer Assembly Language, CpS 2440 Data Structures and either CpS 2351 Business Oriented Programming Techniques or another high level language are required.

SPECIALIZATION 24 credits

REQUIRED COURSES 9 credits

Math 5700	Current Issues in Mathematics Education	3
CpS 5901	-5902 Computer Digital Computation Algorithms or	
CpS 5911	-5912 Computer Structures and Programming	6

ELECTIVES 15 credits Five courses in Math or CpS selected with advisement

GENERAL ELECTIVES 3 credits

One course selected with advisement

RESEARCH 6 credits

Mat 5798 -5799 Advanced Seminar:
Research in Mathematics
Education I & II or

ID 5800 Thesis Option

TOTAL 33 credits

Mathematics Courses**FOUNDATIONS****Math 5110 Discrete Mathematical Structures (3)**

Selected topics from sets and relations, algebraic structures, logic, combinatorics, graphs, trees, recursion and generating functions, analysis of algorithms, formal languages and finite state machines.

Abeles

Math 5155 Logic (3)

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.

Abeles, Deavours

ALGEBRA**Math 5200 Linear Algebra (3)**

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.

Abeles, Deavours

Math 5220 Modern Algebra (3)

Topics are selected from boolean algebras, monoids and groups, lattices and posets, rings and ideals, modules, vector spaces and fields. Prerequisite: Six credits of undergraduate mathematics at the junior-senior level, or permission of the instructor.

Arnou, Deavours

GEOMETRY**Math 5300 Geometry (3)**

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.

Abeles, Arnou

Math 5310 Topological Structures (3)

The topology of the real line and plane along with abstract topological spaces are considered. Topics include compactness, connectedness, homeomorphism, nets, filters, separation axioms and cardinality, introduction to uniform and proximity spaces and elementary homotopy and homology theory.

Prerequisites: Four semesters of calculus or the equivalent.

Arnou

ANALYSIS**Math 5400 Principles of Mathematical Analysis (3)**

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.

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

Arnou, Deavours

Math 5410 Partial Differential Equations (3)

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.

Deavours

PROBABILITY AND STATISTICS**Math 5500 Statistical Methods for Analyzing Data (3)**

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, correlation and regression, hypothesis testing for different types of data, distribution of data, estimations.

Prerequisite: An undergraduate course in statistics or equivalent.

Woubneh

Math 5510 Multiple Regression Analysis (3)

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.

Woubneh

Math 5520 Probability (3)

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.

Abeles

Math 5530 Applied Multivariate Analysis (3)

Correlated random variables and their applications in econometrics, sociometrics, psychometrics and education. Varieties of analytic models including principal components, canonical correlational analysis and discriminant analysis. Computer facilities will be utilized.

Prerequisite: Mat 5500 or permission of instructor.

Woubneh

Math 5620 Mathematics, Randomness, & Linguistics (3)

The notion of randomness is explored by simple applications to the field of linguistics and information theory. Topics include: analysis and reconstruction of "dead" languages, language statistics in the design of computer text processing applications, determination of document authorship, and extraterrestrial communication.

Deavours

EDUCATION**Math 5700 Current Issues in Mathematics Education (3)**

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.

Marchand

Math 5710 Supervision of Mathematics Programs (3)

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.

Butcher

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

(see page 81)

Butcher, Marchand

HISTORY**Math 5800 The Contemporary Mathematical Scene (3)**

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.

Abeles

Computer Science Courses**CpS 5900 Numerical Analysis (3)**

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)

Analysis of mathematical functions and their numerical algorithms generated by flow-charting, programming, and preparing programs to be processed on a computer. Investigations of different base systems. Error analysis. Applications of algorithmic modes.

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.

Piegari

CpS 5911-5912 Computer Structures and Programming I & II (3, 3)

Abstract data types. Data abstraction. Module development. Principles of structured programming (PASCAL). CPS 5911 must be taken before CPS 5912.

Zoll

CpS 5920 Data Base Systems (3)

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

Prerequisite: Knowledge of computer programming.

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 credits calculus or permission of the instructor.

Deavours

ADMISSION TO GRADUATE SCHOOL



Applicants may apply for admission to a degree or non-degree program. All applicants must hold a baccalaureate degree from an accredited college or university.

A degree program leads to a Master of Arts, Master of Science or Master of Public Administration. A non-degree program may lead to a post-master's certification or a professional diploma, and is also appropriate for those who already hold a Master's degree and seek only additional course work. Admission is based on the following criteria: evaluation of prior and/or graduate work; results of a standardized test (Graduate Record Examination, Miller Analogies Test, Graduate Management Admission Test, or the National Teacher Examination, as required by individual programs); personal interview if required; and a determination of the relationship of all factors relevant to the specific program. Applicants are advised to refer to the Graduate School Application for the most recent program requirements.

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

No more than six credits may be taken as a non-matriculated student. An application *must* be on file in the Office of Admissions in order to continue additional course work.

PROCEDURES

All applications should be accompanied by the \$10 application fee and filed directly with the Office of Admissions. Students who already hold a Master's degree from Kean College and seek admission to a second Masters or non-degree program are not required to pay the application fee. The college requires the following documents:

- two official copies of each transcript showing all previous graduate and undergraduate courses
- the official results of any required standardized tests

These documents will be retained by the College for a maximum of two years.

MATRICULATION

Students who are accepted for admission are expected to register for classes in the major semester immediately following their acceptance. Should this not be possible, reapplication at a later date will be necessary.

INTERVIEWS

All applications are reviewed and students are notified by the Office of Admissions whether they are required to request an interview with the appropriate Program Coordinator.

DEADLINES

All applications for spring semester should be on file by November 15th. Applications for fall semester should be on file by June 15th. Credentials (including interviews) must be complete by July 15th for fall, and December 1st for spring.

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

Students wishing to transfer from graduate programs at other institutions must follow all the procedures which apply to a degree program. Up to six credits of prior graduate course work with an earned grade of "B" or better may be accepted for credit provided the courses are applicable to the program, as determined by the program coordinator. Courses must fall within the six-year time limit required for the completion of graduate programs.

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.

ACADEMIC SERVICES

LIBRARY SERVICES

The Nancy Thompson Library is a comprehensive learning center holding more than 248,500 volumes including bound periodicals and 1,200 periodical subscriptions. 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.

The Curriculum Materials Center, located on the East Campus, is a specialized circulating collection of materials germane to practical applications of educational theory at the elementary and secondary levels of teaching. The materials included in the collection are presented in different forms e.g., textbooks, kits, records, pictures, curriculum guides, models, instruments and visual aids. Also, for use by the students and faculty are computers and computer software, laminating machine, copies, and audio visual equipment.

At the main library, several special collections include rare books and other printed materials: the New Jersey Collection; the papers of Congresswoman Florence P. Dwyer (M.C. 1956-1972); and the institutional archives, containing catalogued documents relating to the history of the College.

INSTRUCTIONAL RESOURCE CENTER

The Instructional Resource Center (IRC) provides a variety of non-print 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, videotapes, compact discs, tapes, records, slides and filmstrips, numbers approximately 6,000 titles. All available materials have been catalogued and appear in a card file on the main floor of the Center. All titles are interfaced 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. The IRC also houses the College television studio.

GRADUATE ADVISEMENT

Graduate students who have not yet applied for admission may receive personal advisement by the professional staff in the Office of Graduate Studies. Prospective graduate students are encouraged to visit the Graduate Office any day between the hours of 9 a.m. and 5 p.m. The office is open until 7:30 p.m. on Tuesdays and Thursdays when the College is in session. The Graduate Office is located in Townsend Hall 106, and prospective graduate students are encouraged to schedule an appointment by calling 527-2018.

Students are also welcome to contact the coordinator of any specific program to discuss admissions, the program outline and specific requirements. Each coordinator's name and phone number are listed under the program heading in the catalog.

Each student is assigned a faculty member who will act as program advisor after formal admission to a graduate program.

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 p.m. for children 3-10 years of age. Supervision, creative recreation and educational advisement are provided Monday through Thursday.

Graduate assistants who are certified Early Childhood Education teachers teach at the center.

Further information may be obtained by calling the Director, 527-2075.

GRADUATE STUDENT ASSOCIATION

All students enrolled in graduate courses are members of the Graduate Student Association. Matriculated students are eligible to apply for membership to the Graduate Student Council, the executive board of the association. The association makes a direct contribution to the quality of graduate student life on campus through participation in college-wide committees and the sponsorship of seminars, guest speakers, colloquia, and artistic exhibits and performances. The Graduate Student Association sponsors two end-of-the-year social activities for students and faculty. Each year the association presents the Graduate Teacher of the Year award to honor an outstanding member of the faculty.

All graduate students are invited to actively participate in the Graduate Student Association and attend the events they sponsor. The Graduate Student Center Office is located in the College Center, room C100.

CAREER SERVICES CENTER

Career Services Center provides a confidential career counseling and placement service for Kean College students and alumni. Students are assisted in locating suitable positions in teaching, industry and government through off-campus interviews and direct referrals. In addition, the office assists students in the techniques of securing a job, the proper conduct at interviews, the writing of applications, the preparation of a resume, effective job hunting strategies and career awareness seminars.

The center maintains a comprehensive folder of personal data and references which, with the permission of the student or alumnus, is sent to all interested employers. The Career Services Center is located in the mezzanine of the East Campus.

EAST CAMPUS

The East Campus is a student life facility purchased in 1981 following its endorsement by the Kean College student body. Each student at Kean pays a per credit dedicated student fee, which is applied to the purchase and operation costs of the East Campus.

Located approximately one quarter mile from the main campus and encompassing 28.5 acres of land, the East Campus contains 12 tennis courts, a one quarter mile track, five playing fields, two gymnasiums, a swimming pool, saunas, an exercise room, a 400-seat theatre, a library, a radio station, a number of classrooms, meeting rooms, the Alumni House, as well as student group college programs and administrative offices.

For further information concerning the East Campus please call 527-3017.

COUNSELING CENTER

Counseling and Psychological Services provides assistance without charge regarding personal problems of an academic, vocational, or emotional nature for all students, faculty and staff at Kean College. Consultation with a professional counselor is voluntary and all counseling interviews are treated in a confidential manner. Initial appointments are arranged promptly in the counseling office and may be extended to include several regular individual interviews. Vocational interest

inventories and psychological testing are provided. Emergency and referral services are also available.

The counseling staff attempts to assist the student in improving interpersonal and social relationships, to set and achieve appropriate vocational goals and to increase personal satisfaction and self-worth. Group counseling is also available.

The Counseling Center is located in the Student Activities Building, Room S.A. 126. It is open year-round from 10 a.m. until 5 p.m. Evening hours are available by appointment. Appointments may be made in advance by calling 527-2082.

THE STUDENT CENTERS

The complex of student activities facilities, the College Center and the neighboring Student Activities Building, comprise the hub of college life and provides the informal and friendly atmosphere in which students and faculty can mingle, relax and conduct business. The attraction may be coffee, refreshments in the Kean College Pub, a light lunch or dinner, a special program or an organization meeting.

The College Center provides a lounge, the Kean College Pub, the Student Activities offices, the offices of Student Organization and student publications, the Graduate Student Council Office, the Little Theatre, the College Cafeteria, the Snack Bar, the Communication Help Center and the candy store.

The Student Activities Building houses the Book Store, Health Services, the Office of Special Student Services, the Campus Bank, the Counseling Center and the Browsing Room.

Downs Hall provides cafeteria/dining facilities and meeting rooms to handle activities ranging from a small group gathering to a major conference.

SPECIAL STUDENT SERVICES

Special Student Services coordinates a variety of educational services for international and disabled students at Kean College. Students with permanent or temporary disabilities can be helped by supportive educational resources available through the Office of Special Student Services. After acceptance to the College, international and disabled students are encouraged to make an appointment with the Director for individual needs assessment at the Student Activities Building, Room S.A. 114, Monday-Friday, 9 a.m.-5 p.m. Evening hours are available by appointment, 527-2015.

HEALTH SERVICES

The College Health Service, located in the Student Activities Building, provides first aid and emergency treatment, short-term medical treatment, health information and referral, allergy immunizations for resident students, and medical counseling for a variety of health problems.

Students requiring special services due to temporary or permanent physical handicaps may apply to Health Services for elevator keys and special parking permits. Ramps are situated at the entrance to all buildings to accommodate students confined to wheelchairs. In addition, students are encouraged to register with the Office of Special Services located in the same building.

College Policy and Procedures

CLASSIFICATION OF STUDENTS

Matriculated students receive a letter of acceptance and are admitted to a degree program. Students applying for certification only are considered non-degree admitted students and are also notified of their acceptance by the Office of Admissions. *Non-matriculated students* have a bachelor's degree from an accredited institution, take graduate courses at Kean College. However, they either have not applied or have not yet been admitted to a degree or non-degree graduate program. Non-matriculated students are permitted to take *only 6 credits* prior to matriculation and must have an application for admission on file in order to register for more than six credits.

REGISTRATION

Priority and open dates of registration are announced in the registration course bulletins which may be obtained through the Registrar's Office. Currently registered matriculated students may preregister 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 registration forms must have an advisor's signature. Some courses require a registration petition form signed by an advisor. Students should check the registration course bulletin to determine the need for a registration petition.

COURSE LOAD

Maximum course loads are established per semester as follows:

Full-time students: 15 during Fall and Spring semesters

Part-time students: 6 credits during Fall and Spring semesters (if fully employed)

All students: 6 credits during Pre-sessions and Summer Session

Students who take 9 or more credits per semester are considered full time. Any increase in the maximum course load must have prior written approval of the Office of Graduate Studies. Full-time status requires enrollment in at least 9 credits each semester.

TIME LIMIT

A graduate program must be completed, within a six year time limit, with a grade point average of 3.0 or better, regardless of whether the awarding of a degree is included.

REQUEST FOR EXTENSION

If circumstances prevent a student from completing a program within the required six-year time frame, an extension may be considered upon submission of a formal request to the program coordinator. This extension must be approved by the appropriate school dean.

GRADING

Letter grades are assigned at the end of each semester.

Graduate Credit is granted for the following grades:

- A— *Excellent*
- B— *Good*
- C— *Fair*
- CG— *Credit Granted*

Graduate credit is not granted for the following grades:

- D— *Poor*
- F— *Fail*
- NC— *No Credit*
- AF— *Administrative Failure*
- INC— *Incomplete Work*
- WD— *Withdrawn*

A maximum of two "C" 's may be accepted toward program requirements unless otherwise specified at the time of admission. A "C" must be balanced with an "A" in order to maintain the required 3.0 grade point average.

CREDIT GRANTED

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

INCOMPLETE

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

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."

FAILURE TO FILE SUCH FORM WILL RESULT IN A GRADE OF "AF". Forms for an incomplete are available in the departmental offices. The course instructor must receive this request *prior* to the submission of grades at the end of the semester.

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.

DISMISSAL

Graduate students not maintaining a 3.0 average after completion of 12 attempted credits will be on probation; students not maintaining a 3.0 average after completion of

18 attempted credits will be dismissed. Students who have experienced unusual problems will have the right to appeal. All graduate grades are computed in the student's grade point average regardless of whether a course has been repeated and earned a higher grade. However, this is considered when a student appeals for reinstatement.

INDEPENDENT STUDY

A matriculated student 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 as an elective under the supervision of a member of the graduate faculty. A student may also take an independent study to cover a course required in his or her degree program if the course is not offered in the student's final semester prior to graduation.

The student must obtain written approval of the faculty sponsor, department chairperson, the School Dean and the Office of Graduate Studies *prior* to registration, and must submit a signed copy of the Application for Independent Study to the registrar at the time of registration, together with a signed registration petition form. Forms for such approval may be secured from the Office of Graduate Studies. Each student is limited to a maximum of two independent studies per program, with permission as noted above.

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 Graduate 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.

TRANSFER CREDIT

A maximum of six credits from an accredited institution may be transferred providing the course(s) are applicable to the program to which it is being applied, the grade is "B" or better, and the course(s) fall within the six year time limit requirement for completion of programs. Transfer Request forms are available in the Office of Graduate Studies. No course may be transferred unless covered by an official transcript from the college or university at which the course was taken.

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 percent
Withdrawal after drop/add but before end of the first third of session	50 percent
Withdrawal thereafter	none

TUITION FOR UNDERGRADUATE COURSES

When undergraduate prerequisites are required for a Master's Degree, it is financially advantageous to take the undergraduate courses prior to official acceptance into the graduate program. Matriculated graduate students are required to pay graduate tuition regardless of course level.

Master's Degree Requirements

The Master's 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. *Degree requirements must be completed within six years from the date of the first course, applied towards the degree.* This may include a maximum of six credits earned at a grade of "B" or better while on prematriculated status at Kean College of New Jersey. It may also include a maximum of six credits of approved graduate courses earned at another accredited institution at a grade of "B" or better. Successful completion of six credits taken on a prematriculated basis does not guarantee admission.

COMPREHENSIVE EXAMINATION

Most Master's degree programs require a comprehensive examination. 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 *only* after a student has successfully completed 21 graduate credits in a specific program, and has maintained a minimum grade point average of 3.0. Intent to take the exam must be filed with the Office of Graduate Studies at least three weeks prior to any one of the following examination dates:

November:	1st Saturday
February:	Last Saturday
March:	3rd Saturday for Professional Diploma in School Psychology

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

<i>Pass with Commendation</i>
<i>Pass</i>
<i>Pass with Condition</i>
<i>Fail</i>

In the event of failure, a student may be permitted to take a second comprehensive examination 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 the School in which the program is housed.

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 who have successfully completed 21 graduate credits in their program with a 3.0 average. 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 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. The Advanced Seminar is a two-semester sequence, with the first semester offered in the Fall as prerequisite to the second, which follows in the Spring.

The required application form must be submitted to the Office of Graduate Studies by the first Friday in March of the academic year preceding enrollment in Advanced Seminar.

THESIS OPTION

The thesis option may be taken in some programs in lieu of the Advanced Seminar. Students considering completion of a graduate thesis should have successfully completed 21 graduate credits in their program with a minimum grade point average of 3.0. Students must also 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. Prior approval must be obtained from the program coordinator as well as the consent of the graduate faculty member who will serve as sponsor, along with final approval of the appropriate School Dean. The application and approval form must be filed with the Office of Graduate Studies prior to registration for the thesis program. Completion of the thesis requires six credits which may be taken over a two semester sequence, or in one semester.

APPROVAL AND DISPOSITION OF THESIS

Final approval is determined by the sponsoring faculty member. Should questions arise as to the acceptability of a thesis, other members of the graduate faculty in the department may be consulted.

Two copies must be signed by the instructor and submitted to the Office of Graduate Studies, accompanied by an \$8.40 binding fee. One copy is professionally bound and placed on file in the library. The second copy is to be submitted in a black binder and retained in the library archives. The student may choose to have another copy bound for an additional \$8.40 fee.

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 thesis. Copies of the thesis manual are available in the Book Store.

AWARDING OF MASTER'S DEGREES

Students who are candidates for the Master's degree must file an application with the Office of Graduate Studies. Deadlines for applying are as follows:

For May Graduation:	first Friday in February
For August Graduation:	first Friday in March
For January Graduation:	first Friday in October

A student's academic record will not be evaluated for graduation unless the application has been filed prior to the application deadline. Applications are available in the Office of Graduate Studies and the Evening Office.

Certification Program Requirements

ADMISSION TO CERTIFICATE PROGRAMS

Students wishing to enter a State approved graduate level certificate program must file an application with the Admissions Office. Requirements for admission will vary depending upon the type of program. Certification requirements will also vary with each program. Students are advised to consult the advisor in the discipline or advisors in the Office of Graduate Studies.

ELIGIBILITY FOR CERTIFICATES

Students seeking to obtain certificates through the College must be fully admitted to the appropriate program and satisfactorily complete a minimum of 18 credits of graduate course work at Kean. 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 meet the requirements for certification through the College may apply for certification upon completion of their program. Applications are available in the Office of Graduate Studies and the Evening Office, and should be submitted to the Office of Graduate Studies by the following dates:

First Friday in February	for May certification
First Friday in October	for January certification
First Friday in March	for August certification

Applications received more than a year following program completion may *NOT* be processed by the Office of Graduate Studies; applicants must then apply through their County Superintendent's office.

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

**NEW JERSEY STATE
CERTIFICATION PROGRAMS IN
EDUCATION**

Kean College offers the following approved certification programs at the graduate level:

Initial Teaching Certificates, including a Master of Arts degree:

- *Classroom Instruction—Elementary, English, Mathematics, Science, Social Studies

Fine Arts Education

Endorsement on an Initial Teaching Certificate without an M.A.:

- *Teacher of Reading

Endorsement on an Initial Teaching Certificate with or without an M.A.:

- Bilingual/Bicultural Education
- Teaching English as a Second Language

Endorsement on an Initial Teaching Certificate with an M.A.:

- Supervision of Mathematics Education
- Art Supervision

Endorsement on an Initial Teaching Certificate with an M.A. or Post-Masters:

- Supervisor
- School Business Administrator
- Reading Specialist
- Student Personnel Services

Certification with M.A. only:

- Principal
- Principal/Supervisor

Endorsement on an Initial Teaching Certificate Post M.A. only:

- Learning Disabilities Teacher Consultant
- Director of Student Personnel Services

Initial Certificate and Professional Diploma: School Psychologist

**Requires National Teachers Examination*

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B.S., Rider College

NICKIE B. BERSON (9-66), *Professor, Special Education and Individualized Services*
B.A., University of Connecticut; M.A., Kean College of New Jersey; Ed.D., Teachers College, Columbia University

DORIS A. BLAKE (9-66), *Assistant Professor, Physical Education, Recreation and Health*
R.N., Bellevue Hospital School of Nursing; B.S., Jersey City State College; M.A., Kean College of New Jersey

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B.A., Brooklyn College; M.A., Boston University

ARMAND BRILLIANTE, *Director, Facilities*

ALFRED E. BROWN JR. (8-73), *Assistant Director, Financial Aid*
B.A., St. Mary's University; M. Div., Drew University

ROBERT O. BRUEL (2-68), *Associate Professor, Psychology*
B.A., M.S., City College of New York; Ed.D., Teachers College, Columbia University

RICHARD E. BUNCAMPER (9-74), *Associate Professor, Fine Arts*
B.F.A., Howard University; M.F.A., Alfred University

W. CARL BURGER (9-61), *Professor, Fine Arts*
B.S., M.A., New York University

GEORGE T. BURTT (9-61), *Professor, Philosophy and Religion*
B.S., Bucknell University, Ed.M., Ed.D., Rutgers University

JOHN E. BUTCHER (9-69), *Associate Professor, Instruction, Curriculum and Administration*

B.S., M.A., California State Polytechnic College, M.S.T., Ed.D., Rutgers University

MADELINE BUTLER (9-85), *Assistant Professor, Biological Sciences*
B.S., Fairfield University; Ph.D., University of Rochester

EDWARD J. CALLAGHAN (9-64), *Associate Vice President, Administration and Finance*
B.S., Seton Hall University

ANDREW CANGELOSI (9-83), *Associate Professor, Student Personnel Services*
B.A., Fairleigh Dickinson University; M.A., Kean College of New Jersey; Ph.D., University of Iowa

JAMES J. CAPONE JR. (9-75), *Associate Professor, Economics, Geography and Management Science*

A.B., Georgetown University; J.S., Rutgers School of Law; M.B.A., Rutgers University

ERIC H. CARLSEN (9-80), *Associate Professor, Acting Chairperson, Economics, Geography and Management Science*
B.A., University of Victoria; M.A., Ph.D., Cornell University

CAROLYN W. CARMICHAEL (9-71), *Professor, Communication Sciences*
B.S., The Kings College; M.A., Ball State University; Ph.D., Michigan State University

MARIA PIA CARRACINO (9-85), *Supervisor of Language Laboratory Instruction*
B.A., Kean College

EUFRONIO CARRENO (9-88), *Assistant Professor, Economics*
B.A., Universidad Mayor de San Andres; M.A., Ph.D., Rutgers University

BARBARA L. CARRINGTON (9-86), *Assistant Professor, Medical Record Administration*
B.A., Stephens College

SIGFREDO CARRION (6-73), *Director, Affirmative Action Program*
A.B., Rutgers University; M.Ed., Trenton State College

PATRICIA A. CARTER (7-88), *Admission Representative, Admissions Office*
B.F.A., North Carolina School of the Arts

JOHN J. CASSON (9-84), *Assistant Professor, Economics, Geography and Management Science*
B.A., Hobart College; M.A.T., Oberlin College; M.A., New School for Social Research

JOSEPH S. CATALANO (9-66), *Professor, Philosophy and Religion*
B.A., M.A., Ph.D., St. John's University

NICHOLAS CELSO (9-85), *Associate Professor, Instruction, Curriculum and Administration*
B.S., So. Connecticut State University; Ed.M., Ed.D., Rutgers University; J.D., Rutgers Law School

GAIL CERMINARO (9-82), *Demonstration Teacher, Institute of Child Study*
B.A., M.A., Kean College of New Jersey

PATRICIA CHAMBERS, R.T. (9-79), *Academic Advisor, Advisement Center*
B.A., Mount St. Vincent; M.S., Upsala College

LAWRENCE S.L. CHANG (9-87), *Assistant Professor, Political Science*
B.A., Fu Jen Catholic University; M.A., University of Wisconsin

THOMAS CHERUKARA (9-84), *Associate Professor, Technology*
B.S., Ranchi University (India); M.S., Rochester Institute of Technology

PARVEEN CHOPRA (9-86), *Assistant Professor, Economics and Management Science*

M.A., Punjab University; M.A., Tata Institute of Social Science (India); B.L., University of Bombay; M.B.A., Baruch College

FARUQUE A. CHOWDHURY (9-87), *Assistant Director, Business Services*
B.A., Dhaka University, Bangladesh; B.A., William Paterson College

LOUISE C. CHUT (9-80), *Assistant Professor, Physical Education, Recreation and Health*
B.S., Rutgers University; M.A.T., Trenton State College; Ph.D., Temple University; M.P.H., University of Medicine and Dentistry, Rutgers Medical School

HARRIET A. CINQUE (9-84), *Instructor, Mathematics & Computer Science*
B.A., Hunter College; M.S., New York University

ROBERT J. CIRASA (9-74), *Developmental Education Specialist*
B.A., Seton Hall University; M.A., New York University; Ph.D., New York University

PATRICIA B. CLARK (3-87), *Administrative Assistant, Freshman Center*
B.A., Hunter College

ELISSA G. COGAN (9-84), *Associate Professor, Economics, Geography and Management Science*
B.A., New York University; M.B.A., Cornell University; C.P.A.

ZARA R. COHAN (9-70), *Assistant Professor, Fine Arts*
B.S., Newark Teachers College; M.A., Kean College of New Jersey

EVELYN KIPNESS COHEN (8-83), *Administrative Assistant, Public Information and Publications*
B.A., Kean College of New Jersey

SHELBY RUTH COHEN (9-70), *Professor, Special Education and Individualized Services*
B.S., University of Cincinnati; B.A., University of Pennsylvania; M.S., Queens College; Ph.D., New York University

DANIEL B. COKEWOOD (9-69), *Professor, Technology*
B.S., M.A., Ball State University; Ed.D., Rutgers University

NESTOR R. COLLAZO (9-88), *Advisor, School of Education, Project ADELANTE*
B.S., Montclair State College; M.A.T., Fairleigh Dickinson University

ELLEN M. COMERFORD (9-88), *Assistant Professor, Economics*
B.A., College of St. Elizabeth; M.A., Manhattan College; M.B.A., Seton Hall University

CAROL CONDON (9-85), *Assistant Professor, Economics, Geography and Management Science*
B.A., Mary Washington College; M.A., Ph.D., Columbia University

TED CONE (9-87), *Assistant Professor, Technology*
B.S., M.A., New York University

JAMES E. COOK (8-85), *Dean, School of Education*
B.A., Concord College; M.Ed., University of Maryland; Ed.D., W. Virginia University

CLIFFORD COOMBS (3-89), *Network Coordinator*
B.S., Kean College of New Jersey

ROBERT B. COON (1-67), *Professor, Fine Arts*
B.A., University of Pacific; M.A., Ed.D., Teachers College, Columbia University

JOHN V. CORNISH (9-68), *Assistant Professor, Fine Arts*
B.A., M.A., Jersey City State College

RONALD T. CRIASIA (9-76), *Professor, Chemistry-Physics Chairperson, Department of Chemistry-Physics*
B.A., New York University; M.A., Ph.D., Fordham University

BARNA CSUROS (10-71), *Associate Director, Library Services*
LL.D., University of Budapest; M.L.S., Columbia University

JAMES W. CULLEN (9-68), *Assistant Professor, Music*
B.S., M.Ed., Temple University

JAMES DALY (9-81), *Associate Professor, Acting Chairperson, Political Science*
B.S., New York Institute of Technology; M.P.A., C.W. Post College; Ph.D., Fordham University

GARY DANIELSON (9-87), *Associate Professor, Psychology*
B.A., Elizabethtown College; M.S., Florida State University; Ph.D., City University of New York

JOSEPH S. DARDEN JR. (9-64), *Professor, Physical Education, Recreation and Health*
A.B., Lincoln University; M.A., Ed.D., New York University

CIPHER A. DEAVOURS (9-73), *Professor, Mathematics*
B.A., American University; Sc.M., Brown University; Sc.D., University of Virginia

CHARLES DeFANTI (9-66), *Professor, English*
B.A., Queens College; M.A., Ph.D., New York University

WILLIAM DeGARCIA (2-82), *Assistant Director, Admissions*
B.A., M.A., Kean College of New Jersey

ASHER DERMAN (9-84), *Associate Professor, Fine Arts*
B.F.A., Yale University; M.F.A., Rhode Island School of Design; Ph.D., Pennsylvania State University

RUTH DeSANTO (3-89), *Administrative Assistant, Teaching Performance Center*
B.A., Kean College of New Jersey

BEVERLY H. DESCH (7-87), *Assistant Director, Student Activities*
B.A., Cedar Crest College; M.A., Kean College of New Jersey

GAIL T. DEUTSCH (12-86), *Administrative Assistant, Office of the President*
B.A., Kean College

HOWARD F. DIDSBUURY JR. (9-60), *Professor, History*
B.A., Yale University; M.A., Harvard University; Ph.D., The American University

R. DANIEL DiSALVI (9-66), *Professor, Psychology*
B.S., West Chester State College; M.Ed., University of Delaware; Ed.D., University of Pennsylvania

JEREMIAH DIX (3-86), *Advisor, Exceptional Educational Opportunities Program*
B.A., Rutgers University; M.A., Montclair State College

CARL DIXON (7-85), *Assistant Registrar, Registrar*
B.A., Jersey City State College

THOMAS FELDER DORN (8-73), *Interim Vice President for Academic Affairs, Associate Professor, Chemistry-Physics*
B.S., Duke University; Ph.D., University of Washington

CATHERINE DORSEY-GAINES (9-69), *Associate Vice President for Academic Affairs, Professor, Early Childhood Education*
B.S., Jersey City State College; M.A., Kean College of New Jersey; Ph.D., Fordham University

MERVYN C. D'SOUZA (9-73), *Professor, Philosophy and Religion Chairperson, Department of Philosophy and Religion*
B.Ph., Papal Athenaeum; A.M., University of Poona; Ph.D., St. Louis University

EMIR DUANY (11-79), *College Physician*
M.D., Havana University School of Medicine

SELMA B. DUBNICK (1-77), *Director, Office of Graduate Studies*
B.A., M.A., Kean College of New Jersey

SARAH F. DUCKWORTH, (9-88), *Assistant Professor, English (ESL)*
B.A., Tougaloo College; M.A., Montclair State; Ed.D., Rutgers University

MARY D. DUMAIS (11-65), *Professor, Early Childhood and Family Studies*
B.S., Fordham University; M.A., Columbia University; Ph.D., Fordham University

RITA D. DUNBAR (1-81), *Associate Director, Exceptional Educational Opportunities Program*
B.A., M.S., Fordham University

MARGARET H. DUNN (9-71), *Professor, Communications and Theatre*
B.F.A., University of Arizona; M.A., Ph.D., Southern Illinois University

GERALDINE Y. DURDEN (10-83), *Assistant Director Educational Media, Instructional Resource Center*
B.A., Kean College of New Jersey

PATRICIA D. EARLEY (12-73), *Director, Financial Aid*
B.A., M.A., Howard University

ORLANDO EDREIRA (9-68), *Professor, Foreign Languages, Literatures and Cultures*
LL.D., University of Havana; M.A., City College of New York; Ph.D., Columbia University

IDA EIGER (8-79), *Assistant Director, Professional Laboratory Experiences*
B.S.W., Kean College of New Jersey; M.S.W., Fordham University

EILEEN EISNER (10-86), *Demonstration Teacher, Institute of Child Study*
B.A., Long Island University; M.Ed., Northeastern University

WILLIAM ELDRIDGE (9-87), *Assistant Professor, Economics/Management Science*
A.B., Rutgers College; J.D., Cornell Law School; M.B.A., Rider College

EMANUEL V. EMANOULIDIS (9-88), *Assistant Professor, Computer Science*
B.S., M.S., N.J. Institute of Technology

STEPHEN A. ENGELBERG (9-74), *Associate Professor, Economics, Geography and Management Science*
B.S., Cornell University; M.A., Stanford University; Ph.D., New York University

DORIS L. ENGELHARD (9-64), *Associate Professor, Music*
B.S., B.M., M.A., Ohio State University; D.M.A., University of Arizona

EDWIN V. ERBE JR. (10-73), *Assistant Professor, Librarian*
A.B., Harvard College; M.Ed., New York University; M.S.L.S., Columbia University, School of Library Science

JOSEPH ERRINGTON (9-57), *Professor, Physical Education, Recreation and Health*
B.P.H.E., University of Toronto, Canada; M.Sc., P.E.D., Indiana University

MICAELA ESCUDERO (9-86), *Associate Professor, Psychology*
B.A., Prof. D., University of Puerto Rico; M.A., New York University; M.Ed., Ed.D., Rutgers University

FRANK J. ESPOSITO (9-70), *Professor, History, ICA*
B.A., M.A., Glassboro State College; Ph.D., Rutgers University

VICTOR ESQUILIN (11-85), *Counselor, Psychological Services*
B.S., M.S.W., Adelphi University

WILLIAM R. EVANS (9-70), *Professor, English*
B.A., Dartmouth College; M.A., Ph.D., Columbia University

DAWOOD FARAH (9-83), *Professor, Public Administration*
B.A., Kabul University (Bordeaux); M.A., Ph.D., University of Kansas

A. DAVID FARROKH (8-88), *Advisor, Advisement Center*
B.A., University of Rochester; M.A., Alfred University

RHODA Y. FEIGENBAUM (9-65), *Assistant Professor, Psychology*
B.A., Hunter College; M.S., University of Wisconsin; Ph.D., Fordham University

FRANCISCO E. FEITO (9-69), *Assistant Professor, Foreign Languages, Literatures and Cultures*
B.A., Edison College; M.A., Rutgers University; LL.D., University of Havana; Ph.D., City University of New York

PAUL FENSTER (9-82), *Professor, Economics, Geography and Management Science*
B.S., City College of New York; M.S., Ph.D., New York University

MARK M. FERRARA (9-67), *Associate Director, Library Services, Assistant Professor, Library Science*
B.S., M.A., Seton Hall University; M.A., Jersey City State College; M.L.S. Rutgers University

DAVID R. FERSCH (11-69), *Director of Computer Services*
B.A., Kean College of New Jersey; M.A., Montclair State College

CHARLES B. FETHE (9-69), *Professor, Philosophy and Religion*
B.A., Johns Hopkins University; M.A., University of Illinois; Ph.D., New York University

EUGENE B. FINCH (9-69), *Professor, Economics, Geography and Management Science*
B.A., M.A., University of Allahabad; Ph.D., Syracuse University

ELAINE B. FISHER (9-68), *Professor, Special Education and Individualized Services, Chairperson, Department of Special Education and Individualized Services*
B.A., Jersey City State College; M.A., Kean College of New Jersey; Ed.D., Columbia University

VIRGINIA M. FITZSIMONS (9-81), *Professor, Nursing, Chairperson, Department of Nursing*
B.S.N., Hunter College CUNY; M.Ed., Ed.D., Columbia University

RAY B. FORD (7-77), *Executive Assistant to the President*
B.A., M.A., Kean College of New Jersey

SHARON FOUSHEE (9-79), *Assistant Director, Exceptional Educational Opportunities Program*
B.A., Kean College of New Jersey; M.A., Montclair State College

LIN S. FOX (9-83), *Assistant Professor, Physical Education, Recreation and Health*
B.S., University of Cincinnati; M.S.W., Rutgers University; Ed.D., Teachers College, Columbia University

D. BRUCE FRANKLIN (9-68), *Assistant Professor, Instruction, Curriculum and Administration*
A.B., Wesleyan University; A.M., Ed.D., Teachers College, Columbia University; Dip. Ed., Makerere University, Uganda

ROBERT J. FRIDLINGTON (9-63), *Associate Professor, History*
B.A., M.A., Drake University

JOHN H. FROUDE (9-66), *Assistant Professor, Instruction, Curriculum, and Administration*
B.S., Ed.M., Rutgers University

LENI I. FUHRMAN (1-75), *Assistant Professor, Fine Arts*
B.A., Carleton College; M.F.A., Pratt Institute

MARCEL FULOP (9-74), *Chairperson, Department of Management Science, Economics and Geography*
B.A., Long Island University; M.A., Ph.D., New York University

HOWARD B. FURER (9-63), *Professor, History*
B.A., M.A., Ph.D., New York University

ROBERT J. FYNE (9-67), *Assistant Professor, English*
B.A., Jersey City State College; M.A., Seton Hall University; Ph.D., New York University

AVIVA GANS (9-86), *Assistant Professor, Physical Therapy*
B.A., Barnard College; M.S., Columbia University

CYNTHIA M. GARNETT (9-86), *Assistant Professor, Early Childhood Education*
B.A., Fisk University; M.Ed., Ed.D., University of Massachusetts

CAESAR T. GAZA (9-66), *Associate Professor, Special Education and Individualized Services*
A.B., M.A., Ph.D., New York University

PAULA M. GETZIN (9-69), *Associate Professor, Chemistry-Physics*
B.A., Radcliffe College; M.A., Ph.D., Columbia University; M.S., Stevens Institute of Technology

VITO GIACALONE (9-66), *Associate Professor, Fine Arts*
B.A., Montclair State College; M.A., M.F.A., University of Iowa

ELSIE S. GIEGERICH (9-66), *Assistant Professor, Mathematics*
B.S., Douglass College; Ed.M., Rutgers University

FIKRY H. GIRGIS (9-73), *Director, Finance and Accounting, Kean College Foundation*
B.S., Cairo University

IRENE GNARRA (9-68), *Assistant Professor, Foreign Languages, Literatures and Cultures*
B.S., Shippensburg State College; M.A., Ph.D., Rutgers University

DOROTHY W. GOLDBERG (9-66), *Professor, Mathematics, Chairperson, Department of Mathematics and Computer Science*
B.A., Hunter College; M.S., Yeshiva University; Ed.D., Teachers College, Columbia University

NATHAN GOLDBERG (9-57), *Associate Professor, History*
B.A., M.A., Boston University

JEANNE GOLDSTEIN (1-70), *Assistant Registrar*
B.A., Brooklyn College; M.A., Teachers College, Columbia University

HERBERT GOLUB (9-65), *Professor, Music*
B.S., M.A., New York University

ROSE MARY GONNELLA (9-87), *Assistant Professor, Fine Arts*
B.A., Rutgers University; M.F.A., Rochester Institute of Technology

SANDRA GONSALVES (9-84), *Assistant Professor, Psychology*
B.A., M.A., Hunter College; Ph.D., City University of New York

PATRICIA GOODMAN (9-87), *Assistant Professor, Early Childhood Education*
B.S., University of Missouri; M.S., St. Louis University; Ph.D., The Texas Woman's University

E. AUSTIN GOODWIN (9-59), *Associate Professor, Chairperson, Fine Arts*
B.S., Ball State Teachers College; M.A., Columbia University

GEOFFREY GORDON (9-85), *Professor, Mathematics and Computer Science*
B.Sc., M.Sc., London University

DANIEL GOVER (9-85), *Assistant Professor, English*
B.A., Columbia University; M.A., Ph.D., Harvard University

IRWIN GRACE (9-63), *Professor, Music*
B.S.S., City College, New York; M.A., New York University; Ed.D., Teachers College, Columbia University

CONRAD GRAVES (9-72), *Professor, Sociology, Anthropology and Social Work, Coordinator, Social Work Program*
B.A., Virginia Union University; M.S.W., Columbia University; M.A., Teachers College, Columbia University; Ph.D., New York University

PEARL GREENBERG (9-65), *Professor, Fine Arts*
B.F.A., Cooper Union; B.S., M.A., New York University; Ed.D., Teachers College, Columbia University

CAROL A. GUBERNAT (6-79), *Assistant Registrar*
B.A., Douglass College

SUSAN HAHN (9-83), *Assistant Professor, Mathematics*
B.A., City College of New York; M.A., Ph.D., Yeshiva University

ALEXANDER HALL (9-65), *Associate Professor, Geology and Meteorology*
B.S., Morehouse College; M.S., Atlanta University

JUNE M. HANDLER (3-65), *Professor, Early Childhood and Family Studies*
A.B., Brown University; M.S., Bank Street College; Ed.D., Columbia University

CATHY J. HANNAN (1-89), *Administrative Assistant, Mathematics & Computer Science*
B.S., Kean College of New Jersey

PATRICIA A. HANNISCH (9-74), *Associate Director of Athletics—Women's Sports*
B.A., Trenton State College; M.Ed., Springfield College

ROYE-ANN G. HARGROVE (7-81), *Director, Community Services*
B.S.W., Kean College of New Jersey; M.S.W., Rutgers University

ROBERT A. HARPER (1-73), *Assistant Professor, Communications and Theatre*
B.A., University of Hartford; M.F.A., Smith College

KENNETH HARRIS (11-87), *Librarian*
B.A., M.A., University of Illinois; M.S., Columbia University

MARTIN S. HARRIS (9-70), *Associate Professor, Psychology*
B.A., Queens College; M.A., Connecticut College; Ph.D., City University of New York

MARILYN M. HART (9-66), *Professor, Communication Sciences & Educational Services*
B.S., Seton Hall University; Ed.M., Ed.D., Rutgers University

STEPHEN J. HASELTON (6-71), *Distinguished Professor, English*
A.B., Hamilton College; M.A., Ph.D., Columbia University

M. ARIF HAYAT (9-71), *Professor, Biological Sciences*
B.S., Sind University; M.A., University of Texas; Ph.D., Indiana University

MADelyn M. HEALY (9-72), *Professor, Department of Special Education and Individualized Services*
B.A., N.Y. State College for Teachers; M.A., Ed.D., Columbia University Teachers College

SEAN D. HEALY (11-69), *Associate Professor, Instruction, Curriculum and Administration*
B.A., Pembroke College; M.A., Cambridge University; Ed.D., Rutgers University

MAE W. HECHT (9-74), *Associate Director, Continuing Education*
B.S., Brooklyn College; M.A., Kean College of New Jersey

GLENN HEDDEN (5-87), *Acting Assistant Director, Athletics*
B.A., M.A., Montclair State College

GAIL HELHOSKI (9-86), *Assistant Professor, Physical Therapy*
B.S., Hunter College; M.Ed., Rutgers University

JOYCE C. HELLER (9-64), *Professor, Special Education and Individualized Services*
B.S., Syracuse University; M.A., Brooklyn College; Ph.D., New York University

MICHAEL G. HELLIWELL (9-82), *Assistant Professor, Economics, Geography and Management Science*
B.S., St. Peter's College; M.A.T., Montclair State College; M.B.A., Ed.D., Rutgers University

DOROTHY GRANT HENNINGS (9-65), *Professor, Instruction, Curriculum and Administration*
A.B., Barnard College; M.Ed., University of Virginia; Ed.D., Columbia University

BARBARA R. HENRY (3-86), *Administrative Assistant, Computer Services*
B.A., Kean College

MARY ANN HERINA (9-66), *Assistant Professor, Sociology, Anthropology and Social Work*
B.A., Westminster College; M.S.W., Rutgers University

NANCY HERINK (9-88), *Assistant Professor, Special Ed.*
B.S., Fairleigh Dickinson University; M.A., Kean College; M.Ed., Ed.D., Columbia University

TOM P. HERRON (9-69), *Assistant Professor, Music*
B.A., Washington State University; M.M., University of Idaho

ROBERT C. HINRICHS (7-68), *Associate Registrar*
B.S., Fordham University; M.A., New York University

LESLIE S. HIRAOKA (9-71), *Professor, Economics, Geography and Management Science*
B.S., University of Washington; M.B.A., Rutgers University; M.S., Eng. Sc.D., Columbia University

SHERRELL M.S. HOLDERMAN (11-81), *Academic Advisor, Advisement Center*
B.A., M.S., Syracuse University

WILLIAM M. HOLLOWAY (9-72), *Associate Professor, Fine Arts*
B.F.A., Virginia Commonwealth University; M.F.A., University of North Carolina

LAUREN A. HORAI (8-87), *Admissions Representative*
B.A., Glassboro State College; M.A., Kean College of New Jersey

GERARD J. HOTHERSALL (9-64), *Assistant Professor, Mathematics*
B.A., Hofstra College; M.A., New York University

T. WILSON HOYLE (9-70), *Associate Professor, Music; Chairperson, Department of Music*
B.M., Eastman School of Music; M.M., Yale University; D.M.A., Manhattan School of Music

ROBERT P. HUNT (9-86), *Assistant Professor, Political Science*
B.A., M.A., St. John's University; Ph.D., Fordham University

ABIODUN E. IJALANA (4-82), *Professional Services Specialist, Business Services*
B.A., Rutgers University; M.B.A., St. John's University

PATRICK J. IPPOLITO (9-65), *Vice President for Student Services, Instructor*
B.A., M.A., Kean College of New Jersey

MICHAEL L. ISRAEL (9-69), *Professor, Political Science*
B.A., Antioch College; M.A., Ph.D., Rutgers University

WALTER T. JABLONSKI (7-67), *Director, Financial Services*
B.S., St. Peter's College; M.P.A., Rutgers University

JANICE E. JACKSON (10-69), *Assistant Director, Student Personnel*
B.A., M.A., Montclair State College

MICHAEL L. JAFFE (9-73), *Associate Professor, Psychology*
B.S., City College of New York; Ph.D., Adelphi University

CLIFFORD W. JAHN (9-62), *Associate Professor, Technology*
B.A., Kean College of New Jersey; M.A., Montclair State College

FRANCIS J. JAIRDULLO (11-84), *Administrative Assistant, Computer Services*
B.A., Duquesne University

ROXIE A. JAMES (9-86), *Assistant Professor, Biological Sciences*
B.A., Kean College; M.S., N.J. Institute of Technology

JAMES E. JANDROWITZ (9-68), *Assistant to the Dean, School of Liberal Arts*
B.A., Montclair State College; M.A., University of Maryland

RICHELEEN JEFFERSON (9-88), *Assistant Director, Student Activities*
B.A., Colgate College

JOHANN JOCHNOWITZ (9-68), *Assistant Professor, Fine Arts*
B.S., M.A., New York University

CAROLINE M. JOLLY (8-77), *Coordinator, College and Alumni Affairs*
B.A., Kean College of New Jersey

ARTHUR H. JONAS (9-66), *Professor, Special Education and Individualized Services*
B.A., Allegheny College; M.A., Ed.D., New York University

DAVID W. JONES (9-59), *Professor, Fine Arts*
B.A., M.F.A., State University of Iowa

PHYLLIS KAFKA (9-69), *Professor, English*
B.A., M.A., Ph.D., New York University

GILBERT N. KAHN (9-70), *Associate Professor, Political Science*
A.B., Columbia College; M.A., Hunter College; Ph.D., New York University

JACK B. KAMERMAN (9-78), *Assistant Professor, Sociology, Anthropology and Social Work*
B.A., Brooklyn College; Ph.D., New York University

LIDIJA L. KAMPA (2-80), *Associate Professor, Chemistry/Physics*
B.A., Brooklyn College; Ph.D., Albert Einstein College of Medicine

SUNG JOE KANG (7-79), *Assistant Director, Housing Services*
B.A., M.A., Kean College of New Jersey

JOHN C. KANSON (9-72), *Associate Director, Business Services*
B.A., B.S., University of Florida

THELMA KAPLAN (10-78), *Assistant Director, Placement Services*
B.A., University of New Hampshire; M.A., Kean College of New Jersey

HENRY L. KAPLOWITZ (9-72), *Professor, Psychology*
B.A., M.A., Ph.D., Yeshiva University

RICHARD C. KATZ (9-83), *Associate Professor, English*
A.B., Kenyon College; M.A., Ph.D., University of Washington

PHYLLIS F. KAVETT (9-60), *Professor, Instruction, Curriculum and Administration*
A.B., Cornell University; M.A., Columbia University; Ed.D., Rutgers University

MARYLIN C. KELLAND (9-61), *Associate Professor Economics, Geography and Management Science*
B.S., University of Rhode Island; M.A., Clark University

ALICE M. KELLY (4-86), *Academic Advisor, Office of Graduate Studies*
B.A., St. Joseph's College; M.A., Kean College of New Jersey

CHARLES P. KELLY (9-72), *Professor, Political Science*
B.A., Iona College; M.A., Ph.D., New York University

MARJORIE W. KELLY (9-78), *Associate Professor, Early Childhood and Family Studies*
B.A., Shimer College; M.A., M.Ed.D, Teachers College, Columbia University

WILLIAM M. KEMPEY (9-78), *Professor, Economics, Geography and Management Sciences*
B.S., M.A., Ph.D., New York University

EILEEN P. KENNEDY (2-71), *Professor, English*
A.B., College of St. Elizabeth; M.A., Marquette University; Ph.D., Columbia University

ALLEN F. KHORRAMI (9-88), *Assistant Professor, Management Science*
B.S., Oklahoma State University; M.B.A., Phillips University

RICHARD J. KILPATRICK (9-88), *Director of Internal Auditing*
B.B.A., Iona College

YOUNG SUK KIM (9-74), *Professor, Economics, Geography and Management Science*
B.A., Seoul National University; M.A., Ph.D., The New School for Social Research

CHARLES T. KIMMETT (7-67), *Vice President, Administration and Finance*
B.A., Seton Hall University; M.A., Kean College of New Jersey

BONNIE M. KIND (9-72), *Associate Professor, Chairperson, Department of Psychology*
B.A., Bryn Mawr College; M.A., Ph.D., University of Pennsylvania

JOHN M. KMETZ (9-78), *Associate Professor, Chairperson, Biological Sciences*
B.S., Ph.D., Pennsylvania State University

MICHAEL E. KNIGHT (9-69), *Professor, Early Childhood and Family Studies, Chairperson, Department of Early Childhood and Family Studies*
B.A., M.A., Kean College of New Jersey; Ph.D., Fordham University

GEORGE KILODIY (9-83), *Associate Professor, Instruction, Curriculum and Administration*
B.S., City College of New York; M.S., Drexel University; Ed.D., Rutgers University

RONALD KORNEGAY (9-87), *Athletic Coach*
B.S., M.S., Monmouth College

MIRA A. KOSTAK (4-89), *Director, Small Business Development Center*
B.A., Rutgers College; M.B.A., Seton Hall University

DONALD B. KRALL (2-66), *Professor, Geology and Meteorology*
B.S., Franklin and Marshall College; M.Sci.Ed., M.S., Syracuse University; Ph.D., Rutgers University

PAULA KRAMER (9-81), *Associate Professor, Occupational Therapy, Chairperson, Department of Occupational Therapy*
B.S., Registered Occupational Therapist; M.A., New York University

CARLON A. KRANTZ (9-66), *Assistant Professor, Mathematics*
B.S., St. Peter's College; M.A., Fordham University

RICHARD L. KROLL (9-71), *Associate Professor, Geology and Meteorology*
B.S., Trinity College; M.S., University of Massachusetts; Ph.D., Syracuse University

ESTHER S. KRUEGER (9-68), *Professor, Physical Education, Recreation and Health*
R.N., Beth Israel Hospital; B.A., Jersey City State College; M.A., Montclair State College; Ed.D., Columbia University

SIDNEY KRUEGER (9-62), *Associate Professor, English*
B.S., Kean College of New Jersey; M.A., Peabody College

JACQUELINE M. KUTYLA (8-84), *Assistant Registrar*
B.A., M.A., Kean College of New Jersey

RITA A. LaBARRE (8-73), *Assistant Director, Professional Laboratory Experiences*
B.A., St. Elizabeth College; M.A., Seton Hall University

MICHAEL H. LAMPERT (9-78), *Associate Dean, School of Liberal Arts, Assistant Professor, Economics, Geography and Management Science*
A.B., Rutgers University; M.B.A., Arkansas State University; Ph.D., University of Arkansas

ROBIN LANDA (9-87), *Associate Professor, Fine Arts*
B.A., M.A., M.F.A., Queens College (CUNY)

SIDNEY H. LANGER (9-75), *Associate Professor, Sociology, Anthropology and Social Work*
B.A., Yeshiva University; Ph.D., City University of New York

VINCENT LARGHI (9-66), *Assistant Professor, Special Education and Individualized Services*
B.A., Seton Hall University; M.A., Columbia University; M.A., New York University

ELEANOR V. LAUDICINA (9-75), *Professor, Political Science*
B.A., Allegheny College; M.A., M.Ph., Ph.D., Rutgers University

BARBARA J. LECOMTE (9-68), *Assistant Professor, Special Education and Individualized Services*
B.A., M.A., Kean College of New Jersey; Ph.D., New York University

SUSAN S. LEDERMAN (9-77), *Associate Professor, Political Science*
A.B., University of Michigan; M.A., Ph.D., Rutgers University

NORMA S. LEEDS (9-64), *Professor, Chemistry-Physics*
A.B., Hunter College; Ph.D., Rutgers University

A. BRYAN LEES (9-79), *Professor, Chemistry-Physics*
Sc.B., Brown University; Ph.D., State University of New York at Stony Brook

CAROL M. LEHMAN (9-68), *Assistant Professor*
B.S., Pennsylvania State University; M.A., Kean College of New Jersey

MARK E. LENDER (5-82), *Director of Grants*
A.B., Ph.D., Rutgers University

GEORGE E. LEONARD (6-69), *Supervisor of Purchasing and Ancillary Services*
B.A., Rutgers University

DOMINIC V. LETTERESE (9-67), *Assistant Professor, History*
A.B., M.A., Fordham University

BRIAN J. LEWIS (5-82), *Director of Admissions*
B.S., University of Tennessee; M.S., SUNY (Cortland)

MARY F. LEWIS (9-71), *Dean, School of Liberal Arts, Professor, History*
B.A., University of Minnesota; M.A., University of Wisconsin; Ph.D., University of Minnesota

BARBARA LINDEMAN (9-79), *Assistant Director, Adult Advisory Services*
B.A., Barnard College; M.Ed., Rutgers University

H. BERNARD LIPSCOMB III (9-65), *Associate Professor, Fine Arts*
B.A., Randolph-Macon College; M.A., American University

STANLEY H. LIPSON (9-66), *Associate Professor, Mathematics*
B.S., Trinity College; M.A., Ed.D., Columbia University; M.S., Stevens Institute of Technology

CONCETTA LISA (11-86), *Personnel Assistant*
B.A., Kean College of New Jersey

GEORGIA LIVSEY (8-68), *Professional Services Specialist, Business Services*

DONALD P. LOKUTA (9-75), *Professor, Technology*
B.A., Newark State College; M.A., Montclair State College; Ph.D., Ohio State University

CATHLEEN LONDINO (9-85), *Assistant Professor, Communications and Theatre*
B.A., M.A., Northern Illinois University; Ph.D., University of Michigan

ANGELA LOPEZ (2-85), *Administrative Assistant, Spanish Speaking Program*
B.A., University of Minnesota; M.A., University of Wisconsin; Ph.D., University of Minnesota

ANNETTE M. LOPEZ (9-86), *Associate Professor, Instruction, Curriculum and Administration (Bilingual)*
B.A., University of Puerto Rico; M.A., New York University; Ed.D., Temple University

NEIL M. LORBER (9-68), *Professor, Psychology*
A.B., M.S., Brooklyn College; M.A., Ph.D., New York University

CARLA G. LORD (9-70), *Associate Professor, Fine Arts*
B.A., Smith College; M.A., Ph.D., Columbia University

DONALD LUMSDEN (9-74), *Professor, Communications and Theatre*
B.A., M.A., California State University at Fullerton; Ph.D., Indiana University

GAY LUMSDEN (9-77), *Professor, Communications and Theatre*
A.A., Cerritos College; B.A., M.A., California State University at Fullerton; Ph.D., Indiana University

JONNA MACKIN (9-88), *Executive Director, Kean College Foundation*
B.A., Coe College; M.A., University of Pennsylvania; M.L.S., Rutgers University

RUSS A. MAHAN (9-82), *Assistant Professor, Early Childhood and Family Studies*
B.A., Central Michigan; M.A., Ph.D. Iowa State University

JOSEPH J. MAHONEY JR. (9-72), *Associate Professor, Biological Sciences*
B.S., M.S., University of Rhode Island; Ph.D., University of Georgia

ANNE MAJDOSZ (4-84), *Associate Director, Computer Services*
B.S., Kean College of New Jersey

JANE C. MALBROCK (9-71), *Professor, Mathematics*
B.A., Montclair State College; M.S., Computer Science, Fairleigh Dickinson University; M.A., Ph.D., Pennsylvania State University

DENISE A. MANCARELLA (9-81), *Associate Professor, Biological Sciences*
B.A., Albertus Magnus College; Ph.D., West Virginia University

SUSAN G. MARCHAND (9-66), *Associate Professor, Mathematics*
B.A., Douglass College; M.S., Computer Science, Ed.D., Rutgers University

JOHN J. MARCINSKI (7-77), *Assistant Director, Financial Aid*
B.A., M.P.A., Rutgers University

FREDERICK R. MARDER (9-59), *Dean, Academic Services*
B.A., M.S., Pennsylvania State University

DOROTHY C. MARKLE (9-62), *Assistant Professor, Foreign Languages, Literatures and Cultures*
B.A., M.A., Montclair State College; Diploma, University of Toulouse

ROBERT E. MASLO (10-72), *Director of Housing*
B.A., Jersey City State College; M.A., Kean College of New Jersey

JEAN M. MATTSON (11-71), *Coordinator, Television Services*
B.A., Kean College of New Jersey; M.Ed., Temple University; M.A., Columbia University

ROBERT S. MAYER (9-68), *Associate Professor, History*
B.S., M.A., Ph.D., Rutgers University

MARY LOU MAYO (9-72), *Professor, Sociology, Anthropology and Social Work, Coordinator, Sociology Program, Chairperson, Department of Sociology, Anthropology and Social Work*
B.A., Albertus Magnus College; M.A., Ph.D., Fordham University

ALBERT J. MAZURKIEWICZ (9-66), *Professor, Communication Sciences; Chairperson, Department of Communication Sciences and Educational Services*
A.B., Ursinus College; A.M., University of Pennsylvania; Ed.D., Temple University

JOHN F. MCCARTHY (1-70), *Director, Administrative Assistant, Services*
B.A., Seton Hall University

YVONNE MCCRAY (12-78), *Assistant Professor, Library*
B.A., Douglass College; M.L.S., Rutgers University

JOSEPH E. McDONALD (9-72), *College Physician*
M.D., New York University, College of Medicine

BRUCE McINTYRE (9-88), *Admissions Representative, Admissions Office*
B.A., Lafayette College

ELEANOR M. McKNIGHT (2-87), *Librarian*
B.F.A., Howard University; M.L.S., Rutgers University

WILLIAM McPHERSON (2-87), *Assistant Director, Housing*
B.A., Montclair State College; M.A., Glassboro State College

MARGARET A. MELCHIONE (2-81), *Associate Director, Freshman Center*
B.A., M.A., Kean College of New Jersey

ROBERT F. MELWORM (9-88), *Associate Professor, Management Science*
B.S.M.E., City College of NY; M.S., Columbia University; Ph.D., New York University

ALMA MERIANS (9-84), *Associate Professor, Physical Therapy*
B.S., Columbia University

VINCENT V. MERLO (9-67), *Director, Media and Technology*
B.A., M.A., Kean College of New Jersey

ROBERT METZ (9-67), *Professor, Geology and Meteorology*
B.S., City College of New York; M.S., University of Arizona; Ph.D., Rensselaer Polytechnic Institute

MICHAEL J. METZGER (9-65), *Associate Professor, Fine Arts*
B.S., State University of New York at Buffalo; M.F.A., Cranbrook Academy of Art

A. LEE MEYERSON (9-62), *Professor, Geology and Meteorology, Chairperson, Department of Geology and Meteorology*
A.B., University of Pennsylvania; M.S., Ph.D., Lehigh University

PATRICIA C. MOLDEN (8-82), *Director of Information and Publications*
B.A., University of Nebraska

MICHAEL F. MONTGOMERY (9-65), *Professor, Music*
B.S., Pennsylvania State Teachers College; M.A., Ph.D., New York University

GEORGE J. MORELLI (2-68), *Assistant Professor, Psychology*
B.A., Marist College; M.A., Ph.D., New School for Social Research

PHYLLIS F. MORRIS (11-80), *Academic Advisor, E.E.O. Program*
B.A., M.S., College of Staten Island

KEVIN B. MULLIGAN (10-78), *Coordinator, Media and Technology*
B.A., Kean College of New Jersey

CHARLES H. MURPHY (9-74), *Professor, Geology and Meteorology*
B.S., State University College at Oneonta; M.S., Ph.D., State University of New York at Albany

JAMES R. MURPHY (9-67), *Professor, Chairperson, Communications and Theatre*
A.B., Montclair State College; M.A., Ed.D.,
Teachers College, Columbia University

JANICE M. MURRAY (6-79), *Dean of Students*
B.A., Trenton State College; M.A., Ohio State
University

FRANCIS P. NAUGHTON (9-74), *Associate
Professor, Sociology, Anthropology and Social
Work*

A.B., Hofstra College; M.A., Teachers College,
Columbia University; M.A., Ph.D., New School
for Social Research

KATHLEEN NEVILLE (9-86), *Assistant
Professor, Nursing*

B.S., Rutgers University; M.A., New York
University

RICHARD J. NICHOLS (9-65), *Professor,
Instruction, Curriculum and Administration*
B.S., M.A., Ed.D., Ball State University

ALEC NICOLESCU (9-66), *Assistant Professor,
Fine Arts*

B.F.A., M.A., University of Denver

EMILIE S. NISENSEN (9-74), *Demonstration
Teacher, Special Education and Individualized
Services*

B.A., New York University; M.A., Kean College
of New Jersey

PAUL NOVEMBRE (9-85), *Theatre Technician,
Performing Arts Facilities*

B.A., Kean College of New Jersey

MARIA E. OBANDO (9-88), *Advisor, Spanish
Speaking Program*

B.S., University of Antioquia; M.S., University
of Denver

ANATOLY OCHRIMENKO (11-82), *Athletic
Coach*

B.A., Kean College of New Jersey

DANIEL O'DAY (9-71), *Director, General
Education, Professor, English*

A.B., Princeton University; B.A., Oriel College,
Oxford; M.A., Ph.D., Columbia University

THOMAS J. O'DONNELL (10-85), *Director,
Student Activities, Student Services*

B.S., M.A., Kean College of New Jersey

LESLIE OKIN (9-68), *Assistant Professor,
English*

A.B., M.A., Ph.D., New York University

LUCY J. ORFAN (9-67), *Professor, Instruction,
Curriculum and Administration*

B.A., Kean College of New Jersey; M.A., New
York University; Ed.D., Fairleigh Dickinson
University

VICTOR ORTIZ (9-79), *Assistant Professor,
Instruction, Curriculum and Administration*
B.A., City College of New York; M.S., Long
Island University; Ed.D., New York University

FRANK H. OSBORNE (9-73), *Associate
Professor, Biological Sciences*

B.S., M.S., State University of New York; Ph.D.,
Rensselaer Polytechnic Institute

JANET M. OUSSATY (9-88), *Assistant
Professor, Phys. Ed., Rec. & Health*
B.S., Adelphi University; M.S., Ph.D., University
of North Carolina

YEHOSHUA PALGI (9-83), *Assistant Professor,
Physical Education, Recreation and Health*
B.A., M.A., Adelphi University; Ed.D., Columbia
University

HERBERT S. PARKER (9-69), *Professor,
Economics, Geography and Management
Sciences*

B.S., University of Illinois; M.B.A., Fairleigh
Dickinson University; M.A., Ed.D., Teachers
College, Columbia University

LOUIS J. PASHMAN (9-72), *Assistant
Professor, Philosophy and Religion*

B.A., Colgate University; M.A., Columbia
University; Ph.D., New York University

SHELA PATEL (9-84), *Academic Advisor,
Office of Graduate Studies*

B.A., M.A., Stanford University

VANESSA L. PATTERSON (6-89), *Development
Officer, Kean College Foundation*

B.A., University of the State of New York,
Albany

DEXTER W. PEASE (3-67), *Assistant to Vice-
President, Academic Affairs, Instructor*

B.A., Upsala College; M.A., Kean College of
New Jersey

JOANNE S. PEDERSEN (9-65), *Director, Health
Services, Instructor*

B.S., Seton Hall University; M.A., New York
University; Ed.D., Rutgers University

SHIRLEY PEGANOFF-O'BRIEN (9-88), *Assistant
Professor, Occupational Therapy*

B.S., Temple University; M.A., Ruth University

VERONICA PERALTA (5-86), *Advisor,
Exceptional Educational Opportunities Program*

B.A., Pennsylvania State University; M.A., M.A.,
Montclair State College (two M.A.'s)

MARIA C. PEREZ (10-86), *Media Advisor,
Instructional Resource Center*

B.A., Kean College

CHARLES PETERSON (9-67), *Assistant
Professor, Technology*

B.S., Clemson University; M.A., New York
University

THOMAS J. PETERSON (4-84), *Assistant
Director, Public Information and Publications*

B.A., University of Dayton

PETER E. PEZZOLO (9-70), *Associate
Professor, Philosophy and Religion*

B.A., University of Santa Clara; M.Ph., Ph.D.,
Yale University; J.J.D., Rutgers School of Law

ANITA PICKER (7-85), *Administrative
Assistant, Registrar's Office*

B.A., Brooklyn College

LEONARD C. PIERRO (9-69), *Associate
Professor, Fine Arts*

B.A., Jersey City State College; M.A., Rutgers
University

SHIRLEY PIETRUCHA (8-79), *Director of
Resource Management*

CPA, M.B.A., Fairleigh Dickinson University;
B.S., Kean College of New Jersey

DAVID PORTER (10-78), *Theatre Arts Manager*
B.A., Kean College of New Jersey

JOAQUIN A. PORTUONDO (9-66), *Associate
Professor, Foreign Languages, Literatures and
Cultures*

B.L., De La Salle, Havana; LL.M., Oriente
University; M.A., Rutgers University

MILDRED E. PRATT (5-81), *Assistant Director,
Developmental Studies*

B.A., Wright State University; M.A., Kean
College of New Jersey

JOSEPH J. PREIL (9-68), *Professor,
Instruction, Curriculum and Administration*

B.A., Brooklyn College; M.A., Columbia
University; Ph.D., New York University

JUANA SYLVIA PREVAL (1-73), *College
Physician*

M.D., University of Havana

WALTER W. PRICE (9-66), *Assistant Professor,
Music*

B.S., West Chester State College; Ed.M.,
Temple University

LOURDES F. PRIETO (7-80), *Academic
Advisor, Advisement Center*

B.A., M.A., Kean College of New Jersey

JANET G. PRINCE (10-62), *Associate
Professor, Special Education and Individualized
Services, Director, Institute of Child Study*

B.S., Kean College of New Jersey; M.A., Seton
Hall University; Ed.D., Rutgers University

ANTONETTE M. PUFAHL (9-85), *Coordinator,
Continuing Professional Education*

B.S., Rio Grande College

LILLIAN R. PUTNAM (1-64), *Professor,
Communication Sciences, Director, Reading
Clinic*

B.S., Bridgewater State Teachers College;
M.A., Radcliffe College, Harvard University;
Ed.D., Columbia University

JOSE A. QUILLES (9-76), *Associate Dean,
Student Services*

B.A., University of Puerto Rico; M.A., Kean
College of New Jersey

JEAN QUINN (8-73), *Associate Director,
Personnel*

B.A., Kean College of New Jersey

MYRIAM QUINONES (9-88), *Advisor Spanish
Speaking Program*

B.A., University of Puerto Rico; M.A., Seton
Hall University

ALIZA DUBIN RABINOWITZ (9-83), *Assistant
Professor, Mathematics*

B.S., Brooklyn College; M.A., Ph.D., Yeshiva
University

ROBYN G. RAJS (11-84), *Assistant Director,
Admissions*

B.A., M.A., Kean College

JANIS G. RAMOTH (9-69), *Associate
Professor, Physical Education, Recreation and
Health*

R.N., Hackensack Hospital; B.A., Jersey City
State College; M.A., Montclair State College;

Ed.D., Teachers College, Columbia University

ITALO REBECCHI (9-87), *Assistant Professor,
Mathematics/Computer Science*

B.E., M.S., City College of New York

RONALD B. REICKER (9-62), *Associate
Professor, English*

A.B., Bates College; B.D., Yale University; M.A.,
Middlebury College

H. BRUCE REID, JR. (9-73), *Associate
Professor, Biological Sciences*

B.A., Drew University; M.A., University of
Massachusetts; Ph.D., University of California

FREDA L. REMMERS (9-74), *Associate
Professor, Communications and Theatre*

B.A., Kansas State Teachers College; M.A.,
Ed.D., Columbia University

JESSIE REPPY (9-85), *Assistant Professor,
English*

B.A., Bloomsburg State College; M.A.,
Teachers College, Columbia University; Ph.D.,
New York University

GENE S. RHIE (9-73), *Assistant Professor,
Library*

B.A., M.A., Seoul National University; M.A.L.S.,
Rosary College

HOLLY B. RHOADES (9-86), *Assistant
Professor, English (Communications/Theatre)*

B.A., Ithaca College; M.T.A., Rutgers University

ARNOLD S. RICE (9-58), *Professor, History*

B.A., State University of New York at Albany;
M.A., Columbia University; Ph.D., Indiana
University

SUSANNA L. RICH (9-88), *Assistant Professor,
English*

B.A., Montclair State College; M.A., University
of North Carolina; Ph.D., New York University

LOIS C. RICHARDSON (1-80), *Director,
Counseling and Psychological Services*

B.A., Fisk University; M.A., Ed.M., Teachers
College, Columbia University

SUSAN RIEDINGER (9-86), *Assistant
Professor, Physical Therapy*

B.S., Quinnipiac College; M.A., Columbia
University

TIMOTHY RIEGLE (9-84), *Assistant Professor,
Technology*

B.A., M.S.A., Kean College

CARLOS RIVERA (5-87), *Assistant Director,
Student Activities*

B.S., M.A., Trenton State College

LAUREN J. ROBINSON (6-88), *Assistant
Director, Financial Aid*

B.S., Ramapo College; M.A., Rider College

MARSHA ROBINSON (9-88), *Assistant
Professor, English*

B.A., University of California; M.A., Villanova
University, Ph.D., University of Pennsylvania

PAUL L. ROCKMAN (9-65), *Associate
Professor, Geology and Meteorology*

B.S., Cornell University; M.A., Columbia
University

BETSY RODRIGUEZ-BACHILLER (9-86), *Assistant
Professor, English*

B.A., Swarthmore College; M.A., New York
University; Ed.D., Rutgers University

ISRAEL P. RODRIGUEZ (9-70), *Professor,
Chairperson, Foreign Languages, Literatures
and Cultures*

B.A., Institute of Sagua LaGrande; D.L.,
University of Havana; B.S., College of Grand
Falls; M.A., University of Wyoming; Ph.D.,
University of Massachusetts

MARITZA RODRIGUEZ (1-87), *Advisor,
Exceptional Educational Opportunities Program*

B.A., York College; M.S., Queens College

RENA W. ROGGE (9-69), *Assistant Professor,
Library*

B.A., Elmira College; M.L.S., Rutgers University;
M.A.L. New School for Social Research; D.A.,
Nova University

CLAIRE ROHLOFF (9-86), *Assistant Professor,
Fine Arts (Interior Design)*

B.A., Kean College; M.S., Pratt Institute

MILTON ROSENBERG (9-85), *Associate
Professor, Economics, Geography and
Management Science*

B.A., C.C.N.Y.; M.A., Ph.D., Indiana University;
M.A.A., Baruch College

MIMI ROSENBERG (9-81), *Associate
Professor, Bilingual Education, Department of
Special Education*

B.A., University of California; M.S., Hunter
College; Ed.D., Teachers College, Columbia
University

JUDITH W. ROSENTHAL (9-74), *Professor,
Biological Sciences*

B.A., Ph.D., Brown University

HENRY J. ROSS (9-70), *Director, Institutional
Research, Assistant Professor, Political
Science*

B.A., Queens College; M.A., Ph.D., Rutgers
University

JAY ROTH (1-67), *Associate Professor, Special
Education and Individualized Services*

B.S., Seton Hall University; Ed.M., Ed.D.,
Rutgers University

ROBERT H. ROTH (9-65), *Professor,
Psychology*

B.S., Juilliard School of Music; M.A., Ed.D.,
Columbia University

CECELIA M. ROVER (1-85), *Administrative
Assistant, General Education Program*

B.A., Kean College of New Jersey

HOWARD RUBIN (9-69), *Professor, Political
Science*

B.A., City College of New York; M.A., Ph.D.,
New York University

LORRAINE G. RUBIN (9-65), *Personnel
Assistant*

B.A., Kean College

PATRICIA RUDDICK (3-79), *Director,
Administrative Services*

B.S., Thomas A. Edison College of N.J.

ROBERT A. RYANS (2-80), *Program Assistant,
Science Laboratory, Chemistry-Physics*

B.A., Kean College of New Jersey

HENRY SAFFER (9-85), *Associate Professor,
Economics, Geography and Management
Science*

B.A., Boston State College; Ph.D., C.U.N.Y.

JAUTRITE M. SALINS (9-69), *Associate
Professor, Foreign Languages, Literatures and
Cultures*

B.A., New School for Social Research; M.A.,
Ph.D., Rutgers University

SUSAN W. SALMOND (9-83), *Assistant
Professor, Nursing*

B.S.N., Villanova University; M.S., Seton Hall
University

JOSE SANCHEZ (9-85), *Associate Professor,
Political Science (Criminal Justice)*

B.A., M.A., City College of New York; M. Phil.,
Ph.D., City University of New York

DENNIS J. SANTOMAURO (9-70), *Associate
Professor, Mathematics, Coordinator,
Computer Science*

A.B., St. Peters College; M.S., Rutgers
University (Mathematics); M.S., Rutgers
University (Computer Science)

PHYLLIS SAPERSTEIN (9-66), *Assistant
Professor, Psychology*

A.B., Brooklyn College; M.A., Fairleigh
Dickinson University

MARVIN I. SARAPIN (9-84), *Associate
Professor, Technology*

B.S., M.S., State University of New York
(Buffalo); Ph.D., Iowa State University

CARMEN SARIAHMED (7-73), *Director,
Personnel*

B.A., Kean College of N.J.

GARY R. SCHADER (9-80), *Associate
Professor, Economics, Geography and
Management Science*

B.A., Rutgers University; M.B.A., Wharton
School, University of Pennsylvania

MEYER SCHREIBER (9-73), *Professor,
Sociology, Anthropology and Social Work*

B.B.A., City College of New York; M.S.W.,
Columbia University; D.S.W., Yeshiva
University

ROBERT W. SCHUHMACHER (9-56), *Associate
Professor, Biological Sciences*

B.A., Montclair State College; M.A., Columbia
University

ANA MARIE SCHUHMAN (10-77), *Associate
Dean, School of Education, Assistant
Professor, Curriculum, Instruction and
Administration*

B.A., University of Buenos Aires; M.Ed., Ed.D.,
Rutgers University

HOWARD SCHUMACHER (9-64), *Associate Professor, Economics, Geography and Management Science*

B.A., Hofstra University; M.A., Ph.D., Catholic University of America

DAVIDA R. SCHUMAN (9-67), *Associate Professor, Communication Sciences*

B.A., M.A., Jersey City State College; M.S., Yeshiva University; Ph.D., Fordham University

ELEANOR E. SCHWARTZ (9-67), *Associate Professor, Communication Sciences*

B.A., Douglass College; M.L.S., Rutgers University

FRED R. SCHWARTZ (9-69), *Professor, Fine Arts*

A.B., Hofstra University; M.A., Ed.D., New York University

SOL SCHWARTZ (9-69), *Professor, Psychology*

B.S., M.A., City College; Ph.D., University of Michigan; M.P.H., Columbia University

PAUL SCHWENDEL (6-88), *Head Baseball Coach, Athletics*

B.S., Rutgers University

MARY R. SCOTTO (9-65), *Associate Professor, English*

B.S., Fordham University; A.M., Seton Hall University

MICHAEL SEARSON (9-84), *Assistant Professor, Early Childhood and Family Studies*

B.A., State University of New York, (Stonybrook); M.S., City College of New York, Ph.D., Rutgers University

HERMAN SEEGER (10-82), *Director, Budgets*

B.S., Seton Hall

MARIE C. SEGAL (9-81), *Assistant Professor, Special Education*

B.A., Elmira College; M.S., Queens College; Ed.D., Lehigh University

TIMOTHY J. SENSOR (10-83), *Athletic Trainer*

B.S., Ramapo College of New Jersey

CAROLE M. SHAFFER-KOROS (1-74), *Professor, Chairperson, English*

B.A., Douglass College; M.A., Ph.D., University of Pennsylvania

NARENDRA SHAH (10-80),

B.C., M.S., Vikram University (India)

KAMAL SHAHRABI (9-87), *Assistant Professor, Technology*

B.S., N.J. Institute of Technology; M.E., City College of New York

ARTHUR SHAPIRO (9-86), *Assistant Professor, Special Education and Individualized Services*

B.A., Rider College; M.A., Trenton State College; Ed.D., Rutgers University

THOMAS M. SHAW (9-87), *Assistant Professor, Fine Arts*

B.A., Wesleyan University; M.A., Syracuse University; M.A., M. Phil., Ph.D., Columbia University

NANCY A. SHEFFIELD (9-83), *Assistant Professor, Acting Chairperson, Medical Record Administration*

B.S., M.Ed., University of Illinois; B.S., Medical Records, University of Illinois, R.R.A.

DOLORES P. SHIPOS (2-66), *Professor, Physical Education, Recreation and Health, Chairperson, Department of Physical Education, Recreation and Health*

B.A., M.A., Russell Sage College; Ed.D., Rutgers University

MARTIN D. SHULMAN (9-73), *Associate Professor, Special Education and Individualized Services*

B.A., Brooklyn College; Ph.D., University of Minnesota

MARTIN SIEGEL (9-60), *Professor, History*

B.A., Rutgers University; M.A., Ph.D., Columbia University

BARBARA SIMPSON (9-84), *Director of Library Services*

B.S., Ohio State University; M.L.S., Kent State University

GEORGE SISKI (9-66), *Assistant Professor, Associate Dean, Academic Services*

B.A., Kean College of New Jersey; M.A., Jersey City State College

ROBERT SITELMAN (9-67), *Professor, Philosophy and Religion*

B.A., Hunter College; M.A., Ph.D., Columbia University

JOHN J. SLADICKA JR. (9-65), *Professor, Technology*

B.S., M.A., Millersville State College; Ed.D., Rutgers University

AMELIA L. SMITH (9-66), *Professor, Biological Sciences*

B.S., Ursinus College; M.S., Ph.D., Rutgers University

JAY L. SPAULDING (9-70), *Associate Professor, History*

B.A., Bethel College; M.A., Ph.D., Columbia University

JONATHAN A. SPRINGER (1-77), *Assistant Professor, Psychology*

B.A., New York University; M.A., Hunter College (CUNY); Ph.D., Yeshiva University

FRANCES M. STERN (9-67), *Associate Professor, Psychology*

A.B., M.A., Kean College of New Jersey; Ph.D., New York University

H. WILLARD STERN (9-61), *Professor, Philosophy and Religion*

B.A., St. John's College; M.Ed., Temple University; Ed.D., Rutgers University

KAREN A. STERN (9-86), *Assistant Professor, Occupational Therapy*

B.A., Douglass College; M.S., Columbia University

ARDYTH S. STIMSON (9-73), *Professor, Sociology, Anthropology and Social Work*

A.B., College of Wooster; M.A., Ph.D., New York University

VIRGINIA STOTZ (9-66), *Associate Professor, Fine Arts*

B.S., Skidmore College; M.A., New York University, School of Education; M.A., New York University, Institute of Fine Arts

SYLVIA STRAUSS (9-66), *Professor, History, Coordinator, Women's Studies*

B.A., City College of New York; A.M., Columbia University; Ph.D., Rutgers University

DONALD A. STRUYK (9-62), *Associate Professor, Chemistry-Physics*

B.A., M.A., Montclair State College; M.S., Newark College of Engineering

ARTHUR L. TERR (9-66), *Professor, Special Education and Individualized Services*

A.B., Lebanon Valley College; M.S., Syracuse University; Ed.D., Columbia University

GLENN M. THATCHER (7-70), *Professor, Chairman, Technology*

B.S., Florida State University; M.S., Appalachian State University; Ph.D., Southern Illinois University

EDWIN N. THOMASON (9-53), *Professor, English*

B.A., Wofford College; M.A., Ed.D., Columbia University

LOUIS G. THORSEN, JR. (4-88), *Administrative Assistant, Computer Services*

B.S., Kean College of New Jersey

STUART TOPPER (9-69), *Assistant Professor, Fine Arts*

B.A., M.F.A., Rutgers University

DAVID C. TROY (9-67), *Associate Professor, Fine Arts*

B.F.A., Rhode Island School of Design; M.F.A., Cornell University

LILLIAN J. TRZESINSKI (9-81), *Assistant Professor, Communications and Theatre*

B.F.A., M.A., New York Institute of Technology

JOHN V. VALENTINE (9-80), *Assistant Professor, Physical Education, Recreation and Health, Coordinator, Urban and Outdoor Recreation*

B.A., M.S., Herbert H. Lehman College; Ph.D., New York University

BETTY E. VEAL (9-88), *Assistant Professor*

ICA, B.S., M.A., William Paterson College

WILFREDO VEGA (12-73), *Academic Advisor, Advisement Center*

B.A., M.A., Jersey City State College

ANTHONY VELEZ (9-87), *Assistant Professor, Fine Arts*

B.A., M.F.A., City University of New York

STEPHEN L. VENCE (10-75), *Associate Director of Academic Advisement*

B.A., M.A., Kean College of New Jersey

LUIS E. VICTORERO (5-86), *Advisor, Financial Aid*

B.S., Oklahoma Baptist University

THEODOSIUS W. VICTORIA (9-69), *Assistant Professor, Fine Arts*

A.A.S., Suffolk County Community College; B.S., State University of New York at New Paltz; M.F.A., Rutgers University

WILLIAM G. VINCENTI (9-67), *Director, Professional/Staff Services, Instructor, Administration and Finance*

B.A., M.A., Kean College of New Jersey

JOHN P. VITERITO (3-87), *Counselor, Counseling and Psychological Services*

B.A., M.S., C.W., Post University

RAGHUNATH A. VIRKAR (9-68), *Professor, Biological Sciences*

B.S., M.S., University of Bombay; Ph.D., University of Minnesota

DALE E. VITALE (9-82), *Associate Professor, Chemistry-Physics*

B.S., Montclair State College; Ph.D., Rutgers University

JUDITH A. VITOLO (7-70), *Director, Career Services Center*

B.A., Jersey City State College; M.A., Kean College of New Jersey

PETER WACHTEL (9-85), *Instructor, Economics, Geography and Management Science*

B.S., Pratt Institute; M.B.A., Western New England College

BERT A. WAILOO (9-86), *Associate Professor, Economics/Management Science*

B.B.A., M.B.A., Pace University

MARY ANN WALKO (3-66), *Assistant to the Vice President for Academic Affairs, Instructor*

B.A., M.A., Kean College of New Jersey; Ed.D., Rutgers University

ALAN P. WALLACH (9-74), *Associate Professor, Fine Arts*

A.B., M.A., Ph.D. Columbia University

RICHARD B. WALTER (9-72), *Assistant Professor, Communication Sciences*

B.S., M.S., Indiana University; Ph.D., Ball State University

HELEN WALZER (11-87), *Managing Administrative Assistant, Holocaust Center*

B.A., M.A., Brooklyn Center

LUCY WARREN (9-85), *Assistant Professor, Nursing*

B.A., Huntingdon College; B.S., Columbia University; M.Ed., Teachers College, Columbia University

JANE F. WASE (9-73), *Associate Professor, Sociology, Anthropology and Social Work*

A.B., M.A., Ph.D., Rutgers University

HAWLEY C. WATERMAN (8-69), *Associate Director of Athletics/Intramurals and Recreation*

B.S., M.S., Springfield College

ANNA WATKINS (9-85), *Assistant Professor, Mathematics and Computer Science*

B.A., M.A., Montclair State College; Ph.D., Stevens Institute of Technology

CATHERINE M. WEHRER (11-69), *Director of Academic Advisement*

B.A., William Paterson College of New Jersey; M.A., Syracuse University

MYRA L. WEIGER (8-64), *Professor, Instruction, Curriculum and Administration, Chairperson, Department of Instruction Curriculum and Administration*

B.A. Montclair State College; M.A., Kean College of New Jersey; Ed.D., Rutgers University

BERNARD WEINSTEIN (9-65), *Professor, English*

B.A., City College of New York; M.A., Ph.D., New York University

NATHAN WEISS (9-61), *Professor, Political Science*

B.A., Montclair State College; M.A., Rutgers University; Ph.D., New York University

STUART WELCH (9-68), *Associate Professor, Instruction, Curriculum and Administration*

B.A., Montclair State College; M.Ed., Ed.D., Rutgers University

CHARLES W. WENDELL (9-69), *Associate Professor, Foreign Languages, Literatures and Cultures*

A.B., M.A., Catholic University of America; Ph.D., Yale University

BARBARA A. WHEELER (9-87), *Director, African Studies, Associate Professor, Sociology/Social Work*

B.A., University of Maryland; M.I.A., Ed.D., Columbia University

DONALD F. WHEELER (9-79), *Assistant Professor, Sociology, Anthropology and Social Work*

B.A., Oberlin College; M.Div., Colgate Rochester Divinity School; M.A., Ph.D., Columbia University

MARY BRIDGET WHITE (9-88), *Coach, Athletics*

B.S., Brooklyn College; M.S., Smith College

MARILYN WHITE (9-85), *Assistant Professor, Sociology and Social Work (Anthropology)*

B.A., Hampton Institute; M.S., Indiana University; Ph.D., University of Texas

KENNETH E. WILEY (9-82), *Accountant*

B.S., Seton Hall University

CAROL S. WILLIAMS (9-79), *Associate Professor, Sociology, Anthropology and Social Work*

A.B., Douglass College; M.S.W., Ph.D., Rutgers University

EDWIN J. WILLIAMS (9-68), *Assistant Professor, Instruction, Curriculum and Administration*

B.A., Duke University; M.A., Teachers College, Columbia University

CAROLE L. WILLIS (9-74), *Professor, Instruction, Curriculum and Administration*

B.A., University of Arizona; M.A., Ph.D., University of Wisconsin

LEE WITTENBERG (9-86), *Assistant Professor, Mathematics/Computer Science*

B.A., University of Tennessee; M.S., Stanford University

MICHAEL A. WORLDS (9-86), *Assistant Director of Admissions*

B.A., Kean College of New Jersey

WOLDE WOUBNEH (9-85), *Assistant Professor, Mathematics and Computer Science*

B.S., Haile Sellassie University; M.S., Emory University

OLGA L. WYSCHATYCKY (9-88), *Assistant Professor, Occupational Therapy*

B.S., Kean College; M.A., New York University

LORETTA YACULLO (2-65), *Managing Assistant Director, Professional Services*

DAVID A. YAMOA (9-87), *Assistant Professor, Economics/Management Science*

B.Sc., University of Science and Technology (Ghana); M.B.A., Rutgers University

SEYMOUR YELLIN (9-71), *Associate Professor, Sociology, Anthropology and Social Work*

B.A., New York University; M.A., Ph.D., Northwestern University

BONNIE YEZO (10-70), *Associate Director, Public Information and Publications*

B.A., Montclair State College; M.A., Kean College of New Jersey

MARY A. ZAGORSKI (11-85), *Administrative Assistant, Economics, Geography and Management Science*

B.A., Kean College of New Jersey

GERALD R. ZARRILLI (9-87), *Assistant Professor, Chemistry/Physics*

B.S., Wagner College; M.A., Ph.D., Columbia University

LAWRENCE H. ZIMMER (9-65), *Associate Professor, History, Chairperson, Department of History*

B.S., B.A., Bowling Green State University; M.S., University of Buffalo; Ph.D., Rutgers University

LOWELL J. ZIMMER (9-64), *Assistant Professor, Music*

B.S., Hartwick College; M.A., Columbia University

CONSTANTINE N. ZOIS (9-67), *Professor, Geology and Meteorology*

B.A., Rutgers University; M.S., Florida State University; Ph.D., Rutgers University

EDWARD J. ZOLL (9-60), *Professor, Mathematics*

B.A., St. John's University; M.A., Ed.D., New York University

PROFESSORS EMERITI

FREDERIC ARNOLD, *Professor Emeritus*,
B.A., M.A., Montclair State College; Ed.D.,
Teachers College Columbia University

SARAFINA BANICH, *Professor Emeritus*,
B.S., Jersey City State College; M.S., Fordham
University; M.A., New School for Social
Research; Ed.D., Teachers College Columbia
University

CATHERYN EISENHARDT, *Professor Emeritus*,
Communication Sciences
B.A., New York University; M.S., Newark State
College; Ed.D., New York University

REGINA H. GARB, *Professor Emeritus*,
Mathematics and Computer Science
B.S., Kean College of New Jersey; M.A., New
York University; M.S., Fairleigh Dickinson
University; Ed.D. Columbia University

GEORGE HENNINGS, *Professor Emeritus*,
B.A., M.A., Montclair State College; M.S.,
Rutgers University; Ed.D., Teachers College
Columbia University

ELIZABETH L. HUBERMAN, *Professor Emeritus*,
English
A.B., Bryn Mawr; M.A., Ph.D., New York
University

JOHN C. HUTCHINSON, *Professor Emeritus*,
Sociology, Anthropology and Social Work
B.Sc., Rutgers University; A.M., Ph.D., New
York University

ALTON D. O'BRIEN, *Dean Emeritus*,
Educational Policy Sciences
B.A., Columbia College; M.A., Columbia
University; Ed.D., New York University

CAYETANO J. SOCARRAS, *Professor Emeritus*,
B.L., Instituto del Vedada, Cuba; LL.D., S.Sc.D.,
University of Havana; Ph.D., New York
University

LENORE VAUGHN-EAMES, *Professor
Emeritus, English*
Diploma, State Normal School, Newark; B.S.,
M.A., Ed.D., New York University; (Dr. of
Letters *Honoris Causa*), Kean College of New
Jersey

HARRIET W. WHITEMAN, *Dean Emeritus of
Students*
B.S., Simmons College; M.A., Columbia
University; Ed.D., New York University; Dr. of
Letters (*Honoris Causa*), Kean College of New
Jersey

EUGENE G. WILKINS, *President Emeritus*
B.A., North Texas University; M.A., Ph.D.,
Columbia University

ADELLA C. YOUTZ, *Professor Emeritus*,
Psychology
A.B., Oberlin College; M.A., University of
Minnesota; Ph.D., Yale University

WILLARD E. ZWEIDINGER, *Professor Emeritus*,
Physical Education
B.S., Springfield College; M.A., Columbia
University

1989-90 ACADEMIC YEAR

1989 FALL SEMESTER

First Day of Fall Term	Thursday, September 7
Thanksgiving Recess Begins	Thursday, November 23
Classes Resume	Monday, November 27
Last Day of Fall Term	Friday, December 22

1990 SPRING SEMESTER

First Day of Spring Term	Tuesday, January 16
President's Day	Monday, February 19
Spring Recess Begins	Monday, April 9
Classes Resume	Monday, April 16
Last Day of Spring Term	Friday, May 18

1990 COMMENCEMENT

Commencement	Thursday, May 24
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1990 PRE-SESSION

Pre-Session Classes Begin	Tuesday, May 29
Pre-Session Classes End	Thursday, June 21

1990 SUMMER SESSION

Summer Session Classes Begin	Monday, June 25
Independence Day Holiday	Wednesday, July 4
Classes Resume	Thursday, July 5
Summer Session Classes End	Thursday, August 2

Faculty Meetings: September 5 & 6

Freshman Orientation: September 5

Winter Travel: December 26-January 14

INDEX

- Academic Advisement 78
- Academic Policy and Procedures 79
- Accreditation 6
- Administration 82
- Admissions 77
- Advanced Seminar 81
- Affirmative Action 6
- Art Supervision 57
- Astronomy Course 72
- Audiology and Communication Science
Courses 50
- Master's Program 44
- Basic Skills Option 26
- Behavioral Science Master's Program
Human Behavior and Organizational
Psychology Option 64
- Psychological Services Option 65
- Bilingual/Bicultural Education Option 34
- Bilingual/ESL Option 48
- Biology Courses 72
- Board of Higher Education 82
- Board of Trustees 82
- Business and Industry Counseling Option 45
- Behavioral Science 64
- Counselor Education 45
- Calendar 95
- Campus Map 15
- Career/Industrial Education for the
Handicapped Option 46
- Career Services Center 78
- Certification 81
- Programs 81, 82
- Requirements 81
- Change of Major 80
- Chemistry-Physics Courses 72
- Classification of Students 79
- Classroom Instruction Option 34
- Communication Sciences Courses 27
- Communication/Theatre Courses 56
- Comprehensive Examination 80
- Computer Applications Option 74
- Computer Science Courses 75
- Cost 7
- Counseling Center 78
- Counselor Education
Courses 49
- Master's Program 44
- Course Load 79
- Course Selection Approval 79
- Credit Granted 79
- Day Care 78
- Degree Requirements 80
- Degrees, Awarding of 81
- Degree/Certification Programs 81
- Directions to Campus 14
- Director of Student Personnel Services 45
- Disabled Student Services 78
- Dismissal Policy 80
- Early Childhood Education
Courses 30
- Master's Degree Programs 29
- Earth Science Education Option 35

- East Campus 78
 Economics, Geography and Management
 Science Courses 18
 Educational Administration
 Courses 38
 Master's Degree Programs 32
 Educational Arts and Systems, former course
 numbers 41
 Educational Psychology
 Courses 67
 Master's Degree Program 66
 Emotionally Disturbed and Socially
 Maladjusted Option 46
 English as a Second Language Option 36
 English Courses 56

 Faculty and Administrative Personnel 83
 Family Living, Education for Option 30
 Fees 12
 Financial Aid 12
 Fine Arts Education
 Courses 58
 Master's Degree Programs 57
 Foreign Language, Spanish Courses 59

 General Information 5
 Geography Course 18
 Geology and Meteorology Courses 72
 Grading 79
 Graduate Assistantships 12
 Graduate Record Examination (GRE) 77
 Graduate Student Council 78
 Graduate Studies, Office of 78

 Health Care Courses 22
 Health Education Courses 43
 Health Services 79
 History Courses 59
 Human Behavior and Organizational
 Psychology Option 64

 Incomplete Grades 80
 Independent Study 80
 Instruction and Curriculum
 Courses 36
 Master's Degree Program 34
 Instruction, Curriculum and Administration
 Department 32
 Instructional Resource Center 77
 Interdisciplinary Courses 62
 Interviews 77

 Leadership in Early Childhood Settings
 Option 29
 Learning Disabilities Option 47
 Learning Disabilities Teacher Consultant
 Certification Requirements 48
 Courses 50
 Liberal Studies
 Courses 61
 Master's Degree Program 61
 Library/Media Courses 28
 Library 77
 Location 7

 Management Science Courses 18
 Management Systems Analysis
 Courses 19
 Master's Degree Program 19
 Map 15
 Master's Degree Requirements 80
 Mastery in Teaching Option 35
 Mathematics Education
 Courses 74
 Master's Degree Programs 73
 Mathematics/Sciences/Computer Education
 Option 36
 Mentally Retarded, Teaching the (Option) 46
 Miller Analogy Test (MAT) 77
 Music Courses 63

 Oceanography Courses 73

 Philosophy and Religion Courses 63
 Physical Activities for the Handicapped
 Option 47
 Physical Education, Recreation and Health
 Courses 43
 Physics, Chemistry Courses 72
 Placement Services 78
 Political Science Courses 23
 Pre-School Handicapped Option 47
 Principals, Supervisors Option 32
 Programs 6
 Programs of Study 8
 Psychological Services Option 65
 Psychology Courses 67
 Public Administration
 Courses 21
 Master's Degree Program 20

 Reading Specialist
 Courses 27
 Master's Degree Program 26
 Reading, Teacher of 26
 Recreation Courses 43
 Refund 80
 Registration 79
 Religion Courses 63

 Scholarships 13
 School of Business, Government and
 Technology 17
 School of Education 25
 School of Liberal Arts 55
 School of Natural Science, Nursing and
 Mathematics 71
 School Psychology, Professional Diploma
 Certification Requirements 66
 Courses 67
 Sociology Courses 70
 Spanish Courses 59
 Special Student Services 78
 Special Education and Individualized Services
 Department 46
 Special Education
 Courses 50
 Master's Degree Programs 46
 Speech Pathology
 Courses 50
 Master's Degree Programs 48

 Sports Medicine, Planned Program 43
 Student Centers 78
 Student Personnel Services, Director of 45
 Supervisors Option 32

 Technology Courses 23
 Time Limit for Degree 79
 Transfer Credit 80
 Thesis Approval/Option 81
 Tuition 12

 Veterans 77

 Withdrawal from a Course 80
 Written Work, Standards for 81