



GRADUATE CATALOG

2002–2004

LOCATION

The University campus is located in Jersey City, a highly urbanized area, with a population of 228,500. The University is within thirty minutes of the cultural and entertainment centers of New York City and within easy reach of both summer and winter recreation areas. The Statue of Liberty, Liberty State Park, and Liberty Science Center are very near the campus.

EQUAL OPPORTUNITY

New Jersey City University is an equal opportunity/affirmative action institution. It is the policy of the University to consider all applicants for full-time, part-time and temporary employment; and for campus housing and financial aid without regard to race, color, creed, national origin, age, handicap or sex. Students, faculty and staff who believe they have been discriminated against should refer complaints to the Affirmative Action Officer for an initiation of grievance proceedings.

AFFIRMATIVE ACTION

New Jersey City University stands firmly committed to the principle of equal employment opportunities for minor group members and women. The University community consists of a diverse population of men and women who represent various racial, ethnic and economic backgrounds. The University strives to maintain and extend that diversity not only to comply with State and Federal statutes, but also to provide an educationally desirable environment.

GRADUATE CATALOG

The Graduate Catalog of New Jersey City University is published biennially and presents announcements regarding general information, general academic regulations, and academic programs at the date of publication. The University reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of Graduate Studies and Vice President for academic Affairs are responsible for the preparation of the content of this publication.

Correspondence and information:

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New Jersey City University
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Each student will be governed by the specific program requirements that are in effect at the time of matriculation. The graduate procedures, policies, regulations, and fees and are subject to change. The University will endeavor to keep students informed of changes in policies and procedures. Each student, however, is responsible for keeping informed of and meeting policies and procedures. Updated policies and procedures can be found in the Graduate Course Schedule (registration booklet). Failure to read both the Graduate Catalog and Graduate Course Schedule does not excuse a student from the requirements and regulations described therein.

This document was published for the Office of Graduate Studies by the Office of Publications and Special Programs, Mr. Ronald Bogusz, Director.

TELEPHONE NUMBERS

University's Main Number
201-200-2000
Graduate Studies Office
201-200-3413
Library
201-200-3016
Office of Academic Services for Evening Students (OASES)
201-200-2234, 2235
Records
201-200-3484
Security
201-200-3128
University Bookstore
201-200-3503, 201-435-6607

For other telephone numbers, see various departments and disciplines throughout the Catalog, or log onto the University directory at <http://web.njcu.edu/its/directory.html>.



GRADUATE CATALOG

2002–2004

FAILURE TO READ THE GRADUATE CATALOG DOES NOT EXCUSE A STUDENT
FROM THE REQUIREMENTS AND REGULATIONS AS DESCRIBED HEREIN.

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HISTORY OF NEW JERSEY CITY UNIVERSITY

New Jersey City University opened its doors as the New Jersey Normal School of Jersey City on September 12, 1929, with 331 students and one building on campus, Hepburn Hall. Seventy-five years later, more than 8,500 students enjoy the forty-six acre campus which now features ten buildings and distant learning opportunities (via the Web).

The University has been fortunate to have had at its helm, through the years, dynamic and caring presidents. They are Dr. Chris C. Rossey, Dr. Forrest Irwin, Dr. Michael Gilligan, Dr. William Liggitt (acting), Dr. James Mullen, Dr. William J. Maxwell and the current president, Dr. Carlos Hernández.

The history of the University reflects a development of degree programs, support services, and facilities, which support a strong commitment to its urban mission. In 1935, the Normal School became the Jersey City State Teachers College and awarded its first bachelor of science degree in education. The name was changed to Jersey City State College in 1958 when authorization was granted to award the bachelor of arts degree. Two years later, in 1960, Jersey City State Teachers College began to offer the master of arts degree in elementary education. The A. Harry Moore Laboratory School became an integral part of the institution in 1962, making the College one of the few in the country to have a laboratory school for the physically challenged.

In 1968, the College revised its mission and became a multipurpose institution offering degrees not only in education but also in the liberal arts and professional studies. The Peter W. Rodino, Jr. Institute of Criminal Justice was established in June 1977. In 1985, the College was awarded a \$5.7 million Cooperative Education Challenge Grant, making it the premier cooperative education college in New Jersey.

In May of 1998, in recognition of the success of its graduate programs, the New Jersey Commission of Higher Education granted the institution university status and its name was changed to New Jersey City University. At the present time, New Jersey City University offers 25 undergraduate and 19 graduate degree programs.

Since 1929, the University has provided academic excellence and access to students who often are the first in their families to attend college. New Jersey City University will achieve its mission of being the best urban public university in America as it moves into the twenty-first century guided by the twin goals of access and excellence.

ACCREDITATION

New Jersey City University is accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and the New Jersey State Department of Education. It is approved by the American Association of University Women. The University is a member of the American Association of Colleges for Teacher Education, the American Council of Education, the New Jersey Association of Colleges and Universities and the National Association of Intercollegiate Athletics. The Graduate Division is accredited by the Middle States Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Evaluation.

The Office of Teacher Education and Certification of the New Jersey State Department of Education issues all specialized certificates and endorsements on certificates. The master of arts degree programs in the fields of reading, special education, student personnel services, urban education and the professional diploma program (sixth year program) in school psychology are approved by the State Department of Education and the National Association of State Directors of Teacher Education and Certification. Students who successfully complete these programs and any related New Jersey State requirements (e.g., professional service) are eligible for New Jersey State certification in their specialization.

OFFICE OF GRADUATE STUDIES

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OBJECTIVE

The purpose of graduate education at New Jersey City University is to enrich the graduate student's educational preparation as well as to serve the broader community by involving students in scientific inquiry and in outreach activities. To seek knowledge, to aim for excellence, to serve the community, to help new immigrants-these are some of the goals that the University has set for its graduate students who, in turn, pass them on in order to help create a better society. More specifically, graduate study at New Jersey City University offers students the opportunity to:

1. develop a spirit of scientific inquiry, research skills, and independent thought and expression
2. develop creativity and imagination through art and music
3. continue to provide the surrounding community with affordable graduate programs that enable professionals in the fields of education, counseling, health, accounting and criminal justice to have access to a post-baccalaureate education of high quality

DEGREE AND CERTIFICATION PREPARATION PROGRAMS

New Jersey City University is authorized to offer the following graduate curricula.

MASTER OF ARTS

Art Education
Counseling
Early Childhood Education-
-Specialist
-Leadership
Educational Psychology
Educational Technology
Elementary School Reading
Mathematics Education
Music Education
Reading Specialist
Secondary School Reading
Special Education-
-for students with Teacher of the Handicapped Certificate
Teaching-
-Secondary Education
Urban Education-
-Administration and Supervision
-Basic and Urban Studies
-Bilingual/Bicultural
-English as a Second Language

MASTER OF FINE ARTS

Art-
-Painting and Drawing
-Printmaking
-Sculpture
-Photography
-Computer Arts
-Graphic Design
-Illustration
-Jewelry and Metalsmithing Arts
-Clay

MASTER OF MUSIC

Performance-
Chamber Music
Jazz
Opera

MASTER OF SCIENCE

Accounting
Criminal Justice
Health Sciences-
-Community Health Education
-Health Administration
-School Health Education
Nursing-
-Urban Health
-Holistic Nursing

COMBINATION PROFESSIONAL DIPLOMA AND CERTIFICATION PROGRAM

Professional Diploma in School Psychology and School Psychology Certification

COMBINATION DEGREE AND PROFESSIONAL DIPLOMA AND CERTIFICATE PROGRAM

Master of Arts in Educational Psychology and Professional Diploma in School Psychology and School Psychology Certification

CERTIFICATION ONLY PROGRAMS

Bilingual/Bicultural Teacher Certification-for students already holding a teaching certificate
Early Childhood Teacher Certification-for students not already holding a teacher certificate
English as a Second Language Teacher Certification-
-for students already holding a teacher certificate
-for students not already holding a teacher certificate
Learning Disabilities Teacher Consultant Certification-
-for students with a master's degree in an allied field
Teacher of the Handicapped Certification-
-for students with a teacher certificate in an area other than special education
Driver Education Certification-
-New Jersey
-New York, provisional
-New York, permanent

COMBINATION DEGREE AND CERTIFICATE PROGRAMS

MA in Counseling and Student Personnel Services Certification
MA in Reading Specialist and Reading Specialist Certification
MA in Special Education and Learning Disabilities Teacher Consultant Certification
MA in Special Education and Teacher of the Handicapped Certification-
-for students with a baccalaureate outside the field of education
MA in Urban Education (ESL) and ESL Teacher Certification-
-for students holding another teacher certificate
-for students not holding a teacher certificate
MA in Early Childhood Education and Elementary Education Teacher Certification-
-for students holding another teacher certificate
-for students not holding a teacher certificate

CURRICULUM AND INSTRUCTION

Degree programs at the University are characterized by flexibility and an inter-relationship between major fields of learning. The student, with the help of an advisor, is expected to plan a unified course of study appropriate to previous education, experience and professional goals. Programs are generally flexible enough to permit specialization in the major department and yet encourage involvement in courses offered by other departments. Graduate study presupposes that students are mature individuals whose academic habits, capacity for critical thinking and research and investigative skills permit them to profit from courses that include advanced material and curricula which are intellectually more demanding than undergraduate courses. Research papers, integral requirements of all graduate courses, must meet high standards of written work. It is expected that students will present, orally and in writing, well organized and clear research.

FACULTY

In general, the faculty is composed of full-time staff members with the rank of professor or associate professor. All faculty are prepared, through their education and experience, to direct graduate work. Ordinarily, members of the faculty have earned doctorates or appropriate terminal degrees in their areas. The graduate program is administered by the Director of Graduate Studies in accordance with the general policies, procedures, and regulations of the University.

NJCU GRADUATE STUDENTS

New Jersey City University graduate students come to the University as graduates of colleges and universities throughout the United States and several foreign countries. Some of these colleges and universities are listed below:

Adelphi University
 Alfred University
 Anatolian University (Turkey)
 Audrey Cohen College
 Bearish College
 Benedict College
 Brooklyn College
 Bucknell University
 Caldwell University
 California University
 Centenary State College
 Central State University
 Chan-Won National University (South Korea)
 City College of New York
 Clarion State College
 Clemson State University
 The College of New Jersey
 Colorado State University
 Cornell University
 Dartmouth College
 Douglas College
 Duke University
 Eastern Stroudsburg University
 Elmira College
 Empire State University
 Emporia State University
 Fairleigh Dickinson University
 Felician College
 Georgian Court College
 Hofstra University
 Hope College
 Hunter College
 International-America University
 Iona College
 Kansas State University
 Kean College of New Jersey
 Kings College
 Long Island University
 Mansfield University
 Mercy College
 Monmouth University
 Montclair University
 Morgan State University
 Mulhensberg University
 National Taiwan University

New Jersey City University
 New Jersey Institute of Technology
 New York University
 Notre Dame of Maribel College, Philippines
 North Carolina A&T University
 North Carolina Central University
 Ohio University
 Old Dominion University
 Pace University
 Pacific University
 Pacific University
 Pacific Lutheran University
 Penn State University
 Princeton
 Queens College
 Ramapo College
 Rutgers University
 Seoul Woman's College (South Korea)
 Seton Hall University
 Shaw University
 Spelman University
 St. Francis College
 St. Joseph's College
 St. Peter's College
 Stevens Institute of Technology
 Stockton College
 Syracuse College
 Susquehanna University
 Teachers College, Columbus University
 Temple University
 Thomas Edison State College
 Trinity State College
 University of Connecticut
 University of Chicago
 University of Delaware
 University of Hawaii
 University of Manila
 University of Maryland
 University of Miami
 University of Notre Dame
 University of Philippines
 University of South Carolina
 University of Texas
 University of Toledo
 University of Vermont
 Vassar College
 Villanova College
 Wayne State College
 West Chester College
 William Paterson College

ADMISSIONS INFORMATION

APPLICATION

A graduate of a fully accredited college or university may apply to be admitted to graduate study to pursue a certification preparation program, for the pursuit of "courses only," to earn a degree, or to achieve certification eligibility and a degree. Application materials for admission are available in the Office of Graduate Studies and may be picked up by, or mailed to, the applicant. All applications submitted are carefully evaluated with the purpose of selecting qualified students. Each applicant is notified in writing of the decision regarding admission at the earliest possible time. Deadline dates for filing admission materials are: August 1st for the Fall Semester, December 1st for the Spring Semester, May 1st for the Summer Session. Admission for foreign students differs. Foreign students are admitted once each year, in the Fall semester. The deadline date for foreign students to file for admission is April 15th.

Applicants who are not approved for admission to graduate study at the University have the right to appeal the decision if they believe there are significant factors that may alter the decision. The appeal must be made in writing to the Director of Graduate Studies within two weeks of the mailing of the decision. For admission materials and general information, call 201-2003409/3410.

IMMUNIZATION

All students attending New Jersey City University must complete an "Immunization Questionnaire." Failure to do so could prohibit them from attending additional classes. The "Immunization Questionnaire" is sent to all new students as part of the admission process (New Jersey Administrative Code 8:57:6.1-6.16), with instructions to return it to the Medical Services Department, located in Rossey Hall, Room 36. For further information call 201-200-3436.

GENERAL ADMISSION REQUIREMENTS FOR DEGREE SEEKING STUDENTS

The following apply to degree seeking students and those pursuing a combination degree and certification program. The following must be submitted to the Office of Graduate Studies on or before the deadline dates as noted on the application:

1. An Application for Admission to Graduate Study and an application for matriculation
2. Official transcripts from all colleges attended. An undergraduate cumulative average of 2.75 or better on a 4.0 point scale is required for admission.
3. Two letters of recommendation, preferably from previous instructors
4. Official scores from either the Graduate Record Examination (combined score of 900 or higher) or the Miller Analogies Test (the 25th percentile). Or, for applicants to the Master of Science in accounting program, an appropriate GMAT score. Scores over five years old are not acceptable.
5. Students seeking admission to a masters degree program with a performance component should note that the department offering the program may require a performance or presentation which meets the approval of at least three members of the department in which the student is applying to take graduate work:
 - the Department Chairperson
 - the Department Coordinator of Graduate Studies
 - a department specialist in the area of the performance/presentation

The criterion is designed for highly creative students in such fields as art and music education. The student should request transmittal, to the Director of Graduate Studies by the Department Chairperson, of a written statement of approval of the performance or portfolio, signed by the members of the Department Evaluating Committee, no later than six months after the project has been submitted.
6. Individual departments may have additional requirements for entrance into their programs. The application is referred to his or her department's section in this catalog. Admission to these departmental programs is contingent upon meeting the additional requirements.

GENERAL ADMISSION REQUIREMENTS FOR "CERTIFICATION ONLY" STUDENTS

1. An Application for Admission to Graduate Study
2. Official transcripts from all colleges attended. An undergraduate cumulative average of 2.75 or better on a 4.0 point scale is required for admission.

INTERNATIONAL STUDENT GENERAL ADMISSION REQUIREMENTS

New Jersey City University welcomes applications from graduates of colleges and universities of other countries. However, it should be noted that most degree programs require either a thesis or a passing grade on a comprehensive exam. These must be written with a command of the English language commensurate with graduate level instruction.

Applicants with degrees from other countries should file their applications well in advance of the April 15th deadline are evaluated for admission once each year for the fall semester only. Due to the individualized attention required to satisfy the diverse demands related to the admission process, only a limited number of international students can be accommodated each year. An applicant with a degree from another country must submit the following to the Office of Graduate Studies by the deadline date of April 15th.

1. An application for admission to graduate studies
2. Official transcripts from all colleges and universities attended
3. Evaluation of transcripts by World Education Services, Inc. P.O. Box 745, Chelsea Station, New York, N.Y. 1-113-0745, showing achievement comparable to a cumulative grade point average of 2.75. However, applicants to the Master of Science in accounting program must have a course-by-course evaluation of undergraduate work conducted by Educational Credential Evaluators, Inc. (ECE), showing achievement comparable to a cumulative grade point average of 2.75.
4. Two recommendation letters, preferably from previous instructors
5. Official scores of the Test of English as a Foreign Language (TOEFL) to include the Test of Written English (TWE)

6. An original notarized statement from the parent, guardian or other sponsor, guaranteeing financial support when the F-1 Visa is required.
7. Upon acceptance, F-1 Visa holders must register for a full course load (9 credits) each fall and spring, throughout the completion of their studies.

It is expected that the student holding an F-1 Visa will comply, at all times, with the requirements as set down by the United States Immigration Service. Only upon official acceptance into a graduate degree program and receipt of an official, notarized Affidavit of Financial Support, will the applicant be issued the United States INS Form I-20 AB. When the student has completed twelve credits, his/her academic record will be reviewed and, only if an average of "B" or better has been maintained, will the student be permitted to continue a program of study.

ADMISSION STATUS

EFFECTIVE FALL 2000

"Courses Only" is the status applied to a student who does not wish to pursue a graduate program, but wishes to partake in graduate courses. A student may complete up to twelve (12) credits as a Courses Only student. If, however, a student is seriously interested in continued graduate study which s/he believes will be personally enriching and/or professionally helpful, s/he may apply to the Director of Graduate Studies for approval to register for additional courses. Should such a student later seek and be granted matriculation, only twelve of the credits taken during the student's "courses only" status may be applied to the student's graduate program and the seven-year credit limit is applied, beginning with the earliest date of a course accepted into the graduate program.

"Conditional" is the status applied to a student who wishes to pursue a graduate program but does not yet meet all the Graduate Studies' general admission requirements (see above). Conditional status is also dependent upon an applicant having provided official transcripts of a baccalaureate earned with the minimum cumulative gpa. A conditionally accepted student may or may not be accepted into his or her graduate

program in the future. However, s/he should determine as early as possible whether or not s/he meets the program's admission requirements. A student may complete up to twelve (12) credits as a conditional student.

"Non-Matriculated" is the status applied to a student who meets all the Graduate Studies' general admission requirements, but has not been accepted into a degree program by the department overseeing the program. This may be due to less than required credentials or to a cap placed upon the number of students to be accepted into the program. A student who has not been accepted into his or her academic program of choice is advised to consider the selection of another graduate program to pursue. In very special circumstances, a student who has not been accepted into his or her academic program of choice may meet with the department chairperson and Director of Graduate Studies to determine whether there might be a list of achievements which will make him or her eligible for acceptance into the graduate program of choice. Any such exception must be concluded prior to the student completing twelve credits. A student may complete up to twelve (12) credits as a Non-matriculated student.

"Matriculated" is the status applied to a student who meets all the Graduate Studies' general admission requirements and has been accepted into a degree program by the department overseeing the program.

"Certification only" students is the status applied to a student who has met all the certification only general admission requirements (see above). NOTE: A student who wishes to change his/her status from certification only to degree seeking must meet all the general admission requirements for degree seeking students.

SPECIAL NOTE ON ACCEPTANCE INTO PROGRAMS LEADING TO CERTIFICATION ELIGIBILITY:

Any and all programs leading to eligibility for an initial teaching certificate* require a minimum baccalaureate degree cumulative gpa of 2.75 for admission into the program. Any and all programs leading to eligibility for a teaching certificate require students to maintain a minimum 2.75 cumulative gpa

throughout the student's graduate study at the University. Falling below 2.75 will result in removal from the program with no recourse for readmission into the program. Some combination degree and certification programs cannot be separated; in these cases, dismissal from the certificate portion results in dismissal from the degree portion as well.

VISITING STUDENT STATUS

A graduate of an accredited college or university, currently enrolled in graduate study at another institution who wishes to take courses at New Jersey City University for transfer purposes, may apply for admission to graduate study as a "visiting student." A visiting student must submit an Application for Admission to Graduate Study and an approval letter from the Dean or Department Chairperson of the degree granting college to the Office of Graduate Studies by the respective deadline date. The visiting student will follow regular registration procedures.

ACADEMIC STANDARDS

MAINTENANCE OF MATRICULATION STATUS

It is the policy of the Office of the Graduate Studies to review the student's academic performance at the completion of twelve credits. Students who fail to maintain a cumulative gpa of B (3.0) or higher in graduate work may not be permitted to continue in a graduate program.

It is expected that a matriculated student will register each fall and spring semester from the date of matriculation. A matriculated student should notify the Director of Graduate Studies, in writing, if prevailing circumstances prevent him or her from registering for a fall or spring semester.

READMISSION

Any student who is not enrolled for at least one graduate course in a Fall or Spring semester for three years must request readmission. The student will have to submit an Application for (Re)Admission and transcripts of any college work taken elsewhere in the interim. The student must also qualify under the admissions policy in the current Graduate Catalog. Readmitted students should note that graduate students who first registered in Fall '98 or later are required to complete their program of study within seven years of starting (see Seven Year Limit on Credits below).

COURSE LOAD

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

- any student employed full-time will be permitted to enroll for no more than six credits of graduate study per semester
- full-time study, i.e., twelve credits or more, is permitted for the student who is either not employed or employed not more than twenty hours a week
- foreign students holding an I-20 must be enrolled for a minimum of nine credits per regular semester
- the maximum summer session course load is six graduate credits
- a student may not register for hours in excess of those mentioned above except with the approval of the chair of the major department and the Director of Graduate Studies.

SEVEN YEAR LIMIT ON CREDITS

Effective Fall 1998

This policy applies to full-time and part-time students first registered at NJCU for graduate study for the Fall 1998 semester or later: a) students have seven years within which to complete their degree; b) only credits not older than seven years at the time a student is first registered for graduate study may be considered for transfer (see "Transfer Credit"); c) only credits not older than seven years at the time for which a student requests graduation (clearance) are valid, unless these are transfer credits which meet the previous standard.

GRADE POINT AVERAGE

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

1. A student who earns more than three course grades below B (3.0) shall be dismissed from further graduate study and shall not be granted a graduate degree.
2. Courses in which the student earns an F grade are not counted toward degree requirements. Note: F grades are counted into the student's cumulative gpa.
3. The policies stated above establish minimum university-wide requirements for the degree.
4. A minimum cumulative grade point average of 3.00 is required for graduation from a graduate degree and/or diploma program.

POLICIES AND PROCEDURES

ATTENDANCE POLICY

Each faculty member is to determine the purpose of class meetings with respect to courses for which they have responsibility. At the first meeting of the class, each student shall receive a written statement of the requirements for the course including those of attendance as demanded by the nature and purpose of the course. Each student is expected to fulfill the attendance requirements as determined by the faculty member. Failure to attend classes without a valid excuse as determined by the faculty member may be factored into the evaluation of the student's performance and achievement for the course.

Graduate students who are receiving State and/or federal financial aid, including loans, and who never attend one or more of their classes or who stop attending all of their courses will be paid a reduced amount of aid and be subject to forfeiture of their financial aid.

Each student shall be required to take all examinations on the days scheduled, provided the schedules are announced in advance by the faculty member responsible for the course.

GRADING SYSTEM

Letter grades are used to reflect the academic achievement of a student. They are determined by the instructor at the completion of each course. The grades, values and explanations are follows:

- 4.0 A** signifies the highest level of achievement in the subject and indicates an exceptional general competence and marked and consistent examples of comprehension and interpretation.
- 3.7 A-** signifies a very high level of achievement in the subject and indicates an exceptional general competence and marked and consistent examples of comprehension and interpretation.
- 3.3 B+** signifies a consistently high level of achievement and an intelligent fulfillment of course requirements in a manner that approaches the excellence of the highest grade.
- 3.0 B** signifies a consistently high level of achievement and indicates that the course requirements have been

fulfilled in an intelligent and above average manner.

- 2.7 B-** signifies a high level of achievement and indicates that the course requirements usually have been fulfilled in an intelligent manner.
- 2.3 C+** signifies a very acceptable degree of understanding and consistent achievement.
- 2.0 C** signifies an acceptable degree of understanding and achievement.
- 1.7 C-** signifies a minimally acceptable degree of understanding and achievement.

None P A grade of “pass” signifies that a student has passed a course for which the student registered on a pass/fail basis. The student receives earned credit, but P has no numerical equivalent and IS NOT computed in the student’s cumulative grade point average.

0.0 F signifies that a student has failed a course. If the student registered on a pass/fail basis, the student earns no credit and the F, which has a numeric value of 0, IS computed into the student’s cumulative grade point average.

None IN signifies a grade of Incomplete which must be revised by six weeks after the beginning of the subsequent regular semester, i.e., an INC grade for the fall semester must be satisfied by the sixth week of the following spring semester, and an INC grade for the spring semester or summer I or II sessions must be satisfied by the sixth week of the following fall semester. If a revised grade has not been submitted, the “Incomplete” will automatically become an “F” after the deadline date.

None W signifies the student has correctly followed the procedure for withdrawing from a course.

CALCULATING A GRADE POINT AVERAGE

The numbers above represent index values used to compute grade point averages. The number of credits assigned to the course multiplied by the grade index received gives the number of grade points earned for that course. The sum total of grade points earned divided by total credits attempted constitutes the student’s grade point average; example, a student enrolled in five three-credit courses, received an A, three Bs, and a C. The grade point average is determined as follows:

A 4.0 X 3 credits 12.0

A 4.0 X 3 credits 12.0

B 3.0 X 3 credits 9.0

B 3.0 X 3 credits 9.0

Total 12 credits 42.0 grade points

Divide 42.0 grade points by 12 credits. The grade point average is 3.5 or B+.

The cumulative grade point average reflects all grades earned for all semesters. It is determined by dividing, the sum total of all grade points by the sum total of all credit hours attempted.

NOTE: The grades, W and P do not affect the grade point average.

PASS/FAIL OPTIONS

Up to eight credits of graduate courses may be taken as Pass/Fail and applied to a graduate degree. To register with a Pass/Fail option, a student must receive the approval of the instructor, advisor, and the Director of Graduate Studies. Approval must be received during the registration period for the following:

- P/F grading in a course utilizing the A-B-C-F- grading system or
- A-B-C-F grading in a course utilizing the P/F grading system

No more than one course a semester may be elected under this option.

INDEPENDENT STUDY

Independent Study is to be used judiciously. Graduate students may pursue independent study/research for 1 credit, 2 credits, or 3 credits when appropriate:

1. The student must be a matriculated student, in a graduate degree program, with a 3.00 cumulative GPA.
2. An independent study may be requested for the following reasons:
 - a. to provide an exceptional student with specialized study or to respond to exceptional circumstances, such as:
 - b. to substitute for a course that is not offered by the department, when the study of such a topic on an independent basis would enhance the student’s education in the filed of study
 - c. to substitute for a required course in the major when that required course is not offered in time for the student’s graduation in cases where the student is not at fault
3. Approval for the independent study is required from:
 - a. the graduate advisor
 - b. the department chair
 - c. the dean
4. In a total program of study, no more than 6 credits of independent study will be allowed in the major.
5. Exceptions to the eligibility criteria will be determined by the dean’s office, in consultation with the Director of Graduate Studies.
6. Grading will be governed by the standard university academic regulations.
7. At a minimum, the student will enter into a learning contract with the faculty member detailing the purpose of the study, the product to be accomplished, the number of contacts with the faculty member, and specific requirements for grading.

REGISTRATION

COURSE NUMBERING

The course numbering system applies to all departments and curricula at the University. Courses are numbered as follows:

- Undergraduate 100-400
- Undergraduate senior and graduate level 500
- Graduate level only 600 and 700

GRADUATE COURSE SCHEDULE

Graduate registration is held in accordance with procedures established by the Office of Graduate Studies. All students who have been admitted to graduate study at New Jersey City University should familiarize themselves with the Graduate Course Schedule for each semester's registration. The Schedule provides information about registration dates and procedures, as well as which courses are being offered.

LATE REGISTRATION

Students registering after the closing date of registration, as indicated in the University calendar or Graduate Course Schedule, must pay a late registration fee of \$25.00. Students registering late must include the late fee with their remittance of tuition and fees. Registration for a course will not be possible after the second week of classes.

CANCELLATION OF COURSES

A graduate course will be canceled if a minimum number of students has not registered for it. Those who have registered for such a course will be notified immediately of its cancellation and their semester bills adjusted.

DROPPING OR ADDING A COURSE

Any student who wishes to drop or add a course must fill out the "Add/Drop Form" obtainable only in the Office of Graduate Students.

No courses may be added to a student's schedule after the second class meeting.

WITHDRAWING FROM A COURSE

It is to the student's disadvantage to withdraw from courses indiscriminately. At least one hundred days are required to process refunds. The grade of W will be officially assigned only to the student who formally withdraws from a course by filing a completed official withdrawal form with the Office of Graduate Studies. The deadline dates for filing are: November 15 for the Fall semester, April 15 for the Spring, mid-semester points for Summer I and II.

INACTIVE GRADUATE RECORDS

If a graduate student does not register for classes for a time period of five years or more, the student's records in the Graduate Office will be taken out of the active file and it will be necessary for the student to formally re-apply if additional study is desired. For further information call the Office of Graduate Studies (Hepburn Hall, Room 206) 201-200-3409.

SOCIAL SECURITY NUMBER

Each student is required to have an identification number, which is usually the Social Security number, before they can register for graduate courses at New Jersey City University. To apply for a number, contact should be made with the local Social Security Administration Office, which is listed in the telephone book under the heading, "United States Government."

CHANGE OF ACADEMIC PROGRAM

Once students are admitted to a degree program, they are not expected to change to another degree program. Curriculum patterns are generally sufficiently flexible to permit a student, with the assistance and approval of an advisor, to select a wide range of courses in a program of study appropriate to the student's own professional goals.

In order to effect a change from one degree program to another, a student must fulfill the prerequisites of admission to the new degree program and submit in writing to the Director of Graduate Studies a request to make the change.

GRADUATE COURSES OPEN TO UNDERGRADUATE SENIORS

Undergraduate seniors are eligible for admission to 500 level courses, unless they cannot satisfy, for a given course, the special requirements for that course (see course descriptions within this Catalog). Such special requirements may include completion of other courses, co-requisites, certain academic grades, permission of the instructor, etc.

Credits for undergraduate students in 500 level courses are applied in the following way:

- a) Undergraduate credit: All credits for 500 level courses satisfactorily completed by an undergraduate student may be counted toward the 128 semester-hour requirements of a curriculum leading to a bachelor's degree.
- b) Graduate credit: An excess of credits (beyond 128), earned with a grade of B or better by an undergraduate student in 500 level courses, may be considered for advanced standing (graduate credit), if the student is matriculated in a graduate program at New Jersey City University no later than seven years after receiving credits for these courses.
- c) Graduate students may apply no more than nine credits of 500 level courses toward the fulfillment of the requirements for a masters degree.

COMPLETING A GRADUATE PROGRAM

TRANSFER CREDIT

For the purpose of transfer credit, courses taken at another college or university must be approved by the Director of Graduate Studies. It is the responsibility of the student to secure official transcript evidence of these courses and to initiate, with the faculty advisor, the request for transfer of credit. Transfer of credits from another college or university may be considered only after the student is fully matriculated in a degree program.

A maximum of one quarter of a master's degree or graduate level certification program's required credits may be accepted as transfer credits from an accredited college or university, if the courses for which they were earned are similar in purpose and content to those of NJCU and are clearly integrated with the student's program as judged by the student's major advisor and Director of Graduate Studies. Transfer credits must carry a grade of B (3.0) or higher; pass/fail credits are not transferable.

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

Credits earned to complete a previous masters degree may not be applied toward a second masters degree at New Jersey City University. However, up to thirty graduate credits in psychology earned at an accredited college or university, other than New Jersey City University, may be accepted as transfer credits toward the combination program offering a professional diploma in school psychology and school psychology certification eligibility.

Should credits be accepted for transfer, the student's advisor will submit a "Graduate Transfer" to the Office of Graduate Studies.

After matriculation, the student is not expected to enroll for a course at another institution except for very compelling reasons and then only with the written approval of the student's advisor. The research component of any major must be taken at New Jersey City University.

THESIS AND OTHER CREATIVE ACTIVITIES

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

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

Students should note the specific departmental research requirement(s) for their masters degree programs. If a student is required, or elects, to complete a research report or thesis, it must be approved by the Department Chairperson and a Thesis Committee. Four approved hard copies of the thesis or research report (the original and three copies, bound) are required and must be filed in the Office of Graduate Studies on or before May 1, August 1, or December 15 for the following graduation. The Office distributes the original hard copy to the University's library, a copy to the thesis director, and a copy to the student.

GENERAL DEGREE REQUIREMENTS

A minimum cumulative grade point average of 3.00 is required for graduation from all graduate degree programs. Students completing programs which do not lead to a degree but to teacher certification eligibility are required to maintain and complete their programs with a minimum cumulative grade point average of 2.75.

GRADUATION

New Jersey City University has one formal commencement each year for awarding the Master of Arts, Master of Science, Masters of Fine Arts, Master of Music and Professional Diploma. Students planning to complete degree requirements during the school year must request "graduation clearance" by filing an "Application for M.A., M.S., M.F.A., or M.M. degree or Professional Diploma" with the Office of Graduate Studies by the deadline dates listed below. If an application is received after the deadline, the student will have to submit another application for the next graduation clearance. Applications for graduation clearance are available only in the Office of Graduate Studies.

Filing for graduation clearance must be completed by the following deadlines:
 June 15 for August 31 clearance
 October 1 for January clearance
 January 31 for May clearance and commencement

Those students who have completed their requirements during the summer and fall semesters will be invited to participate in the Spring Commencement.

TRANSCRIPTS

A semester grade report is mailed to registered students within four weeks, following the close of a semester. Official copies of a complete transcript are available to a student who has written a request for same. If a current semester's grades are needed on the transcript, the transcript should be requested after the semester grade report is received.

There is a \$3 charge for a transcript; \$10 for same-day service.

To request a transcript the student or graduate has four options.

1. In person: at the Registrar's Office Hepburn 214 on a form supplied by the Office.
2. By mail: send a signed letter with the appropriate fee to:
 Transcripts-Registrar's Office
 New Jersey City University
 2039 Kennedy Blvd.
 Jersey City, NJ 07305-1597.
 Requests should include the student's national identification number (SSN), printed name (maiden name also), to whom the transcript is to be mailed, the date, and the student's signature.
3. By telephone: Contact VoiceFX at 1-888-290-0685.
4. On-line: <http://www.Campusdirect.com>

STUDENTS' RIGHTS AND RESPONSIBILITIES

GENERAL STATEMENT ON STUDENTS' RESPONSIBILITIES

In accepting admission to graduate study at New Jersey City University, a public institution of higher learning, students assume the responsibilities and behavior patterns stipulated by the University.

Graduate students at the University are expected to have a serious interest in their intellectual growth. Students are expected to meet problems with intelligence and resourcefulness and to have respect for the rights of others. Students are expected to comply with federal laws and ordinances of the State, county, and city, as well as the regulations of the University. Any student who commits a breach of state, county or city law or ordinance or university regulation shall be subject to such reasonable disciplinary action as deemed appropriate by the University. This may include suspension, dismissal or expulsion.

ACADEMIC INTEGRITY

During the course of a student's academic career, it is anticipated that written work in the form of reports, term papers and research projects will be assigned by the faculty as part of course requirements. In meeting these requirements, students should be aware of the following guidelines for the presentation of written work.

1. Sources from which specific ideas, phrases or sentences are extracted should be noted by an appropriate footnote reference.
2. All sources should be included in a bibliography.
3. Written assignments which utilize the work of other students must acknowledge this indebtedness.
4. Written work submitted for one course should not be used to fulfill the requirements of another course.
5. Term papers obtained from professional "term paper" companies constitute the most flagrant violation of academic integrity.

Students who do not adhere to these guidelines may be guilty of acts of plagiarism. Simply defined, plagiarism means a) to steal and pass off ideas or words of another as one's own, b) to use material without crediting the source or c) to present as new and original an idea, phrase or statement derived from an existing source.

GRIEVANCE PROCEDURE

The following procedure is available to students to resolve grievances regarding grading, course requirements, attendance requirements, and other related complaints.

- Step 1. Discussion with faculty member.
- Step 2. Appeal to the appropriate department chairperson.
- Step 3. Appeal to the appropriate academic dean.

Grievances which are not resolved at the dean's level may be referred to the Faculty-Student Concerns Committee of the University Senate.

The Faculty-Student Concerns Committee shall hear grievances involving students and faculty or administrators. Upon receipt of a written appeal from a student, faculty member or administrator, the Committee shall first determine that a) the grievance has basis in fact and b) all normal avenues of grievance resolution (i.e., student-faculty members, chairperson and academic dean) have been exhausted. It shall then process the grievance and render its decision to the interested parties. It may take further action if necessary. The entire process, from presentation of written appeal to final decision, should be completed within six (6) weeks. The Committee shall include at least one full-time faculty member from the School of Professional Studies, College of Education and the School of Arts & Sciences. The Chairperson or Vice Chairperson of the Senate shall also be a member.

CONFIDENTIALITY OF STUDENT RECORDS

New Jersey City University protects the privacy rights of all its students and assures the confidentiality of students records. The University fully complies with the Family Educational Rights and Privacy Act which became effective on November 19, 1974. This act serves to: protect the privacy of educational records by limiting the release of information to individuals from outside the University without written consent of the student; extend to the student the right to inspect the educational record; and make provision for correcting a factual inaccuracy in the record. Students who wish to inspect and review their college and/or university records must file a written request with the Director

of Graduate Studies. All legitimate requests will be honored within seventy-two hours (three working days) at a mutually convenient time. Students have the right to inspect and review their educational records except for:

1. Financial records of the student's parents.
2. Confidential letters or statements placed in the file prior to January, 1975.
3. Material which includes information on other students, but students may review or be informed of the specific information that pertains to themselves.

If anyone believes that his or her educational record contains a factual inaccuracy, s/he may apply to the Director of Graduate Studies to have that inaccuracy removed from the records. The Director will schedule whatever conferences seem appropriate for that purpose. Any disputes will be resolved through an appeal, in writing, to the President of the University.

The following information may be released at the discretion of the University: student's name, address, telephone listing, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous educational institution attended. If the student does not wish such general information released, the Director of Graduate Studies must be informed of this in writing.

CHANGE OF NAME, ADDRESS, TELEPHONE NUMBER

In order to ensure the prompt receipt of communications and bulletins from the University, a graduate student who has a change of name, address or telephone number should immediately complete the "Student Directory Card." This card is available only in the Office of Graduate Studies.

GRADUATE ASSISTANTSHIPS AND FINANCIAL AID

GRADUATE ASSISTANTSHIPS

A limited number of assistantships are available each year to qualified graduate students. The appointment is for the period of September 1 to June 30 and offers a stipend of \$3,500 plus a tuition package for the academic year. Responsibilities are varied and should require no more than sixteen hours per week. An assistantship may be offered in the Departments of Art, Music, Psychology, Criminal Justice, Literacy Education, the Multicultural Center, the Athletic Fitness Center, the Center for Technology and Teaching, the Electronic Learning Laboratory, Day Care Center, or ESL, depending upon departmental needs.

The deadline date for applications for graduate assistantships is July 1.

In addition to submitting a letter of application and a resume for a Graduate Assistantship position, applicants must meet the following requirements and submit the following items to the Office of Graduate Studies:

1. An application for graduate admission
2. Official transcripts from all colleges attended
3. Two letters of recommendation from academic department personnel.
4. Official score report of the Miller Analogies Test or the Graduate Record Examination
5. A copy of any teaching certificates the applicant may hold
6. Meet matriculation requirements or be matriculated in an appropriate degree program.

VETERANS BENEFITS

A veteran whose entitlements have not expired may qualify for educational benefits through the Veterans Administration. Any veteran who believes that he or she is eligible for benefits may contact the Coordinator of Veterans Affairs at New Jersey City University or the local VA office for instructions and application forms. Benefits may be awarded to both part-time and full-time students. For additional information call the University's Coordinator of Veterans Affairs at 201-200-3005.

EOF GRADUATE BENEFITS

The Educational Opportunity Fund (EOF) Graduate Program provides financial assistance to full-time graduate students who meet eligibility requirements. It provides students with grants worth up to \$2,000 per year. Persons interested in applying to the EOF Graduate Program should contact the EOF Associate Director at (201) 200-3355. Before applying, students must be accepted as full-time, matriculated students. In addition, they must submit either a Graduate and Professional Financial Aid Service Form (GAPSFAS) or a Financial Aid Form (FAF) to the campus Financial Aid Office along with appropriate documentation. Qualified students must be registered for twelve graduate credits during the Fall semester and during the Spring semester.

FINANCIAL ASSISTANCE (LOANS)

Matriculated students may apply to the University for financial assistance. To be eligible, an applicant must:

1. enroll as a matriculated student in a degree program on at least a half-time basis (a minimum of six credits in the Fall, six credits in the Spring, and three credits in either Summer I or Summer II);
 2. maintain satisfactory progress toward the completion of a degree;
 3. be a citizen or permanent resident of the United States, or eligible non-citizen;
 4. not be in default of any loan made, insured, or guaranteed under the Perkins Loan Program, the Stafford Student Loan Program, or the PLUS/SLS Program;
 5. not owe a refund on a previous Pell or Supplemental Educational Opportunity Grant Program; and
 6. show need of financial assistance as demonstrated in a completed Financial Aid Application.
7. Non-matriculated students are not eligible to apply for financial aid or loans.

The Perkins (Formerly National Direct Student) Loan Program makes available long term, low interest loans to eligible students. Graduate students may borrow up to \$40,000 for graduate study (this total includes any amount borrowed for undergraduate study). Repayment of principle and interest begins six to nine months after separation from the University, but may continue to be

postponed if the student enrolls in a degree program at another school or the borrower serves the Armed Forces, Peace Corps or VISTA. Cancellation provisions are available for certain teaching careers.

The William D. Ford Direct Loan Program enables graduate students to borrow long-term, low interest loans to finance their education. These loans are two-types, The Federal Direct Stafford/Ford Loan, for which needy students are eligible and on which no interest accrues while the borrower is enrolled at least half-time or is in an eligible grace period; and the Federal Direct Unsubsidized Stafford/Ford Loan, on which the borrower pays all interest rates. Interest rates are variable but will never exceed 8.25%.

A graduate student may borrow up to \$8,500 annually as a subsidized loan and up to \$10,000 annually as an unsubsidized loan, depending on their costs and family contribution. A number of flexible repayment options are available. A separate loan application is not required. Students who have borrowed previously under the Federal Family Education Loan Program may consolidate their prior loans under the Direct Loan Payment.

Any graduate student who is interested in these financial programs must apply by completing a Free Application for Federal Student Aid (FAFSA) and a New Jersey City University Financial Aid Application. Students interested in applying for the Perkins Loan and Federal Work-Study Program must complete and submit a Financial Aid Form by April 15th.

EMPLOYMENT PROGRAM

The Federal Work Study Program makes part-time employment available in campus offices and in public or private non-profit agencies.

TUITION AND FEES

The tuition and fees listed below are currently in effect. Please note that the University reserves the right to make necessary adjustments or changes at any time.

All students are required to pay tuition and fees by the due date identified by the Office of Graduate Studies. This may be done by check or money order made payable to New Jersey City University, or by Master Card or Visa.

TUITION*

New Jersey Resident (per credit)	\$254.65
Out of state Resident & Non U.S. Citizen (per credit)	\$446.00

FEES*

General Service	\$23.75
Student Activity Fee	\$1.60
Student Center Fee	\$10.00
Technology Fee	\$9.00
Parking Fee-indoor garage	\$3.00 with NJCU decal \$6.00 without NJCU decal
West Side Avenue Lot	\$2.00
Transcript (from Registrar's Office)	\$3.00
Same day service	\$10.00
Student Identification Card	\$15.00 for replacement ID

TUITION REFUND

When a student officially withdraws from a course, by filling a formal withdrawal notice with the Office of Graduate Studies, the following refund schedule will apply:

PERCENTAGE OF TUITION AND FEES TO BE REFUNDED:

Withdrawal before the Add/Drop Period ends	100%
Withdrawal during the first third of course	50%
Withdrawal after first third of course	None

Tuition and fees are refunded in full for classes that are canceled by the University.

* *Subject to change*

CAMPUS

A. HARRY MOORE CENTER FOR SPECIAL EDUCATION

The A. Harry Moore Laboratory School, the A. Harry Moore Special Education Camp at Stokes Forest, New Jersey and the Department of Special Education, comprise the A. Harry Moore Center for Special Education. These units provide programs for graduate and undergraduate students studying special education. The facilities offer many opportunities for linking class with observation and experience.

ATHLETIC AND FITNESS CENTER

The Athletic and Fitness Center is the newest building on the campus of New Jersey City University. It is the center of the University's athletic and recreation program for students, faculty, staff and alumni. It houses an olympic size swimming pool, athletic arena seating nearly 2,000 spectators, handball courts, fitness center and locker rooms. In addition, the offices of the Athletics Department and Sports and Leisure Studies Department are housed in the facility.

FRIES HALL

Fries Hall, connected to Hepburn Hall by a breeze way, is home base for the University's field athletic programs. The building includes two gymnasiums, the Barbara T. Doerfer Dance Studio, a fitness center, and locker rooms. The facilities provided in Fries Hall are augmented by the Thomas M. Gerrity Athletic Complex, which is located about one mile from campus. The Gerrity Athletic Complex offers a football stadium and track, baseball, softball and soccer fields.

GROSSNICKLE HALL

Grossnickle Hall, a four-story arts and science building, features the Courtney Art Gallery, student exhibition areas, art studios, classrooms, laboratories, and an auditorium which seats one hundred and eighty people. Department and faculty offices for the Departments of Art, Economics, Mathematics, Philosophy and Religion, Physics, Political Science, and English are also housed in Grossnickle Hall.

HEPBURN HALL

Hepburn Hall, the administrative center of the University, was the only building on campus for the first twenty-five years of the institution's existence. Located in a beautiful gothic building are: the Office of the President of the University; the Office of the Vice Presi-

dent for Academic Affairs, the Office of the Vice President for Administration and Finance; the Office of the Vice President for Development and Public Affairs; the Office of the Vice President for Student Affairs; the Office of the Dean of the College of Arts and Sciences; the Admissions Office; the Financial Aid Office; the Bursar's Office; the Office of Affirmative Action; the Alumni Office; the Office of Continuing Education; the Registrars/Records Office; the Publications Office; the Multi-Cultural Center; the Office of the Modern Languages and English as a Second Language Departments and the Child Care Center.

The Gothic Lounge, the University's original library, serves as the setting for receptions, faculty lectures, and various state and local legislative hearings. The Margaret Williams Theater, located at the north end of Hepburn Hall, is a showcase for the productions of the Music, Dance and Theater Department, as well as the numerous other University and community sponsored events. The Gothic Tower, at the front of the building, houses a carillon and the Lemmerman Gallery, an art gallery for rotating exhibitions. The tower has become a symbol of New Jersey City University and is the inspiration for the nickname of the University's athletic teams, the Gothic Knights.

CONGRESSMAN FRANK J. GUARINI LIBRARY

The Congressman Frank J. Guarini Library is available to students, faculty, and staff at the following times:

Monday-Thursday 7:30 a.m.-10:00 p.m.

Friday 7:30 a.m.-5:00 p.m.

Saturday 9:00 a.m.-5:00 p.m.

Sunday 11:00 a.m.-5:00 p.m.

Extensively renovated, the Congressman Frank J. Guarini Library opened in September, 1999. The library's collections and services have been developed to promote classroom teaching and to enable students to meet course requirements successfully. In addition, learning to locate, evaluate and use information provides students with the skills necessary for life-long learning. In view of these, library staff welcomes use of library resources.

The library's printed sources now number approximately 245,000 volumes, 406,648 microforms and other information materials. They are housed, for the most part, in open stacks. Besides print sources, the library has access to numerous CD-ROM and remote

electronic resources.

The Reference Department offers an extensive collection of general and subject oriented encyclopedias, dictionaries, handbooks, bibliographies, directories, etc. Periodical indexes and abstracts, in print, CD-ROM format, and remote access, provide access to citations and full-text formats. Official publications of the state of New Jersey are received by the Reference Department. Students are encouraged to call the Reference Department, at 201-200-3033, if they wish a guided tour of the library; special instruction in the use of the on-line catalog, OSCAR (On-line System Catalog for Academic Reference); for advice in compiling a bibliography; help in using the various electronic resources; or counseling on any matter in which the library can be of help.

The Periodicals and U.S. Government Documents Department currently subscribes to 1,260 journals and periodicals, as well as receiving approximately 5,000 federally produced print, nonprint, and electronic documents per year. The electronic databases provided by the library also contain the full-text of many periodicals. For periodicals that the library does not receive in print, students may consult the New Jersey Union List of Serials, which is a guide to the periodical holdings in many New Jersey libraries. Since many publications received by this department are in microform, microform reader printers are available. Inquiries on periodicals should be direct to 201-200-3818; U.S. Government Documents, 201-200-3137.

The ERIC (Educational Resources Information Center) microfiche document collection is also housed in the Periodicals Department. ERIC is a federally funded, nationwide information network providing ready access to education literature. There are in excess of 800,000 records in the ERIC database, accessible online. Over 370,000 ERIC documents are available on microfiche, which can be easily duplicated. Curriculum materials, which include courses of study, elementary and secondary text books, juvenile literature and other teacher education materials are located on open stacks on the third floor.

In order to check out library materials, students must present a New Jersey City University identification card to the staff at the Circulation Department, located on the first floor of Guarini Library. All students are allowed to borrow circulating library materials for a

one-month loan period. Interested students may use their valid I.D. card to borrow circulating library materials from other New Jersey state colleges and universities. Faculty reserved books and articles, as well as copies of NJCU master theses, can be found at the Reserves Department, also located at the Circulation Desk. Inquiries regarding circulation of reserved materials should be directed to the staff at 201-200-3016.

MICHAEL B. GILLIGAN STUDENT UNION

The Gilligan Student Union (GSU) is a focal point of student activities and recreation. The Information Desk on the first floor serves as a reception area for students and visitors, and has information regarding scheduled events in the Union and throughout the campus. Also on the first floor are a game room, the campus bookstore, lockers, vending machines and a number of lounges. Located on the second level is the cafeteria where a majority of students meet to have lunch or a snack between classes. The second floor also contains a multipurpose room (for large luncheons, dinners, and dances), an art gallery, and a study lounge.

The Student Government Organization, The Gothic Times (the student newspaper), The Tower Yearbook, and many other active student clubs and organizations are located on the third floor. The Office of Student Services, also on the third floor, is responsible for the supervision of the Union and all student activities on campus. There are two levels beneath the GSU which are used for parking by students and staff at the rate of \$2.00 per day.

PROFESSIONAL STUDIES BUILDING

The newest academic building on the campus of New Jersey City University, the Professional Studies Building, houses the Office of the Dean of the College of Professional Studies, the Office of the Dean of the College of Education, Electronic Learning Laboratory, the Office of Teacher Internship, and the Peter D. Rodino Institute of Criminal Justice (see below). There are classrooms, as well as the department and faculty offices for the following departments: Administration, Curriculum and Instruction; Criminal Justice/FireSafety/Security Administration; Health Sciences; Literacy Education; Nursing; Special Education, and Business Administration.

The Peter W. Rodino, Jr. Institute of Criminal Justice was established on June

5, 1977, at New Jersey City University. The Institute typifies the urban commitment of the University which is basic to its mission. The Rodino Institute is dedicated to improving the operations of the criminal justice system. It seeks to accomplish this by mobilizing the resources of the University and by reaching out to the community-at-large in a variety of ways: by sponsoring conferences and seminars for professional and the general public on critical criminal justice issues; by publishing an annual journal; by providing technical assistance to local police, court, correctional, probation and parole agencies; by conducting innovative research and demonstration projects; and by assisting in developing opportunities for student internships in criminal justice agencies. The Institute is located in the Professional Studies Building, room 200. For additional information call the Department of Criminal Justice/Fire Safety/Security Administration at 201-300-3492.

ROSSEY HALL

Rossey Hall houses the University's Medical Services Department (see below), Information Technology Services (ITS) Center (see below), the K. Elizabeth Ingalls Recital Hall, the Peter Sozio Rehearsal Studio, the Abigail Hoffman Electronic Music Studio, and computer science laboratories, as well as classrooms and geoscience laboratories. Offices for the Departments of African/Afro-American Studies, Computer Science, Geoscience/Geography, History, Latin American Studies, Music, Dance and Theater, International Studies, and Sociology and Anthropology are also located in Rossey Hall.

The Information Technology Services Center at New Jersey City University provides instructional assistance to students and faculty, data analysis services to researchers and information and program services to the Administration. It also serves as the focal point for information on computing at the University.

Under the Open VMS operating system, most of the standard programming languages are available, including Basic, Assembler, COBOL, Pascal, Fortran, Ada and C.

The Center houses two Digital AXP model 2100 servers and a VAX 4000 model 100 in a clustered environment sharing 63 Gigabytes of online storage. In addition to the many terminals and printers distributed throughout the

campus, there are two high speed impact printers, a high-speed laser printer, and an NCS mark-sensing scanner. Remote dial-in is also available via a toll free number that services the entire country.

Through membership on the Internet, the University draws on the resources of the "Information Highway" offering a full range of text-based and graphics-based services. These services include Email, Netnews, FTP, Telnet, and various Internet search engines such as Mosaic, Lynx, Gopher, and Archie. The local campus computers, terminals and printers are interconnected via the latest ethernet technology which supports various Local Area Network schemes such as MicroSoft LANmanager, Novel, AppleTalk, and DEC Pathworks.

SCIENCE BUILDING

The five-story Science Building, with its adjoining lecture hall, houses department and faculty offices for the Departments of Biology, Chemistry, and Psychology, in addition to laboratories, classrooms and a comfortable lounge area.

VODRA HALL

Vodra Hall houses the Frank Capone Academic Career Development Center which includes the Cooperative Education Office, Academic Advisement Office and Graduate Placement Office. Also located in Vodra Hall are the Open Writing Laboratory, Opportunity Scholarship Program, the College Bound program, Campus Security headquarters and a dining facility, as well as a student dormitory.

STUDENT SERVICES

OFFICE OF ACADEMIC SERVICES FOR EVENING STUDENTS (OASES)

Gilligan Student Union, Rm. 104

Lisa Burke, Director

201/200-2233

oases@njcu.edu

The Office of Academic Services for Evening Students (OASES) serves as the evening administrative office and provides evening students and (adjunct) faculty a centrally located resource center. The office assists students in accessing academic support services, provides access to general university information, makes available various administrative forms, and coordinates telephone inquiries to the university after 4:30 p.m. In an effort to respond to the changing needs of evening students, OASES relates the concerns of evening students to the appropriate managerial administrator. OASES strives to provide evening students access to the enrichment of curriculum-related events, such as the series *Conversations at Twilight: Academic Dialogues for the Evening Community*, and works with various departments in the planning and implementation of academically-themed workshops, seminars, and discussions.

The Office's hours are subject to change in response to the needs of evening students. Presently OASES is open Monday through Thursday from 2:00 p.m. and Friday from 9:00 a.m. to 5:00 p.m. during the Fall and Spring semesters, Monday through Thursday from 12:45 p.m. to 10:00 p.m. during summer sessions, and Monday through Friday 9:00 a.m. to 5:00 p.m. during intersessions. To confirm hours of availability or for further information, please contact the Office.

BOOKSTORE

Gilligan Student Union, First Floor

201-200-3503

201-435-6607

<http://www.bkstore.com/njcu>

The University Bookstore is located on the first floor of the Gilligan Student Union. Books, supplies, and equipment are for sale.

CONTINUING EDUCATION

Hepburn Hall, Rm. 201

201-200-3449

conted@njcu.edu

<http://newlearning.njcu.edu>

The Department of Continuing Education is committed to providing educational programs for adult learners. Graduate, undergraduate and non-credit in-service programs are scheduled at sites throughout the state to make these offerings convenient and accessible to a wide variety of learners. Offerings include courses applicable to certification in various professions (such as Substance Awareness Coordinator and teacher of the handicapped) and a security management and administration institute. Also available are real estate sales courses, test preparation (e.g. SAT, GRE, LSAT) courses and courses for children. Classes are scheduled on Saturday as well as week days. Further information and a current course schedule may be obtained by contacting the Department.

COUNSELING AND PSYCHOLOGICAL SERVICES CENTER

54 College Street

201-200-3165

The Counseling & Psychological Services Center provides brief counseling and psychotherapy to NJCU students experiencing minor situational difficulties or major emotional conflicts. All decisions are made by students with counselors serving as catalysts, helping students to view their situation as objectively and clearly as possible. Counseling sessions explore such topics as adjustments to college; note taking, study, and test taking skills; anxiety; tension; depression; relationship and family concerns; substance abuse; education and life options; insecurity; and assertiveness.

All services are free and confidential and no information is released to anyone without written consent of the student. Appointments are made by calling 200-3165 or stopping by the Center. The Center is open Monday-Thursday 8:30 a.m.-8:00 p.m. (visits between 4:30 p.m.-8:00 p.m. are by appointment only) and Fridays 8:30 a.m.-4:30 p.m. The Center staff consists of four psychologists.

ELECTRONIC LEARNING LABORATORY

The Laboratory, housed in the Professional Studies Building, is used for computer-assisted instruction and provides more than seven thousand students weekly with one hundred micro-computers to use for homework assignments, research and computer skill development. The Electronic Learning Laboratory also has two video conferencing classrooms where classes can interact with students in classrooms anywhere in the world, via two-way video/two-way audio.

The Electronic Learning Laboratory has installed equipment to assist physically challenged individuals to help overcome barriers to obtaining an education. This equipment includes large screen monitors which enlarge the type, computers which speak a student's word processing files to assist in the editing process and adjustable computer tables which are wheel chair accessible.

GRADUATE PLACEMENT OFFICE

Located in Vodra Hall, the Graduate Placement Office, part of the Frank L. Capone Academic Advisement Center, helps students and alumni find full-time positions in education, business, industry and government. Private sessions are available by appointment to respond to individual career planning and placement needs. A library containing career information, directories, graduate school catalogs, and fellowship information is updated regularly. Counselors are available to help the student or alumnus make the best career choice by considering the student's long-range plans. This service is available both to students seeking initial positions and to former students wishing to change positions.

Businesses and government agencies conduct on-campus interviews with individual students each year. Students and alumni may sign up for interviews in the Graduate Placement Office. Additionally, two career days are held annually. The Federal Career Day takes place during the fall semester and the Annual Career Fair takes place during the spring semester.

Notices regarding vacancies in teaching and administration in schools and colleges are received by the office. Notices of these positions are immediately sent to students and alumni registered with the office.

For more information, contact the Director of Graduate Placement at 201-200-3005 or 1-800-624-1046.

GRADUATE STUDENT ADVISEMENT

General advisement concerning curricula and courses is available through the Office of Graduate Studies until a student becomes matriculated. When a student is formally admitted to a degree program (matriculated), a faculty advisor is appointed to the student by the Director of Graduate Studies.

The faculty advisor has the following responsibilities:

1. Assist students in the selection of courses within the framework of course and credit requirements that will meet their needs and interests.
2. Approve all course selections and recommend substitutions or waivers, if any. All changes must be approved by the Director of Graduate Studies.
3. Certify to the appropriate department chairperson that the candidate has met all requirements for graduation.
4. Refer to the appropriate department chairperson any questions regarding the curriculum and policies of the graduate program.

MEDICAL SERVICES DEPARTMENT

Rossey Hall, Room 36
201-300-3456

The Medical Services Department (MSD) is located on the ground floor of Rossey Hall. The MSD, an outpatient facility, provides confidential health care to all NJCU students and a variety of health services, referrals, and information to the entire university community. The Medical Services staff, a medical doctor and three nurses, provide medical services to students, staff, and faculty. The University physician is available, on a part-time basis, to students throughout the Fall and Spring semesters. A monthly schedule for the University physician is available at the MSD. Bills for outside lab tests, x-rays and prescriptions are the sole responsibility of the patient.

The MSD is open Monday through Thursday 8:00 a.m. to 8:00 p.m.; Fridays 8:30 a.m. - 4:30 p.m and during semester Saturdays 9:00 a.m.- 2:00 p.m.

OFFICES OF ALUMNI RELATIONS AND DEVELOPMENT

Hepburn Hall, Rm. 326
201-200-3196
alumni@ncju.edu

The Offices of Development and Alumni Relations at New Jersey City University involves and enriches its alumni, and encourages a life-long relationship with New Jersey City University through special events, publications and charitable giving. They are responsible for encouraging and assisting individuals and organizations interested in furthering the work of the University through outright gifts, scholarship endowments, gifts of real estate, and more.

Individuals and companies wishing to apply their gifts to a specific area of need at New Jersey City University are encouraged to contact this office. Alumni who want their gifts to provide a maximum tax advantage are encouraged to contact this office. The Office can be reached at 201-200-3196, or via e-mail, alumni@ncju.edu.

HENRY J. RAIMONDO INSTITUTE FOR URBAN RESEARCH AND PUBLIC POLICY

14 College Street
201- 200-2308
201- 200-2303

Jill Lewis, Ed.D.
Director
jlewis@ncju.edu

Oren H. Levin-Waldman, Ph.D
Henry J. Raimondo Professor of Public Policy
owaldman@ncju.edu

The Henry J. Raimondo Institute for Urban Research and Public Policy pursues the university's urban mission through research, policy and program innovation and development, and technical assistance. Our mission is to address urban public policy issues through research and advocacy support in collaboration with public and private local, regional, state and national stakeholders who are concerned with urban New Jersey's future. Graduate and undergraduate courses in public policy and community development are periodically offered through the Institute.

THE COLLEGE OF ARTS AND SCIENCES

Dr. Liza Fiol-Matta
Dean (Acting)
lfiol@njcu.edu

Ms. Ann McGovern
Assistant to the Dean
amcgovern@njcu.edu

Hepburn Hall, Rooms 304-306
201-200-3001, -3002, -3275, -3590, -3595

The objective of the College of Arts and Sciences of New Jersey City University is to graduate students who have a well developed liberal arts education as well as professional knowledge and competence within their major academic disciplines. The College is committed to engendering life-long, reflective learners who are socially responsible and critically responsive to ever more diverse peoples and cultures.

Education programs offered by the College are accredited both by the National Council for Accreditation of Teacher Education (NCATE) and by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and approved by the New Jersey Department of Education. The Art Department is accredited by the National Association of Schools of Art Design (NASAD).

The College offers programs leading to a master of fine arts, master of music, and master of arts degrees. A sixth year professional diploma (P.D.) is offered as part of two school psychology programs. Programs offered by the College of Arts and Sciences include the following:

Art (M.F.A.)
Art Education (M.A.)
Counseling (M.A.)
Counseling (M.A.) & Student Personnel
Services Certification
Educational Psychology (M.A.)
Educational Psychology (M.A.)
& School Psychology (P.D.) &
School Psychology Certification
Mathematics Education (M.A.)
Music Education (M.A.)
Performance (M.M.)
School Psychology (P.D.) & School
Psychology Certification

In addition to the general graduate study admission requirements, programs may have their own requirements for admission; e.g., for admission to certification programs and degree/certification programs, for students seeking an initial instructional certificate, through graduate study, students must meet all matriculation requirements at the time of application and must submit the results of the NTE General Knowledge sub-test (Praxis II) prior to admission. All students are expected to review their program and department requirements as specified in this Catalog.

Students seeking a New Jersey Department of Education certificate must apply for their certificate at the same time that they apply for graduation. Certification forms are available at the Office of Teacher Internship (Professional Studies Building, Room 203A).

ART DEPARTMENT

Ms. Winifred McNeill, MFA
Chairperson
wmcneill@njcu.edu
201-200-3241

Dr. Mary Ellen Campbell
Graduate Coordinator
mcampbell@njcu.edu
201-200-3214

Grossnickle Hall, Rm. 125
<http://www.njcu.edu/aca/G/artd.html>

MASTER OF FINE ARTS

The Master of Fine Arts (MFA) in Art is a sixty (60) credit studio art terminal degree program, requiring a minimum of four terms for completion, that leads to creative and professional competence for those who wish to acquire professional expertise in specialized studio areas or for those seeking to teach at the college level.

The MFA degree concentrations include:

- Painting and Drawing
- Printmaking
- Sculpture
- Photography
- Computer Arts
- Graphic Design
- Illustration
- Jewelry
- Metalsmithing
- Clay

PREREQUISITES FOR ADMISSION

In addition to fulfilling the general graduate studies admission requirements, each applicant must have completed a minimum of a BFA in art or seventy-eight (78) credits in art, with a minimum grade point average of 3.0 in art courses.

Transcripts of previous college study, a professional resume, three letters of recommendation, a two-page statement of purpose relative to interest in and understanding of a study direction, and a portfolio of studio work must be sent to the department chairperson. For each specific studio program, a graduate faculty committee assesses and evaluates all submitted materials for evidence of individual capability and demonstrated capacity for professional work in the student's specific studio area.

The Department can require undergraduate courses it deems necessary to satisfy the prior requirements for participation in the MFA program.

Forty-five credits of the MFA program must be completed at NJCU.

Transfer applicants are obliged to fulfill the application requirements requested of those wishing to enter the MFA program for the first time.

ADVISEMENT

The admissions committee performs preliminary advisement in charting initial curriculum choices tailored to the needs and backgrounds of each admitted applicant, and assigns a faculty advisor in the student's specific studio program.

Once enrolled in the MFA program, the student may elect to change advisors within the specific studio program. The faculty advisor guides the student through the program, mentors the student's independent studio work, and provides career guidance and counseling to achieve comprehensive development of the student's professional potential.

REVIEW/EVALUATION

To assure proper guidance of the student's progress, the following periodic reviews take place in each specific studio program.

At the completion of thirty (30) credits of specified course work, an Art Department faculty committee of five reviews and critiques the student's progress. Successful evaluations permit the student's continuation in the program. Interim progress evaluations occur at the end of each semester by an evaluation committee of three Art Department professors.

ELECTIVES/COOPERATIVE EDUCATION

To develop the student's breadth of competence and expand the course of learning beyond the specific studio program, students must register for other courses in the University for a total of six credits.

As many graduates will seek college teaching positions or work in the business world as independent artists, designers, or participants in larger arts organizations, the cooperative education experience provides an opportunity, in a professional setting, for development and application of special skills for a variety of career plans appropriate to the student's particular area of emphasis.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
	Studio art and related courses	36
	Art history courses	9
	Aesthetics & Criticism	3
ART 660	Master Thesis Seminar I	3
ART 661	Master Thesis Seminar II	3
	Non-art course(s) or cooperative education assignment	6

MASTER OF FINE ARTS

EXHIBITION/MASTER THESIS SEMINAR I AND II

Final, successful completion of specified course work in a given studio program requires a 3.0 gpa and the presentation of a master’s project (exhibition) and thesis (written document and verbal defense) for appraisal by the committee of five described above which determines degree completion.

The visual project and the written thesis are expected to be of comparable quality to professional work in the field by demonstrating studio talent, conceptually and technically strong approaches, and informed scholarly research.

The exhibition/thesis, in line with the objectives of the program, gives evidence of the student’s ability to produce a professionally significant visual body of work and to present his/her aesthetic ideas competently in written and verbal form.

MASTER OF ARTS IN ART EDUCATION

CONCENTRATION IN STUDIO ART

The Master of Arts in art education, with a concentration in studio art, is a 39 cr. Degree program designed to provide continued professional development in a selected specialized area of the visual arts: fine arts, design and crafts, and communication design.

Augmented by studies in art history, aesthetics, other art electives or art education, the program also serves as a foundation for advanced work at the MFA or doctoral levels.

Of the 39 credits required for the degree, fifty percent must be taken in the specialization area, with an additional 5 credits in other studio areas.

Six (6) credits in art history, aesthetics and theoretical studies enhance the studio program.

Three (3) credits in non-art courses, education courses or cooperative education placements broaden the focused studio program.

Under faculty supervision, a culminating studio and research project (six credits) is developed, which leads to either a masters exhibition and written thesis or an extensive research thesis both of which are accompanied by an oral defense and supported by slide documentation.

PREREQUISITES FOR ADMISSION

In addition to fulfilling the general graduate studies admission requirements, each applicant must have completed a minimum of a BA in art or fifty-four (54) credits in art, with an overall grade point average of 3.0 or above.

Transcripts of previous college study, a professional resume, three letters of recommendation, a two-page statement of purpose relative to interest in and understanding of a study direction, and a portfolio of studio work must be sent to the department chairperson.

The Department can require undergraduate courses it deems necessary to satisfy the prior requirements for participation in the M.A. program, especially

in the event of a student applying with less than fifty- four (54) credits in art.

Students admitted without the status, “matriculated,” who later wish to matriculate, must have completed twelve credits in art (nine credits in studio) with a 3.0 average.

ELECTIVES/COOPERATIVE EDUCATION

To develop the student’s breadth of competence and expand the course offering beyond the specific studio program, students must register for other courses in the University for a total of six credits. In preparation for a profession, students may be interested in a cooperative education experience or M.A. academic classes, including education.

As many masters graduates will seek college teaching positions or work in the business world as independent artists, designers, or participants in larger arts organizations, the cooperative education experience provides an opportunity, in a professional setting, for development and application of special skills for a variety of career plans appropriate to the student’s particular area of emphasis.

EXHIBITION/MASTER THESIS SEMINAR I AND II

Final, successful completion of specified course work in a given studio program requires a 3.0 gpa and the presentation of a masters project (exhibition) and thesis (written document and verbal defense), for appraisal by the committee of five art department faculty, who determine degree completion. The visual project and written thesis are expected to be of comparable quality to professional work in the field by demonstrating studio talent, conceptually and technically strong approaches, and informed scholarly research.

The exhibition/thesis, in line with the objectives of the program, give evidence of the student’s ability to produce a professional significant visual body of work and to present his/her aesthetic ideas

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
	Studio art specialization courses	19
	Studio art electives	5
	Art history/aesthetics/theory courses	6
	Non-art course e.g., education or cooperative education assignment	3
ART 660	Master Thesis Seminar I	3
ART 661	Master Thesis Seminar II	3

competently in written and verbal form.

A student may choose to conduct an extensive research thesis, accompanied by an oral defense and supported by slide documentation, in place of a culminating studio and research project.

COURSE DESCRIPTIONS

ART 510 Case Studies in Art Therapy I (3)

Through the analyses of written cases of key practitioners of art therapy, relevant information is discussed and absorbed into one's own methods for writing and presenting case studies.

Pre-requisites: ART 250 Introduction to Art Therapy and PSYC 110 Introduction to Psychology.

ART514 Intercultural Art (3)

This course presents an overview of the historical and cultural impact of migrations, conquests, encounters and other forms of cross-cultural fertilization on artistic developments in Asia, Africa, Oceania, and the Americas. This course traces the emergence of non-Western artistic traditions.

ART 520 Creative Art in the Elementary School (3)

This course develops an understanding of teaching art and its procedures in the area of curriculum, materials, and art appreciation. Children's perceptual and creative development is covered. Pre-requisite: Permission of Chairperson.

ART 530 Art in the Secondary School (3)

This course is designed to introduce the future art teacher to the responsibilities and function of the educator in the contemporary secondary school. Emphasis is placed on the effective structuring of subject matter and the development of analytical skills in determining course content. The course encourages the cultivation of diagnostic skills in the identification of students' perceptual, artistic and aesthetic problems. The historical development of art education and the interactive role of the teacher, student, school and community are also discussed. Pre-requisite: Permission of Chairperson.

ART 606 The History of Modern Art (3)

This course offers a study of the fine arts from 1800 to the early twentieth century, exploring the relationship of the fine arts to the philosophic, historical, and cultural movements of the period.

ART 607 Art of Diverse Cultures (3)

This course explores a comparative analysis of multiple artistic traditions

and their contemporary manifestations in art and art history. Using the thread of art, various international and multicultural developments interweave to provide a rich tapestry of human creativity in the visual arts representing world cultures from Alaska to Zambia.

ART 608 Contemporary Art Seminar (3)

This seminar is a theory course that gives the student an understanding of the current theory, practice, and discourse in art. This course presents the systematic and practical application of a wide variety of art historical and theoretical concepts in fine art. Through readings, discussions, field trips, papers, and student presentations of individual research, the student becomes conversant with the defining issues that have shaped contemporary art. Stress is placed on the student's development of a diverse and global view of the key issues and trends in art theory and studio practice since World War II.

ART 609 Development of Spatial Illusion (3)

Through lecture, discussion, and text analysis, the student develops an historical understanding of the changing visual/spatial meaning in the historical development of painting and drawing.

ART 613 Artgenesis: Multiple Intelligence and the Arts (3)

Artgenesis is an in-depth two week exploration of the relationship of the arts to Multiple Intelligences Theory and to student learning. Teachers learn to create, develop, and implement curricula based on the Theory of Multiple Intelligences. Emphasis is on building personal creative skills and applying this knowledge to professional teaching practice. This is an intensive course of study which involves the design of curriculum models and learning units grounded in the fundamentals of Multiple Intelligences and illuminates the five points of effective lesson preparation. Teachers enhance their skill in designing lesson plans that integrate the arts with New Jersey State Standards.

ART 612 Aesthetic and Critical Perspectives in Art (3)

This course examines the theoretical study of aesthetics and criticism concerning philosophical problems of describing, analyzing, interpreting and evaluating art. The purposes, approaches, and methods of art criticism and aesthetics are considered, as well as their contemporary and historical sources, forms, and effects.

ART 616 Advertising Design 1 (3)

This course offers a study of modern

visual communication through studio projects in lettering, layout, typography, use of photography and illustration, including exploring and executing solutions to problems encountered in advertising as well as conception, design and execution of ads for magazines, newspapers, direct marketing and other media.

ART 617 Advanced Advertising Design (3)

This is an advanced course to further develop skills in advertising design. The student designs an entire promotion campaign for a single product by researching the market including conceiving, designing and executing ads, packaging, displays, billboards, and commercials, resulting in a professional portfolio.

ART 635 Jewelry I (3)

This individualized course provides the opportunity to explore the technical and design problems involved in making jewelry as an art form.

ART 637 Photography I (3)

This course is designed to give an overview of the medium of photography. Students are instructed in the use of the 35mm camera, black & white film processing, printing from negatives, and other technical matters. The significance and meaning photographs have as personally expressive, communicative media objects are explored.

ART 638 Advanced Photography (3)

This course is designed to reinforce and expand the information and ideas covered in Photo I and to give personal direction to the efforts of the student to evolve as an image maker in the photographic medium. Technical choices and presentation of images are discussed in relation to the student's ideas and concerns, augmented by reading assignments in photographic theory.

ART 641 Life Drawing (3)

Drawing is enhanced in this course by the ability to communicate ideas based upon a thorough understanding of the human body.

ART 652 Electronic Works (3)

The compositional problems of image making which entail the organization of design elements into cohesive structures are manipulated by the use of the computer using drawing software.

ART 654 Experimental Painting (3)

Students research alternative solutions to the problems and concerns of the paint medium.

ART 656 Conceptual Expression (3)

The focus of this course is on creating formal painting installations which may explore a variety of concepts as

ideas for painting, as well as experimenting with the symbolic development of expressive representation in paint.

ART 660 Master Thesis Seminar I (3)

This seminar is an aesthetic, critical, and artistic investigation in which the student begins either: a master's exhibition thesis (MFA or MA) or a masters research thesis (MA). The thesis is developed under the supervision of the course instructor and the student's mentor. The student develops and edits an outline, bibliography, and summary of objectives for the written document. Fifty percent of the studio work planned for the exhibition is completed by the end of the course.

ART 661 Master Thesis Seminar II (3)

In this seminar the student continues the aesthetic, critical, and artistic investigation which culminates in either a master's exhibition thesis (MFA or MA) or a master's research thesis (MA). The thesis is developed under the supervision of faculty and the student's mentor, and is verbally defended by the student at the final, oral review. This course focuses on finishing the written document which accompanies the exhibition or serves independently (MA only) as the culminating activity of the degree program. Prerequisite: ART 660 Master Thesis Seminar I

ART 662 Preparation of Art for Printing (3)

This is a studio course designed to explore the materials, tools, methods, and vocabulary of pre-press production. While this course begins with an understanding of traditional paste-up mechanical production, its emphasis is on computer production. Students will learn to prepare their design projects for output from disk at a service bureau. Topics include: working with color systems, separation, and proofing systems; preparing halftones; masking; trapping; and output options as well as paper selection, plate making, and the various printing methods.

ART 663 Typography/Desktop Publishing (3)

This course covers typography as a means of communication and design, as well as basic document construction. It teaches students how to choose typefaces that work together and plan an effective design with text and images. Students acquire knowledge through hands-on design projects incorporating the learning of typesetting techniques, using style sheets and master pages,

and setting up a personal library.

ART 668 Advanced Jewelry (3)

This advanced study in jewelry is intended to provide an opportunity to enhance skills, further explore fabrication, casting, anodizing and enameling techniques, as well as creative approaches to technical and aesthetic uses of unusual materials, research into historical methods, and designs and marketing strategies.

ART 669 Metalsmithing I (3)

This course includes metalsmithing, the art of three dimensional metal forming, studio work, slide lectures, design and technical research, and demonstrations and experience in forging, raising, key seam construction, sinking, stretching, casting, finishing, etc. These components provide students with the technical means for designing and constructing aesthetically pleasing and functional hollowware such as vessels and flatware.

ART 670 Advanced Metalsmithing (3)

This is an advanced course in metalsmithing emphasizing aesthetic, functional, and technical dimensions of designing and forging fine, hand-crafted hollow-ware. Historical and cultural approaches to metalwork will be reviewed in the context of developing individual approaches to metalware design. Prerequisite: ART669 Metalsmithing I.

ART 701 Master Critique I (3)

This is an applied theory course which utilizes historical and theoretical concepts. Students' artwork is discussed weekly in group or individual sessions. Emphasizing conceptual understanding and its application to art making, these discussions give students experience in participating in art discourse and promote in them an attitude of investigation and inquiry. Interacting in group critiques encourages students to develop their capacity for integration of personal responses, art historical information, and art critical concepts into verbal commentary about their studio work. Students are encouraged to place their work in a cultural and historical context and to relate their work to the art of student peers, as well as current art world trends and movements. Corequisite: ART711 Studio I.

ART 702 Master Critique II (3)

This is an applied theory course which utilizes historical and theoretical concepts. Students' artwork is discussed weekly in group or individual sessions. Emphasizing conceptual understanding and its application to art making, these

discussions give students experience in participating in art discourse and promote in them an attitude of investigation and inquiry. Interacting in group critiques encourages students to develop their capacity for integration of personal responses, art historical information, and art critical concepts into verbal commentary about their studio work. Students are encouraged to place their work in a cultural and historical context and to relate their work to the art of student peers, as well as current art world trends and movements. Prerequisite: ART 701 Master Critique I. Corequisite: ART712 Studio II.

ART 703 Master Critique III (3)

This is an applied theory course which utilizes historical and theoretical concepts. Students' artwork is discussed weekly in group or individual sessions. Emphasizing conceptual understanding and its application to art making, these discussions give students experience in participating in art discourse and promote in them an attitude of investigation and inquiry. Interacting in group critiques encourages students to develop their capacity for integration of personal responses, art historical information, and art critical concepts into verbal commentary about their studio work. Students are encouraged to place their work in a cultural and historical context and to relate their work to the art of student peers, as well as current art world trends and movements. Prerequisite: ART 702 Master Critique II. Corequisite: ART713 Studio III.

ART 704 Master Critique IV (3)

This is an applied theory course which utilizes historical and theoretical concepts. Students' artwork is discussed weekly in group or individual sessions. Emphasizing conceptual understanding and its application to art making, these discussions give students experience in participating in art discourse and promote in them an attitude of investigation and inquiry. Interacting in group critiques encourages students to develop their capacity for integration of personal responses, art historical information, and art critical concepts into verbal commentary about their studio work. Students are encouraged to place their work in a cultural and historical context and to relate their work to the art of student peers, as well as current art world trends and movements. Prerequisite: ART703 Master Critique III. Corequisite: ART714 Studio IV.

INTERNATIONAL STUDIES

ART 711 Studio I (3)

In this course the student is directed toward an exhibition thesis project that is unique to the student, that fires the imagination, and that galvanizes the student to commitment and work. The student consults with her/his faculty mentor on the development of a personal vision. Corequisite: ART701 Master Critique I.

ART 712 Studio II (3)

In this course the student is engaged in research and experimentation in an effort to find the best possible way to manifest his/her personal vision. The student continues to work with her/his faculty mentor on the development of that vision as evidenced by the conceptual, technical and aesthetic approach to the work. Corequisite: Prerequisite: ART711 Studio I. ART702 Master Critique II.

ART 713 Studio III (3)

In this course the student is engaged in clarifying both theoretically and technically the elements of his/her personal vision. The refinement of materials and resolution of execution is accomplished. The student continues to work with the faculty mentor on the fulfillment and resolution of the exhibition thesis. Prerequisite: ART712 Studio II. Corequisite: ART703 Master Critique III.

ART 714 Studio IV (3)

In this course the student completes the exhibition thesis, presents it, and defines it. The student continues to work with the faculty mentor on the finalization of the exhibition thesis. Prerequisite: ART713 Studio III. Corequisite: ART704 Master Critique IV.

Dr. Diana Lieb

Director

dlieb@njcu.edu

Grossnickle Hall, Rm. 247

201-200-2299

<http://www.njcu.edu/aca/international/G/isd.html>

COURSE DESCRIPTIONS

INTL 600 Independent Study and Research I (3)

The purpose of this course is to enable the student to focus on global or specialized issues within International Studies. Each course is individualized under the guidance of a supervisor who helps the student to pursue his or her own interests and to expand into areas not otherwise covered by any other course in the University. Along with the content of the course, it offers an opportunity to become proficient in one or more methods of research in the field of international study.

INTL 601 Independent Study and Research II (3)

The purpose of this course is to enable the student to focus on global or specialized issues within International Studies. Each course is individualized under the guidance of a supervisor who helps the student to pursue his or her own interests and to expand into areas not otherwise covered by any other course in the University. Along with the content of the course, it offers an opportunity to become proficient in one or more methods of research in the international field.

INTL 603 Science, Society and Civilization (3)

This seminar emphasizes the interrelationships of emerging developments in science and social science and the impact of this new knowledge on American society. Topics such as automation and the individual, public health, space technology, reproduction and heredity, and food resources and the population explosion illustrate the content of the seminar.

INTL 610 Area Study (3)

This course offers a field study of the geography, demography, and social, cultural, and economic institutions of a certain region or country. An appreciation of the political significance of that area on the international scene is emphasized.

INTL 612 Field Study in European Civilization (6)

This course offers a field study of European countries to give the student special insight into the civilization and cultures of selected countries through lectures by European and American professors and observation of European institutions at work.

MATHEMATICS DEPARTMENT

INTL 614 Field Study in World Civilization (6)

This course exposes the student to the understanding and importance of human behavior in various civilizations around the world. Students study the total behavior patterns of cultures through first-hand experience and observation on location.

INTL 691 Middle East Institute I (3)

Middle East Institute I is an analytical study of the impact of social, economic, and political factors on human relations in the Middle East. The institutions of the Middle East—the family, school, government, and religious institutions are studied in detail.

INTL 692 Middle East Institute II (3)

This course offers a field study conducted in the Middle East to provide students an understand the historic, sociological, and anthropological context. Emphasis is placed on social, economic, and cultural problems which have bearing on politics and diplomacy.

INTD 697 Caribbean Science Tour (3)

This course offers a “science tour” of the Caribbean. The trip is especially designed for in-service teachers, to increase their knowledge of tropical ecology and geology. Prerequisite: One semester college biology or geology.

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MASTER OF ARTS IN MATHEMATICS EDUCATION

The Master of Arts in mathematics education is designed to increase the effectiveness of teachers of mathematics at all levels of the K-12 educational program by deepening their knowledge of mathematics and some mathematics related fields while providing opportunities for obtaining information about the latest developments and programs in the field. This program also provides strong preparation in pure mathematics and computer related topics. The use of technology, computers and calculators, is stressed when appropriate.

PREREQUISITES OF ADMISSION

In addition to fulfilling the general graduate studies requirements for admission, the applicant must submit evidence of an undergraduate specialization in mathematics, consisting of at least three mathematics courses with grades of B or better beyond the sequence of calculus courses; or the candidate may submit evidence of successful completion of three graduate mathematics courses with grades of B or better and the approval of the graduate coordinator. Some students may be required to take up to three courses to strengthen their mathematical background before enrolling in graduate courses for credit.

COMPLETING THE PROGRAM

To complete the M.A. in mathematics education a student must perform a culminating activity. There are two options. The first is to complete 32 credits, including a thesis (3 of the 32 credits); the second, to complete 35 credits of course work and achieve a passing grade on a comprehensive exam (see Culminating Activity for details of each option). Each option requires that the student receive approval by a mathematics graduate advisor for the sequence of courses to be taken.

CULMINATING ACTIVITY

Thesis Option: The student selecting this option selects a topic of research and applies acquired research skills in completing a creditable thesis, research report or project. Each student works with a faculty advisor and must register for Math 661 during the semester(s) that the thesis, research report, or project is being completed. Math 660 must have been successfully completed previously. Exceptions can only be approved by the Department Chairperson. This option requires 32 credits in a sequence approved by a mathematics graduate advisor.

Non-Thesis Option: The student electing this option is required to pass a comprehensive examination of topics and skills. A choice of questions is allowed in recognition of the fact that not all students take the same courses. Registration for this exam occurs early in the Spring semester and, if needed, the exam is administered in early April of each academic year. This option requires 35 credits in a sequence approved by a graduate mathematics advisor.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MATH 660	Research Seminar in Mathematics	2
MATH XXX	Any graduate level mathematics courses*	24-27
MATH 661	Research Credit in Mathematics (required for those selecting a thesis option)	3
Restricted elective (select either pair of courses)		
MATH 620	Selected Topics in Advanced Calculus I AND	3
MATH 621	Selected Topics in Advanced Calculus II OR	3
MATH 622	Selected Topics in Modern Algebra I AND	3
MATH 623	Selected Topics in Modern Algebra II	3

COURSE DESCRIPTIONS

The Department offers three types of courses. "Professionalized subject matter" courses generally approach mathematics in a way which enhances the depth of understanding and teaching, of mathematics in the secondary school. "Pure mathematics" courses encourage the student to strengthen the knowledge of mathematics with a possible goal of pursuing an additional advanced degree. "Computer related" courses provide students with a mathematical approach to computational processes.

MATH 502 Concepts of Computer Science (3)

This course provides an historic overview and survey of equipment and other elements to be found in computer systems. The operations and management of computer resources, use of math software, and an overview of computer programming languages are other topics covered.

MATH 503 Computers in Mathematics (3)

This course provides students, who have basic computer literacy and some elementary knowledge of computer programming, specific skills in using mathematical software. Problems and

projects are taken from a variety of mathematical subjects including: precalculus, calculus, number theory, geometry, linear algebra, abstract algebra, and statistics. Explanations and introductions to these subjects are provided. Prerequisite: MATH 502 Concepts of Computer Science or by permission of department chair.

MATH 508 Professionalized Subject Matter in Arithmetic (3)

This course offers a study of procedures in arithmetic. Attention is given to concepts in manipulative and problem solving areas. Various services for diagnostic and remedial measures are introduced and evaluated.

MATH 510 Professionalized Subject Matter in Algebra (3)

This course provides the student with a reappraisal of the fundamental concepts of algebra. Emphasis is placed on the manner in which these concepts can be used to teach algebra more effectively. This course demands evidence of effective use of these concepts in the student's own classroom. Topics include: number, set, relations, functions, operation structure, and problem solving.

MATH 511 Professionalized Subject Matter in Junior High School and General Mathematics (3)

This course stresses mathematical concepts and skills required of children entering the junior high school curriculum in recent years, as well as those which are appropriate for students with less interest and ability in mathematics. The student is required to show evidence of use of some of these in the student's own classroom. Topics include: modular arithmetic, numeration, geometry, descriptive statistics, algebra, and mathematical games.

MATH 512 Professionalized Subject Matter in Geometry (3)

This course provides a review of fundamental concepts of geometry and an investigation of their significance in the teaching of secondary school mathematics. Concepts to be analyzed include: logic, proof, and axiomatic systems; physical and geometric models; sets, relations, and transformation; non-metric and metric concepts, duality and dimensionality; and coordination of spaces. Attention is given to: historical considerations bearing on the teaching of geometry; integration of geometry with algebra and science; and significant literature on the subject. This course requires evidence that the stu-

dent is making effective use of these concepts in the student's own classroom.

MATH 514 Professionalized Subject Matter in Precalculus Mathematics (3)

This course presents pre-calculus topics, particularly trigonometry and matrix operations. Attention is given to historical considerations and to current trends in teaching this content. This course requires evidence that the student is making effective use of these concepts in the student's own classroom.

MATH 515 Math Manipulatives 1 (3)

This course explores the use of manipulatives such as geoboards, Cuisenaire rods, number lines, software and CD ROM materials in the teaching of mathematics in elementary and middle schools. Both commercial and teacher-made manipulatives are utilized.

MATH 516 Math Manipulatives 2 (3)

This course continues the exploration of using manipulatives to teach mathematics. Students are expected to demonstrate and use these manipulatives in their own classrooms.

MATH 517 Calculators in the Classroom 1 (3)

This course explores the use of calculators in the teaching of mathematics K-8. Topics include using calculators to reinforce the elementary and middle school mathematics curriculum and constructing student projects which make use of the calculator.

MATH 518 Calculators in the Classroom 2 (3)

This course explores the use of graphing calculators in the teaching of secondary school mathematics. The use of calculators is demonstrated for algebra, geometry, trigonometry, and calculus. Student projects are constructed which make use of the calculator. Calculators in the Classroom I is not a prerequisite.

MATH 526 Algorithmic Number Theory (3)

This course presents number theory from an historical point of view and emphasizes significant discoveries from ancient to modern times, as well as presenting unsolved problems and areas of current interest. Topics include: prime numbers and related theorems; Euclidean algorithm and quadratic reciprocity; Pythagorean numbers and continued fractions.

MATH 527 Probability and Statistics (3)

Prefaced by a study of the foundations of probability and statistics, this course is an extension of the elements of probability and statistics introduced in an undergraduate course. Topics include: unlimited sequences, random variables, expectation, law of large numbers, and generating functions.

MATH 529 Selected Topics in Topology (3)

This course stresses the merging of fundamental ideas of analysis, algebra, and geometry. Topics include: continuous transformation, invariants, compactness, local compactness, and open and closed sets.

MATH 531 Numerical Analysis (3)

Topics include iterative methods of solving equations; interpolation and polynomial approximation; numerical differentiation and integration; numerical solution of linear systems by direct and iterative methods; matrix inversion and calculation of eigenvalues and eigenvectors of matrices. Selected algorithms may be programmed.

MATH 536 Mathematical Modeling (3)

The main objectives of this course are: to explore mathematical models of real world situations, to set up such models, and to review the mathematics needed to treat such models. Analysis of computer simulations of the models plays a major role in this course.

MATH 540 Graph Theory (3)

Topics studied in this course include paths, walks, networks, trees, connected graphs, subgroups and related applications.

MATH 598 Mathematical Principles of Computer Graphics (3)

Topics include: two dimensional algorithms; transformations, scaling, translations, rotations, matrix notation, line clipping, b-spline curve fitting, and recursion. Geometric tools for three dimensional algorithms, and affine and projective geometry are included. Viewing and perspective transformations, wire frame models, algorithms for the triangle decomposition of polygons and hidden-line elimination are included. Object-oriented programming using C++ is included.

MATH 599 Structured Programming in C Language

This course includes: fractal geometry, basic definitions, metric spaces, classification of subsets, and the space of fractals. Other topics covered are: transformations on metric spaces; contraction

mappings; construction of fractals; recursion and fractals; Sierpinski triangle; Hilbert curve; dragon curves; trees; chaotic dynamics on fractals; and fractal dimension. Object-oriented programming principles using C++ are included.

MATH 602 Elements of Modern Mathematics (3)

This course includes an introduction to sets; elementary work with unordered fields, finite fields, and ordered fields; elements of number theory; systems of numeration; introduction to logic; nonmetric and informal geometry; and growth of the number system.

MATH 604 Math in the Urban Schools (3)

This course, designed primarily for in-service elementary urban school teachers, stresses the study of modern mathematics-its organization, its underlying psychological and philosophical principles, and creative teaching techniques important to the teacher of mathematics. Students are exposed to some of the significant research programs currently being undertaken by mathematics educators.

MATH 606 Survey of Modern Mathematics (3)

This course offers a review of modern trends in mathematics, with emphasis given to experimental programs. Topics in discrete mathematics are also included. Analyses are made of recommendations for new mathematics curricula.

MATH 607 Mathematics in Secondary School (3)

A presentation of objectives and techniques in major areas of junior and senior high mathematics is provided. Topics include: basic approaches to arithmetic; teaching of algebra; formal and informal geometry; status of general mathematics, senior (12th grade) mathematics; and current literature on the teaching of mathematics.

MATH 608 Seminar in Modern Elementary School Mathematics (3)

This course includes classroom applications of the following ideas: distinction between number and numeral structure in arithmetics; the use of set ideas in understanding the fundamental operations in arithmetic; and a modern approach to the solution of verbal problems, open sentences, number families, patterns in arithmetic, geometry, and informal proofs.

MATH 609 Statistics for Classroom Teachers (3)

This course is designed to develop an appreciation and general under-

standing of statistics. It offers an interpretation of fundamental statistical concepts as applied in the fields of education. A mathematics background (i.e., advanced mathematics courses) is not required.

MATH 614 Calculus for Teachers I (3)

This course is designed for teachers to investigate the concepts, techniques, and applications of elementary calculus. Topics include: the foundations of calculus, differentiation, and integration of both algebraic functions and transcendental functions, and applications of calculus to the arts and sciences, professional studies and education.

MATH 615 Calculus for Teachers II (3)

This course provides an intermediate level knowledge of mathematical concepts, techniques, and applications related to calculus and their application to the arts and sciences, professional studies and education. Prerequisite: MATH 614 Calculus for Teachers I

MATH 620 Selected Topics in Advanced Calculus I (3)

Prefaced by a careful examination of the foundations of calculus, this course provides an extension of fundamental concepts of calculus that are taught in undergraduate calculus courses. Topics include: generalized mean value theorem, functions of several variables, partial differentiation, transformation, and mappings.

MATH 621 Selected Topics in Advanced Calculus II (3)

This course studies: vector, multiple integrals, curves and surfaces, theory of integration, and infinite and power series. Prerequisite: MATH 620 Selected Topics in Advanced Calculus I.

MATH 622 Selected Topics in Modern Algebra I (3)

This course extends the concepts that are taught in an undergraduate introduction to abstract algebra. Topics include: finite and infinite groups, rings, ideals, and integral domains and fields.

MATH 623 Modern Algebra II (3)

This course studies: vector spaces, Euclidean space, sets of linear transformations and matrices, and bilinear and quadratic forms. Selected Topics in Modern Algebra I is not a prerequisite.

MATH 624 Selected Topics in Modern Geometry (3)

This course is prefaced by a careful examination of the foundations of geometry. Major topics include: finite geometry, synthetic and coordinate-projected geometry, hyperbolic geometry, elliptic geometry, differential geometry, and topology. Considerable attention is

given to the modern alliance of geometry with linear and abstract algebra.

MATH 626 Differential Equations (3)

This is a course in ordinary and partial differential equations including topics such as separating variables, linear first and higher order differential equations and applications. In addition to many applications, the course includes an examination of the theory supporting various techniques for solution. Computer software is used as needed. Prerequisite: MATH 621 Selected Topics in Advanced Calculus II

MATH 630 Complex Variables (3)

This course extends the concepts of elementary calculus to include the domain of complex numbers. Topics include: differentiation and integration of complex functions, analytic function, analytic continuation, and Cauchy's theorems.

MATH 660 Research Seminar in Mathematics (2)

This seminar may involve the student in experimentation and research in mathematics. Emphasis is placed on skills and techniques appropriate for mathematics education. Each student may formulate and complete a classroom experiment involving the presentation of new material, analysis of student difficulties, or some other similar activity. Some initial work on a thesis may begin in this course.

MATH 661 Research Credit in Mathematics (3)

The candidate may elect to do independent research by enrolling in this course. Prerequisite: MATH 660 Research Seminar in Mathematics or permission of the chairperson

MUSIC, DANCE AND THEATER DEPARTMENT

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The Music, Dance, and Theater Department offers two master degree programs:

1. Master of Arts in music education
2. Master of Music in performance

The music unit of NJCU's Music, Dance and Theater Department is a full member of the National Association of Schools of Music (NASM).

Candidates should consult with the graduate music coordinator regarding advisement, matriculation, graduation clearance, and arrangements for departmental exams and auditions.

MASTER OF ARTS IN MUSIC EDUCATION

In addition to the general graduate study admission requirements, an applicant for admission to this degree program is required to:

- 1) Demonstrate proficiency in performance on major instrument or voice, at a pre-arranged audition and
- 2) Have a satisfactory background in music theory, traditional repertory, ear-training and music history.

MUSIC EDUCATION PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MDT 507	Computer Music	3
MDT 601	Graduate Musicianship	3
MDT 602	Curriculum Development in Music Education	3
MDT 603	Administration and Supervision in Music Ed.	3
MDT 604	Research in Music Education	3
MDT 605	Seminar in Music Education	3
	Two music history courses	6
	Graduate level applied music (in major)	3
	Graduate level applied music (in minor)	1
	Graduate level ensemble (1 cr./semester)	2
	Electives (with advisor's approval)	2

**MASTER OF MUSIC
IN PERFORMANCE**

In addition to the general graduate study admission requirements, an applicant for admission to this degree program is required to:

- 1) Demonstrate proficiency in performance on major instrument or voice, at a pre-arranged audition and
- 2) Have a satisfactory background in music theory, traditional repertory, ear-training and music history.

SPECIALIZATIONS

The three areas of specialization in the Master of Music in performance program include the following:

Chamber Music
Opera
Jazz

MASTER OF MUSIC IN PERFORMANCE—CHAMBER MUSIC SPECIALIZATION
A 32 credit program**PROGRAM REQUIREMENTS**

CODE	TITLE	CREDITS
MDT 507	Computer Music	3
MDT 621	Graduate Applied Music Major	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Graduate Applied Music Major III	3
MDT 608	Graduate Music Ensemble	1
MDT 608	Graduate Music Ensemble (taken a second time)	1
MDT 615	Research Seminar	3
MDT 601	Graduate Musicianship	3

Select two music history courses from the following:

MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 506	Music in America	3

Select two music elective courses from the following:

MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 506	Music in America	3
MDT 609	Independent Study in Music	3

MASTER OF MUSIC IN PERFORMANCE—OPERA SPECIALIZATION
A 31 credit program**PROGRAM REQUIREMENTS**

CODE	TITLE	CREDITS
MDT 527	Vocal Literature	1
MDT 528	Diction for Singers	1
MDT 621	Graduate Applied Music Major	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Graduate Applied Music Major III	3
MDT 608	Graduate Music Ensemble	1
MDT 608	Graduate Music Ensemble (taken a second time)	1
MDT 615	Research Seminar	3
MDT 601	Graduate Musicianship	3

Select two music history courses from the following:

MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 506	Music in America	3

Select two music elective courses from the following:

MDT 501	Baroque Music	3
MDT 502	Classical Music	3
MDT 503	Romantic Music	3
MDT 504	The Opera	3
MDT 505	Contemporary Music	3
MDT 506	Music in America	3
MDT 609	Independent Study in Music	3

MASTER OF MUSIC IN PERFORMANCE—JAZZ SPECIALIZATION

A 31 credit program

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MDT 509	Advanced Jazz Improvisation	3
MDT 621	Graduate Applied Music Major	3
MDT 622	Graduate Applied Music Major II	3
MDT 623	Graduate Applied Music Major III	3
MDT 608	Graduate Music Ensemble	1
MDT 608	Graduate Music Ensemble (taken a second time)	1
MDT 615	Research Seminar	3
MDT 612	Early Jazz to Swing Era	3
MDT 613	Bebop to Contemporary Jazz	3
MDT 526	Jazz Arranging	2
Select to courses from the following:		
MDT 507	Computer Music	3
MDT 609	Independent Study in Music	3
MDT 614	Jazz Composition	3

COURSE DESCRIPTIONS**MDT 501 Baroque Music (3)**

This course is a study of seventeenth and eighteenth century music with particular emphasis on the works of J.S. Bach.

MDT 502 Classical Music (3)

This course is a study of the major works by Haydn, Mozart, Beethoven and Schubert.

MDT 503 Romantic Music (3)

This course is a study of the major orchestral and solo instrument compositions written during the nineteenth century.

MDT 504 The Opera (3)

This course involves the study of some of the major operatic masterpieces from Monteverdi to the modern era.

MDT 505 Contemporary Music (3)

This course involves the study of the major compositional techniques and innovations developed in twentieth century music.

MDT 506 Music in America (3)

This course is an appraisal of American music and its contribution to the cultural, social and religious life of our country.

MDT 507 Computer Music (3)

This course is a study of tape techniques, manipulation and modification. It includes terminology of electronic synthesis and electronic music repertoire.

MDT 509 Advanced Jazz Improvisation (3)

This course is devoted to exploring the linear and intervallic approaches to improvising over a wide variety of jazz standards. These methodologies are examined as they apply to compositions in bebop, post-bop, modal and fusion

styles. Students are encouraged to create original works as vehicles for practicing these techniques. Prerequisite: MDT 327 Jazz Improvisation III or its equivalent

MDT 520 The Musical on Broadway and Hollywood I (3)

This course offers an analysis of current Broadway musicals with special seminars with those connected with one or two productions. Major movie musicals are analyzed which may include the "golden oldies" and the transfer from Broadway to Hollywood. Special attention is directed toward key people such as: George and Ira Gershwin, Irving Berlin, Richard Rogers, Moss Hart, Oscar Hammerstein II, Cole Porter, Jerome Kern, Jerry Herman, Alan Jay Lerner, and Frederick Lowe. This course requires a lab fee to cover the cost of the theatre tickets. Students should not register for another course on the same evening that "the musical" is scheduled as that is when the class must attend plays and other field trips.

MDT 521 The Musical on Broadway and Hollywood II (3)

A continuation of MDT 520.

MDT 524 Jazz Pedagogy (3)

This course examines the rationale for a jazz curriculum, reviews the methodologies and materials currently used throughout the country for presenting this curriculum, and explores how to implement a jazz program as part of high school and college music department offerings. This course is designed for music educators who will be working in secondary education. Pre-requisites: MDT 327 Jazz Improvisation III, MDT 451 Music Methods and Materials in the Secondary School

MDT 525 Application of Theory in Performance (3)

Students analyze and examine music of the standard repertory utilizing various analytical techniques and thus discover how a piece of music has been constructed. Students then relate this knowledge to the style of the composition they are studying. Students demonstrate their findings in a lecture-recital format. Pre-requisite: MDT 337 Form and Analysis.

MDT 526 Jazz Arranging (3)

This course offers a study of small and large ensemble arranging techniques. Students produce scores and parts in conjunction with weekly assignments and conduct rehearsals of their works with the University's jazz ensembles. Pre-requisites: An undergraduate orchestration course equivalent to Music 338.

MDT 527 Vocal Literature (1)

This course is dedicated to the study and performance of the standard art song repertoire. Emphasis is on style, diction, text interpretation, and program building. Languages addressed include English, Italian, German, French, and Latin, as well as some extended languages, such as Spanish and Russian. Students are required to research and perform assigned literature in class.

MDT 528 Diction for Singers (1)

This course for performers and educators covers the four main singer's languages, English, Italian, German, and French. Emphasis is on transcription skills using the International Phonetic Alphabet and the various rules of diction as they apply to each respective language. The course stresses performance-based application of concepts through live and recorded song presentations.

MDT 601 Graduate Musicianship (3)

A review of traditional harmony and 18th century counterpoint, as well as ear-training (dictation and sight-singing), this course also includes the study of musical analysis and composition.

MDT 602 Curriculum Development in Music Education (3)

This course offers a study of music curriculum construction, the development of goals and objectives, and the consideration of various approaches and strategies for the development of concepts and skills through participation in musical experiences in grades K-12.

MDT 603 Administration and Supervision in Music Education (3)

This course offers a study of current

practices and techniques of music supervision with an emphasis on the problems relating to specific administrative positions and music programs.

MDT 604 Research in Music Education (3)

This course prepares students to undertake research on their own, to interpret the research of others, and to understand how research fits into advanced training in music education and into professional life in general.

MDT 605 Seminar in Music Education (3)

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

MDT 606 Graduate Applied Music Major (3)

This course involves the study of a major instrument or voice and a performance requirement in final jury exam. Prerequisite: Matriculation

MDT 607 Graduate Applied Music Minor (1)

This course involves performance studies in an area other than a student's major instrument or voice. A half semester's work (about eight weeks) is involved. Prerequisite: Matriculation

MDT 608 Graduate Music Ensemble (1)

This course requires participation in a musical ensemble. The faculty advisor supervises the type of ensemble participation chosen by the student. Prerequisite: permission of advisor

MDT609 Independent Study in Music (1, 2, or 3)

This course involves the completion of a previously approved project under the supervision of a qualified faculty member. Prerequisite: Permission of coordinator.

MDT 612 Early Jazz to The Swing Era (3)

This course explores the sociological and cultural conditions that led to the origins of jazz in the United States. Extensive listening and analysis during and outside the class is required. An in-depth study of the major composers and performers serves as the basis for defining the stylistic periods. Prerequisite: MDT 106 Jazz History or its equivalent.

MDT 613 Jazz History II (Bebop–Contemporary) (3)

A study of the development of the post-World War II jazz style periods, the

major innovators, and their masterpieces. Comparative analytical studies of selected works from different eras are used to emphasize the changes that have occurred during the second half of the 20th century.

MDT 614 Jazz Composition (3)

A course in which students analyze jazz compositions with regard to harmonization techniques, chord progressions, melodic, and rhythmic aspects. These works serve as a basis for students' original compositions which will then be performed by student ensembles. Pre-requisites: Music 106, 233 and 259 or equivalents.

MDT 615 Research Seminar in Music (3)

This course is a requirement for students matriculated in the Master of Music in Performance program; it is a course of study in the areas of music research by means of reference works, discography, interviews, and live concert performances. This course should be taken towards the end of the program when the student has accumulated approximately 27 semester hours. Approval of the instructor is required prior to registration. Pre-requisites: Applied Music I, matriculation and approximately 27 semester hours of course work. Co-requisite: MDT 622 Graduate Applied Music Major II.

MDT 616 Graduate Applied Music Minor (1)

This introductory course involves performance studies in an area other than a student's major instrument or voice. A half semester's work (about eight weeks) is involved. Prerequisite: Matriculation.

MDT 617 Graduate Applied Music Minor II (1)

This intermediate course involves performance studies in an area other than a student's major instrument or voice. A half semester's work (about eight weeks) is involved.

MDT 618 Graduate Applied Music Minor III (1)

This advanced course involves performance studies in an area other than a student's major instrument or voice. A half semester's work (about eight weeks) is involved.

MDT 621 Graduate Applied Music Major (3)

This introductory course involves the study of a major instrument or voice. There is a performance requirement in final jury exam. Pre-requisite: Matriculation

MDT 622 Graduate Applied Music Major II (3)

This intermediate level course involves the study of a major instrument or voice. There is a performance requirement in final jury exam.

MDT 623 Graduate Applied Music Major III (3)

This advanced level course involves the study of a major instrument or voice. There is a performance requirement in final jury exam.

PSYCHOLOGY DEPARTMENT

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MASTER OF ARTS IN COUNSELING

The Master of Arts program in counseling is for the student interested in pursuing a career in counseling, including, but not limited to employment in state agencies, community agencies, federal projects, private agencies and workshops, public and private schools, and colleges and universities. The degree is acceptable for a variety of entry-level counseling positions in the aforementioned sectors. The program includes course work in counseling theory and process, types of counseling services, sources of information in counseling, effective dissemination techniques, supportive counseling, intervention strategies, use of tests and appraisal instruments, referral techniques, and research and group methods.

PREREQUISITES FOR ADMISSION

In addition to fulfilling the general graduate studies admission requirements, the admission requirements for this program include:

1. The Department prefers that the two (2) letters of recommendation submitted to the Graduate Studies Office come from instructors of the NJCU Psychology Department
2. The student must be recommended by the Graduate Psychology Committee and the Coordinator after a review of the student's credentials and an interview.

PROGRAM REQUIREMENTS

A 42 credit program

CODE	TITLE	CREDITS
PSYC 602	Psychology of Personality	3
PSYC 603	Developmental Psychology	
	OR	
PSYC 618	Adolescent Development	3
PSYC 604	Tests and Measurements	3
PSYC 605	Introduction to Counseling	3
PSYC 606	Research Methodology I	3
PSYC 608	Interviewing and Counseling	3
PSYC 625	Group Process & Procedures: Group Counseling	3
PSYC 626	Seminar: Ethics, Law and the Profession	3
PSYC 686	Assessment: DSM-IV-Child, Adolescent & Adult	3
PSYC 694	Supervised Practicum in Counseling I	3
PSYC 695	Supervised Practicum in Counseling II	3
Restricted electives (select 9 credits from the following)		
PSYC 601	Psychology of Learning and Cognition	3
PSYC 603	Developmental Psychology	3
PSYC 609	Personality and Maladjustments of Children and Adolescents	3
PSYC 611	Psychology of Human Relations	3
PSYC 614	Techniques of Group Dynamics	3
PSYC 615	Therapeutic Intervention Techniques I: Alcohol and Substance Abuse	3
PSYC 616	Therapeutic Intervention Techniques II: Educational Settings	3
PSYC 617	Poverty and Human Development	3
PSYC 618	Adolescent Development	3
PSYC 632	Principles of Family Therapy	3
PSYC 621	Applied Social Psychology	3
PSYC 665	Pre-College Counseling	3
PSYC 629	Multicultural Counseling	3
	Elective (with advisor's approval)	3

**MASTER OF ARTS IN COUNSELING
WITH STUDENT PERSONNEL SERVICES CERTIFICATION**

A 42 credit program

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
PSYC 602	Psychology of Personality	3
PSYC 603	Developmental Psychology OR	
PSYC 618	Adolescent Development	3
PSYC 604	Tests and Measurements	3
PSYC 605	Introduction to Counseling	3
PSYC 606	Research Methodology I	3
PSYC 608	Interviewing and Counseling	3
PSYC 625	Group Process & Procedures: Group Counseling	3
PSYC 626	Seminar: Ethics, Law and the Profession	3
PSYC 663	Sources of Information in Counseling	3
PSYC 686	Assessment: DSM-IV-Child, Adolescent & Adult	3
PSYC 694	Supervised Practicum in Counseling I	3
ACI 606	Community Agencies, Organizations and Resources	3
SOCI	Sociology elective (with advisor's approval)	3
Restricted electives (select 3 credits from the following)		
PSYC 601	Psychology of Learning and Cognition	3
PSYC 603	Developmental Psychology	3
PSYC 609	Personality and Maladjustments of Children and Adolescents	3
PSYC 611	Psychology of Human Relations	3
PSYC 614	Techniques of Group Dynamics	3
PSYC 615	Therapeutic Intervention Techniques I: Alcohol and Substance Abuse	3
PSYC 616	Therapeutic Intervention Techniques II: Educational Settings	3
PSYC 617	Poverty and Human Development	3
PSYC 618	Adolescent Development	3
PSYC 621	Applied Social Psychology	3
PSYC 629	Multicultural Counseling	3
PSYC 632	Principles of Family Therapy	3
PSYC 665	Pre-College Counseling Elective (with advisor's approval)	3

NOTE: The requirements for Student Personnel Services Certification are established by the State of New Jersey. Students must meet the requirements as established by the state at the time of their application for certification.

**MASTER OF ARTS
IN EDUCATIONAL PSYCHOLOGY**

The Department of Psychology offers a broad education in psychology leading to the Master of Arts in educational psychology. The program of courses and field experiences serve as preparation for entry into doctoral or certification programs (such as school psychology certification) and is geared towards students who are interested or already involved in human services.

PREREQUISITES FOR ADMISSION

1. Completion of the general graduate studies admission requirements
2. Verbal and quantitative Graduate Record Examination (GRE) scores, or Miller Analogy Test (MAT) scores are required.
3. Satisfactory completion of at least twelve (12) undergraduate credits in psychology. (Additional graduate and/or undergraduate work may be considered necessary for admission. In such instances, an individual program must be planned by the student in consultation with an assigned graduate advisor).
4. Formal review of the applicant's credentials by the coordinator of the Educational Psychology program and the Director of Graduate Studies Office.
5. Two letters of recommendation attesting to the candidate's potential for graduate study are required.

THESIS OPTION

Students who wish to complete a research thesis as part of their M.A. degree requirement must make arrangements with a specific faculty member for supervision. Successful completion of the thesis option allows a student to fulfill the M.A. degree requirements with 33 instead of 36 credits. A student who chooses not to write a thesis is required to complete 36 credits of course work.

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

A program consisting of 36 credits or 33 credits and a thesis.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
PSYC 601	Psychology of Learning and Cognition	3
PSYC 602	Psychology of Personality	3
PSYC 603	Developmental Psychology	3
PSYC 604	Tests and Measurements	3
PSYC 606	Research Methodology I	3
PSYC 626	Seminar: Ethics, Law and the Profession	3
	Education courses (with advisor's approval)	6

Restricted electives (select 9-12 credits from the following)

PSYC 608	Interviewing and Counseling	3
PSYC 609	Personality Maladjustments of Children and Adolescents	3
PSYC 611	Psychology of Human Relations	3
PSYC 612	Principles of Behavior Modification	3
PSYC 614	Techniques of Group Dynamics	3
PSYC 623	Research Thesis	3
PSYC 625	Group Process	3

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY AND PROFESSIONAL DIPLOMA IN SCHOOL PSYCHOLOGY AND SCHOOL PSYCHOLOGY CERTIFICATION

PREREQUISITES FOR ADMISSION

1. Completion of the general graduate studies admission requirements
2. Students are admitted for entry into the program in January of each year (the beginning of the spring semester). All application materials should be submitted to the Coordinator of the School Psychology Program by November 1 to be considered for entry.
3. A letter of intent (500 to 1,000 words) describing the candidate's interest in the field of school psychology, sent to the Graduate Studies Office with the student's application, is required.
4. The Graduate Record Examination (Verbal and Quantitative sections) is required; an MAT score is not an option for applicants to this program.
5. An individual interview with the Coordinator of the School Psychology Program should be arranged prior to November 1.
6. Two letters of recommendation attesting to the candidate's potential for graduate study are required.

ADMISSION PROCEDURES

1. The completed application materials are reviewed by a committee of the graduate faculty during the months of November and December.
2. Applicants receive notice of the graduate committee's decision by December 31.
3. Successful candidates receive a contract of agreement and applications for admission to the graduate school and matriculation into the school psychology program. Return of these materials marks their formal entry into the program.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
PSYC 601	Psychology of Learning and Cognition	3
PSYC 602	Psychology of Personality	3
PSYC 603	Developmental Psychology	3
PSYC 604	Tests and Measurements	3
PSYC 606	Research Methodology I	3
PSYC 608	Interviewing and Counseling	3
PSYC 616	Therapeutic Intervention Techniques II: Educational Settings	3
PSYC 626	Seminar: Ethics, Law and the Profession	3
PSYC 704	Individual Intelligence Testing	3
PSYC 705	Practicum in the Psychological Evaluation of the Special Needs Child	3
PSYC 706	Personality Assessment	3
PSYC 708	Seminar in School Psychology Externship I	3
PSYC 709	Seminar in School Psychology Externship II	3
PSYC 710	Clinical Externship I	3
PSYC XXX	Graduate level psychology courses	9
	Education courses (with advisor's approval)—one of these must be in psychology of disabilities or education of the student with disabilities	12

PROFESSIONAL DIPLOMA IN SCHOOL PSYCHOLOGY

The Professional Diploma (PD) curricula present an integrated sequence of course work and externship experiences which prepares students to serve as school psychologists within schools and other community-based human service settings.

The PD is offered in two ways:

- 1) with an M.A. in educational psychology and school psychology certification and
 - 2) for students entering with an appropriate masters degree, with school psychology certification.
- Students with an appropriate masters degree and strong record of accomplishment in graduate course work (grade point average of 3.5 on a 4-point scale) are encouraged to apply; up to 30 credits of transfer credit may be awarded. Students with strong undergraduate records in psychology are also encouraged to apply directly to a professional diploma program.

Graduates of the program are eligible for certification as school psychologists in New Jersey.

PROFESSIONAL DIPLOMA IN SCHOOL PSYCHOLOGY AND SCHOOL PSYCHOLOGY CERTIFICATION-FOR THOSE ENTERING WITH AN APPROPRIATE MASTER’S DEGREE.

Several of the following courses may be “transferred in” or substituted with “transferred” courses. Students are advised to discuss this option with the program coordinator.

PREREQUISITES FOR ADMISSION

1. Completion of the general graduate studies admission requirements
2. An appropriate masters degree.
3. Students are admitted for entry into the program in January of each year (the beginning of the spring semester). All application materials should be submitted to the Coordinator of the School Psychology Program by November 1 to be considered for entry.
4. A letter of intent (500 to 1,000 words) describing the candidate’s interest in the field of school psychology, sent to the Graduate Studies Office with the student’s application, is required.
5. The Graduate Record Examination (Verbal and Quantitative sections) is

required; an MAT score is not an option for applicants to this program.

6. An individual interview with the Coordinator of the School Psychology Program should be arranged prior to November 1.

ADMISSION PROCEDURES

1. The completed application materials are reviewed by a committee of the graduate faculty during the months of November and December.
2. Applicants receive notice of the graduate committee’s decision by December 31.
3. Successful candidates receive a contract of agreement and applications for admission to the graduate school and matriculation into the school psychology program. Return of these materials marks their formal entry into the program.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
PSYC 601	Psychology of Learning and Cognition	3
PSYC 602	Psychology of Personality	3
PSYC 603	Developmental Psychology	3
PSYC 604	Tests and Measurements	3
PSYC 606	Research Methodology I	3
PSYC 608	Interviewing and Counseling	3
PSYC 616	Therapeutic Intervention Techniques II: Educational Settings	3
PSYC 626	Seminar: Ethics, Law and the Profession	3
PSYC 675	Statistics	3
PSYC 704	Individual Intelligence Testing	3
PSYC 705	Practicum in the Psychological Evaluation of the Special Needs Child	3
PSYC 706	Personality Assessment	3
PSYC 708	Seminar in School Psychology Externship I	3
PSYC 709	Seminar in School Psychology Externship II	3
PSYC 710	Clinical Externship I	3
PSYC XXX	Graduate level psychology courses	9
	Education courses (with advisor’s approval)—one of these must be in psychology of disabilities or education of the student with disabilities	12

COURSE DESCRIPTIONS

PSYC 601 Psychology of Learning and Cognition (3)

This course teaches theories of cognition and learning. The implications of these theories as they relate to intellectual functioning are presented.

PSYC 602 The Psychology of Personality (3)

The significance of different personality theories and their relation to practice in the mental health disciplines are studied. The implications for personality assessment and intervention procedures are emphasized.

PSYC 603 Developmental Psychology (3)

Theories and processes of human development are evaluated with emphasis on the relationships between physical, intellectual, social, and emotional aspects. This course integrates concepts derived from learning, clinical, cultural, and sociological studies with general behavior theory.

PSYC 604 Tests and Measurements (3)

This course trains students in the principles of educational and psychological testing. Opportunities for studying the administration, scoring, and evaluation of group tests of intelligence, achievement, aptitude, and personality are provided. Emphasis is placed on the interpretation of psychological and educational tests and the implications of their findings.

PSYC 605 Introduction to Counseling (3)

The work of the counselor in a variety of settings is examined. The history, philosophy, principles, and systems of individual and group counseling are explored. Local resources and community agencies are identified. Selected counseling theories and intervention strategies are discussed with reference to actual case material.

PSYC 606 Research Methodology I (3)

This is an introductory course in both descriptive and inferential statistics. Topics discussed include: measures of central tendency and variability; minimal and normal probability models; elementary correlational techniques; sampling distribution theory and tests of significance, chi square and other introductory nonparametric techniques; and introduction to analysis of variance.

PSYC 607 Role and Function of the School Psychologist (3)

This course is intended as an entry-level introduction to the profession for students admitted to the school psy-

chology program. Students will gain an understanding of the role and functions of the school psychologist, education law, special education regulations, and issues related to multiculturalism and diversity. This course serves as prerequisite to the PSYC 705: Practicum in the Evaluation of the Special Needs Child. Students will gain up to 45 hours of experiences as participant/observers to school psychology practices.

PSYC 608 Interviewing and Counseling (3)

In this course students develop interviewing and counseling skills which enable them to identify an individual's needs within a broad, life-history framework. Its aim is to show how such skills can help establish an atmosphere conducive to productive counseling.

PSYC 609 Personality Maladjustments of Children and Adolescents (3)

This course studies the major topics of abnormal psychology with special reference to school-age children and youth. It covers the broad areas of identification, causation, treatment, and the educational problems of the emotionally and socially maladjusted child.

PSYC 611 Psychology of Human Relations (3)

An in-depth examination of the dynamic forces which affect group relationships is offered. Historic, psychological and sociological factors are considered. In a seminar atmosphere, students are helped to examine their own attitudes as well as to study forces operating in inter-group relations in their own communities today.

PSYC 612 Principles of Behavior Modification (3)

This course offers a study of the basic concepts of behavior modification systems, which apply the principles of learning theory to behavioral problems. Prerequisite: PSYC 601 Psychology of Learning and Cognition

PSYC 614 Techniques of Group Dynamics (3)

This course introduces the principles and practices of group process experience and techniques with particular application to the educational and clinical setting.

PSYC 615 Therapeutic Intervention Techniques I: Alcohol and Substance Abuse (3)

This course provides an advanced survey of the methods, interventions, and treatment paradigms currently employed in the counseling of children, adolescents, and their families with alcohol and/or substance abuse-related problems.

PSYC 616 Therapeutic Intervention Techniques II: Educational Settings (3)

This course enables students to explore the various techniques and pragmatic approaches employed by psychologists in educational settings. This course includes parameters of various consultation models in reference to groups and cognitive behavioral areas as they relate to school environs, administrative issues, and practice-related concerns applicable to students, teachers, interdisciplinary child study team members and parents. The organization and culture of a school are addressed as the context for pragmatic approaches within the practitioner-scientist model of service intervention. Applied psychotherapeutic techniques, cognitive-behavioral approaches, and classroom practice are reviewed. In terms of the Reflective Urban Practitioner Model, students acquire knowledge to enable them to refine their pragmatic intervention skills.

PSYC 617 Poverty and Human Development (3)

In this course students investigate the impact of poverty on the psychological aspects of development. Particular attention is given to the development of self esteem, intelligence, and attitudes toward parenting.

PSYC 618 Adolescent Development (3)

This course offers a study of the physical, intellectual, and cultural backgrounds of adolescent behavior. Adolescent attitudes, character and morals, and motivations are analyzed in relation to their implications for learning.

PSYC 621 Applied Social Psychology (3)

This course serves as an introduction to the field of applied social psychology. Special attention is paid to the methods of social research and how they have been used in the design and evaluation of programs which have been implemented to facilitate productive changes in various types of groups.

PSYC 623 Research Thesis (3)

Scientific projects (empirical and/or case studies) are customarily required for this course. Students are assigned a thesis advisor with expertise in research methodology and the area under study.

PSYC 624 Counseling in the Elementary School (3)

Philosophy, functions, research, and organization of counseling in elementary education are studied. The specific role of the elementary school specialist as counselor, consultant, and coordinator in elementary school guidance is developed. Special emphasis is given to

the team approach. Case studies are utilized to illustrate theoretical background and practical application. Concepts, dimensions and current practices are investigated through relevant and current research.

PSYC 625 Group Process and Procedures: Group Counseling (3)

This course increases students' understanding of growth processes which occur in different types of group settings, particularly in group counseling. Group procedures are part of the course and the goal is to enable students to function as group counselors. Emphasis is placed on the dynamics in dealing with students at all levels of school settings. Prerequisite: Permission of instructor.

PSYC 626 Seminar in Ethics, Law and the Profession

This course focuses on the Ethical Principles of Psychologists of the American Psychological Association, as well as standard providers of psychological services and codes of ethics from other mental health professionals. State and federal laws as well as case law affecting the work of psychological service providers are considered. Considerations of social justice, equity, and human diversity (central to the Ethical Principles of Psychologists) are given special emphasis. In addition, this course teaches the process of ethical decision-making, taking into consideration real-life situations faced by psychologists. Students become aware of the nature of the ethical dilemmas they face; integrate a knowledge of laws and ethical codes; develop an awareness of issues faced by psychologists in treatment settings; and advance their skills in ethical decision making.

PSYC 627 Role and Function of the School Psychologist (3)

This course is an entry-level introduction to the profession for students admitted to the School Psychology program. Students gain an understanding of the role and functions of the school psychologist, education law, special education regulations, and issues related to multiculturalism and diversity. Students gain up to 45 hours of practicum experience as participant/observers in school psychology practice.

PSYC 628 Psychology of Learning for the Helping Professions (3)

Basic, generally accepted principles and concepts from the broad field of learning theory are studied with emphasis on their usefulness as a guide to planning, teaching, and educational counseling.

PSYC 629 Multicultural Counseling (3)

This course introduces counselor trainees and practicing counselors to issues related to working with a culturally diverse clientele. In this course, students discuss the sociopolitical issues related to cross-cultural counseling and gain knowledge of the theory and skills that are needed to be effective cross-cultural counselors.

PSYC 632 Principles of Family Therapy

This course introduces the student to the historical development of family systems therapy, its concept and practice. Specific techniques and family/system assessment and intervention are discussed and practiced. Special problems of family therapy are considered. Other concerns include feminist and multicultural issues, AIDS counseling, and family therapy with stepfamilies.

PSYC 633 Consultation and Program Evaluation (3)

This course is intended to: 1) develop instructional, behavioral, and organizational consultation skills in educational and human service settings; 2) develop research and statistical evaluation tools; and 3) apply these tools to program evaluation in educational and human service settings. Students gain experience in using consultation and evaluation skills in applied settings with up to 35 hours of practicum experience. Pre-requisites: PSYC 606: Research Methods I; ACI 668: Research in Urban Education, or SPEC 691: Research Seminar in Special Education.

PSYC 638 Career Education and Career Development (3)

This course discusses the introduction, growth, and spread of career education and its ramifications. It also includes the contributions of psychology, sociology, and economics to the understanding of the processes and determinants of vocational choice and adjustments. Emphasis is placed on life stages and career patterns in personal and vocational development.

PSYC 650 Psychology of Alcohol and Substance Abuse (3)

This course provides an introductory level survey of the concepts, issues, and research on prevention, diagnosis, and treatment of alcohol and substance abuse-related issues.

PSYC 663 Sources of Information in Counseling (3)

This course familiarizes the potential counselor with the reference materials, resources, and procedures needed to guide students in educational and vocational decision making. The wide range of

possibilities from which students at all levels must make their choices is explored. Techniques for helping individuals assess their own potential and make realistic decisions are studied. Theories of career development and choice are examined in detail. Various methods of motivating students to become involved in career selection are studied.

PSYC 675 Statistics (3)

This course describes the statistical tools used in psychological research and their application in experimental design. The course reviews basic statistical concepts, including probability, variance, and standard deviation in sample distributions, as well as the application of basic analytical tools, such as correlation, Chi square and t-tests. Students also learn about factorial design, analysis of variance, *post hoc* tests, analysis of covariance, multiple regression, and factor analysis, which are regularly used in empirical studies. Students will learn how to organize data using statistical software for efficient and comprehensive analysis of variables.

PSYC 686 Assessment: DSM-IV-Child, Adolescent and Adult

This course introduces the students to the multiaxial assessment and diagnostic techniques associated with the DSM-IV. Special emphasis is placed on biological and psychological disorders from the section on Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence.

PSYC 694 Supervised Practicum in Counseling I (3)

Students are placed in a wide range of counseling internships with respect to stated interests and career options. The practicum provides students with a realistic assessment of the work of a counselor. Students are expected to integrate the various components of the M.A. in Counseling program and to demonstrate skill through a host of assessment techniques. Experiences include: planning, placement and follow-up; counseling on many different levels; career and educational counseling; self assessment; program assessment; and professional development.

PSYC 695 Supervised Practicum in Counseling II (3)

This practicum includes experience in planning, placement and follow-up; counseling on many different levels; career and educational counseling; self assessment; program assessment; and professional development. Also, the practicum includes a requirement that students complete a commu-

nity resources survey indigenous to their geographical placement. Prerequisite: PSYC 694 Supervised Practicum in Counseling I

PSYC 702 Advanced Research Methods in Psychology (3)

In this course, students explore the tools and techniques of research, as well as descriptive and experimental methods of research. A portion of the course is also devoted to the pragmatic application of research theory to a broad range of topics in the area of psychology. A scientific project is required for this course.

PSYC 703 Independent Study in Psychology (1-3)

This is a specialization and research course. Prerequisite: Matriculation and membership in the School Psychology Program.

PSYC 704 Individual Intelligence Testing (3)

This is a clinical course in the administration, scoring, and interpretation of individual intelligence tests, which includes demonstration and participation. Each student is required to demonstrate competence in the use of the Stanford-Binet, the Wechsler Intelligence Scale for Children-revised, and the Wechsler Adult Intelligence Scale-revised. Prerequisite: Advanced standing in the Professional Diploma in School Psychology program.

PSYC 705 Practicum in the Psychological Evaluation of the Special Needs Child (3)

This course presents various methods of evaluating the intellectual functioning of the blind, the deaf, and the neurologically impaired. It also includes methods of evaluating the intellectual functioning of the non-English speaking individual and measures of adaptive behavior. Laboratory experiences form an integral part of the course. Prerequisite: Advanced standing in the Professional Diploma in School Psychology program and PSYC 704 Individual Intelligence Testing.

PSYC 706 Personality Assessment (3)

This course covers the theories underlying personality assessment and gives an overview of some of the more commonly used objectives and projective techniques. Prerequisite: Advanced standing in the Professional Diploma in School Psychology program.

PSYC 708 Seminar in School**Psychology Externship I (3)**

In this sequence of externship/seminar courses, students learn how to integrate testing, interviewing, and counseling skills learned in preceding courses.

COLLEGE OF EDUCATION

Students work under supervision with children and adolescents. In addition to developing diagnostic skills, students learn how to relate diagnostic findings to educational recommendations, counseling with parents, and remedial procedures. They are guided in an appropriate selection of tests, write clinical reports, and attend child study team conferences with other professionals. In conjunction with this sequence, students are placed in approved school settings. Prerequisite: Advanced standing in the Professional Diploma in School Psychology program.

PSYC 709 Seminar in School Psychology Externship II (3)

In this sequence of externship/seminar courses, students learn how to integrate testing, interviewing, and counseling skills learned in preceding courses. Students work under supervision with children and adolescents. In addition to developing diagnostic skills, students learn how to relate diagnostic findings to educational recommendations, counseling with parents, and remedial procedures. They are guided in an appropriate selection of tests, write clinical reports, and attend child study team conferences with other professionals. In conjunction with this sequence, students are placed in approved school settings. Prerequisite: Advanced standing in the Professional Diploma in School Psychology program.

PSYC 710 Clinical Externship I (3)

Students work during the summer in an approved hospital or other clinical facility. Two separate settings are required: an infant stimulation program servicing children 0-3 years of age and a substance abuse program servicing adolescents and/or young adults. Prerequisite: Advanced standing in the Professional Diploma in School Psychology program.

PSYC 715 Consultation and Program Evaluation

This course will prepare students to (a.) develop instructional, behavioral, and organizational consultation skills in educational and human service settings, (b.) utilize research and statistical evaluation tools, (c.) apply these tools to program evaluation in educational and human service settings. Students will gain experience in using consultation and evaluation skills in applied settings, with up to 35 clock hours of practicum experience.

The prerequisite for this course is PSYC 606: Research Methods I, or EDLD 668: Research in Urban Education, or SPEC 691: Research Seminar in Special Education.

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The College of Education at New Jersey City University provides leadership in meeting the educational, and professional needs of its students. The College of Education is committed to building a learning community and to providing high quality of instruction for those seeking careers within an urban, multicultural and educational environment. The College of Education is dedicated to graduating knowledgeable, capable and reflective practitioners.

The following departments/programs report to the Dean of Education: Early Childhood, Educational Leadership, Urban Education, Educational Technology, Literacy Education, Multicultural Education and Special Education. Also reporting to the Dean are the Office of Teacher Internships and the A. Harry Moore School.

Education programs offered by the College are accredited both by the National Council for Accreditation of Teacher Education (NCATE) and by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and approved by the New Jersey State Department of Education.

DEGREE/CERTIFICATION PROGRAMS

The College offers master of arts degree programs, degree and certification programs and certification only programs. It should be noted that some degree programs can only be taken in conjunction with certification programs. These variety of programs offered include:

Early Childhood Education (M.A.)
[with specialization in leadership]
Early Childhood Education (M.A.)
[with specialization in specialist]
Early Childhood Education (M.A.) &
Elementary Education Teacher
Certification-for those holding a
teaching certificate
Early Childhood Education (M.A.) &
Elementary Education Teacher
Certification-for those not holding
a teaching certificate
Elementary School Reading (M.A.)
Reading Specialist (M.A.)
Reading Specialist (M.A.) &
Reading Specialist Certification
Secondary School Reading (M.A.)
Special Education (M.A.)
Special Education (M.A.) & Learning
Disabilities Teacher Consultant
Certification
Special Education (M.A.) & Teacher of
the Handicapped Certification
Urban Education (M.A.)
[with a specialization in
administration and supervision]
Urban Education (M.A.)
[with specialization in basic
and urban studies]
Urban Education (M.A.)
[with a specialization in
bilingual/bicultural] & bilingual/
bicultural teacher certification
Urban Education (M.A.)
[with specialization in English
as a second language]
Urban Education (M.A.)
[with specialization in English as
a second language] & ESL Teacher
Certification-for those holding a
teaching certificate
Urban Education (M.A.)
[with specialization in English as
a second language] & ESL Teacher
Certification-for those not holding
a teaching certificate
Bilingual/Bicultural Teacher
Certification
Driver Education Certification
(New York Provisional)
Driver Education Certification
(New York Permanent)
Driver Education Certification
(New Jersey)

Elementary Education Teacher
Certification
English as a Second Language
Teacher Certification—for those
holding a teaching certificate
English as a Second Language Teacher
Certification—for those not holding
a teaching certificate
Learning Disabilities Teacher
Consultant Certification
Teacher of the Handicapped
Certification

Completion of the appropriate programs offered by the Psychology Department in the College of Arts and Sciences can lead to a master of arts degree and/or certification and/or a sixth year professional diploma (P.D.). These programs are:

Counseling (M.A.)
Counseling (M.A.) & Student
Personnel Services Certification
Educational Psychology (M.A.)
Educational Psychology (M.A.) &
School Psychology (P.D.) & School
Psychology Certification
School Psychology (P.D.) & School
Psychology Certification

Additionally, courses are offered by the Health Sciences Department (College of Professional Studies) and the Psychology Department (College of Arts and Sciences) which can be applied toward satisfying some of the academic requirements for a certificate as Substance Awareness Coordinator.

In addition to the general graduate study admission requirements, programs may have their own requirements for admission; e.g., for admission to certification programs and degree/certification programs, for students seeking an initial instructional certificate, through graduate study, students must meet all matriculation requirements at the time of application and must submit the results of the NTE General Knowledge sub-test (Praxis II) prior to admission. All students are expected to review their program and department requirements as specified in this Catalog.

Students seeking a New Jersey Department of Education certificate must apply for their certificate at the same time that they apply for graduation. Certification forms are available at the Office of Teacher Internship (Professional Studies Building, Room 203A).

EARLY CHILDHOOD EDUCATION DEPARTMENT

Dr. Jo Anne Juncker
Chairperson
jjuncker@njcu.edu

Professional Studies Building, Rm. 329
201-200-3421

Graduate Advisors:

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[http://www.njcu.edu/aca/EarlyChild/
G/earlychildd.html](http://www.njcu.edu/aca/EarlyChild/G/earlychildd.html)

The Early Childhood Education Department (ECE) is accredited by both the National Council for the Accreditation of Teacher Education (NCATE) and the National Association for the Education of Young Children (NAEYC). The ECE Department offers graduate programs and initial P-3 Teacher Certification.

The Master of Arts program in early childhood education is designed to expand the knowledge base, deepen the understanding and perfect the skills of directors, supervisors and teachers working with children from birth through eight years of age in a variety of child development and school settings. Emphasis is on current theory and research in child development and application to early childhood education practice.

The goals of these early childhood programs are as follows:

- a. To provide both pre-service and in-service P-3 teachers and education professionals with the content, pedagogical, and professional knowledge, young children learn.
- b. To familiarize early childhood educators with developmentally appropriate curriculum and assessment approaches across the birth-third grade age span.
- c. To provide opportunities for early childhood educators to model best professional practices in teaching, to assess their own effectiveness, and reflect on ways of growing professionally.
- d. To support young children's development and learning by having early childhood educators analyze and collect data related to their work, reflect on their practice, and use research and technology.

e. To demonstrate the importance and complexity of children's families and communities.

f. To provide both pre-service and in-service P-3 teachers and other education professionals with the skills and understanding necessary for meeting and serving the broad diversity of teaching/learning needs in an urban community.

The graduate early childhood programs are based upon the Reflective Urban Practitioner Framework that fosters the reality of a vision of a teacher who can be effective in current and future classrooms and adaptable to the changing demands that society continues to place on the educational system. The Reflective Urban Practitioner Framework brings together the proven teacher education dimensions of theory, practice, and community resources with reflective practice.

Applicants should be aware that programs may be revised in response to changes in state certification requirements, changes in accrediting agency standards, the faculty members' professional judgments and the needs of the student body. Substitution of courses should only be done with the approval of one's officially assigned graduate advisor and/or department chair. Please contact the department for current information and requirements.

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION

Course Requirements for the Master of Arts in Early Childhood Education

The first of these graduate programs is a Master of Arts in Early Childhood Education with two distinct curricular tracks. This degree is designed for teachers certified either P-3 or K-8.

The Specialist track provides curricular and instructional leadership training. The Leadership track prepares the professional for management and leadership of early childhood facilities and programs.

All students are required to complete an 18 cr. core of courses, either the 12 cr. specialist concentration or the 12 cr. leadership concentration, and 6 crs. of electives chosen with the advice and consent of their graduate program advisor. Students currently holding NJ State teacher education certification may obtain NJ State supervisor certification through the Leadership concentration. The total number of credits for the degree is 36 cr.

CORE REQUIREMENTS

ECE 610	Child Study	3
ECE 631	Early Childhood Curriculum and Progr.	3
ECE 632	Advanced Early Childhood Curr.	3
ECE 633	Seminar and Practicum in Early Childhood Education	3
ECE 634	Family, Child and School	3
ECE 635	Research Seminar in Early Childhood Education	3

SPECIALTY REQUIREMENTS

Choose one concentration

SPECIALIST CONCENTRATION

LTED 606	Literacy Learning in the Early Childhood Curr.	3
ECE 641	Infant Care Methods and Programs	3
ECE 642	Development and Adj. Problems in Early Childhood Ed.	3
ECE 625	Foundations of Num. and Literacy	1
ECE 644	Play and Creativity	1
ECE 648	Meeting the Diverse Needs of the E. C. Classroom	1

LEADERSHIP CONCENTRATION

EDLD 660	Understanding Prin. of Supervision	3
EDLD 662	Prin. of Curr. Dev. and Evaluation	3
ECE 666	Supervision of Early Child.	3
	Or	
EDLD 669	Supervision and Improv. of Instruction	3
ECE 667	School and Child Care Legal Issues	1
ECE 680	School and Child Care Ctr. Finance	1
ECE 683	Facilities Design, Oper. And Administrative Issues in Child Care Centers.	1

ELECTIVES

To be chosen in consultation with your assigned graduate advisor. 6

Total Credits 36

COURSE DESCRIPTIONS

ECE 500. Early Childhood Classroom Management (1)

This course addresses classroom management in settings that serve children from birth through third grade. Using the Reflective Urban Practitioner Model, the course content covers establishing a positive social climate, designing appropriate physical environments, establishing classroom rules and routines, and discussing techniques for handling challenging behaviors. As candidates explore the elements of classroom management, they reflect on what they also learned about classroom management in their previous field experiences.

ECE 610. Child Study as a Basis for Educational Planning (3)

The course deals with the analysis of children developmentally, psychologically, physically to help the teacher educate the whole child. Readings done by the students as well as situations in their classrooms will serve as the basis for class discussions. Motivation, basic needs, developmental tasks as well as other areas will be considered and re-

lated to the school situation and the various age levels involved.

ECE 612. Experiences for Learning and Development (3)

This course offers a comprehensive survey of psychological principles of learning and development of infants and young children in early childhood and elementary education. Emphasis is on implications for the early childhood setting, educational processes, and the creation of an enriched educational environment.

ECE 622. Constructs of Early Childhood education and Field Experience I (3)

This course is required of those candidates at the graduate level who are seeking certification as elementary teachers and may be taken as an elective for other students in the Master's program. All undergraduate prerequisites for certification must be met prior to or concurrently with this first Field Experience requirement. Lectures focus on the history, philosophies, and theories that underlie early childhood education. Students arrange six one-hour-long observations in appropriate early

childhood settings with the approval of the professor. They also conduct six interviews with a young child's community and family members. Discussions and reflections concerning those experiences are the focus of small-and whole-group activities throughout the semester. A paper that integrates the classroom lectures, discussion activities, and interviews of community and family members, with the field experiences is the culminating project.

ECE 623. Early Childhood Field Experience II (1)

This course takes place during the entire semester and consists of a once-a-week, all-day focused field experience and four seminars. Students are placed in an early childhood/elementary setting, or, if they are employed in an appropriate early childhood/elementary setting, they may use their own classroom as their laboratory. It consists of observations of young children and guided reflection. Students will document interactions with parents which encourage and enhance their involvement in their young child's development and education.

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION WITH P-3 CERTIFICATION

Undergraduate prerequisites must be met prior to or concurrently with the first field experience requirement. These courses include the following:

General Biology, Sociology of the Family, Developmental Psychology or Child Psychology and Human and Intercultural Relations. A GPA of 2.75 is required to enter and remain in the program. A student is required to work with an advisor prior to the start of this certification sequence.

This program includes a 30 credit certification sequence and an additional 14 credits to complete the Master of Arts in Early Childhood Education.

Students who complete this program will be eligible for Preschool through Grade Three Certificate of Eligibility with Advanced Standing endorsement on a New Jersey Instructional License.

CERTIFICATION SEQUENCE

ECE 500	Early Childhood Classroom Management	1
LTED 606	Literacy Learning in the Early Childhood Curr.	3
ECE 610	Child Study	3
ECE 622	Constructs E.C. Educ.	3
ECE 623	E.C. Field Experience II	1
ECE 631	E.C. Curric. & Programs	3
ECE 634	Family, Child and School Interaction	3
LTED 641	Reading and the School Curriculum, or	
LTED 642	Seminar in Reading	3
	or equivalent, or	
LTED 648	Solving Reading Problems at the Elementary Level	
ECE 642	Development and Adjust. Problems	3
ECE 644	Play and Creativity	1
ECE 650	Internship (Advisor's approval req).	5
ECE 651	Internship Seminar	1

The above courses represent only the 30-credit sequence needed for certification. The following addition courses will be needed to complete the full program for the M.A. in Early Childhood Education. These courses are not required for certification, only for the M.A.:

ECE 625	Found. of Numeracy and Literacy	1
ECE 632	Advanced Curr.& Prog.	3
ECE 633	Sem.&Prac. in E.C.	3
ECE 635	Research Seminar in Early Childhood Education	3
ECE 641	Infant Care Methods & Programs	3
ECE 648	Meeting the Diverse Needs of the E.C. Classroom	1

Total Credits 44

ECE 625. Foundations of Numeracy and Literacy (1)

This course provides a framework of theory, research, and developmentally appropriate practice for the Early Childhood Masters level student. Influences of the family and the environment on the development of numeracy and literacy are explored.

ECE 630. Program Planning for Day Care and Preschool (3)

This is a course designed to give the staff worker, the administrator, and the beginning student preparing to work in day care an opportunity to investigate how to work with young children in an inner city environment.

ECE 631. Early Childhood Curriculum and Programs (3)

This course focuses on developmentally appropriate curriculum for all areas of child development through an integrated approach. The physical environment, program organization, teacher roles, early childhood programs and models, parental involvement are studied.

ECE 632. Advanced Early Childhood Curriculum and Programs (3)

This course approaches curriculum from a process approach looking at meaning, problem solving, critical

thinking, thinking skills. Various curriculum models are evaluated. Curriculum is related to assessment, measurement and evaluation measures which are appropriate for use in early childhood classrooms.

ECE 633. Seminar and Practicum in Early Childhood Education (3)

This course combines field experiences in various types of early childhood programs with a seminar approach relating theory and research to practice. It focuses on developing reflective practitioners who become more aware of their own teaching styles in relation to curriculum planning and children's group and individual needs.

ECE 634. Family, Child and School Interaction (3)

Attitudes and involvement of parents and children and teachers are studied to develop specific techniques and materials for expanding the collaborative role of parents in the educational process. Emphasis is placed on conducting parent-teacher conferences, group meetings, child study groups, and workshops with community and human resources, i.e., guidance specialists, pediatricians, nurses and health departments.

ECE 635. Research Seminar in Early Childhood Education (3)

A seminar designed to emphasize the principles of scientific research. The completion of a study demonstrating the candidate's ability to employ sound research techniques in a useful field investigation is the significant requirement to the seminar. (EDL 668. Research in Urban Education, Supervision and Administration may be substituted.)

ECE 642. Development and Adjustment Problems (3)

This course focuses on techniques to help young children who show evidence of developmental delays, disorders or disabilities. Students will learn strategies for the identification, assessment, evaluation, program planning and individualized teaching of these young children.

ECE 644. Play and Creativity (1)

This course explores the nature of play, and creativity, and how it is nurtured and enriched. Play theory, play research the nature and stages of play are examined. Interrelationship between play, creativity and development, learning, and imagination are considered.

**MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION WITH P-3
CERTIFICATION ADDED TO ANOTHER LICENSE**

This program is designed for candidates who already hold a New Jersey instructional license in another field and would like to add the P-3 endorsement. A GPA of 2.75 is required to enter and remain in the program.

REQUIRED PROFESSIONAL COURSES FOR CERTIFICATION:		
ECE 500	Early Childhood Classroom Man.	1
LTED 606	Literacy Learning in the Early Childhood Curr.	3
ECE 610	Child Study	3
ECE 631	Early Childhood Curr. & Programs	3
ECE 634	Family, Child and School Inter.	3
Total		13

The above courses represent only the 13-credit sequence needed for certification. The following addition courses will be needed to complete the full program for the M.A. in Early Childhood Education. These courses are not required for certification, only for the M.A. Candidates must be matriculated into the M.A. in Early Childhood before beginning these courses:

COMPLETE ALL OF THE FOLLOWING:		
ECE 632	Advanced Curriculum and Prog.	3
ECE 633	Seminar and Practicum in E.C.	3
ECE 635	Research Seminar in Early Childhood Education	3

Complete all of the courses from either the Specialist or Leadership Tracks:

A. Specialist Track

2nd Literacy Course, Complete one of the following:		3
LTED 641	Reading and the School Curr.	
LTED 642	Seminar in Reading: Selected Topics	
LTED 648	Solving Reading Problems at the Elementary Level	
ECE 625	Foundations of Numeracy and Lit.	1
ECE 641	Infant Care Methods and Progs.	3
ECE 642	Development and Adjustment Problems	3
ECE 644	Play and Creativity	1
ECE 648	Meeting the Diverse Needs of the E.C. Classroom	1
Total Credits		36

**MASTER OF ARTS IN EARLY
CHILDHOOD EDUCATION WITH
SPECIALIZED ALTERNATE ROUTE
P-3 CERTIFICATION**

This program is designed for candidates working in child care centers that subcontract with Abbott school districts and are eligible for the Alternate Route Program. Candidates complete this coursework while completing supervised clinical working their job. A GPA of 2.75 is required to enter and remain in the program. Candidates interested in this program must obtain a list of the requirements from the Chairperson of this Early Childhood Department.

ECE 648. Meeting the Diverse Needs of the Early Childhood Classroom (1)

This course investigates in depth the unique body of research, theory and practice that will assist urban early childhood professionals in working with the diversity in typical early childhood settings. Effective educational strategies and community networks that are available to help early childhood professionals to respond with sensitivity and appropriateness are explored.

ECE 650. Internship (5)

Students will observe, participate, and work with children in two supervised student teaching settings. Students will plan for and evaluate instruction. They will plan for and conduct assessment of student learning. Students will assume full responsibilities of the classroom teacher during the course of the semester and will be responsible for both in-class and out-of-class activities normally assigned to teachers.

ECE 651. Internship Seminar (1)

This one-credit course is designed to help the student to analyze and evaluate his/her own student teaching experi-

ence and progress. Curriculum concerns of school systems involved are addressed in terms of the teaching experience. Special attention is devoted to methodology unique to developmentally appropriate curriculum using an integrated approach as well as to various subjects areas, i.e., learning other languages, science, math, English, social studies, art, music and health. Planning, implementing, assessing and managing unique instructional methods and activities such as field trips, laboratories, workshops and other alternate learning sites are examined.

ECE 666. Supervision in Early Childhood (3)

This course devotes attention to the theories of leadership and the concepts of supervision that are applicable in early childhood settings. Opportunities to practice the various and diverse skills associated with effective supervision are provided.

ECE 667. School and Child Care Legal Issues (1)

This course is designed to provide early childhood administrators and

teachers with an awareness of legal issues regarding the rights and responsibilities of educators, parents and children. Students examine current law and appropriate strategies for early childhood settings.

ECE 680. School and Child Care Center Finance (1)

This course provides budgetary knowledge. Students explore the principles of financial management and accounting for making decisions regarding the fiscal management of early childhood programs.

ECE 683. Facilities Design, Operational & Administrative Issues in Child Care Centers (1)

This course provides an overview of effective facility design for early childhood settings of quality. Students consider various operational and administrative issues that pertain to facilities and to educational programming.

EDUCATIONAL LEADERSHIP DEPARTMENT

Dr. Catherine Derrick Shevey
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The Department of Educational Leadership, accredited by both the National Council for the Accreditation of Teacher Education (NCATE) and the National Association of State Directors of Teacher Education and Certification (NASDTEC) and the Educational Leadership Consortium Council (ELCC), offers a Master of Arts in Urban Education with a specialization in Educational Administration and Supervision.

The goals of the program are:

- To provide degree and certification programs in educational leadership and supervision.
- To prepare teachers and other education professionals who will be empathic to the human issues found in schools in an urban setting.
- To meet the demands of urban school districts for effective leaders and other education professionals who can improve the quality of teaching and learning in the urban public schools.

THE MASTER OF ARTS IN URBAN EDUCATION WITH A SPECIALIZATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

The Master of Arts in Urban Education with a specialization in Educational Administration and Supervision is designed for teachers who desire to become principals or supervisors. A Principal's Certificate requires this master's degree, a passing grade on the Educational Leadership Exam, and additional requirements of the State Education Department. Students who desire to become a Supervisor must hold a standard teaching certificate, have three years of teaching experience, a Master's degree in educational field and have completed a core of 12 credits within the Educational Leadership program.

EDUCATIONAL LEADERSHIP PROGRAM REQUIREMENTS

CLUSTER I

CODE	TITLE	CREDITS
EDLD 685	Foundations of Policy and Political Systems in Urban Schools	3
EDLD 660	Principles of Supervision and Human Resource Management	3
EDLD 669	Measurement and Supervision of Learning and Teaching	3
EDLD 662	Principles of Curriculum Development	3
EDLD 659	Planning and Management of Technology	3
Curriculum Elective - Choose 1 from any of the following or with approval of Advisor: Curriculum course in Early Childhood, Elementary, Middle, or Secondary Education, Educational Technology, Special Education, Literacy, or Multicultural Education, or EDU 629, EDU 615.		3

CLUSTER II

EDLD 668	Research in Urban Education	3
EDLD 640	Home, School, and Community Relations	3
EDLD 601	School Law	3
EDLD 681	School Finance	3
EDLD 663	Educational Administration Leadership I Organizational Leadership	3
EDLD 664	Educational Administration Leadership II Strategic Leadership Practices	3
EDLD 690	Internship	3
Administrative Elective - Choose 1 from the following: INTD 698, EDLD 646, EDLD 670, EDLD 673, EDLD 682, EDLD 620, EDLD 624, EDLD 643, EDLD 655, EDLD 693, EDLD 700.		3

COURSE DESCRIPTIONS**EDLD 601 School Law (3)**

This course offers a study of the constitutional and statutory provisions for public education; the legal status of the local school district; the county and state offices; legal responsibilities, rights, and obligations of administrators, teachers, students, and school boards; the legal nature of school operations. There is emphasis on recent legislation and court decisions and their impact on schools. Attention is given to legal aspects of public education in New Jersey and New York.

EDLD 602 Collective Negotiations in the Public Sector (3)

This course offers: a survey of the development of collective negotiations in public education and public service; a study of evolving concepts in the negotiation process; technical preparation to assist administrators and employees in negotiations; legal trends; and evolving issues and current practices. There is some emphasis on case studies, collective agreements, and the status of public employee bargaining in selected states. This course is designed for individuals in personnel management, employer/employee relations in the public sector,

and for individuals who wish to learn more about collective negotiations in the public sector.

EDLD 619 Individually Guided Education Leadership Workshop (3)

This workshop is an intensive experience designed to prepare facilitators, principals, and/or learning community leaders for implementation of individually guided education. Training is in individualization of instruction, peer teaching, observation methods, advisor/advisee relationships, and learning design.

EDLD 620 Selected Problems in Law for Teachers, Supervisors, Administrators and School Business Officials (3)

The seminar topics and activities focus on legal problems that are particularly significant for teachers, supervisors, and administrators in contemporary urban schools. Topics are examined for legal principles with illustrations from leading court decisions. Emphasis is placed on current trends and issues and the impact of the law on educational theory and practice.

EDLD 624 Evaluating School Programs (3)

This course examines the processes of mandatory and voluntary evaluation of schools. Its foci include both compli-

ance reviews and reviews for school renewal and improvement. It outlines the self study process, examines the various approaches to school self-examination, explores development and modification of instruments which are helpful to information gathering, and examines the diverse methods of reporting findings.

EDLD 640 Home, School and Community Relations (3)

This course combines an experiential and theoretical approach to human relations training. Attention is centered on the personal development of individuals, focusing on relevant response styles and communication systems. This course focuses on enhancing interpersonal communication skills through the development of an understanding of listening/perceiving and communicating/responding. Significant class time is devoted to experiential models. All students analyze the dynamics of selected human relations training models.

EDLD 643 Educational Leadership through Total Quality Management (3)

Total Quality Management (TQM) is an approach to school governance, organization, and management. Among the basic premises of TQM are management by facts, student centeredness, and continuous quality improvement. The history of TQM is reviewed, and eleven core values of TQM are stressed. The positions of several authorities in the field are studied. Federal, state, and local initiatives are examined. The application to urban schools is made apparent. The necessary personal attitudes, skills, and behaviors for effective TQM leadership and implementation are identified. A plan of action for moving a school district toward TQM is developed. Group participation is stressed.

EDLD 646 Innovations in Curriculum and Educational Leadership (3)

This course offers a survey of innovative curricular, instructional, and organizational movements in public education, K-12. Identification of significant forces creating educational innovations; principles in identification and analysis and evaluation of innovative practices; and status of change movements in urban schools are examined in detail.

EDLD 655 School and Community Partnerships in Innovative Curriculum, Teaching and Learning (3)

This course explores established strategies, curriculum, and effective programs that develop partnerships be-

tween the school, parents, and the community to improve student achievement. The emphasis in curriculum innovation will focus on the standards-based curriculum in New Jersey as well as strategies and models for teachers to engage parents/ guardians in supporting their children for better achievement.

EDLD 659 Planning and Managing Technology in Schools (3)

This course prepares future school leaders in understanding the many uses of educational technology for instruction and institutional management. The course prepares students for participation in planning for the long range use of technology and for making informed choices regarding: hardware, software, network, connections, server strategies, policies for network use, staff and student training, and staffing for support and maintenance.

EDLD 660 Principles of Supervision and Human Resource Management (3)

This course offers an examination of evolving concepts of supervision of instruction combined with opportunities to acquire skills required to function in supervisory roles. Supervisory practices and functions are examined from the perspective of the teacher and supervisor through the use of case study materials and individual observations. The course includes attention to supervision behavior and procedures for encouraging staff development.

EDLD 662D Principles of Curriculum Development and Evaluation (3)

This course offers an overview of the factors, principles, and elements of curriculum development in the elementary and secondary school. Emphasis is on philosophical and psychological influences in education, as well as designing and evaluating curricular patterns for urban schools.

EDLD 663 Educational Administration Leadership I – Organizational Leadership (3)

This is a basic course for school principals, supervisors, and school business administrators providing an overview of the organization, management, and control of urban schools in the context of selected administrative theories and humanistic concerns. Emphasis is given to the structure and the social matrix in which schools operate. Procedures for assessing organizational climate, developing climate leadership, and defining a rationale for climate improvement are examined.

EDLD 664 Educational Administration Leadership II – Strategic Leadership and Teaching (3)

This is a basic course for those who anticipate a career in administration and supervision in schools, community colleges, hospitals, and public agencies. It includes study and analysis of leadership concepts and skills associated with administrative and organizational behavior. Emphasis is given to political and social theories of human behavior in social systems with illustrations from school systems, health institutions, and public agencies. It is management and leadership oriented, focusing on processes for building competencies in communication, decision making, morale and coping constructively with change. Attention is given to effective, scientific, human relations approaches to designing and implementing policies in formal organizations.

EDLD 665 Personnel, Supervision and Staff Development (3)

This seminar covers principles of staff supervision and resource development for line and staff supervisors who have responsibility for staff selection and for supervision and evaluation of program and staff. Emphasis is on analysis of a common core of management principles and functions pertaining to personnel administration and supervision in public schools and public sector institutions.

EDLD 668 Research in Urban Education, Supervision and Administration (3)

This is a tools course in the interpretation of research findings in the field of education. The library, measurement, statistics, and technology are examined as primary tools for educational research. Practical experience in applying the findings of research to problems and issues in teaching, learning, supervision, and administration are included.

EDLD 669 Measurement and Supervision of Learning and Teaching (3)

This course offers an examination of the supervisor's responsibility for curriculum development and evaluation and new strategies for working with urban school faculty. Special attention is given to new modes of in-service education for meeting instructional problems encountered in "inner city" schools.

EDLD 670 School Business Administration and Accounting (3)

This course examines the role of the professional school business administrator in the management of the financial and business affairs of a school system.

Emphasis is on broad perspectives of educational and business concepts that enable the business administrator to function effectively as a member of the school management team. Significant attention is given to the technical responsibilities of board secretaries and school business administrators (NJ). The accounting publications of the New Jersey State Department of Education are an integral part of the course content. Publications such as: The Chart of Accounts, Directions for Using New Jersey Public School Financial Accounting System, School Accounting Guide, and The Audit Programs, are reviewed in context of field applications.

EDLD 673 The Principalship (3)

This course examines the responsibilities and duties of the principal today. The special problems of the principal in the urban schools are explored. The emerging role of the principal in identifying urban school objectives and developing and administering programs relevant to urban areas is emphasized. Legal and social aspects of the principalship are areas of focus.

EDLD 681 School Finance (3)

This course examines the theory and practice of financing public schools in the United States, with special reference to New Jersey's system for financing education. Topics include: analysis of models for state school finance with in-depth exploration of such issues as categorical aid, equalization aid, full state funding, power equalization, capital reserve funds, and financing school building construction. Emphasis is given to the development and administration of program oriented budgets.

EDLD 682 School Buildings: Planning Construction and Maintenance (3)

This course examines the political, social, fiscal, and technical/professional components for planning and renovating physical facilities for educational use. Attention is given to operating and maintenance costs in the context of declining enrollments and changing educational requirements. Theoretical and practical policies for effective plant utilization, including the withdrawing of school buildings from educational service are reviewed.

EDLD 685 Foundations of Policy and Political Systems in Urban Schools (3)

This course offers an examination and analysis of organizational theory: classical, human relations, and behavioral science with applications to man-

EDUCATIONAL TECHNOLOGY DEPARTMENT

agement and supervision in large institutions. Case studies in the external and internal dynamics of urban institutions focusing on the political, sociological, psychological, and economic realities of institutional decision making are included.

EDLD 690 Internship for Urban School Personnel I (3)

This directed experience in educational supervision and administration is an opportunity for students of advanced standing in programs in administration and supervision to engage in an internship planned cooperatively by the candidate, a practicing school administrator (mentor), and the assigned departmental supervisor. Internships are planned in advance. In addition to working closely with the sponsoring administrator or supervisor in the full range of activities of his/her assignment, the candidate is expected to plan and complete a comprehensive project in one of the following areas of administrative and supervisory functioning: curriculum development, curriculum evaluation, instructional improvement, evaluation of instruction, administrative processes and leadership, resource management. This project is planned prior to the beginning of the internship experience. Prerequisite: Matriculation, advanced standing, permission of chairperson, and permission of Director of Graduate Studies.

EDLD 693 Internship for Urban School Personnel II (3)

A continuation of EDL 690 Internship for Urban School Personnel I, this course is available only with the approval of the assigned graduate advisor and department chair.

EDLD 700 Advanced Seminar: Selected Problems and Issues in Administration, Supervision and Curriculum I (3)

This seminar is for advanced students in approved programs leading to certification as supervisors or principals and for practicing administrators or supervisors. Topics and issues currently important in administration, supervision, and/or curriculum are examined. Participant involvement in the selection of topics for study is invited. Case study materials and actual problems of administration and supervision are the subject of analysis. Development of the skills of analysis, decision making, and leadership are emphasized.

Dr. Cordelia R. Twomey
Coordinator
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The master of arts degree in Educational Technology is designed to meet the needs of classroom teachers who want to apply technology to the learning process and for individuals wishing to develop leadership skills as site-based technology coordinators. The masters degree in educational technology is intended to develop a broad range of technological expertise, while at the same time focusing clearly on the new way that technology is changing how students and educators create and understand knowledge. Participants in the program learn the new role of information, not isolated facts, but building blocks to develop cognitive skills. The program is designed for beginners with little or no background in computing as well as for experienced computer users. As a capstone experience, students can choose to write a thesis or design a project.

PREREQUISITES FOR ADMISSION TO DEGREE CANDIDACY

In addition to fulfilling the general graduate admission requirements, a student coming into the program is required to have a 30-minute interview with the Program Coordinator. All students in the program must have access to a multimedia work station, as well as e-mail and Internet access.

CULMINATING ACTIVITY

The candidate selects a topic to research and applies acquired research skills in completing an creditable thesis or project. Each student works closely with a faculty advisor.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
EDTC 614	Distance Learning for Educators	3
EDTC 618	Learning Theories, Motivation and Rel. to Technology	3
EDTC 621	Using the Internet in Education	3
EDTC 622	Research Application in Educational Technology	3
EDTC 623	Introduction to Educational Technology	3
EDTC 625	Using Integrated Software Across the Curriculum	3
EDTC 627	Seminar: Current Trends in Educational Technology	3
EDTC 628	Practicum	3
EDTC 642	Introduction to Hypermedia	3

Select one course from the following:

EDTC 612	Technology in the Math/Science Curriculum	3
EDTC 615	Technology in the Social Studies Curriculum	3
EDTC 616	Technology in the Special Education Curriculum	3
EDTC 624	Technology in the English/Language Arts Curriculum	3
EDTC 626	Technology in the Art Curriculum	3

Select two courses from the following:

EDTC 610	Comparative Introduction to Computer Languages	3
EDTC 617	Publishing on the Web: Design, Theory and Applications	3
EDTC 619	Advanced Hypermedia	3
EDTC 620	Special Topics in Educational Technology	3
EDTC 629	Graphics and Graphic Design in Education	3

COURSE DESCRIPTIONS**EDTC 610 Comparative Introduction to Computer Languages (3)**

This course provides an introduction to programming using relevant educational applications. It is designed to enhance the learner's knowledge of how computers work, including their capabilities and limitations. It also provides an introduction to computer languages and to scripting using various related software packages. Concentrated hands-on projects are developed. Prerequisites: EDTC 621 Using the Internet in Education, EDTC 642 Introduction to Hypermedia and either EDTC 612, 615, 616, 624, or 626 Technology in the Math/Science Curr., Social Studies Curr., Special Ed. Curr., English/Language Arts Curr., or Art/Music Curr. respectively.

EDTC 612 Technology in the Math/Science Curriculum (3)

This course focuses on the new ways we "do" math with a variety of technology from graphing calculators to sophisticated, symbolic, algebraic programs. Prerequisites: EDTC 621 Using the Internet in Education and EDTC 625 Using Integrated Software Across the Curriculum

EDTC 614 Distance Learning for Educators (3)

This on-line course includes in-depth modules presenting various mod-

els that can be used as the structure for on-line courses, program seminars, and other virtual classroom needs. Module topics include models of learning theory, models of teaching theory, the application of generative learning theory to on-line education, and distance learning assessment theory. The course is designed to provide students ample opportunities to apply on-line teaching and learning theory to their particular areas of interest in curriculum development. Students also explore the ethical and social issues of information technologies and their impact on learning styles in the information age. All students use all types of distance education as complements to the practical application courses offered in the program. Prerequisite: EDTC 623 Introduction to Educational Technology and EDTC 618 Learning Theories, Motivation, and Relationship to Technology (latter may be taken as a co-requisite)

EDTC 615 Technology in the Social Studies Curriculum (3)

This course explores the use of technology within the social studies curriculum. Participants are asked to work with a broad range of technology including Internet resources, webquests, CDs, integrated software, simulations, etc. Also explored is the extent to which technology has brought a diversity of materials leading to changes in styles and content both in teaching and learn-

ing. Using existing standards aimed at print materials, participants are asked to analyze these standards with respect to new technologies. Prerequisites: EDTC 621 Using the Internet in Education and EDTC 625 Using Integrated Software Across the Curriculum

EDTC 616 Technology in the Special Education Curriculum (3)

This course focuses on the use of educational technology by special needs populations and familiarizes students with adaptive and assistive technologies. Prerequisites: EDTC 621 Using the Internet in Education and EDTC 625 Using Integrated Software Across the Curriculum

EDTC 617 Publishing on the Web: Design, Theory, and Applications (3)

This course explores the Internet as a source for information presentation. Students learn about the new types of communication and information presentation being developed. This course focuses on advanced techniques such as: sound, animation beyond GIF animation, movies, forms, interactive web pages, c.g.i. scripts, java, etc. as well as the theory of information presentation and design on a web site. Prerequisite: EDTC 621 Using the Internet in Education

EDTC 618 Learning Theories, Motivation, and Relationship to Technology (3)

The principal theories of human learning are surveyed including behaviorism, cognitive information processing, and constructivism. Additional theories which have been shown to affect learning are examined, including: motivational, developmental, biological, sociological, and physiological factors. Special emphasis is given to alternative educational approaches, methods, strategies, and technologies that increase instructional effectiveness.

EDTC 619 Advanced Hypermedia (3)

This course looks at the rapid development in information presentation using motion to create presentations controlled by a computer. A variety of software packages are used to create movies, animations and sound tracks to explore a dynamic flow of information. Prerequisite: EDTC 642 Introduction to Hypermedia

EDTC 620 Special Topics in Educational Technology (3)

This course examines current issues and topics in educational technology. Since the field of educational technology is ever changing, topics vary. Prerequisite: permission of the Coordinator

EDTC 621 Using the Internet in Education (3)

This course prepares in-service and pre-service teachers to use the Internet as an educational resource. Through the creation of a web project, students gain insight into using new technologies to create an active learning environment that encourages critical thinking and collaboration. Students learn to do research on the World Wide Web, correspond using e-mail, participate in Usenet bulletin boards and LISTSERVE mailing lists, and create web pages. Students are introduced to working with graphics, digital sound, and video. The controversial issues of censorship, intellectual property rights, security, source validity, and the impact of multimedia technology on education are studied in the course. Prerequisite: EDTC 623 Introduction to Educational Technology and EDTC 618 Learning Theories, Motivation, and Relationship to Technology (latter may be taken as a co-requisite)

EDTC 622 Research Application in Educational Technology (3)

Research Applications in Educational Technology is a seminar aimed at integrating knowledge of research methods and basic statistics with computer based data analysis skills. The course emphasizes the interpretation, synthesis, evaluation and analysis of research in the area of educational technology. Course topics are presented from the perspective of the student as both a consumer and a producer of research. Students analyze numerous instructional datasets via a statistical data analysis package, produce statistics and graphs, and report and discuss results. During the course of the semester students critically analyze, review, and interpret two research-based articles in the field of educational technology, and develop a research proposal in an area of interest to them. Prerequisite: A minimum of 15 EDTC graduate credits, including EDTC 618 Learning Theories, Motivation, and Relationship to Technology.

EDTC 623 Introduction to Educational Technology (3)

This course provides background knowledge of basic educational technologies with particular emphasis on the application of instructional technology in K-12 curriculum. The technologies included are: microcomputers, input/output devices, storage systems, telecommunications software, productivity tools, CD-ROM, educational software, and information presentation software. Students explore the history and

direction of instructional technologies, ethical and social issues, the importance of media literacy, as well as new forms of assignments and assessments using new technologies.

EDTC 624 Technology in the English/Language Arts Curriculum (3)

This course focuses on creative writing, reading, literacy education, and new forms of creative expression as well as new research methods. Prerequisites: EDTC 621 Using the Internet in Education and EDTC 625 Using Integrated Software Across the Curriculum

EDTC 625 Using Integrated Software across the Curriculum (3)

Students learn about integrated software packages (i.e., software which integrates word processing, data base management, paint, draw, spreadsheet and telecommunications capabilities into one package). The package is studied as the starting point of a resource based curriculum. New types of learning and assignments across the curriculum are explored. Prerequisite: EDTC 623 Introduction to Educational Technology and EDTC 618 Learning Theories, Motivation, and Relationship to Technology (latter may be taken as a co-requisite)

EDTC 626 Technology in the Art Curriculum (3)

This course focuses on the use of graphic design to find new ways of providing art and music instruction. Prerequisites: EDTC 621 Using the Internet in Education and EDTC 625 Using Integrated Software Across the Curriculum

EDTC 627 Seminar: Current Trends in Educational Technology (3)

This upper level seminar is designed to explore the latest trends and research in educational technology. The course involves intensive study and discussion in specialized areas. Prerequisite: a minimum of 21 EDTC graduate credits, including both EDTC 618 Learning Theories, Motivation, and Relationship to Technology and EDTC 622 Research Applications in Educational Technology

EDTC 628 Practicum (3)

The purpose of the practicum is to integrate the student's program of study into a practical manifestation of "educational change and technology innovation." Students may elect to write either a project proposal, project case study, or to develop a multi-media course. Working independently, with the project advisor, students gather data, analyze results, write a report, and support recommendations. Students are encouraged to create an implementation

plan for their practicum. Prerequisite: a minimum of 21 EDTC graduate credits, including both EDTC 618 Learning Theories, Motivation, and Relationship to Technology and EDTC 622 Research Applications in Educational Technology

EDTC 629 Graphics and Graphic Design in Education (3)
This course provides a conceptual bridge between language arts and visual arts. It examines the history, creative strategy, and art of written language and typography, with special emphasis on the technologies of language. During the semester students examine the genesis of the visual form of language, the material constraints on visual form, and its ability to communicate both cultural value and information. Reading, discussions, and hands-on design projects expose students to current topics of this changing field. Assignments emphasize the development of an aesthetic - or "feel" - for type and the current philosophic discussions concerning the production of meaning through visual form. Prerequisites: EDTC 618 and 642.

EDTC 642 Introduction to Hypermedia (3)

This course explores the historical development of hypermedia and explains information presentation using hypermedia. Teachers examine the way that hypermedia can be used to enhance learning in the classroom by using different learning styles through the personalization of hypermedia. Teachers learn not only how to link the hypermedia software with other media such as laser disks, but also how to use other peripherals for video, still graphics, and sound capture. Prerequisite: EDTC 623 Introduction to Educational Technology and EDTC 618 Learning Theories, Motivation, and Relationship to Technology (latter may be taken as a co-requisite)

ELEMENTARY AND SECONDARY EDUCATION DEPARTMENT

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MASTER OF ARTS IN TEACHING (MAT) — ELEMENTARY EDUCATION AND ELEMENTARY EDUCATION TEACHER CERTIFICATION

This concentration within the Master of Arts in Teaching Program is designed for individuals who have completed a baccalaureate degree in the arts or sciences. Students who complete the certification part of this program will be eligible for Elementary (K-8) Certificate of Eligibility with Advanced Standing endorsement on a New Jersey Instructional License. Successful completion of this program enables individuals to become effective educators by meeting the wide-ranging needs of learners with vastly different experiences, language backgrounds, economic statuses, and cultures. The program prepares candidates to incorporate technology into their classroom activities, respond to varied learning styles, and keep pace with education trends and demands.

The Master of Arts in Teaching Elementary Specialization is designed to accommodate full and part-time students. The program requires urban field experiences in which candidates teach lessons to a student or a small group of students. In the final semester, students must be available for full time student teaching.

ADMISSION REQUIREMENTS

In addition to the general graduate studies admission requirements, applicants must have

- 1) Completed required pre-requisite credits in the social and behavioral sciences.
- 2) A passing grade on the Praxis II Specialty Area Test — Elementary School: Content Knowledge.
- 3) Completed a Baccalaureate Degree.

MAINTENANCE OF MATRICULATION AND STUDENT TEACHING GPA (CGPA) REQUIREMENTS

Programs leading to eligibility for a teaching certificate require students to maintain a minimum 2.75 cumulative gpa throughout the student's graduate study at the University. Students who do not maintain an average of B (3.0) or higher in graduate work may not be permitted to continue in a graduate program.

Check with department for changes. Program is subject to New Jersey Department of Education requirements.

REQUIRED PREREQUISITES: BEHAVIORAL SCIENCE COURSES or advised equivalent/alternatives

Undergraduate or Graduate courses are acceptable.

Studies in Physiology, Health and Hygiene or Equivalent
Studies in Developmental Psychology
Studies in Intercultural Relations
Demonstration of Computer Literacy

REQUIRED PROFESSIONAL COURSES FOR CERTIFICATION

Recommended Sequence

CODE	TITLE	CREDITS
EDU 654	The Urban Challenge in Education	3
EDU 628	Learning and Motivation	3
EDU 645	Curriculum and Methods: Elementary Education	3
LTED 605	Language Arts/Literacy in the Elementary Curriculum	3
EDU 691	Curriculum: Integrating Social Studies/ World Cultures/Literacy	3
EDU 694	Curriculum: Integrating Math/Science/Technology	3
EDU 684	Integrating Curriculum & Instruction: Including Diverse Populations	3
EDU 693	Educational Assessment	3
EDU 500	Classroom Management	1
EDU 650	Student Teaching Internship and Seminar	5
	Total Credits	30

The above courses represent the 30-credit sequence needed for certification. The following additional courses will be needed to complete the full program for the M.A.T. in Elementary Education. The courses are not required for certification, only for the M.A.T. degree.

EDU 617	Research Methods in Education	3
EDU 619	Thesis Seminar	3
	Degree Total Credits	36

MASTER OF ARTS IN TEACHING (MAT) - SECONDARY EDUCATION AND SECONDARY EDUCATION TEACHER CERTIFICATION

This concentration within the Master of Arts in Teaching Program is designed for individuals who have completed a baccalaureate degree and who have proven themselves competent in their subject matter. Students who complete the certification part of this program will be eligible for a Certificate of Eligibility with Advanced Standing endorsement on a New Jersey Instructional License in their specific subject area. The subject areas available for this certification include: English, Mathematics, Biology, Earth Science, Social Science, and Modern Languages. Successful completion of this program enables individuals to become effective educators by meeting the wide-ranging needs of learners with vastly different experiences, language backgrounds, economic statuses, and cultures. The program prepares candidates to incorporate technology into their classroom activities, respond to varied learning styles, and keep pace with education trends and demands.

The Master of Arts in Teaching—Secondary Specialization is designed to accommodate full and part-time students. The program requires urban field experiences in which candidates teach lessons to a student or a small group of students. In the final semester students must be available for full-time student teaching.

ADMISSION REQUIREMENTS

In addition to the general graduate studies admission requirements, applicants must have:

- 1) Completed required prerequisite credits in the social and behavioral sciences.
- 2) Received a passing grade on the Praxis examination for one or more secondary education content areas.
- 3) Completed a baccalaureate degree with a major in the content area(s) or the thirty credits designated by the State of New Jersey for that content area.

MAINTENANCE OF MATRICULATION AND STUDENT TEACHING CUMULATIVE GPA (CGPA) REQUIREMENTS

Programs leading to eligibility for a teaching certificate require students to maintain a minimum 2.75 cumulative gpa throughout the student's graduate study at the University. Students who do not

maintain an average of B (3.0) or higher in graduate work may not be permitted to continue in a graduate program.

REQUIRED PREREQUISITES: BEHAVIORAL SCIENCE COURSES or advised equivalent/alternatives

Undergraduate or Graduate courses are acceptable.

Studies in Physiology, Health and Hygiene or Equivalent
 Studies in Developmental Psychology
 Studies in Intercultural Relations
 Demonstration of Computer Literacy

REQUIRED PROFESSIONAL COURSES FOR CERTIFICATION

Recommended Sequence

CODE	TITLE	CREDITS
EDU 654	The Urban Challenge in Education	3
EDU 628	Learning and Motivation	3
EDU 645	Curriculum and Methods	3
LTED 607	Language Arts/Literacy in the Secondary School	3
EDU	Advanced Curriculum & Methods or advised alternative	3
EDU	Subject Specific Methods	3
EDU 684	Integrating Curriculum & Instruction: Including Diverse Populations	3
EDU 692	Educational Assessment	3
EDU 500	Classroom Management	1
EDU 650	Student Teaching Internship and Seminar	5
Total Credits		30

The above courses represent the 30-credit sequence needed for certification. The following additional courses will be needed to complete the full program for the M.A.T. in Elementary Education. The courses are not required for certification, only for the M.A.T. degree.

EDU 617	Research Methods in Education	3
EDU 619	Thesis Seminar	3
Degree Total Credits		36

MASTER OF ARTS IN URBAN EDUCATION

Dr. Lois Weiner
 Coordinator
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 Secondary Education
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 201-200-4113

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CONCENTRATIONS:

- English as a Second Language - See Department of Multicultural Education, Page 61
- Bilingual/Bicultural - See Department of Multicultural Education, Page 63
- Administration and Supervision - See Department of Educational Leadership, Page 44

MASTER OF ARTS IN URBAN EDUCATION - URBAN AND BASICS STUDIES CONCENTRATION

This concentration is designed to meet the needs and interests of teachers and educators who have experience and wish to further their studies in their particular area of expertise. It focuses on five areas: the urban setting, the humanities and the arts, crucial issues in education, critical thinking and learning, and technological advancement. This master's program recognizes the value of a multi-disciplinary approach to education in a world that is becoming globally interdependent. It is designed primarily for certified teachers and pro-

fessionals in the field of education who desire to examine, study and deliver programs of high quality in their school and community settings.

This program provides a unique and flexible course of study. The total required credits for this program is 36 credits. Each student is required to successfully complete a thesis or culminating project.

Please note that this program is being revised. Please see Dr. Weiner for updated information.

COURSE AND CREDIT REQUIREMENTS

CODE	TITLE	CREDITS
REQUIRED:		
EDU 616	Innovations in Teaching in the Urban Setting I	3
EDU 618	Innovations in Teaching in the Urban Setting II	3
EDU 617	Research Methods in Education	3
EDU 619	Thesis Seminar	3
	Total Credits	12

REQUIRED: ONE COURSE IN EACH OF THE FOLLOWING AREAS:

- Technology
- Mathematics or Science
- The Arts of Humanities
- Literacy Education

TOTAL CREDITS	12
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CORE REQUIREMENTS:

Specific courses related to your area of specialization.

TOTAL:	12
COMBINED TOTAL:	36

COURSE DESCRIPTIONS

EDU 500 Classroom Management (1)

This course improves and evaluates students' ability to create a learning environment which encourages both individual and group learning and conflict resolution among peers. It provides opportunities to role-play and analyze teaching decisions meant to prevent classroom disruptions, encourage student interest, make positive the experience of diversity in the classroom, and diffuse crises. Co-requisite: EDU 650 Student Teaching Internship and Seminar.

EDU 604 New Approaches in Elementary School Mathematics (3)

This course is designed primarily for in-service elementary school teachers. It stresses the study of modern mathematics: its organization, its underlying psychological and philosophical principles, and the creative teaching techniques important to the teacher of

mathematics. Students are exposed to some of the significant research programs currently being undertaken by mathematics educators.

EDU 606 Community Agencies, Organizations and Resources (3)

This course offers a survey of the referral resources available to the counselor and social worker in the northern New Jersey metropolitan area. Public and private agencies, educational, vocational, mental health, and medical resources and their interaction are included. Techniques of contact, referral, and follow up are studied. Students are expected to visit a number of local agencies and work through the referral process in sample cases.

EDU 607 Techniques of Elementary Curriculum Building (3)

This course offers a study of K-8 curriculum projects and school im-

provement programs. Particular attention is devoted to: activity and inquiry-based curricula, the use of technology and its impact on teaching and learning, and collaborative models for instruction and learning.

EDU 611 Adding Excitement to the Teaching of Science: Recent Developments in Elementary School Sciences (3)

This is a hands-on laboratory course that touches upon fourteen science content topics. It is activity and media oriented. This course is for the “science shy” teacher and for those who are comfortable teaching science but want to do it better.

EDU 615 Critical Issues in Urban Education (3)

Attention is given to the role of the school in American society and to the issues attendant upon the interest in and the controversy about present day education. The content covered in this course reflects the needs and interests of class members.

EDU 616 Innovations in Teaching in the Urban Setting I (3)

This course deals with the changes that are taking place in education today. It examines current and innovative methods of teaching in a variety of settings that include urban studies. This course addresses what students are learning, the relationship between theory, research, and educational practices, and expectations of the professional educator. Master’s students learn the art of grant writing as a part of this course. This basic professional course is open to all majors.

EDU 617 Research Methods in Education (3)

This course introduces students to the nature of educational research and provides essential information and research methods needed to understand the research process. The emphasis throughout is to show students how to set up a research study on a question of interest and importance. Students identify a research question and conduct a literature review.

EDU 618 Innovations in Teaching in the Urban Setting II (3)

Innovations II is a continuation of Innovations I. Its purpose is to have the students explore relevant issues in education and become involved in activities that will enhance them as teachers in their school and community settings. The requirements for the course include a “hands-on” aspect as well as timely readings, films, and conferences. A sig-

nificant portion of the semester is devoted to developing effective, quality workshops.

EDU 619 Thesis Seminar (3)

The purpose of this course is to enable students to use the knowledge acquired in the research course to design and carry out their own research investigation on an approved topic of professional interest. Prerequisite: EDU 617 Research Methods in Education.

EDU 618 Humanistic Education for the Self and the Child (3)

This course examines methods and techniques which increase the child’s awareness of self, of one’s value, and of one’s relations to others. Development of self-concept is examined. Curricula presently being used in the affective domain are reviewed.

EDU 621 Curriculum: Enticing Science and Mathematics Surprises, Motivating Zingers, Big Ideas, and Inquiry Development Skills (3)

This hands-on multimedia course features five recurring themes. These include: 1) the power of discrepant phenomena, conundrums, and other energizing surprises that capture attention, arouse interest, pique curiosity, excite wonder, and are ideal for launching a lesson or unit of study; 2) the synergism of science and mathematics in teaching; 3) significant concepts and “big ideas” that pervade science and technology; 4) inquiry development skills; and 5) people and ideas. The latter includes: science as an international enterprise involving contributions by many people all over the world for a long period of time and the cross-fertilization of their ideas. The one hundred and seventy-two thought provoking, intriguing topics are drawn from physics, chemistry, biology, meteorology, astronomy, geology, technology, and mathematics. This course is relevant to the New Jersey Core Curriculum Content Standards for Science: 5.1 through 5.12 and the science and mathematics standards at the national level also, the American Association for the Advancement of Science Project 2061 Benchmarks for Science Literacy.

EDU 626 Urban Social Service Organizations (3)

This course examines the various life stages and crises associated with the turning points in human life. Primary emphasis is placed upon the use by professionals of community social service organizations and their interactions with schools in order to help ameliorate the stresses of clients. Implications of the

broad political and social contexts within the urban community constitute an important part of the course.

EDU 628 Learning and Motivation (3)

This course focuses on theories of learning and cognitive development. It offers the best available knowledge on the classic and contemporary theories, principles, and concepts about learning—how it occurs, why it may fail, and how it can succeed. Self-regulation and the most effective means of motivating learning are emphasized. Students apply this knowledge through role-playing classroom scenarios, case study analyses, and problem-based learning. An understanding of the learner’s culture, abilities, learning style, and individual needs is applied to urban classroom scenarios as a means of developing a healthy learning environment.

EDU 629 Changing School Climate/ Individualization (3)

Students explore theoretical principles of learning and their application in the practice of leadership. The focus of the course is on developing a climate which supports individualized instruction for pupils in a multicultural community who exhibit widely divergent educational abilities and values.

EDU 645 Curriculum and Methods: Elementary Education (3)

This course focuses on organization and presentation of subject matter including instructional planning, teaching methods, curriculum development, evaluation, selection of instructional materials, and the appropriate use of textbooks and teacher’s guides. The course familiarizes students with national and New Jersey Core Curriculum Content Standards (e.g., visual and performing arts, health education, and physical education). Students have an opportunity to experience and to express themselves through the arts by designing and implementing learning environments and curricula that support self-expression and foster creativity. Unit plans, lesson plans, and materials for classroom use are developed integrating subject areas across disciplines by use of thematic units, group activities, etc.

EDU 647 Simulation and Learning in Education (3)

This course is designed to acquaint the classroom teacher with the topic of simulation and gaming as related specifically to critical thinking, values clarification, attitude formation, and attitude change. It stresses mathematical and nonmathematical, computerized and

noncomputerized gaming techniques. Included are an examination of the basic elements of simulation and gaming processes and an analysis of some commercially available simulations. Research related to simulation as an effective method for handling emotionally charged, controversial, and planning issues is examined. A considerable amount of time is devoted to the construction of simulations and games for the classroom.

EDU 649 Secondary and Middle School Curriculum (3)

This course offers a survey of the status and trends of the curricula in American middle and secondary schools. After a consideration of the foundations of the curriculum, the course investigates the differing roles and purposes of middle and secondary schools and how their curricula carry out these roles and purposes. Students consider the place of the various disciplines in the curricula including: vocational occupational, and career education, physical education, guidance, the extra curriculum, curriculum design and organization, learning in the community programs, and alternative programs. Emphasis is on the curriculum as it relates to the problems and future development of urban schools.

EDU 650 Student Teaching Internship and Seminar (5)

A full-semester field experience in an urban school with reputable programs, the internship assigns students to work with a co-operating teacher certified in their field of specialization. Students observe and tutor, and then teach the class under the supervision of the cooperating teacher. They assume the full responsibilities of a classroom teacher during the course of the semester and are responsible for in-class and out-of-class activities normally assigned to teachers. In the weekly seminar portion of this course, students share, analyze, and plan improvements for their student teaching experiences. Co-requisite: EDU 500 Classroom Management.

EDU 653 Introduction to the Use of Microcomputers in the Classroom: A Course for Elementary and Secondary School Teachers (3)

The use of microcomputers is explored and developed by training each participant to program the computer using BASIC language. The instructor assists each student in successfully creating a computer program applicable to his/her special interests. Information

is presented on commercial software and on the selection of microcomputer hardware.

EDU 654 The Urban Challenge in Education (3)

This course focuses on the bureaucratic/social structure of urban public education. It provides the opportunity for students to examine the manner in which urban issues affecting education (e.g., intercultural relations, crime, poverty) are researched and responded to by way of policies, legislation procedures, and work with communities (e.g., parents, parent groups, social service agencies). The course includes twelve hours of students observing teachers in their urban classrooms.

EDU 684 Integrating Curriculum and Instruction: Including Diverse Populations (3)

This course focuses on teaching diverse populations (e.g. special education students, Section 504 students, ESL students) in inclusive elementary school settings. Students are familiarized with the characteristics and educational needs of diverse students, federal and state legislation and litigation, modification of curriculum methods, materials assessment, classroom behavior, and the classroom environment for individuals with special needs. Home, school, and community relationships are examined. The course addresses the knowledge base and the interpersonal skills necessary for collaboration among general educators, special educators, staff members and parents. Students apply their knowledge of learning and technology to design, manage, and facilitate a student-centered, multidimensional learning environment. Software products and Internet resources are included as teaching tools.

EDU 691 Curriculum: Integrating Social Studies/World Cultures/Literacy (3)

This course familiarizes students with national and state content standards for social studies, world cultures, and literacy. Students create unit and lesson plans for several elementary grade levels and design materials for the classroom. Students experiment with integrating subjects across disciplines using thematic units, group activities, the worldwide web, etc. There is a focus on integrating literacy instruction and content areas in the upper grades of elementary school. Special attention is given to teaching learning strategies (e.g., KWL, question-answer

relationships, concept mapping, and guided writing procedures). Software products and Internet resources are included as teaching tools.

EDU 693 Educational Assessment (3)

This course provides an overview of the multidimensional nature of measurement and evaluation in education. It focuses on the construction and implementation of various tools for formal and informal assessment. Students develop their questioning techniques, tests, and other forms of content assessment. The consequences of poor assessment are identified along with strategies for obtaining valid and reliable assessment for sound classroom decision-making. Included are standardized tests used in K-12 settings (e.g., ESPA, GEPA, HSPT and SAT), research on testing, the use of test results in decision-making/teaching goals, and communication of results to stakeholders.

EDU 694 Curriculum: Integrating Math/Science/Technology (3)

This course familiarizes students with national and state content standards for science (e.g., the use of the scientific inquiry process by children and their understanding of the laws of nature) and math (e.g., the development of skill in numeric operations and reasoning ability in children). Students develop ability to make effective use of content knowledge in teaching the sciences, mathematics and computer utilization by creating unit plans and lesson plans for several elementary grade levels. Classroom methods and materials are designed and modified to suit children with special needs. Students integrate the teaching of math and science through the study of culturally different numeration systems, writing assignments, database management tools, technology-based strategies, library research, group presentation, and project-based explorations.

LITERACY EDUCATION DEPARTMENT

Dr. Myrna Ehrlich
Chairperson

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<http://www.njcu.edu/aca/LitEd/G/litedd.html>

MASTER OF ARTS IN ELEMENTARY SCHOOL READING

A program consisting of 39 credits described below and a comprehensive exam or 36 credits and a thesis.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
LTED 603	Solving Reading Problems of the Urban Learner OR	
LTED 648	Solving Reading Problems in the Elementary School	3
LTED 605	Language Arts in the Total Curriculum	3
LTED 637	Nature of Reading	3
LTED 641	Reading and the School Curriculum	3
	General education course(s)* OR	
	Basic professional education course(s)*	3-6
	*children's or adolescent literature course is strongly recommended.	

Select 18-21 credits from the following:

LTED 601	Reading and Multimedia	3
LTED 611	Reading Research (Thesis Option)	1-3
LTED 612	Research in Reading	3
LTED 616	Reading and Language for the Gifted and Creative	3
LTED 642	Seminar in Reading (may take more than once-diff. topics)	3
LTED 643	Practicum in Reading	3
LTED 646	Diagnostic Procedures in Reading	3
LTED 651	Language Development, Reading and Linguistics	3

MASTER OF ARTS IN SECONDARY SCHOOL READING

A program consisting of 39 credits described below and a comprehensive exam or 36 credits and a thesis.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
LTED 603	Solving Reading Problems of the Urban Learner OR	
LTED 650	Solving Reading Problems in the Secondary School	3
LTED 605	Language Arts in the Total Curriculum	3
LTED 607	Role of Reading in the Secondary School	3
LTED 637	Nature of Reading	3
LTED 641	Reading and the School Curriculum	3
	General education course(s)* OR	
	Basic professional education course(s)*	3-6
	*children's or adolescent literature course is strongly recommended.	

Restricted electives (select 15-18 credits from the following)

LTED 601	Reading and Multimedia	3
LTED 603	Solving Reading Problems of the Urban Learner	3
LTED 611	Research (Thesis Option)	
LTED 612	Research in Reading	
LTED 613	Advanced Research in Reading	3
LTED 616	Reading and Language for the Gifted and Creative	3
LTED 621	Microcomputers and Reading Instruction	3
LTED 642	Seminar in Reading (diff. topics)	3
LTED 643	Practicum in Reading	3
LTED 647	Diagnosis and Treatment II	3
LTED 649	Advanced Practicum II	3
LTED 650	Solving Reading Problems in the Secondary School	3
LTED 651	Language Development, Reading and Linguistics	3

MASTER OF ARTS-READING SPECIALIST

A program consisting of 39 credits described below and a comprehensive exam or 36 credits and a thesis.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
LTED 603	Solving Reading Problems of the Urban Learner	
	OR	
LTED 648	Solving Reading Problems in the Elementary School	
	OR	
LTED 650	Solving Reading Problems in the Secondary School	3
LTED 607	Reading in the Secondary School	3
LTED 612	Research in Reading	
LTED 637	Nature of Reading	3
LTED 641	Reading and the School Curriculum	3
LTED 643	Practicum in Reading I	3
LTED 646	Diagnostic Procedures in Reading	3
	General education course(s)*	
	OR	
	Basic professional education course(s)*	3-6
	*children's or adolescent literature course is strongly recommended.	

Restricted electives (select 12-15 credits from the following)

LTED 601	Reading and Multimedia	3
LTED 603	Solving Reading Problems of the Urban Learner	3
LTED 605	Language Arts in the Total Curriculum	3
LTED 611	Research (Thesis Option)	
LTED 613	Advanced Research in Reading	3
LTED 616	Reading and Language for the Gifted and Creative	3
LTED 621	Microcomputers and Reading Instruction	3
LTED 642	Seminar in Reading (diff. topics)	3
LTED 647	Diagnosis and Treatment II	3
LTED 648	Solving Reading Problems in the Elementary School	3
LTED 650	Solving Reading Problems in the Secondary School	3
LTED 651	Language Development, Reading and Linguistics	3

COURSE DESCRIPTIONS**LTED 601 Reading and Multi Media (3)**

This course offers an explanation and exploration of the history and continuing development of technology in the field of reading. Emphasis is placed on computer, multimedia, multisensory, and multilevel strategies. Students are led to establish criteria for selection and evaluation of such programs.

LTED 602 Reading Disabilities Remediation (3)

This course is designed for the growing number of school districts in New Jersey, especially urban and special needs districts, which are incorporating the contemporary concepts of inclusion, early reading intervention systems, "Success for All" concepts of learning, and intensive remediation systems. The course, by utilizing current research findings, proven techniques of classroom instructional strategies, and methods and materials, and by demonstrat-

ing the latest classroom technologies, trains the classroom teacher to become more effective in the daily approaches to literacy instruction.

LTED 603 Solving Reading Problems of the Urban Learner (3)

This course is designed for the elementary and secondary teacher in an urban setting who encounters significant numbers of remedial and bilingual situations. Selected interrelationships between cultural, social, and psychological characteristics and the reading/language arts process are analyzed. Special emphasis is placed on diagnosis, treatment, methods, and materials needed for positive classroom practices. Current research, which has given indication that specific methods and materials available today seem to have greater chances for increasing learning than those of the past are explored.

LTED 604 Whole Language: Getting Started, Moving Forward (3)

This course studies the theory and/or belief system that is known in the

field of education as Whole Language. Students are introduced to the history of the movement and its ramifications in regard to learners and learning, teachers and teaching, literacy, and curriculum. The course explores the boundaries of Whole Language utilization in the classroom, with special emphasis on Whole Language learning engagements and inquiry curriculum.

LTED 605 Language Arts in the Total Curriculum (3)

This course integrates theory, research, and curriculum within the language arts and across the total curriculum. Emphasis is on interrelating language arts as a creative, constructive act; understanding current methods, approaches, materials and national trends; and implementing procedures for developing, evaluating, and interpreting the natural and developmental relationships that exist between and among listening, oral communication, reading, written communication, literature, and relevant cognitive and affective components as they relate to urban settings.

LTED 606 Literacy Learning In The Early Childhood Classroom (3)

The purpose of this course is to examine and apply appropriate practices that shape early childhood literacy development and instruction. Planning curriculum, designing physical environment, and organizing and evaluating instruction are addressed using methods and materials based on research and educational theory. The physical, social, emotional, and cognitive development of children is considered, as are family literacy, language acquisition and development, phonemic awareness, and other relevant factors.

LTED 607 Reading in the Secondary School (3)

This course is designed to provide information on such topics as: goals and objectives of effective secondary reading programs; utilizing research findings for effective classroom instruction, methods and materials of instruction and assessment, reading across the curriculum, incorporating technology into the reading program, and facilitating staff development in literacy at the secondary level.

LTED 610 Literacy in the Middle School (3)

This course provides an in-depth analysis of literacy processes; teaching strategies; curriculum design; materials, including adolescent literature; and assessment procedures associated with middle school literacy development to-

MASTER OF ARTS—READING SPECIALIST & READING SPECIALIST CERTIFICATION

A program consisting of 39 credits described below and a comprehensive exam or 36 credits and a thesis. Selections for this program must produce graduate course work in three of the following six areas (some seminars may satisfy an area):

a. children's or adolescent literature

- b. linguistics
- c. measurement
- d. psychology
- e. organization of reading programs
- f. supervision

NOTE: For certification eligibility, there is also a requirement of two years' teaching experience.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
LTED 603	Solving Reading Problems of the Urban Learner OR	
LTED 648	Solving Reading Problems in the Elementary School OR	
LTED 650	Solving Reading Problems in the Secondary School	
LTED 607	Reading in the Secondary School	3
LTED 612	Research in Reading	
LTED 637	Nature of Reading	3
LTED 641	Reading and the School Curriculum	3
LTED 643	Practicum in Reading I	3
LTED 646	Diagnostic Procedures in Reading General education course(s)* OR Basic professional education course(s)*	3-6
	*children's or adolescent literature course is strongly recommended.	
Restricted electives (select 12-15 credits from the following)		
LTED 601	Reading and Multimedia	3
LTED 603	Solving Reading Problems of the Urban Learner	3
LTED 605	Language Arts in the Total Curriculum	3
LTED 611	Research (Thesis Option)	
LTED 613	Advanced Research in Reading	3
LTED 616	Reading and Language for the Gifted and Creative	3
LTED 621	Microcomputers and Reading Instruction	3
LTED 642	Seminar in Reading (diff. topics)	3
LTED 647	Diagnosis and Treatment II	3
LTED 648	Solving Reading Problems at the Elementary Level	3
LTED 650	Solving Reading Problems in the Secondary School	3
LTED 651	Language Development, Reading and Linguistics	3

day. The critical reading, writing, listening, and speaking skills required of adolescents in grades four through eight are thoroughly analyzed. Students explore the crucial primary grades and the high school years.

LTED 611 Reading Research (1-3)

This course is an independently arranged course for students who are involved in out-of-classroom research activities. Students apply basic research procedures and techniques toward resolving a research question or establishing goals for and developing a creative project. Typically, students are involved in scholarly activities such as library research, ethnographic and experimental data collection, or formal scholarly writing that usually culminates in a thesis,

publishable creative project, or a fundable grant proposal. Students are supervised by a research supervisor in cooperation with the student's advisor and the departmental chair.

LTED 612 Research in Reading (3)

In this course, students become aware of their roles as teacher-researchers by engaging in active inquiry within the context of their own classrooms. They become familiar with both seminal and current literacy research and the methods of classroom inquiry. Special emphasis is placed upon the development of a classroom mini research project or a thesis proposal during which students examine the teaching and learning processes regarding literacy within their own classrooms.

LTED 613 Advanced Research in Reading (3)

This is an applied research course for advanced graduate students who want to apply appropriate research design and statistical procedures to a variety of research situations. Prerequisite: LTED 612 Research in Reading.

LTED 616 Reading & Language for the Gifted (3)

This course provides a wide range of topics relevant to the creative reading and language of gifted and creative students in an urban setting. Emphasis is placed on practical suggestions and procedures for classroom application; reading and language instructional needs and problems; organizational patterns and curriculum design; and teaching strategies and procedures as they relate to reading and language for the gifted and creative in an urban setting.

LTED 621 Microcomputers and Reading Instruction (3)

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

LTED 637 Nature of Reading (3)

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

LTED 641 Reading and the School Curriculum (3)

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

**LTED 642 Seminar in Reading:
Selected Topics (3)**

This seminar is offered on a variety of pertinent current topics. Recent subjects and themes include: using literature to teach reading, what's new in Whole Language, explorations in multicultural literacy, and reading and the arts. This course may be taken more than once, assuming different topics.

LTED 643 Practicum in Reading (3)

This course provides students with the opportunity to apply techniques and materials to the teaching of reading to children with literacy problems. Students work one-to-one under close supervision with children and adolescents, many of whom have been previously tested in the Associated Clinic. This is a combination classroom and laboratory setting. Prerequisite: LTED 646 Diagnostic Procedures in Reading I; or consent of department chairperson.

**LTED 646 Diagnostic Procedures in
Reading I (3)**

This course promotes understanding of the place and meaning of ongoing diagnosis in classroom, specialist, and clinical settings. Students learn to assess factors that contribute to reading difficulties and to understand the concept of multiple causality. Students gain knowledge of and practical experience with observation, diagnostic teaching, and diagnostic instruments (both formal and informal) that represent a variety of theoretical perspectives. Students apply this knowledge by conducting a diagnostic evaluation of a child and preparing a diagnostic portfolio in which they include formal and informal evaluative data. Students also determine a preliminary instructional plan and/or appropriate referral to other agencies. Prerequisites: LTED 637 Nature of Reading; or LTED 641 Reading and the School Curriculum; or full-time LTED graduate status; or consent of the chairperson.

**LTED 647 Diagnosis and
Treatment II (3)**

This course provides intensive application of diagnostic and correction procedures for developing literacy in a clinical setting. Topics are tailored to the individual needs of students but include: administering of many kinds of tests; operating various types of equipment such as eye movement cameras, telebinocular, and audiometric screening equipment; working in a diagnostic situation with a disabled reader under supervision; applying supervised intensive instruction to children with severe

reading problems; and evaluating materials, techniques, and curriculum through good research procedures.

**LTED 648 Solving Reading Problems
at the Elementary Level (3)**

The major focus of this course is on the literacy needs commonly associated with elementary school children. The interrelationships between reading and writing along with other aspects of the curriculum are investigated. The utilization of classroom diagnosis for focusing on strengths to build a foundation for successful instruction is considered, and strategies for instruction are emphasized. Concerns of the class constituency are addressed, particularly with regard to specific methods and materials.

LTED 649 Advanced Practicum II (3)

This practicum provides supervisory and teaching experience for the advanced student, conducting an in-depth exploration of selected aspects of applying techniques in teaching reading. Students work in a clinical setting with children who are having severe difficulty in reading. Prerequisites: LTED 643 Practicum in Reading, LTED 646 Diagnostic Procedures in Reading I, LTED 647 Diagnostic and Treatment II, and consent of the department chairperson.

**LTED 650 Solving Reading Problems
in the Secondary School (3)**

The major emphasis of this course is on teaching more effective means of providing for the literacy needs of secondary school students, including those needs associated with study skills. Concerns of the class constituency are also addressed, particularly with regard to methods and materials.

**LTED 651 Language Development,
Reading and Linguistics (3)**

This course presents an overview of significant knowledge and research in linguistics, psycholinguistics, and sociolinguistics that can be utilized by elementary and secondary school teachers in understanding and enhancing their students' literacy.

**LTED 667 The Administration and
Supervision of School Reading
Programs (3)**

This course is designed to provide teachers, supervisors, and administrators with an understanding and application of sound supervisory techniques of school reading programs, grades K-12. The course addresses such issues as program and personnel development in literacy education and implementation assessment and evaluation of such programs. There is an emphasis on linking

literacy to all other areas of the school curriculum, specifically the academic content areas. The growing role of technology is also explored.

MULTICULTURAL EDUCATION DEPARTMENT

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The Multicultural Center is an academic department which prepares teachers for careers in bilingual, multicultural settings. Multicultural education recognizes and supports different perceptions of the universe as equally valid; enables teachers to clarify their values and perceive their attitudes and stereotypes about other groups of people; and develops respect for linguistic and cultural differences.

LANGUAGE PROFICIENCY INTERVIEW (LPI)

Students already holding teacher certification who are pursuing either bilingual/bicultural teacher certification or English as a second language (ESL) certification must pass the LPI to be eligible for these certifications. Students pursuing initial teacher certification in ESL must pass the LPI prior to being allowed to student teach.

The LPI is an oral exam which tests an individual's ability to communicate in English (for English as a second language teacher certification) and in both English and the individual's native language (for bilingual/bicultural teacher certification). Appointments for the LPI may be made by contacting the Multicultural Center, 201-200-3380.

DEGREE PROGRAM OPTIONS

Master of Arts in Urban Education may be taken with any one of the following specializations:

English as a Second Language
-with or without ESL teacher certification, for students with or without a previous teaching certification (see below)

Bilingual/Bicultural (see below)
Basic and Urban Studies

(see Elementary and Secondary Education Department, p. 50)
Administration and Supervision (see Educational Leadership Department, p.44)

CERTIFICATION ONLY

The following certification only programs are offered.

English as a Second Language
-for students already holding a teaching certification

English as a Second Language
-for students not already holding a teaching certification

Bilingual/Bicultural Teacher Certification
-for students already holding a teaching certification

ENGLISH AS A SECOND LANGUAGE CERTIFICATION
–FOR STUDENTS ALREADY HOLDING A TEACHING CERTIFICATION

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MCC 600	General Linguistics and Multicultural Ed.	3
MCC 603	Applied Linguistics	3
MCC 604	Phonology and Structure of American Language	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 617	Field Experience in Bilingual/Multicultural Education	3
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 655	Methods of Teaching ESL	3

NOTE: MCC 617 may be waived, by the Coordinator, providing appropriate evidence of experience has been submitted by the student.

ENGLISH AS A SECOND LANGUAGE CERTIFICATION
–FOR STUDENTS NOT ALREADY HOLDING A TEACHING CERTIFICATION

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MCC 600	General Linguistics and Multicultural Ed.	3
MCC 604	Phonology and Structure of American English	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 617	Field Experience in Bilingual/Multicultural Education	3
MCC 618	Human Relations & Multicultural Education	3
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 655	Methods of Teaching ESL	3
MCC 660	Internship in ESL	5
MCC 661	Internship Seminar	1
ACI 603	Learning Theories and Instruction	3
LTED 603	Solving Reading Problems of the Urban Learner	3

NOTE: MCC 617 may be waived, by the Coordinator, providing appropriate evidence of experience has been submitted by the student.

COURSE DESCRIPTIONS

MCC 501 Non-Sexist Curriculum Planning in the Elementary School (3)

The purpose of this course is to document and analyze institutional, cultural, and psychological varieties of sexism in elementary education and to suggest remedies within the classroom and the curriculum for these practices. Students experience rewriting and creating units of curriculum free of sexist interpretations.

MCC 504 Strategies for Teaching the Urban Child (3)

This course develops practical approaches for working with inner city poor children, based on the theories of Piaget, Bruner, behavior modification, and perception. Techniques are developed for building ego and social interaction and for preventing “behavior” problems and situations. Some time is spent considering such topics as: bilingual vs. English as a second language teaching, open vs. formal classrooms in inner city schools, and change-oriented.

MCC 600 General Linguistics (3)

This course analyzes scientifically the nature of language and its component parts. The major contemporary theories of language are examined, including structural linguistics and transformational generative grammar. Language families, writing systems, language change, and the sociology and psychology of language are also studied.

MCC 603 Applied linguistics with Emphasis on Second Language Experience (3)

This course examines the latest research on second language acquisition, the interaction between first and second language, levels of communicative competence in second language learners, and the implications of language attitudes and ethnolinguistic identity for curriculum planning and classroom procedures.

MCC 604 Phonology and Structure of American English (3)

This course analyzes the sound system and grammatical structure of American English as it applies to the teaching of English as a second language.

MCC 605 Introduction to Bilingual/Multicultural Education (3)

This course examines the history of bilingualism and the status of bilingual legislation in the United States. Various types of bilingual programs, the rationale for bilingual education, as well as

**MASTER OF ARTS IN URBAN EDUCATION—ESL CONCENTRATION
NO TEACHING CERTIFICATION PROGRAM WITH THIS OPTION**

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MCC 600	General Linguistics and Multicultural Ed.	3
MCC 603	Applied Linguistics with Emphasis on Second Lang. Exp.	3
MCC 604	Phonology and Structure of American English	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 617	Field Experience in Bilingual/Multicultural Education	3
MCC 626	Survey and Development of ESL Materials	3
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 650	Research in Urban Education-ESL/Bilingual	3
MCC 655	Methods of Teaching ESL	3

NOTE: MCC 617 may be waived, by the Coordinator, providing appropriate evidence of experience has been submitted by the student; however, three other credits would then have to be successfully completed, for the degree.

Restricted Electives (select 15 credits from the following)

MCC 605	Introduction to Bilingual Education	3
MCC 607	Theory & Practice of Teaching the Bilingual Child in the Content Areas	3
MCC 608	Language, Culture & Communication	3
MCC 609	Multicultural Education & Psycholinguistics	3
MCC 610	Multicultural Education & Sociolinguistics	3
MCC 618	Human Relations & Multicultural Education	3
MCC 619	Americans in the World Community	3
MCC 621	Multicultural Values in the Urban Community	3
MCC 623	Contemporary Issues in Bilingual Curriculum Dev.	3

**MASTER OF ARTS IN URBAN EDUCATION (ESL CONCENTRATION)
AND ESL TEACHER CERTIFICATION (FOR STUDENTS NOT ALREADY HOLDING A
TEACHING CERTIFICATE**

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MCC 600	General Linguistics and Multicultural Education	3
MCC 603	Applied Linguistics with Emphasis on Second Lang. Exp.	3
MCC 604	Phonology and Structure of American Language	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 617	Field Experience in Bilingual/Multicultural Education	3
MCC 618	Human Relations & Multicultural Education	3
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 655	Methods of Teaching ESL	3
MCC 660	Internship in ESL	5
MCC 661	Internship Seminar	1
MCC 626	Survey & Development of ESL Materials	3
MCC 650	Research in Urban Education-ESL/Bilingual	3
ACI 603	Learning Theories and Instruction	3
LTED 603	Solving Reading Problems of the Urban Learner	3

NOTE: MCC 617 may be waived, by the Coordinator, providing appropriate evidence of experience has been submitted by the student; however, three other credits would then have to be successfully completed, for the degree.

ongoing research development in the field are discussed. The role of evaluation and testing is examined.

MCC 606 Language Arts in a Bilingual Setting (3)

This course examines the current materials and techniques of instruction in first and second languages in the communication areas: reading, writing, listening, and speaking. Students are given an opportunity to observe, study, and discuss the methods currently utilized for screening, placement, and evaluation for non-English speaking children.

MCC 607 Theory & Practice of Teaching Bilingual Children in Content Areas: Mathematics, Science, Social Studies (3)

The use of a student's native language and his/her second language as media of instruction are the primary focus of this course. These skills are required of the prospective teacher so that he/she may develop, analyze, and apply the most appropriate instructional materials and strategies.

MCC 608 Language, Culture and Communication (3)

This course examines the difference between cultural value systems, such as the melting pot theory and the theory of cultural pluralism, and their educational implications. In addition, it also examines the relationship between cultural values and both cognitive styles and communication styles. Other relevant issues of the culture-language relation are discussed as well.

MCC 609 Multicultural Education and Psycholinguistics (3)

This course examines the psychological nature of language. Native language acquisition, second language acquisition by children and adults, as well as the nature of language comprehension and production are covered. The application of theoretical findings to language teaching is emphasized.

MCC 610 Sociolinguistics (3)

This course provides an in-depth analysis of language in social contexts. It addresses such issues as language attitudes and language choice, the significance of language varieties, and the impact of language policy and language conflict on ethnic identity. Gender differences in language use are also explored.

MCC 611 Theories of Language Teaching (2)

This course presents second language teaching in historical perspective. The major language teaching theories of the twentieth century are studied and their impact on current pedagogical

**MASTER OF ARTS IN URBAN EDUCATION (ESL CONCENTRATION)
AND ESL TEACHER CERTIFICATION (FOR STUDENTS ALREADY HOLDING ANOTHER
TEACHING CERTIFICATE)**

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MCC 600	General Linguistics and Multicultural Ed.	3
MCC 603	Applied Linguistics with Emphasis on Second Lang. Exp.	3
MCC 604	Phonology and Structure of American Language	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 617	Field Experience in Bilingual/Multicultural Education	3
MCC 626	Survey and Development of ESL Materials	3
MCC 627	Historical and Cultural Backgrounds of LEP Students	3
MCC 650	Research in Urban Education-ESL/Bilingual	3
MCC 655	Methods of Teaching ESL	3

NOTE: MCC 617 may be waived, by the Coordinator, providing appropriate evidence of experience has been submitted by the student; however, three other credits would then have to be successfully completed, for the degree.

Restricted Electives (select 15 credits from the following)

MCC 605	Introduction to Bilingual Education	3
MCC 607	Theory and Practice of Teaching the Bilingual Child in the Content Areas	3
MCC 608	Language, Culture & Communication	3
MCC 609	Multicultural Education & Psycholinguistics	3
MCC 610	Multicultural Education & Sociolinguistics	3
MCC 618	Human Relations & Multicultural Education	3
MCC 619	Americans in the World Community	3
MCC 621	Multicultural Values in the Urban Community	3
MCC 623	Contemporary Issues in Bilingual Curriculum Dev.	3

BILINGUAL/BICULTURAL TEACHER CERTIFICATION

ONLY FOR STUDENTS ALREADY HOLDING ANOTHER TEACHING CERTIFICATE

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 605	Introduction to Bilingual Education	3
MCC 607	Theory and Practice of Teaching the Bilingual Child in the Content Areas	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3
MCC 627	Historical & Cultural Background LEP Students	3
MCC 655	Methods of Teaching ESL	3

NOTE: MCC 617 may be waived, by the Coordinator, providing appropriate evidence of experience has been submitted by the student.

practices examined. Co-requisite: MCC 612 Observation of ESL

MCC 612 Observation of ESL (1)

Students observe ESL classrooms and share their observations with classmates. A formal observation system is used. Co-requisite MCC 611 Theories of Language Teaching.

MCC 613 Evaluation: Methods and Materials (3)

Methods of language testing and program evaluation are discussed in this course. Current tests used in or developed for bilingual classrooms and ESL programs are explored. Students gain experience in developing tests for programs they are teaching in or for programs they have observed.

MCC 614 Laboratory in Curriculum Development (3)

This course gives teachers and supervisors experience in analyzing curricula used in ESL and/or bilingual programs. Students gain experience in developing their own curricula.

MCC 615 Experience in Learning Another Language (3)

Students experience learning a language other than English through student-centered approaches. While acquiring the ability to function in that language, students gain insights into the psychology of language learning and teaching through personal experience.

MCC 616 Social Psychology and the Bilingual Child (3)

This course examines topics such as: cognitive styles of bilingual children; the psychological and social factors that contribute to developing or inhibiting the student's self image, and his/her ability to appreciate cultural diversity; the relationship between bilingualism and intelligence; socioeconomic factors and psycholinguistic processes that affect how bilingual children learn to read; psychological and pedagogical consequences of "immersion" strategies; and the concepts of "space" and "time" as being culturally laden and their relevance to the educational bilingual setting.

MCC 617 Field Experiences in Bilingual/Multicultural Education (3)

The in-service teacher is given an opportunity to observe and to participate in a field experience in bilingual/multicultural education. Experienced teachers are supervised "on the job" and meet in seminar groups to discuss and evaluate their experience. Videotaped data may be utilized in the evaluation.

MASTER OF ARTS IN URBAN EDUCATION (BILINGUAL/BICULTURAL CONCENTRATION) AND BILINGUAL/BICULTURAL TEACHER CERTIFICATION ONLY FOR STUDENTS ALREADY HOLDING ANOTHER TEACHING CERTIFICATE

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
MCC 605	Introduction to Bilingual Education	3
MCC 607	Theory and Practice of Teaching the Bilingual Child in the Content Areas	3
MCC 617	Field Experience in Bilingual/Multicultural Education	3
MCC 623	Contemporary Issues in Bilingual Curriculum Dev.	3
MCC 627	Historical & Cultural Background of LEP Students	3
MCC 650	Research in Urban Education-ESL/Bilingual	3
MCC 655	Methods of Teaching ESL	3

NOTE: MCC 617 may be waived, by the Coordinator, providing appropriate evidence of experience has been submitted by the student; however, three other credits would then have to be successfully completed, for the degree.

Electives (select 18 credits from the courses below)

MCC 600	General Linguistics and Multicultural Education	3
MCC 604	Phonology & Structure of American English	3
MCC 608	Language, Culture & Communication	3
MCC 609	Multicultural Education & Psycholinguistics	3
MCC 610	Multicultural Education & Sociolinguistics	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observation of ESL	1
MCC 618	Human Relations & Multicultural Education	3
MCC 619	Americans in the World Community	3
MCC 621	Multicultural Values in the Urban Community	3

MCC 618 Human Relations and Multicultural Education (3)

This course in intergroup education is concerned primarily with fostering better understanding and relationships among individuals and groups of different sexes, races, national origins, and socio-economic backgrounds.

MCC 619 Americans in the World Community (3)

This course develops students' knowledge and understanding of world issues from a global perspective. Particular emphasis is given to the economic, cultural, social, and political interdependence of all people. Students also become acquainted with curriculum materials in global education for use in K-12 classes.

MCC 620 Workshop in Open Classroom Education (3)

Some theory behind openness is explored, but emphasis is on setting up learning centers and developing curricula for individual and small group learning. Participants share task cards and centers they have developed with their children and develop techniques of record keeping and evaluation.

MCC 621 Multicultural Values in the Urban Community: Implication for Values Education in Urban Schools (3)

This course in the teaching of value clarification gives teachers the opportunity to analyze the legitimate role of the school in the development of values. Contemporary curriculum materials and guides, especially in reading and the social sciences, provide materials designed to elicit value choices. Societal influences other than the classroom (i.e., parents, television, and mass media) are also analyzed. Emphasis is on social and cultural facets of a multicultural society.

MCC 622 Cross-Cultural Perspectives on Bilingualism (3)

This course offers a critical analysis of cultural issues affecting bilingual education with special reference to language learning and interpersonal relationships.

MCC 623 Contemporary Issues in Bilingual Curriculum Development (3)

This course examines contemporary issues in bilingual/multicultural education as they apply to curriculum planning and development. Emphasis is on the assessment of needs and

the evaluation designs of bilingual/bicultural curricula. The nature of objectives in bilingual/multicultural education programs is examined. Models and methods of implementation of bilingual/multicultural programs as well as the relationship between curriculum designs and bilingual legislation are discussed.

MCC 625 Advanced Topics in ESL (3)

An in-depth study of aspects of English which often present difficulties for non-native speakers is offered. The primary focus is on problems in oral and written production.

MCC 626 Survey and Development of ESL Materials (3)

This course explores the relationship of recent trends in language teaching to the development of ESL materials. Students evaluate, adapt, and write materials for ESL classes.

MCC 627 Historical & Cultural Background of Limited English Proficient Students (3)

This course examines the acculturation of language minority students in American schools. Topics include: socialization and discourse practices that contribute to the variety of cognitive styles of ethnolinguistic and bilingual students; the psychological and social factors that facilitate development of or inhibit their self-image, as well as the ability to function within a culturally diverse society; the relationships between bilingualism and intelligence, socioeconomic factors and psycholinguistic processes that affect ways in which children develop literacy skills; psychological and pedagogical consequences of schooling, including bilingual programs, immersion, and submersion strategies; the concepts of "space" and "time" as being culturally imbedded and their relevance to the bilingual educational setting; and the role of assessment in bilingual schooling.

MCC 628 Approaches to Teaching English Writing Skills to ESL and Bilingual Students (3)

The goal of this course is to provide ESL and bilingual teachers or teachers-in-training with the knowledge, experience, and skills needed to assess student writing, develop appropriate writing assignments and teaching techniques, and use new technologies (e-mail, the Web, CD-ROMs, etc.) to teach writing. The course will also explore research on writing and attitudes toward writing.

MCC 650 Research in Urban Education: ESL/Bilingual Tracks (3)

This course introduces students to different research techniques so as to allow them to work on topics relevant to the fields of bilingual/multicultural education and the teaching of English as a second language.

MCC 655 Methods of Teaching ESL (3)

Students observe, practice, and develop practical techniques for teaching listening, speaking, reading, and writing skills to learners of English as a second language. Students conduct peer teaching and demonstrate various methodologies. Emphasis is on classroom management, testing, and developing creative materials that foster communication.

MCC 660 Internship in ESL (5)

This internship is a full-semester field experience in a school with a recognized ESL and/or bilingual program. Students are assigned to work with a cooperating teacher certified in their field of specialization. They observe, tutor, and then teach children, under the supervision of the cooperating teacher. Interns assume the full responsibilities of a classroom teacher during the course of the semester and are responsible for in-class and out-of-class activities normally assigned to teachers.

MCC 661 Internship Seminar (1)

Students attend this weekly seminar to share, analyze, and evaluate their student teaching experiences. They help find solutions to problems faced by themselves and others.

SPECIAL EDUCATION

Dr. Brian Hurwitz
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The major aim of graduate preparation in Special Education at New Jersey City University is to prepare qualified and competent educators capable of meeting the instructional needs of children with physical, cognitive, behavioral and specific learning disabilities. New Jersey City University has an urban mission since it is in a densely populated area. Therefore, the Department of Special Education addresses the needs of the child with disabilities in the multiethnic, multicultural, urban context. This comprehensive approach to the special needs child, preschool through high school, prepares the student for all special education settings.

The training program at the graduate level is highly flexible and directed to the special requirements of graduate students from diverse backgrounds. The instructional model, on which both the graduate and undergraduate programs are based, is derived from the “reflective urban practitioner framework” with its emphasis on reflective practice in an urban educational setting.

For students holding an acceptable baccalaureate degree, the following opportunities for training in the teaching of children with disabilities are available:

1. Master of Arts in Special Education—for students holding “Teacher of the Handicapped” certification.
2. Master of Arts in Special Education—designed to qualify for initial certification as “Teacher of the Handicapped” and tailored to the holders of baccalaureate degrees in areas outside of education.
3. Course work leading to “Teacher of the Handicapped Certification” for individuals holding teacher certification in areas other than special education.
4. Master of Arts in Special Education—designed to simultaneously qualify the student for the Learning Disabilities Teacher Consultant Certificate.
5. Learning Disabilities Teacher Consultant Certificate for holders of an M.A. in allied fields.

REQUIREMENTS FOR A DEGREE— TERMINAL OPTIONS

In addition to the 33 cr. course sequence, each student is expected to satisfy the requirements of one of the available terminal options prescribed by the Department of Special Education. Therefore, students who wish to graduate with a master’s degree in special education must choose one of the following terminal options:

Option I-Master’s Thesis (2 crs.):

Completion of the thesis requires that the student enroll in a full year of scholarly research with an assigned thesis advisor. It is recommended that students who choose this option do so just prior to the last year of graduate coursework. In order to be eligible for graduation, the master’s thesis must meet acceptable departmental standards.

Option II-Comprehensive Examination:

The comprehensive exam consists of two parts: 1) The PRAXIS (NTE) Special Education Specialty Exam and 2) Special Education Essays.

- a. The PRAXIS (National Teacher Examination)-Special Education Specialty Exam: The Special Education Specialty Exam is given in November, March, and July during each academic year. Students are expected to attain scores in the average to above average range. Candidates for graduation are expected to take this Specialty Exam in November if they wish to graduate in May. Information regarding this multiple choice exam can be obtained in the Office of Teacher Internships. (Professional Studies Building, Room 203)
- b. Special Education Essays: This is the second portion of the Comprehensive Examination and is administered by the Special Education Department in January of each year. Students wishing to take the essay portion of the Comprehensive Examination must enroll with the Department of Special Education (Professional Studies Building, Room 350).

In order to be eligible for graduation, students must produce a passing comprehensive exam profile on both the NTE Specialty Area and the Special Education Essays.

**MASTER OF ARTS IN SPECIAL EDUCATION
—FOR STUDENTS WITH A TEACHER OF THE HANDICAPPED CERTIFICATE**

A thirty-three (33) credit program

NOTE: Completion of the program requires either a thesis or comprehensive examination.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
Area I: Basic Professional Courses (6 credits)		
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
Restricted elective (select 3 credits from the following)		
SPEC 600	Introduction to Learning Disabilities	3
SPEC 609	Nature and Needs of the Multiply Handicapped	3
SPEC 630	Psychology of Mental Retardation	3
SPEC 640	Behavior Disorders in Children	3
Area II: Teaching Methods and Materials (3 credits)		
SPEC 675	Corrective Techniques for Teaching the Exceptional Child	3
Restricted elective (select 6 credits from the following)		
SPEC 508	Helping Exceptional Children & Youth in the Reg. Clssrm.	3
SPEC 629	Tchng. the Child with Autism & Pervasive Dev. Disorders	3
SPEC 631	Procedures in Tchng. the Moderately & Severely Retarded	3
SPEC 634	Teaching the Learning Disabled Adolescent	3
SPEC 641	Disturbed, Disturbing, and Disruptive Adolescents	3
SPEC 651	Proc. in Tchng. the Neurologically & Perceptually Impaired	3
SPEC 671	Therapeutic Interventions for the Learning Disabled Child	3
Area III: Counseling & Community Agencies (3 credits)		
SPEC 607	Counseling, Vocational Guidance & Rehabilitation Serv. for the Handicapped	3
Area IV: Diagnosis & Evaluation (3 credits)		
SPEC 606	Lifespan Assess. in the Care & Educ. of the Handicapped	3
Area V: Communication Skills/Language Disorders (3 credits)		
SPEC 669	Developing Communication Skills in the Atypical Child	3
Area VI: Research (3 credits)		
SPEC 691	Research Seminar in Special Education	3
Area VII: Electives (select 6 credits from the following)		
	Courses from Areas I, II, and V	
	Graduate courses in reading (with advisor's approval)	
	Graduate courses in general education (with advisor's approval)	
	Graduate courses in Psychology (with advisor's approval)	
SPEC 504	Introduction to Manual Communication (sign language)	3
SPEC 610	Field work Experience (with instructor's approval)	3
SPEC 632	Seminar in Mental Retardation (with instructor's approval)	3
SPEC 646	Administration for Special Education	3
SPEC 650	Medical Problems of the Handicapped	3
SPEC 672	Physiological & psychological Learning Factors in the Education of Handicapped Children	3
SPEC 673	Functioning on the Child Study Team	3
SPEC 674	Interpersonal & Consultation Techniques in Spec. Ed.	3
SPEC 695	Independent Study (for students completing thesis, requires advisor's approval)	1

**MASTER OF ARTS IN SPECIAL EDUCATION AND TEACHER OF THE HANDICAPPED CERTIFICATE
—FOR STUDENTS WITH A BACCALAUREATE OUTSIDE OF THE FIELD OF EDUCATION**

NOTE: Completion of the program requires either a thesis or comprehensive examination.

ADMISSION PREREQUISITES

The program is designed to prepare pre-service teachers without prior training in education for permanent N.J. certification as Teacher of the Handicapped. Candidates must fulfill all of the requirements necessary for the master's degree and must complete the following:

1. Candidates interested in obtaining certification must contact their local County Superintendent's Office or the New Jersey Office of Teacher Certification in Trenton, and request an evaluation of their transcripts for Teacher of the Handicapped Certification. This evaluation will provide the candidate with information about the total number of credits they must complete before they will be eligible to apply for the Teacher of the Handicapped Certificate.
2. All degree and certification candidates without an official student teaching experience are required to complete a full-time field internship (student teaching) in a special education setting. Field placements are arranged by the Special Education Department and the Office of Teacher Internships (Professional Studies Room 203) and are conducted within the urban environment. Students wishing to enroll in student teaching courses must have completed 24 crs. in special and general education combined. If prior special and/or general education credits have been earned at another institution, these credits will be reviewed by the candidate's advisor.

MAINTENANCE OF MATRICULATION AND STUDENT TEACHING CGPA REQUIREMENTS

To maintain matriculation in a teacher certification program, a student must maintain a minimum cgpa of 2.75. To be eligible for a student teaching assignment, a student must have a minimum cgpa of 2.75.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
Area I: Basic Professional Courses (6 credits)		
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
Restricted elective (select 3 credits from the following)		
SPEC 600	Introduction to Learning Disabilities	3
SPEC 609	Nature and Needs of the Multiply Handicapped	3
SPEC 630	Psychology of Mental Retardation	3
SPEC 640	Behavior Disorders in Children	3
Area II: Teaching Methods and Materials (3 credits)		
SPEC 675	Corrective Techniques for Teaching the Exceptional Child	3
Restricted elective (select 6 credits from the following)		
SPEC 508	Helping Exceptional Children & Youth in the Reg. Clssrm.	3
SPEC 629	Tchnng. the Child with Autism & Pervasive Dev. Disorders	3
SPEC 631	Procedures in Tchnng. the Moderately & Severely Retarded	3
SPEC 634	Teaching the Learning Disabled Adolescent	3
SPEC 641	Disturbed, Disturbing, and Disruptive Adolescents	3
SPEC 651	Proc. in Tchnng. the Neurologically & Perceptually Impaired	3
SPEC 671	Therapeutic Interventions for the Learning Disabled Child	3
Area III: Counseling & Community Agencies (3 credits)		
SPEC 607	Counseling, Vocational Guidance & Rehabilitation Serv. for the Handicapped	3
Area IV: Diagnosis & Evaluation (3 credits)		
SPEC 606	Lifespan Assess. in the Care & Educ. of the Handicapped	3
Area V: Communication Skills/Language Disorders (3 credits)		
SPEC 669	Developing Communication Skills in the Atypical Child	3
Area VI: Research (3 credits)		
SPEC 691	Research Seminar in Special Education	3
Area VII: Electives (select 6 credits from the following)		
	Courses from Areas I, II, and V	
	Graduate courses in reading (with advisor's approval)	
	Graduate courses in general education (with advisor's approval)	
	Graduate courses in Psychology (with advisor's approval)	
SPEC 504	Introduction to Manual Communication (sign language)	3
SPEC 610	Field work Experience (with instructor's approval)	3
SPEC 632	Seminar in Mental Retardation (with instructor's approval)	3
SPEC 646	Administration for Special Education	3
SPEC 650	Medical Problems of the Handicapped	3
SPEC 672	Physiological & psychological Learning Factors in the Education of Handicapped Children	3
SPEC 673	Functioning on the Child Study Team	3
SPEC 674	Interpersonal & Consultation Techniques in Spec. Ed.	3
SPEC 695	Independent Study (for students completing thesis, requires advisor's approval)	1
Area VIII: Student Teaching Course Work (9 credits)		
SPEC 627	Special Education Internship (student teaching)	5
SPEC 628	Special Education Internship Seminar	1

COURSE DESCRIPTIONS**SPEC 502 Therapeutic Play and Activity Programming for Exceptional Children (3)**

This course investigates the relationship between education and child therapy in fostering optimal development in children with disabilities and in remediating behavioral problems. It studies the history and theories of childhood play, games, and activities from the point of view of developmental psychology and special education intervention. An experiential approach provides the educational practitioner with the opportunity to develop skill in using the principles of play and activity programming to further encourage the social, emotional, and behavioral growth of children. Prerequisite: undergraduate senior or graduate student

SPEC 504 Introduction to Manual Communications (3)

This course is intended to orient the prospective special education teacher to an introduction to manual communication. The student is expected to achieve an understanding of the rationale for considering manual communication techniques for hearing impaired individuals and other handicapped individuals. The course explores the use of auditory training, speech reading and a variety of manual communication procedures. A rudimentary proficiency in the skill of communicating manually is a prime goal of this course.

SPEC 505 Working with Families of Children with Disabilities (3)

This course covers the values, traditions, and experiences of families from a variety of racial and socioeconomic groups. This course also considers issues such as how cultural/racial differences can be surmounted and replaced by effective special educator and parent communication. Using an ecological focus, special educators learn how to more effectively intervene with parents and to provide them with the skills to better manage their children in the home and community setting.

SPEC 506 Multicultural Education in Special Education (3)

This course is designed to familiarize students with the issues that impact on special education in an urban milieu. It offers a discussion on ethnic and socioeconomic issues which impact on a child and his or her family's ability to function adequately in an urban educational environment. Issues such as as-

TEACHER OF THE HANDICAPPED CERTIFICATE**—FOR STUDENTS WITH A TEACHER CERTIFICATION IN AN AREA OTHER THAN SPECIAL EDUCATION**

This program is designed for practicing teachers who hold valid N.J. certification in areas other than special education. Certificate holders who have not had recent classroom teaching experience may be required to do additional fieldwork in special education settings. In general, students holding prior certifications are required to take 18 credits in special education to fulfill the State of New Jersey's Teacher of the Handicapped Certification requirements.

MAINTENANCE OF MATRICULATION AND STUDENT TEACHING CGPA REQUIREMENTS

Programs leading to eligibility for a teaching certificate require students to maintain a minimum 2.75 cumulative gpa throughout the student's graduate study at the University. Falling below 2.75 will result in removal from the program with no recourse for readmission into the program.

assessment and instruction, which are contextually and communicatively appropriate in a multi-ethnic environment, are central to the course.

SPEC 508 Helping Exceptional Children and Youth in the Regular Classroom (3)

This course offers a discussion of the identification of children with special problems, emphasizing the mainstream and inclusive educational setting. Use of all pupil-personnel services for the support of the exceptional child in regular classrooms is advocated. Special methods and materials used by teachers in regular classroom settings are explored.

SPEC 511 Preparation of the Handicapped for the World of Work (3)

This course is designed to orient the regular classroom teacher, special class teacher and auxiliary personnel concerned with preparing the handicapped

PROGRAM REQUIREMENTS**Minimum of 18 credits in special education**

Students must have at least one course from each of the three areas below.

CODE	TITLE	CREDITS
Area I: Nature & Causes of Disabilities (select 3 credits from the following)		
SPEC 600	Introduction to Learning Disabilities	3
SPEC 605	Introduction to Education and Psychology of Exceptional Children and Youth	3
SPEC 609	Nature and Needs of the Multiply Handicapped	3
SPEC 630	Psychology of Mental Retardation	3
Area II: Teaching Methods & Practices (select at least 6 credits from the following)		
SPEC 508	Helping Exceptional Children & Youth in the Reg. Clsrm.	3
SPEC 629	Tchg. the Child with Autism & Pervasive Dev. Disorders	3
SPEC 634	Teaching the Learning Disabled Adolescent	3
SPEC 641	Disturbed, Disturbing, and Disruptive Adolescents	3
SPEC 631	Procedures in Tchg. the Moderately & Severely Retarded	3
SPEC 651	Proc. in Tchg. the Neurologically & Perceptually Impaired	3
SPEC 671	Therapeutic Interventions for the Learning Disabled Child	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Child	3
Area III: Counseling and Community Agencies (3 credits)		
SPEC 607	Counseling, Vocational Guidance & Rehabilitation Serv. for the Handicapped	3
Restricted electives (select 3-6 credits from the following)		
SPEC 504	Introduction to Manual Communication (sign language)	3
SPEC 606	Lifespan Assess. in the Care & Educ. of the Handicapped	3
SPEC 610	Field work Experience (with instructor's approval)	3
SPEC 632	Seminar in Mental Retardation (with instructor's approval)	3
SPEC 646	Administration for Special Education	3
SPEC 650	Medical Problems of the Handicapped	3
SPEC 669	Developing Communication Skills in the Atypical Child	3
SPEC 673	Functioning on the Child Study Team	
	OR	
	Interpersonal & Consultation Techniques in Spec. Ed.	3
SPEC 680	Seminar in Special Education: Trends, Issues & Research	3

for employment. An orientation to vocations, school curricula, work-study programs, sheltered workshop facilities and cooperating agencies that might be utilized are an integral part of the course.

SPEC 600 Introduction to Learning Disabilities (3)

This course offers a general introduction to the field of learning disabilities, stressing theories of nature and causes in a historical perspective. The variety of behavioral, cognitive, and neurological indicators of the disorder is presented, and an overview of intervention approaches is discussed.

SPEC 603 Curriculum Modifications for Teaching (3)

Special educators learn how to best meet the unique needs of culturally and/or linguistically diverse students. Topics to be explored include: diverse cultural backgrounds; the process of second language acquisition; methodology

for teaching culturally and/or linguistically diverse students; materials selection; alternate assessment measures for culturally and linguistically diverse students; and working with families in the educational process.

SPEC 605 Introduction to Education and Psychology of Exceptional Children and Youth (3)

This course, focusing on the nature and causes of disabilities, gives the student an overview of the needs of exceptional children. It emphasizes the identification of individuals with disabilities including children having hearing losses, visual problems, speech disorders, emotional-social disorders, mental retardation, learning disabilities, and giftedness. Multicultural and bilingual issues as these relate to special education are discussed. This course serves as an introduction to the field of special education.

MASTER OF ARTS IN SPECIAL EDUCATION AND LEARNING DISABILITIES TEACHER CONSULTANT CERTIFICATE

NOTE: Completion of the program requires either a thesis or comprehensive examination.

ADMISSION PREREQUISITES

In addition to the general graduate study admission requirements, students seeking an initial instructional certificate, through graduate study, students must meet all matriculation requirements at the time of application and must submit the results of the NTE General Knowledge sub-test (Praxis II) prior to admission.

A bachelor's degree with sixty credits of liberal arts courses and a 2.75 CGPA upon completion of the bachelor's degree are required for admission to this program. There are specific undergraduate prerequisites (see below) which must be met prior to or concurrently with the first field experience requirement. Students must consult with an advisor from the Administration, Curriculum and Instruction Department prior to starting this certification program.

MAINTENANCE OF MATRICULATION CGPA REQUIREMENTS

To maintain matriculation in a teacher certification program, a student must maintain a minimum cgpa of 2.75.

PROGRAM REQUIREMENTS

45 credits

CODE	TITLE	CREDITS
Area I: Foundations (select 12 credits from the following)		
SPEC 600	Introduction to Learning Disabilities	3
PSYC 601	Psychology of Learning and Cognition	
	OR	
	Psychology of Learning for the Helping Professions	3
SPEC 605	Introduction to Education and Psychology of Exceptional Children	3
SPEC 672	Physiological and Psychological Learning Factors in the Education of Handicapped Children	3
Area II: Diagnosis and Evaluation (6 credits)		
SPEC 606	Lifespan Assess. in the Care & Educ. of the Handicapped	3
SPEC 697	Diagnosis of Children with Learning Disabilities (with Coordinator's approval)	3
Area III: Remediation and Practices (select 12 credits from the following)		
SPEC 641	Disturbed, Disturbing and Disruptive Adolescents	3
SPEC 670	Remediation of Learning Disabilities (with Coordinator's approval)	3
SPEC 671	Therapeutic Interventions for the Learning Disabled Child	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Child	3
Area IV: Guidance (6 credits)		
SPEC 673	Functioning on the Child Study Team	3
SPEC 674	Interpersonal & Consultation Techniques in Spec. Ed.	3
Area V: Clinical Practicum and Seminar Project in Practicum (6 credits)		
SPEC 698	Practicum in Learning Disabilities I: Diagnosis (with Coordinator's approval)	3
SPEC 699	Practicum in Learning Disabilities II: Remediation (with Coordinator's approval)	3
Area VI: Research (3 credits)		
SPEC 691	Research Seminar in Special Education	3

SPEC 606 Lifespan Assessment in the Care and Education of the Handicapped (3)

This course trains students in the principles of educational and psychological testing for handicapped children and adults. Opportunities for practice in the administration, scoring, and evaluation of tests are provided. Emphasis is on the interpretation of psychological and educational tests and the implementation of their findings in the education of individuals with disabilities.

SPEC 607 Counseling, Vocational Guidance, and Rehabilitation Services for the Handicapped (3)

This course meets the needs of teachers of the handicapped in the field of counseling and guidance. Attention is directed toward the development of skills and the acquisition of knowledge necessary for effective vocational-educational counseling and the rehabilitation of the physically, mentally, and emotionally handicapped. Emphasis is placed

on the development of broad understanding of human behavior, together with skill in the techniques of vocational appraisal and counseling. Teachers gain a thorough knowledge of available resources at the state and local levels and the development of a philosophy for proper use of these resources in facilitating the vocational rehabilitation of the handicapped.

SPEC 609 Nature and Needs of the Multiply Handicapped (3)

This course is designed for teachers of the child with multiple handicaps. Etiology, care, education, social and emotional implications of conditions involving cerebral palsy, mental retardation, deaf-blind, seizure disorders, orthopedic, and other health problems are studied and discussed.

SPEC 610 Field Work Experience with Exceptional Children (3)

This course introduces students to the nature and needs of exceptional children and youth through direct field

work experience with such children in a variety of settings. Educational planning and management for individuals with disabilities are discussed.

SPEC 627 Special Education

Internship (5)

Student teaching for special educators is a full-semester supervised teaching experience in public or private school settings and designed as the culmination of the preparation for teaching. The graduate student is expected to engage in responsible teaching activities under the supervision of a cooperating teacher and a University supervisor. The experience starts with observation and participation and gradually incorporates expanded teaching responsibilities until full-time teaching is achieved.

SPEC 628 Special Education Internship Seminar (1)

Students attend this weekly seminar to share, analyze, and evaluate their student teaching experiences. They help find solutions to problems faced by themselves and others.

**LEARNING DISABILITIES TEACHER CONSULTANT CERTIFICATE
—FOR STUDENTS WITH A MASTER’S DEGREE IN AN ALLIED FIELD**

ADMISSION PREREQUISITES

In addition to the general graduate study admission requirements, students seeking an initial instructional certificate, through graduate study, students must meet all matriculation requirements at the time of application and must submit the results of the NTE General Knowledge sub-test (Praxis II) prior to admission.

A bachelor’s degree with sixty credits of liberal arts courses and a 2.75 CGPA upon completion of the bachelor’s degree are required for admission to this program. There are specific undergraduate prerequisites (see below) which must be met prior to or

concurrently with the first field experience requirement. Students must consult with an advisor from the Administration, Curriculum and Instruction Department prior to starting this certification program.

MAINTENANCE OF MATRICULATION AND STUDENT TEACHING CGPA REQUIREMENTS

To maintain matriculation in a teacher certification program, a student must maintain a minimum cgpa of 2.75. To be eligible for a student teaching assignment, a student must have a minimum cgpa of 2.75.

PROGRAM REQUIREMENTS

27 credits

CODE	TITLE	CREDITS
SPEC 600	Introduction to Learning Disabilities	3
PSYC 601	Psychology of Learning and Cognition	
	OR	
	Psychology of Learning for the Helping Professions	3
SPEC 670	Remediation of Learning Disabilities	3
SPEC 672	Physiological and Psychological Learning Factors in the Education of Handicapped Children	3
SPEC 675	Corrective Techniques for Teaching the Exceptional Child	3
SPEC 673	Functioning on the Child Study Team	3
SPEC 697	Diagnosis of Children with Learning Disabilities	3
SPEC 698	Practicum in Learning Disabilities I: Diagnosis	3
SPEC 699	Practicum in Learning Disabilities II: Remediation	3
Recommended		
SPEC 674	Interpersonal & Consultation Techniques in Spec. Ed.	3

SPEC 629 Teaching the Child with Autism and Pervasive Developmental Disorders in School and at Home (3)

This course studies the changing views of autism, e.g., linking educators and parents in a partnership to educate autistic children. This course provides a practical guide for professionals, particularly teachers, in understanding the unique nature of autism as a developmental disability. Suggested approaches to teaching children with autism and/or pervasive developmental disorder is the principal focus of the course.

SPEC 630 Psychology of Mental Retardation (3)

This course introduces the student to the field of mental retardation. The nature of mental retardation, historical approaches, and sociological and psychological theory in mental retardation are

emphasized. Students develop an understanding of the various approaches to intervention and design lesson plans that focus on teaching individuals with disabilities.

SPEC 631 Advanced Procedures in Teaching the Mentally Retarded (3)

This course focuses upon the characteristic curriculum needs of educable mentally retarded children, placing emphasis upon methods which meet the children’s learning problems, personality development, and social adjustment. Opportunity is given for students to observe class procedures with mentally retarded children and to develop lesson plans and unit plans.

SPEC 632 Seminar in Mental Retardation (3)

Studies of current and new theories and research with regard to individuals

with mental retardation in society and institutions are explored. Attitudes and beliefs regarding mental retardation are discussed. Students engage in qualitative research in mental retardation through field observations and structured interviews.

SPEC 633 Procedures in Training the Moderately and Severely Mentally Retarded (3)

This course provides special methods for training the moderately and severely mentally retarded including instructional techniques, materials, and resources. Sensory-motor, communication, self-help skills, and socialization training are explored through the implementation of behavioral intervention techniques. Developing behavioral objectives, functional analysis of behavior, and the design of lesson plans are emphasized.

SPEC 634 Teaching the Learning Disabled Adolescent (3)

This course offers a concise overview of the field of learning disabilities and more specifically addresses itself to the educational, personal, and social needs of secondary level learning disabled pupils. Placing the emphasis in teaching on maximizing the use of the skills and abilities adolescents demonstrate rather than emphasizing the remediation of skills that normally are mastered in the elementary school is stressed.

SPEC 640 Behavior Disorders in Children (3)

The focus of this course is on the education of children with emotional and social maladjustments. It provides the theoretical and experiential background necessary to plan effective interventions in school settings. Consideration is given to the major approaches and practices in current use for meeting the needs of young and school-aged children with behavioral disorders.

SPEC 641 Disturbed, Disturbing, and Disruptive Adolescents (3)

This course offers a consideration of children and youth with social and/or emotional handicaps in the special setting. Identification, treatment, and educational planning for behaviorally disordered and/or delinquent children and youth are discussed. Attention is given to the emotionally disturbed child in the regular class setting. Opportunities are provided for observation of such children in learning situations.

SPEC 646 Administration for Special Education (3)

This course is intended for teachers, child study team members, administra-

tors of regular school programs, and for those aspiring to administrative roles related to the delivery of special services. A thorough study of the rules and regulations governing special education in New Jersey and the implications of recent federal legislation for administrators and supervisors of special services is undertaken. Cases illustrative of challenges to classification and their resolution are also discussed.

SPEC 650 Medical Problems of the Handicapped (3)

This course provides teachers, auxiliary school personnel, rehabilitation counselors, and other interested workers with an orientation to the medical aspects of disability. A study of individual disabilities and their medical, social, and emotional implications is undertaken to enable special educators to understand and interpret information about health and disease. The impact of HIV/AIDS and its relationship to special education practice are explored.

SPEC 656 Curriculum Planning For Young Children With Disabilities (3)

No course description available at time of print

SPEC 651 Procedures in Teaching the Neurologically and Perceptually Impaired (3)

This course focuses on advanced techniques and procedures for teaching the neurologically and/or perceptually impaired child. An analysis of teaching procedures is undertaken to suggest optimal ways of presenting learning tasks to children with minimal cerebral dysfunction. Meeting the needs of the child, physically, socially, emotionally, and intellectually are a prime objective of the procedures reviewed. The student undertakes a thorough understanding of etiology, associated conditions of impairment, procedures for evaluating disabilities, and teaching procedures to enhance learning.

SPEC 654 Introduction to Early Childhood Special Education (3)

In this course students examine the history, philosophy, legal perspectives, and research that underlie early childhood special education. As an introductory course, students become familiar with terminology, current trends, and issues related to the field. Students acquire knowledge of how young children differ in their development and as individual children. Students build on their knowledge of cultural and linguistic diversity and methods of assisting families with child development concerns.

SPEC 660 Medical, Emotional, and Social Implications of the Visually Handicapped (3)

This course offers a study of the visually handicapped. Medical aspects with their concomitant social and emotional implications are explored. Study is given to physiology of the eye, etiology, treatment, and prognosis of eye disorders.

SPEC 663 Interdisciplinary Assessment of Child and Family (3)

The knowledge of an assessment system is an important knowledge base of early childhood/special education educators. Partnerships, cultural diversity, appropriate early intervention assessment, and linking curriculum to assessment practices are a few of the important aspects of assessment. Thorough knowledge of child development, knowledge of formal and informal assessment variables, consultations with parents, as well as portfolio and authentic assessment are required competencies for the professional early childhood/special education educator. Early childhood assessment decisions impact infants, young children, and their families for life.

SPEC 667 Managing Severely and Profoundly Challenging Behavior in Children at Risk and Children with Disabilities (3)

Students are presented with methods used to prevent and treat behavior problems in children who are at risk or who have existing developmental disabilities. Emphasis is on the applied behavior analysis and functional analysis approaches to modifying behavior. Curricular approaches to controlling severe behavior problems are explored within applied behavior analysis/functional analysis frameworks. The subject matter is of strong concern for graduate students in special education and for teachers whose students include children with disabilities.

SPEC 668 Interdisciplinary Field Experiences and Seminar in Multicultural Early Childhood Settings (3)

Students visit a variety of early childhood special education settings serving young children with special needs and their families. Students work with various educators and specialists in intervention and inclusion programs. This course combines field experiences in early childhood special education settings with a seminar approach relating theory and research to practice.

SPEC 669 Developing Communications Skills in the Atypical Child (3)

This course focuses on the study of language disorders associated with mental retardation, emotional disturbance, developmental problems, brain injury, and other childhood impairments. Symptomatology, diagnosis, and suggested therapeutic approaches to ameliorating language difficulties are explored. Students are required to observe and/or work with a child with communication difficulties.

SPEC 670 Remediation of Learning Disabilities (3)

This course familiarizes candidates with a wide range of remediation approaches in all areas of academics: reading, written language, and mathematics. This course also assists candidates in developing skills which allow them to choose the appropriate strategies or interventions for specific academic problems. Prerequisite: SPEC 697 Diagnosis of Children with Learning Disabilities and advanced standing in the Learning Disabilities Program

SPEC 671 Therapeutic Interventions for the Learning Disabled Child (3)

This course focuses on issues of self-esteem and social skills of individuals with disabilities. It familiarizes the student with definitions and theories of self-esteem and social skills development, and discusses the impact of learning difficulties on social skill development. Methods of assessing social skills and interventions designed to ameliorate social skill deficits are major aspects of this course.

SPEC 672 Physiological and Psychological Learning Factors in the Education of Handicapped Children (3)

The relationship of neurological and physiological growth to psychological learning factors pertaining to the education of individuals with disabilities is presented. An understanding of the relationship of mind to brain, and the biological parameters which may dictate a student's performance in the classroom are integral aspects of this course. Pediatric and neurological examinations, the relevance of medical data to learning disorders and controversies, attention deficits, and other factors complicating classroom performance are presented.

SPEC 673 Functioning on the Child Study Team (3)

This course focuses on the members of the child study team and their roles

as members of the team. Review of special education laws pertaining to the positions, school psychologist, school social worker, and learning disabilities teacher-consultant is a central aspect of this course. Emphasis is on a collaborative approach among professionals functioning as a team.

SPEC 674 Interpersonal and Consultation Techniques in Special Education (3)

This course serves the training needs of special educators who must function as resource persons to the larger school community. It develops in learning disability specialists, resource teachers, and other special education personnel, the communication skills necessary to advise and consult effectively regarding learning and behavioral problems. Through a didactic-experiential approach, the course considers the consultant role itself in the modern school. Problems of communication within a complex social structure, the nature of evaluative information and its communication, translating prescriptive programming and behavior management data into effective therapeutic intervention, modes of intervention, group process in consultation; communication with home community and other disciplines provide the focus for this course.

SPEC 675 Corrective Techniques for Teaching the Exceptional Child (3)

This course emphasizes analysis of educational tasks and preparation of instructional objectives and instructional sequences as they are related to the school curriculum for children with disabilities. Lesson planning, task analysis, and unit planning are discussed. Preparation of remedial materials and specialized techniques for correction of learning difficulties are included. Prerequisite: SPEC 605 Introduction to Education and Psychology of Exceptional Children and Youth

SPEC 680 Seminar in Special Education: Trends, Issues, and Research (3)

This course offers an appraisal of current problems, issues, and trends, as well as research in the broad area of special education and how these relate to the training and teaching of the exceptional child. Intensive study is given to major developments in the field of special education.

SPEC 681 Adults with Learning Disabilities (3)

Problems and issues of employment and education at the post-secondary

level that face adults with learning disabilities are the focus of this course. Biographies of adults with learning disabilities are studied. Characteristics of adults with learning disabilities, issues of assessment, employment, public policy and the justice system are topics covered in this course. Prerequisites: SPEC 600 Introduction to Learning Disabilities; SPEC 672 Physiological and Psychological Learning Factors in the Education of Handicapped Children

SPEC 691 Research Seminar in Special Education (3)

This is a basic course in research methodology for the behavioral sciences. It draws on the periodical literature in special education to develop students' skills as consumers of research in that field, and further provides training in the principles and practices of educational research to enable students to plan and carry out self-generated inquiries, and to prepare findings in the thesis/ project form. An academic base for the thesis/project terminal option is provided.

SPEC 695 Independent Study in Special Education (1)

This course offers the student additional time to conduct research under supervision. It is possible for the student to complete a satisfactory thesis or expanded terminal project by taking this course. Prerequisite: permission of chairperson

SPEC 697 Diagnosis of Children with Learning Disabilities (3)

This course familiarizes the student with the causes, types, diagnosis, and remediation of children with learning disabilities. A major part of the course consists of demonstrations of tests appropriate for use in diagnosing learning disabilities in children from the educational standpoint. All areas of learning are studied with an emphasis on the causes of learning disabilities in children. Time is provided to study factors which affect learning such as motivation, perception, interests, and concept development.

SPEC 698 Practicum in Learning Disabilities I (3)

This course allows students to implement and practice, with supervision, material related to the diagnosis and remediation of learning problems in children, adolescents, and adults. Opportunities to utilize educational testing material are provided. Students are expected to diagnose learning problems, write diagnostic reports, recommend re-

medial strategies, and implement those strategies in clinical and educational settings. Students interpret the results of evaluation and remediation to parents and other professionals. Students fulfill 75 hours of clock time. Prerequisites: SPEC 670 Remediation of Learning Disabilities; SPEC 675 Corrective Techniques for Teaching the Exceptional Child; SPEC 697 Diagnosis of Children with Learning Disabilities.

SPEC 699 Practicum in Learning Disabilities II (3)

This course allows the student to further practice and implement skills of diagnosis and remediation of learning problems in children and adolescents. Part of the focus is to use diagnostic information to implement and inform remediation of learning problems and to create individualized educational plans based on the information generated through diagnostic teaching. Prerequisites: SPEC 670 Remediation of Learning Disabilities; SPEC 675 Corrective Techniques for Teaching the Exceptional Child; SPEC 697 Diagnosis of Children with Learning Disabilities; SPEC 698 Practicum in Learning Disabilities I.

SPEC 700 Adults with Learning Disabilities (3)

Learning Disabilities present lifelong challenges. Problems and issues of employment and education at the post-secondary level that face adults with learning disabilities are the focus of this course. Biographies of adults with learning disabilities are studied. Topics include characteristics of adults with learning disabilities as well as issues relating to assessment, employment, public policy, and the justice system. This course is designed to be a mid-program course in the Master's degree program in Special Education with the Learning Disabilities Teacher Consultant Certification. It is also designed to be a prerequisite for Practicum in Learning Disabilities III: Adults. Pre-requisites: SPEC 600: Introduction to Learning Disabilities; SPEC 672: Physiological and Psychological Learning Factors in the Education of Individuals with Disabilities.

COLLEGE OF PROFESSIONAL STUDIES

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

Master of Science in Accounting
Master of Science in Criminal Justice
(concentrations: law enforcement and criminal justice)

Master of Science in Health Sciences
(concentrations: community health education, health administration, and school health education)

Master of Science in Nursing (concentrations: urban health and holistic nursing)

Additionally, courses are offered by the Health Sciences Department and the Psychology Department (College of Arts and Sciences) which can be applied toward satisfying some of the academic requirements for a certificate as Substance Awareness Coordinator.

The objective of the graduate programs is to prepare individuals for productive careers and to assume positions of leadership in the global marketplace and in their own communities. In keeping with the mission of the University, to provide access and excellence, the College has a reputation for reaching out to the community and providing academic programs of high quality. In its most recent efforts to make professional education more accessible to working adults and individuals living distant from the University, it is providing the option of web based education in several disciplines.

The faculty of the College have historically created a student-centered environment, characterized by elements of challenge and caring. Small classes encourage and support learning, collaboration and self-discovery and set the stage for the development of a lifelong network of professional relationships. A defining element of the College is the diversity of its student body (a myriad of talents, origins, interests and experiences) and a curriculum uniquely designed to assist students in realizing personal and professional success.

Relevant internship placements are an important aspect of a comprehensive professional education and are available to assist students who express a need to strengthen their career options or to change fields and to those who are initially entering the world of work and career.

Note: In addition to the general graduate study admission requirements, programs may have their own requirements for admission. All students are expected to review their program and department requirements as specified in this Catalog.

Students seeking a New Jersey Department of Education certificate must apply for their certificate at the same time they apply for graduation. Certification forms are available at the Office of Teacher Internship (Professional Studies Building, Room 203A).

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MASTER OF SCIENCE IN ACCOUNTING

The emphasis of the masters in accounting is on professional and technological competency. The capstone of the program is an accounting research project (thesis). Under the guidance of a thesis advisor, the student conducts extensive library research on a current accounting-related issue. The objective of the project is to connect the many concepts and skills learned by the student in the program with the student's research efforts.

This program of study, combined with a bachelor's degree in business

(with a concentration in accounting), meets the minimum educational requirements for the certified public accounting (CPA) examination in New Jersey, effective July 1, 2000.

ADMISSION REQUIREMENTS

Admission to the masters in accounting program requires that the student:

1. Has completed a bachelor's degree in business and;
2. Has met all the minimum requirements of the Graduate Studies Office, including recent GMAT test results.

MASTER OF SCIENCE IN ACCOUNTING

—FOR STUDENTS WHOSE UNDERGRADUATE BUSINESS DEGREE INCLUDES A CONCENTRATION IN ACCOUNTING

PROGRAM REQUIREMENTS (32 CREDITS)

CODE	TITLE	CREDITS
BUSI 603	Methods for Business Decisions	3
BUSI 651	Professional Auditing	3
BUSI 652	Accounting for Managers	3
BUSI 653	Taxation of Business Entities	3
BUSI 654	Contemporary Accounting Issues	3
BUSI 659	Analysis of Financial Statements	3
BUSI 655	Accounting Research Project (final semester)	5
Select nine credits from the following:		
BUSI 625	Financial Modeling	3
BUSI 610	Business Ethics	3
BUSI 612	Global Strategic Management	3
BUSI 670	Working Capital Management	3

MASTER OF SCIENCE IN ACCOUNTING

—FOR STUDENTS WHOSE UNDERGRADUATE BUSINESS DEGREE INCLUDES A CONCENTRATION OTHER THAN ACCOUNTING

PROGRAM REQUIREMENTS (34 CREDITS)

CODE	TITLE	CREDITS
BUSI 601	Financial Accounting	4
BUSI 602	Accounting for Business Entities	4
BUSI 603	Methods for Business Decisions	3
BUSI 651	Professional Auditing	3
BUSI 652	Accounting for Managers	3
BUSI 653	Taxation of Business Entities	3
BUSI 654	Contemporary Accounting Issues	3
BUSI 655	Accounting Research Project (final semester)	5
BUSI 659	Analysis of Financial Statements	3
Select three credits from the following:		
BUSI 610	Business Ethics	3
BUSI 625	Financial Modeling	3
BUSI 612	Global Strategic Management	3
BUSI 670	Working Capital Management	3

COURSE DESCRIPTIONS

BUSI 625 Financial Modeling (3)

This course focuses on the development of microcomputer solutions to financial problems. There is an emphasis on the custom design and implementation of models, using spreadsheet and database applications software. Topics include financial statement modeling, forecasting of free cash flow, leasing and capital budgeting decisions, option pricing and portfolio optimization.

BUSI 601 Financial Accounting (4)

The course provides the student with an introduction to accounting concepts, the accounting cycle, identifying and journalizing transactions, adjustments and the preparation of financial statements. Accounting information systems and internal controls are introduced. The course then proceeds to each of the major elements of the balance sheet. The second half of the course focuses on special accounting applications: earnings per share computations, investments, income taxes, pensions, leases and revenue recognition. Required for undergraduates with business degrees in a concentration other than accounting.

BUSI 602 Accounting for Business Entities (4)

This course takes the student beyond the intermediate accounting concepts and into the world of mergers and acquisitions and consolidation accounting. This is followed by foreign currency and bankruptcy accounting. After completing the study of corporate entities, the formation, changes, and liquidation of partnership entities are studied. The course concludes with the study of fund accounting in governmental, and not-for-profit entities. Required for undergraduates with business degrees in a concentration other than accounting.

BUSI 603 Quantitative Methods for Business Decisions (3)

This course is aimed at familiarizing the student with the basic statistical techniques necessary to perform the research project (see BUSI 655). Following a brief review of basic statistical techniques the course will concentrate on regression analysis, topics in exponential design and analysis of variance, transformation of data and introductory econometric analysis.

BUSI 610 Business Ethics (3)

This course is designed to facilitate a learning environment for students to obtain a basic knowledge of business

ethics and moral reasoning, and develop the critical thinking skills and competencies related to ethical issues that are needed in today's business environment. The course is designed to provide the student with the economic and political foundations of ethical systems, to underscore unethical or questionable business practices and highlight the moral dilemmas facing management.

BUSI 612 Global Strategic Management (3)

This course makes an in-depth review of the changes in management, marketing, finance, and production management resulting from the globalization of world markets. The view is through the experiences, success, and failures of real managers involved in global strategic planning.

BUSI 651 Professional Auditing (3)

This course begins with a review of the important technical tools and techniques needed to become an auditor. These techniques include the identification of audit objectives, the many types of audit evidence required, the internal control evaluation and control risk assessment. The utilization of statistical sampling tools, and the application of specific audit procedures are reviewed. Audit programs are designed for several of the major audit cycles. The course will specifically address the issue of management fraud and other timely topics. Audit reports and standards, analytical procedures, auditing electronic information systems, other services performed by the auditor, as well as ethical and legal liability issues are explored.

BUSI 652 Accounting for Managers (3)

The course begins by focusing on the various goals of management and how the accounting system can best be directed to support primary management tasks of organizing, planning and controlling. Potential conflicts between owners and managers are examined. The course then proceeds to technical topics that include product line, relevant cost, and investment analysis, pricing of products and services, and tools to predict changes in income resulting from selected courses of action. Recent trends in management accounting, including activity-based management, total quality management, just-in-time practices, as well as various aspects of performance measurement, budgeting, and planning, will be explored.

BUSI 653 Taxation of Business Entities (3)

This advanced taxation course provides an in-depth study and discussion of current federal tax law with respect to corporations (profit and not for profit), partnerships, estates and trusts. A research project utilizing web-based resources will be required. The effects of international taxation will be considered. The impact of proposed changes in tax laws are integrated throughout the course.

BUSI 654 Contemporary Accounting Issues (3)

This advanced course provides comprehensive analysis of accounting theory and practice. Emphasis is devoted to analyzing the application of existing accounting standards and determining the adequacy of such standards as useful accounting information. The coverage is extended to examine how selected accounting treatments as used by management conform to the conceptual framework of accounting. Current accounting problems confronting the profession are studied and analyzed. Accordingly, a wide range of topics is covered, including off-balance sheet financing, the historical cost accounting model, present value accounting, pensions and post-retirement benefits, accounting for income taxes, and lease accounting.

BUSI 655 Accounting Research Project (5)

This capstone course of the Accounting program involves a thesis or research paper on an accounting research question that is of interest to the student and has the approval of the instructor. Under the direction of the instructor, the student conducts extensive library research and/or compiles empirical data. Requirements: To be completed in the student's last semester.

BUSI 659 Analysis of Financial Statements (3)

This course brings together skills learned in accounting and finance courses. These skills are applied in a financial statement context where new analytical skills are developed. Important investment theories are reviewed. Operating, investing and financing activities of a firm are analyzed. The student will learn to identify liquidity problems of a firm. Financial forecasting techniques are introduced and skills are developed to assess company performance. Analytical models are presented for predicting financial distress. Meth-

CRIMINAL JUSTICE DEPARTMENT

ods are developed to measure the adequacy of profitability. The emphasis of the course is to develop evaluative, analytical, and critical thinking skills rather than computational skills.

BUSI 670 Working Capital Management (3)

This course is designed to give practitioners and advanced students of finance exposure to the problems and solutions associated with short-term financial management, particularly in the treasury function of a modern corporation. The emphasis of the course is on the liquidity, risk-management, and institutional issues that affect the corporation's operating or cash cycle. Topics include valuation models for short-term financial decisions, payment mechanisms, cash management systems, short-term borrowing arrangements, and forecasting techniques.

BUSI 678 Health Care Financial Management (3)

This course introduces the language of accounting and the principles of financial management to the healthcare practitioner using examples of hospitals and other healthcare agencies. Both for-profit and not-for-profits entities are considered. The concepts and applications in this course prepare clinical professionals for the financial decisions confronting their own organizations in a managed care environment. The course also acquaints financial personnel with the current issues and practices unique to healthcare finance. Topics include: financial statement analysis, cash budgeting, capital financing, benchmarking, payment systems, and responsibility accounting. Please Note: This course is taught using WebCT Course Management Tools.

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MASTER OF SCIENCE IN CRIMINAL JUSTICE

The master of science program in criminal justice is a practitioner-oriented and theoretically grounded course of advanced study which prepares students for advanced graduate work and/or professional education. It is intended for personnel working in the criminal justice system and for students preparing for such careers.

The program requires 36 graduate credits distributed among a core of criminal justice courses, and additional elective work. To qualify for graduation the student has the option of completing a comprehensive examination or a thesis. It is a part-time degree program with students usually taking between six and nine credits per semester. Many students also take advantage of the opportunity to take up to six credits during the summer semesters. All courses are offered on a dual-track basis, that is, with the same course being given during both day and evening hours to allow students on varying work schedules to attend.

Students may choose, as part of the 36 credits, a thesis option (both Thesis I and Thesis II) or a comprehensive examination option which includes successfully completing two additional, related courses and a comprehensive examination.

ADMISSION PREREQUISITE

Note: Those students admitted to the master's program who have had neither undergraduate course work in criminal justice, nor relevant work experience in criminal justice, may be required to take preparatory academic work. This may include a sequence of reading or the undergraduate course, Introduction to Criminal Justice.

All applications are reviewed by the department and may be acted upon by the department chairperson.

THESIS OPTION

As practical fulfillment of a master's degree, the student has the option of completing a thesis. This option requires 30 credits of course work, plus an additional 6 credits of thesis supervision and the production of a master's thesis of publishable quality. If the thesis is approved, and all requirements met, the student may qualify for graduation. If the thesis is approved the requirement for the comprehensive examination is waived.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
6 core required courses		
CJ 600	Criminal Justice System and the Urban Community	3
CJ 605	Utilization of Research in Criminal Justice	3
CJ 615	Theory and Practice of Police Administration	3
CJ 625	Contemporary Corrections	3
CJ 630	The Judicial System	3
CJ 645	The Nature of Crime	3

Select 12 credits from the following.

It is recommended that students take all their elective courses within criminal justice. Students, however, are permitted to take two courses (up to six credits) in the social sciences or related fields, by advisement.

CJ 501	Crime in a Global Context	3
CJ 601	Grant Proposal Writing (on-line)	3
CJ 610	The Criminal Justice Professional	3
CJ 611	Graduate Seminar in Criminal Justice	3
CJ 620	Operational Strategies in Police Administration	
CJ 635	Seminar on Probation and Parole	3
CJ 640	The Juvenile Justice System	3
CJ 650	Legal Issues in Criminal Justice	3
CJ 655	Police Role in Crime Prevention	3
CJ 660	Critical Issues in Law Enforcement	3
CJ 665	Independent Study	
CJ 670	Supervised Field Placement	3
CJ 680	Criminal Justice Management	3
CJ 685	Planning in the Criminal Justice System	3
CJ 690	Workshop in Criminal Justice Administration and Decision Making	3

Select either the Thesis Option or Comprehensive Examination Option below:**Thesis Option**

CJ 675	Thesis I	3
CJ 676	Thesis II	3

or

Comprehensive Examination Option which also requires:

CJ	Two criminal justice graduate level courses with a related focus	3
CJ	approved by the student's faculty advisor and a comprehensive exam	3

COURSE DESCRIPTIONS**CJ FS 501 Crime in a Global Context (3)**

Crime in a global context is examined through an investigation of transnational and international crimes. Crimes studied include inter alia, the illegal trafficking of drugs, arms, humans and endangered species. In addition, crimes such as genocide, espionage and human rights violations are examined. Mechanisms for dealing with such crimes, including international proceedings, conventions and treaties are discussed, as are relevant current issues. Pre-requisite: CJ FS 111 Introduction to Criminal Justice

CJ 600 Criminal Justice System and the Urban Community (3)

This course offers an overview of the processes and components of the crimi-

nal justice system as it operates within the context of the contemporary urban community. Typically urban phenomena, such as overburdened court calendars, crowded and explosive jail conditions, pervasive citizen fear of crime, minority relations and crime, understaffed police departments, and other issues are surveyed.

CJ 601 Grant Proposal Writing (3)

This elective graduate course prepares students to: 1) identify government agencies and private organizations funding research, technical assistance, training, and other programs or projects; 2) write grant proposals; 3) properly manage the grant after it is awarded; 4) write interim and final reports to the funding agency; and 5) use the success of the completed grant to obtain additional grants. This course is taught online.

CJ 605 Utilization of Research in Criminal Justice (3)

Intended for students with no previous training in social science research methods, this course introduces the logic and skills of social scientific research and the effective use of criminal justice information sources. The student is provided with research methodology as a means of conducting graduate level criminal justice research. Emphasis is on: problems, hypotheses, operational definitions, models of research design, data gathering strategies, levels of measurement, data processing and analysis, research proposal writing, and evaluation research. Group projects on criminal justice-related data are required.

CJ 606 Crime in a Global Context (3)

Crime in a global context is examined through an investigation of transnational and international crimes. Such crimes to be examined include illegal traffic in drugs, arms, and human body parts; environmental crimes; espionage; hate crimes; genocide; human rights violations; crimes against the peace and security of mankind, etc. In addition, international proceedings, conventions, and treaties for dealing with such crimes are examined as are relevant current issues.

CJ 610 The Criminal Justice**Professional (3)**

This course explores the nature of criminal justice as an emerging profession and of the many roles of the criminal justice professional—manager, educator, communicator, and change agent. Ethical problems and influences are examined. The potential of an educated criminal justice professional to impact crime and to affect change is examined.

CJ 611 Graduate Seminar in Criminal Justice (3)

This advanced seminar focuses on selected issues and problems confronting the various components of the criminal justice system. Topics covered within this course (or sections thereof) may change each term.

CJ 615 Theory and Practice of Police Administration (3)

This course offers an examination of the conceptual foundations and historical antecedents of contemporary law enforcement theory and practice. The writing of prominent figures in the development of American police administration is surveyed and analyzed.

CJ 620 Operational Strategies in Police Administration (3)

This course critically explores the operational methods employed in

American police agencies. Problems addressed include allocation and distribution of resources, patrol alternatives, and management of criminal investigations.

CJ 625 Contemporary Corrections (3)

This course provides a broad analysis of the major structures and scope of the American corrections system. The various elements of corrections, including: probation, parole, jails, prisons, community corrections and other alternatives to incarceration are discussed in relation to both adults and juveniles. Selected current reforms, issues, and problems are discussed along with cross-cultural references.

CJ 630 The Judicial System (3)

This course explores critical issues facing the courts on the federal, state, and local levels. Contemporary problems encountered in the administration of the courts are surveyed to help assess current operational methods.

CJ 635 Seminar on Probation and Parole (3)

This seminar studies contemporary theories and practices of supervising non-institutionalized offenders. Issues to be surveyed include alternative strategies, case load management, prediction of success, and interagency cooperation.

CJ 640 The Juvenile Justice System (3)

This course offers a critical evaluation of the juvenile justice system, the goals and processes within the system and how they operate in the management, control, and treatment of children adjudicated as juveniles. The nature and extent of juvenile offenses, theories of causation, current trends and issues, and selected cross-cultural systems are discussed.

CJ 645 The Nature of Crime (3)

This course studies the scope, distribution, and pattern of crime, including an examination of various measures of criminal activity. Biological, political, cultural, psychological, and sociological theories of crime causation are evaluated.

CJ 650 Legal Issues in Criminal Justice (3)

This course provides the student with current and critical information regarding legal issues in criminal justice with a focus on constitutional criminal procedure. The course explores accepted issues and draws them into new perspectives by taking into account new appellate cases, new events, and new debates over important legal controversies in the criminal justice world.

CJ 655 Police Role in Crime Prevention (3)

Viewing the police as a major agency of social control, this course examines the role played by law enforcement agencies in the prevention and repression of crime. Emphasis is on the police officer as crime prevention practitioner and specialist. Advanced methods and techniques of community organization and prevention programming are presented.

CJ 660 Critical Issues in Law Enforcement (3)

This course surveys the major current issues in the field of law enforcement. Specific topics to be discussed vary each semester according to current problems and concerns facing the police profession. Among subjects to be discussed are: management issues and strategies, discretion, professionalism, ethics, and police-community relations.

CJ 670 Supervised Field Placement

Under faculty and practitioner supervision, this offering integrates the concepts of the classroom with the pragmatic realities of a work setting. Placement is by mutual agreement of the student, supervising faculty member, and cooperating agency.

CJ 675 Thesis I (3)

This course prepares master's students to write a thesis or develop a culminating project for the degree. Students make connections between ideas and questions developed in all courses and focus on the design of a proposal for a thesis or project. Students assist in the identification and delineation of researchable topics with suggestions for appropriate methodologies. They review the process of writing scholarly and research reports, library research, and documentation styles. Students select a topic, refine it through preliminary research and meetings with faculty advisers, write a proposal/research question(s), and conduct the literature review.

CJ 676 Thesis II (3)

A continuation of CJ 675 Thesis I, this course prepares master's students to write a thesis or develop a culminating project for the degree. Students make connections between ideas and questions developed in all courses and focus on the design of a proposal for a thesis or project. Students assist in the identification and delineation of researchable topics with suggestions for appropriate methodologies. They review the process of writing scholarly

and research reports, library research, and documentation styles. Students select a topic, refine it through preliminary research and meetings with faculty advisers, write a proposal/research question(s), and conduct the literature review. Pre-requisite: CJ 675 Thesis I

CJ 680 Criminal Justice Management (3)

This seminar studies the problems of criminal justice management in a time of fiscal austerity and resource scarcity. The focus is on improved management techniques in an era when more is expected to be done with less.

CJ 685 Planning in the Criminal Justice System (3)

This course offers a critical analysis of the planning process in criminal justice. Change strategies, rational planning, efficient budgeting, needs assessment, and evaluation are stressed.

CJ 690 Workshop in Criminal Justice Administration and Decision Making (3)

This seminar deals with the problems of criminal justice management. The focus is on improved management techniques used to "survive" in an era when more is expected to be done with less. Group projects are required and are judged by a panel of practitioner experts.

HEALTH SCIENCES DEPARTMENT

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The Department of Health Sciences offers a Master of Science with concentrations in either community health education, health administration or school health education.

REQUIREMENTS FOR MATRICULATION

Students seeking admission to the master of science program must demonstrate aptitude and promise of successful advanced work in the area of health administration, community health and school health education by meeting the following criteria:

1. A bachelor's degree with a major in health sciences or its equivalent. Students not meeting this requirement may be assigned an advised program of undergraduate courses in health sciences.
2. A minimum of six semester hours in the natural sciences and nine semester hours in the behavioral sciences completed at the undergraduate level. Students not meeting this requirement may be assigned an advised program of undergraduate courses in the natural and/or behavioral sciences.
3. A cumulative grade point average of 2.75 or above for all undergraduate work. Students not meeting this requirement may be assigned a qualifying program of graduate courses in Health Sciences.
4. Satisfactory completion of the verbal and quantitative aptitude tests of the Graduate Record Examination with a combined score of 900 or above, or a satisfactory score on the Miller Analogies Test (as defined by the Office of Graduate Studies).
5. Acceptance into the program is contingent upon the successful completion of twelve credits of graduate Health Sciences courses with a minimum grade point average of 3.0 (B) or above.
6. Students must submit a short resume of biographical data, including work and educational experience, and a "statement of purpose" outlining the student's goals and objectives in seeking the master of science degree.
7. Students must submit the names of two references, preferably faculty members or employers, who would be willing to complete the Health Sciences Graduate Admissions Recommendation Form.

COURSE REQUIREMENTS

All students seeking a master of science degree from the Department of Health Sciences must complete a core of required courses, as well as the sequence of restricted electives and specialized major courses in their selected concentration (community health education, health administration or school health education). In addition, elective courses may be taken in the student's individual area of interest.

FIELD EXPERIENCES

A supervised, field training experience is an integral part of the Master of Science concentrations in community health education and health administration. The experience, which is arranged to suit the individual needs of the student, offers an opportunity to apply, in an actual work situation, the principles, techniques, and procedures learned in the classroom. The field training experience is initiated once all course work has been completed.

The field training requirement may be waived for students who have a minimum of two years of professional experience in a health setting as an educator for the community health education concentration or an administrator for the health administration concentration.

Students are placed in hospitals, health maintenance organizations, insurance companies, medical schools or other settings to complete their field training requirements.

MASTER'S THESIS/PROJECT

A culminating activity in the graduate program is the preparation of a master's thesis or project. A graduate student in the Department of Health Sciences must complete such a requirement. In order to complete this requirement a student may conduct original research, an in-depth policy analysis or design a project that addresses an important health issue. After the successful completion of thirty graduate credits, students may obtain the approval of their graduate advisor and initiate work on the thesis or project. Guidelines for the master's degree thesis/project are available from the Department of Health Sciences upon request.

TRANSFER OF CREDITS

Students may transfer a maximum of eight credits towards the fulfillment of requirements for the Master of Science. Only courses completed for graduate credit, with a grade of "B" or

better, at an accredited college or university will be accepted.

PROFESSIONAL DEVELOPMENT

Courses in the school health, community health and health administration tracks may fall into the guidelines of a teacher's Professional Improvement Plan as this relates to the anticipated requirement that all New Jersey public school teachers achieve one hundred hours of professional development training (beginning September, 2000).

MASTER OF SCIENCE IN HEALTH SCIENCES—COMMUNITY HEALTH EDUCATION

The goal of this concentration, leading to a Master of Science in health sciences, is to prepare students for careers related to health promotion and education. More specifically, the program prepares students to fulfill leadership roles in planning, management and evaluation of community health programs. Graduates may pursue job placements

in a variety of settings including hospitals, managed care organizations, health departments, health insurance companies, health centers, senior citizens' agencies, substance abuse agencies and others. Students are able to continue their present employment while completing the 36-42 credit program.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
Core Courses (18 credits)		
HLTH 605	Environmental, Occupational Health and Safety	3
HLTH 614	Advanced Epidemiology	3
HLTH 616	Techniques of Health Research	3
HLTH 626	Health Care Organization	3
HLTH 629	Health Education: Theory and Practice	3
HLTH 660	Thesis or Project	3
Students must take 18 credits from the restricted elective, elective or professional sequence categories.		
Restricted Electives (A minimum of 6 credits)		
HLTH 500	Managed Health Care	3
HLTH 530	Drug Abuse Workshop*	3
HLTH 610	Contemporary Trends in Community Mental Health	3
HLTH 612	Community Organization for Health	3
HLTH 633	Consumer Health	3
HLTH 637	Health Law	3
HLTH 638	Fiscal Management	3
Elective Courses (Up to 12 credits)		
HLTH 501	Administration of Managed Health Care Plans	3
HLTH 510	Health Science Field Study and Travel Seminar: International Health Management	3
HLTH 515	Curriculum Development in Health Education	3
HLTH 517	Methods of Health Education	3
HLTH 604	Community Nutrition	3
PSYCH 615	Therapeutic Intervention Techniques I: Alcohol and Substance Abuse*	3
HLTH 616	Coordinating School and Community Health Programs	3
HLTH 617	Health Administration Theory and Practice	3
HLTH 618	Health Economics	3
HLTH 621	Seminar in Comprehensive Health Planning	3
HLTH 622	Health Personnel Management	3
HLTH 635	Public Health Issues of Immigration	3
HLTH 645	Family Life and Sex Education	3
HLTH 650	Development of Substance Awareness Programs*	3
PSYCH 650	Psychology of Alcohol and Substance Abuse*	3
Professional Sequence (6 credits)		
HLTH 609	Supervised Field Placement Residency	6

In addition to the 36 classroom credits, a supervised field placement of 8-12 weeks (6 credits) is required for students without at least two years of acceptable professional experience in the health field. Written verification of professional experience is the responsibility of the student.

*Courses toward Substance Abuse Awareness Coordinator (SAC) Certification

MASTER OF SCIENCE IN HEALTH SCIENCES–HEALTH ADMINISTRATION

The primary aim of the health administration concentration is to prepare the graduate student with knowledge and experience for professional careers in the administration of a health care program, agency or facility. Upon completion of the program, graduate students are prepared for management positions in hospitals, long term care facilities, managed care organizations, prepaid group practices, health centers, health planning agencies and federal, state, and voluntary health organizations and agencies. The 39-45 credit hour program can be completed on a part-time basis, enabling individuals to maintain their present employment status.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
Core Courses (24 credits)		
HLTH 500	Managed Health Care	3
HLTH 614	Advanced Epidemiology	3
HTLH 616	Techniques of Health Research	3
HLTH 617	Health Administration Theory and Practice	3
HLTH 626	Health Care Organization	3
HLTH 637	Health Law	3
HLTH 638	Fiscal Management	3
HLTH 660	Thesis or Project	3
Students must take 15 credits from the restricted elective, elective and professional sequence categories.		
Restricted Electives (A minimum of 6 credits)		
HLTH 501	Administration of Managed Health Care Plans	3
HLTH 605	Environmental , Occupational Health and Safety	3
HLTH 622	Health Personnel Management	3
Elective Courses (Up to 9 credits)		
HLTH 510	Health Science Field Study and Travel Seminar: International Health Management	3
HLTH 517	Methods of Health Education	3
HLTH 530	Drug Abuse Workshop *	3
HLTH 610	Contemporary Trends in Community Mental Health	3
HLTH 612	Community Organization for Health	3
PSYCH 615	Therapeutic Intervention Techniques I: Alcohol and Substance Abuse*	3
HLTH 618	Health Economics	3
HLTH 621	Seminar in Comprehensive Health Planning	3
HLTH 632	Long Term Care Administration	3
HLTH 633	Consumer Health	3
HLTH 635	Public Health Issues of Immigration	3
HLTH 650	Development of Substance Awareness Programs*	3
PSYCH 650	Psychology of Alcohol and Substance Abuse*	3
Professional Sequence (6 credits)		
HLTH 609	Supervised Field Placement Residency	6

In addition to the 39 classroom credits, a supervised field placement of 8-12 weeks (6 credits) is required for students without at least two years of acceptable professional experience in the health field. Written verification of professional experience is the responsibility of the student.

**Courses toward Substance Awareness Coordinator (SAC) Certification*

COURSE DESCRIPTIONS**HLTH 500 Managed Health Care (3)**

This course examines the history, organization, cost and quality of managed health care in the United States. The perspectives of hospitals, physicians, nurses, managed care administrators, and government agencies will be addressed. Important and controversial issues will be examined such as: the role of profit-making in health care, private health care delivery versus public accountability, the interface between funding sources and institutions, threats to the professional autonomy of health professionals and ethical dilemmas raised by these new developments.

HLTH 501 The Administration of Managed Health Care Plans (3)

This course is intended to provide students with an in-depth understanding of the administration of managed care plans in several key areas. First, the process of claims and benefit administration is discussed including claims processing, benefit determination, authorization, and appeals. The contracting with hospitals and physicians is reviewed including a discussion of reimbursement arrangements and negotiating strategies. Physician profiling, peer review, and accreditation are discussed as part of a quality assurance program. Finally, the importance of member services is examined including grievance processing and outreach. Students ana-

MASTER OF SCIENCE IN HEALTH SCIENCES–SCHOOL HEALTH EDUCATION

The school health education concentration provides advanced preparation for those interested in health education in a school system. Students in this program take courses in educational theory and methods, as well as courses focused upon particular issues related to children and teenagers, such as drug abuse and family life education. The 39 credit program can be completed on a part-time basis, enabling individuals to maintain their present employment status.

PROGRAM REQUIREMENTS

CODE	TITLE	CREDITS
Core Courses (15 credits)		
HLTH 614	Advanced Epidemiology	3
HLTH 616	Techniques of Health Research	3
HLTH 629	Health Education Theory and Practice	3
HLTH 645	Family Life and Sex Education	3
HLTH 660	Thesis or Project	3
Students must take 21 credits from the restricted electives and electives categories		
Restricted Electives (A minimum of 9 credits)		
EDU 500	Classroom Management	1
EDU 628	Learning and Motivation	3
HLTH 515	Curriculum Development in Health Education** (Required for students without an undergraduate course in curriculum development)	3
HLTH 517	Methods of Health Education (Required for students without an undergraduate methods course)	3
HLTH 530	Drug Abuse Workshop*	3
PSYCH 650	Psychology of Alcohol and Substance Abuse*	3
EDU 654	The Urban Challenge in Education	3
PSYCH 601	Psychology of Learning and Cognition	3
PSYCH 602	Psychology of Personality	3
Elective Courses (up to 15 credits)		
HLTH 500	Managed Health Care	3
MCC 504	Strategies for Teaching the Urban Child	3
HLTH 510	Health Science Field Study and Travel Seminar: International Health Management	3
HLTH 604	Community Nutrition	3
HLTH 605	Environmental, Occupational Health and Safety	3
HLTH 610	Contemporary Trends in Community Mental Health	3
HLTH 612	Community Organization for Health	3
HLTH 616	Coordinating School and Community Health Programs	3
PSYCH 615	Therapeutic Intervention Techniques I: Alcohol and Substance Abuse*	3
HLTH 633	Consumer Health	3
HLTH 635	Public Health Issues of Immigration	3
HLTH 650	Development of Substance Awareness Programs*	3
EDLD 660	Principles of Supervision and Human Resource Management**	3
EDLD 662	Principles of Curriculum Development and Evaluation**	3
EDLD 665	Personnel, Supervision and Staff Development* **	
	or	
EDLD 669	Measurement and Supervision of Learning and Teaching**	3

* Courses toward Substance Abuse Coordinator Certification

** Courses toward Supervision Certification

lyze the forces influencing the administration of managed care health plans by looking at the interests of the consumer, physician, institution, and insurance sectors.

HLTH 503 Defensive Driving Teaching Techniques (3)

The purpose of the course is to develop classroom and behind-the-wheel perceptual (IPDE) instructional skills. Students explore the habits, attitudes, and practices confronting drivers. Instructional strategies that can be applied to a six hour defensive driving course

are also developed.

HLTH 504 Adolescent Health: Psychosocial and Physical Health (3)

This course prepares teachers, health educators, administrators, school nurses, and other providers in the identification, promotion and evaluation of adolescent health. Course content equips educators with knowledge of behaviors that place adolescents at risk of social/health problems, chronic diseases and premature death. There is an emphasis on developmental theorists

and theories as they relate to social, historical, and cultural constructs in adolescent health.

HLTH 505 Contemporary Methods, Materials, and Evaluation in Driver Education (3)

Instruction in and practical application of methods and materials for classroom and behind-the-wheel instruction are covered. Future teachers in traffic safety develop content for thirty hours of classroom instruction as well as work behind the wheel with novice drivers.

DRIVER EDUCATION CERTIFICATION

NEW JERSEY CERTIFICATION OF DRIVER EDUCATION (CLASSROOM AND BEHIND THE WHEEL)

Admission to this certification program requires a valid driver's license from any state or a learners permit from the State of New Jersey.

Note: Graduate credits may be attained for 500 level courses by students holding a baccalaureate from an accredited college or university.

CODE	TITLE	CREDITS
Select one of the following courses		
HLTH 505	Contemporary Methods, Material & Eval. in Driver Ed.	3
HTLH 503	Defensive Driving Teaching Techniques	3

NEW YORK (PROVISIONAL-ONE YEAR) CERTIFICATION OF DRIVER EDUCATION (CLASSROOM AND BEHIND THE WHEEL)

Admission to this certification program requires a valid driver's license from any state or a learners permit from the State of New Jersey.

Note: Graduate credits may be attained for 500 level courses by students holding a baccalaureate from an accredited college or university.

CODE	TITLE	CREDITS
HLTH 505	Contemporary Methods, Material & Eval. in Driver Ed.	3
HTLH 503	Defensive Driving Teaching Techniques	3

NEW YORK (PERMANENT) CERTIFICATION OF DRIVER EDUCATION (CLASSROOM AND BEHIND THE WHEEL)

Admission to this certification program requires a valid driver's license from any state or a learners permit from the State of New Jersey.

Note: Graduate credits may be attained for 500 level courses by students holding a baccalaureate from an accredited college or university.

CODE	TITLE	CREDITS
HLTH 505	Contemporary Methods, Material & Eval. in Driver Ed.	3
HTLH 503	Defensive Driving Teaching Techniques	3

Complete both of the following courses:

HLTH 507	Principles of Safety and Accident Prevention
HTLH 506	Trends and Issues in Driver Education

HLTH 506 Trends and Issues in Driver Education (3)

Students discuss and review (via literature) important traffic safety issues relevant to classroom or behind-the-wheel issues. Traffic Safety educators update their background knowledge on key issues confronting law enforcement officials and educators.

HLTH 507 Principles of Safety and Accident Prevention (3)

This course presents an interdisciplinary approach to Safety Education. Guidelines in safety procedures cover the following major areas: 1) domestic hazards; 2) fire safety problems; 3) athletic and recreation issues; 4) industrial practices; and 5) firearms issues. Insight into the nature of the problems and designed preventive programs are presented.

HLTH 509 Driver Education for the Physically Disabled (3)

Designed as an introduction to preparing instructors to teach the handicapped to operate effectively, this course offers students the opportunity to develop materials for behind-the-wheel instruction. An overview of various health problems requiring special aids is the focus of instructional attention. The course includes observation experience at a rehabilitation center.

HLTH 510 Health Science Field Study and Travel Seminar: International Health Management (3)

An analysis of health problems in selected countries and their sociological, political and economic relationships to specific geographical areas are examined. Study of the origin, orientation, and purposes of agencies and organizations

in international health is also studied.

HLTH 515 Curriculum Development in Health Education (3)

This course examines the school health curriculum in relation to curriculum development, design, planning and implementation for teachers, school nurses and school administrators in all levels of education K-12 grades.

HLTH 517 Methods of Health Education (3)

Instructional methodology, design, production, validation, utilization and evaluation of materials for use in community health, patient education and school health programs are studied.

HLTH 530 Drug Abuse Workshop (3)

The course is designed to enable students to understand the phenomenon of substance use and abuse by providing a framework which acknowledges several different perspectives.

HLTH 603 Coordinating School and Community Health Programs (3)

This course prepares teachers, health educators, administrators, school nurses, and other school health team members to implement, coordinate, and integrate an eight-component action model into their district schools (K-12). The course is designed to guide school health teams from elementary, middle and secondary schools through a planning process. Participants prepare to design and implement a quality, coordinated school health program systematically linking their school with the community it serves.

HLTH 604 Community Nutrition (3)

This course provides a review of nutritional requirements and the relation of diet to health and well being. Health delivery systems with nutritional components are examined. Methods of determining the nutritional status of at risk groups: infants, preschool children, teenagers, pregnant women and the elderly are examined. Food faddism, weight control, nutrition misinformation and legislation are also addressed.

HLTH 605 Environmental,

Occupational Health and Safety (3)

This course deals with the economic and health impacts of exposure to environmental and occupational hazards. In addition, there is a review of the laws, regulations and regulatory agencies related to this issue. An emphasis will be placed on methods of preventing disease caused by exposure to these hazards.

HLTH 609 Supervised Field Training (Residency) (2-6)

This course is a directed field experience in voluntary, proprietary and public agencies or health related organiza-

tions. Field Training is supervised jointly by departmental graduate faculty and agency personnel. Written reports and projects, as well as regular meetings with the faculty supervisor are required.

HLTH 610 Contemporary Trends in Community Mental Health (3)

Concepts of mental health, mental illness evaluation, and prevention of mental disorders are comprehensively reviewed. Also studied are mental health in public health programs, legal aspects and program planning.

HLTH 612 Community Organization for Health (3)

This course focuses on various methods of organizing for community health action. Educational processes will be stressed and procedure planning will be practiced. An overview of grant writing is included.

HLTH 614 Advanced Epidemiology (3)

Epidemiologic methods and their application to both infectious and noninfectious diseases are analyzed. Emphasis is placed on critical analysis of the epidemiologic process as well as original problem formulation and solution.

HLTH 616 Techniques of Health Research (3)

Students are required to review and critically analyze research in health and health education. Applications of research techniques used in problems selected from student's interest areas culminate in the preparation of a research proposal.

HLTH 617 Health Administrative Theory and Practice (3)

In this course, students focus on the assessment of effective administrative behavior, focusing on decision-making, planning, organizing, and evaluating. Other factors are considered such as analyzing the situation, directing the work of others, maintaining organizational relationships, and improving communication. Models and case studies are used, and in-basket exercises are related to broader organizational and administrative theory.

HLTH 618 Health Economics (3)

The study of demand, supply and price determinants in the public and private health sectors. Economics analysis is applied to the health service industry. Need and demand for medical care; financing medical care; supply and distribution of manpower and facilities; application of cost-benefit and input-output analysis to evaluating and planning medical programs are covered.

HLTH 621 Seminar in Comprehensive Health Planning (3)

Concepts and methods of community, regional and national health planning are reviewed. Social, economic, structural and political aspects of the planning agencies; budgetary and political aspects of the planning agencies; budgetary and political constraints, accountability; and feasibility of implementation are examined.

HLTH 622 Health Personnel Management (3)

Philosophy, structure and processes of health personnel management in health care are reviewed. Topics covered include position classification, recruitment, job allocation, orientation and training, performance evaluation, and collective bargaining.

HLTH 626 Health Care Organization (3)

This course explores the organizational patterns for the delivery of medical care and personal health services in the United States. Through assigned readings, independent research, and class discussions, the following topic areas are among those covered: health facilities and their functions, supply and distribution of health personnel and evaluation of organized medical programs.

HLTH 629 Health Education Theory and Practice (3)

This course is designed to examine the theoretical bases for the development of health education programs. Students will be expected to translate general principles of health education and learning theory to their own community and area of interest.

HLTH 632 Long Term Care Administration (3)

This course is designed to give students a basic understanding of the administrative and policy issues related to long term care. An in-depth analysis is made of nursing home structure and operations, including governance and personnel. The course includes a discussion of the present status of the elderly in our society and attitudes towards aging.

HLTH 633 Consumer Health (3)

An in depth examination of the problems consumers face when attempting to seek health care services is presented. Students develop strategies for addressing these problems and assume the role of consumer advocate. Students are expected to complete an intensive analysis of a consumer issue.

HLTH 637 Health Law (3)

A overview of the legislative, judicial and regulatory basis for health law is

given. The relationship between federal, state and local responsibility will be covered. The liability of health care providers is discussed. Other issues such as health licensure, certification and accreditation are addressed.

HLTH 638 Fiscal Management (3)

This course is an introduction to financial and accounting principles for the health care administrator. Topics covered include third party reimbursement, accounting theory, budgets, financial planning, grants management and long-term financing.

HLTH 645 Family Life and Sex Education (3)

This course is designed for school personnel who are responsible for implementing, teaching and evaluating family life and sex education programs.

HLTH 648 Contemporary Issues in Family Life Education (3)

An analysis of the role of teachers and schools in providing education on current issues in family life education is made. The course will develop a theory and method for examining topics of vital public concern in a rapidly changing society. Each issue will be investigated using three domains of learning: cognitive, affective and skills.

HLTH 650 Development of Substance Awareness Programs (3)

This course is designed to develop school and family programs which focus on substance abuse prevention and intervention.

HLTH 660 Thesis or Department Project (3)

Students prepare a master's thesis or project under the supervision of a departmental advisor.

HLTH 661 Independent Study (1-3)

An independent research course for matriculated Health Science majors only.

NURSING DEPARTMENT

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Chairperson
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MASTER OF SCIENCE IN NURSING

The objective of this program is to prepare nurses for advanced practice utilizing health promotion as an organizing framework with a focus on urban health nursing or holistic nursing. The Master of Science in nursing is a 36 credit post baccalaureate program. The completion time for the program depends upon student availability for course load but generally should not exceed two years. Students may expect some course work to be offered in a non-traditional manner including modular (time intense), weekend and on-line courses.

ADMISSION REQUIREMENTS

The applicant must meet all the general admission requirements of the Office of Graduate Studies. The Nursing Department requires the applicant to hold a BSN from an accredited nursing program. Also required is an undergraduate GPA of 3.3 or above, pass a departmental entrance essay examination, and provide two (2) personal references; one from a former faculty person and one from a colleague. The department may also request an interview. All candidates who do not meet the criteria may request an additional review by the Nursing Department's Admissions Committee.

MASTER'S THESIS/PROJECT/GRANT PROPOSAL

A culminating activity in the graduate program is the preparation of a master's thesis, project or grant. A graduate student in the Department of Nursing must complete such a requirement. In order to complete this requirement a student may conduct original research, design a nursing project, or write a grant proposal. After the successful completion of thirty graduate credits, students may obtain the approval of their graduate advisor and initiate work on the thesis, project, or grant proposal. Guidelines for the master's degree thesis/project/grant proposal are available from the Department of Nursing upon request.

COURSE AND CREDIT REQUIREMENTS

All students seeking the Master of Science degree from the Department of Nursing must complete 12 core required courses, as well as the sequence of specialized major courses in their selected concentration (urban health or holistic health). The remaining courses to complete this program are 9 credits of cognate courses defined as courses related to and supportive of the student's are of focus and 3 credits of elective courses. Cognate and elective courses are planned individually with the academic advisor.

MASTER OF SCIENCE IN NURSING-URBAN HEALTH NURSING

This concentration is specifically designed to prepare the graduate student to work in diverse areas as case managers, advanced practice nurses, and entrepreneurs. The student develops expertise in working with urban populations and the stressors that are identified as prevalent within these populations. Demographically, cities report higher incidence of diabetes, hypertension, AIDS, drug abuse, violence, adolescent pregnancies and related problems. These and other issues are explored within the nursing context.

PROGRAM REQUIREMENTS

36 credits

CODE	TITLE	CREDITS
NURS 602	Urban Health Nursing I Theory	3
NURS 603	Urban Health Nursing II Theory	3
NURS 604	Urban Health Nursing Practicum	3
NURS 611	Urban Health Nursing Thesis, Project or Grant Proposal	3
NURS 610	Research Methodology	3
NURS 600	Science of Health Promotion	3
NURS 609	Healthcare Delivery Systems and Social Policy	3
NURS 601	Theory Development	3
NURS XXX	Nine credits of "cognate" courses taken at NJCU or a consortium institution, selected in consultation with the student's advisor	9
NURS XXX	Elective(s) taken at NJCU or at a consortium institution, selected in consultation with the student's advisor	3

MASTER OF SCIENCE IN NURSING-HOLISTIC NURSING

This program track (the first in the State of New Jersey) focuses on the developing nursing expertise in complimentary health care practices. Rather than a traditional bio-medical model this program supports the nurse whose practice will be based upon non-invasive, naturalistic care modalities which promote comfort, well being, wholeness, and healing.

PROGRAM REQUIREMENTS

36 credits

CODE	TITLE	CREDITS
NURS 605	Holistic Nursing I: Meditation, Imagery, Color, Healing	3
NURS 606	Holistic Nursing II: Wholeness, Self-Awareness, and Mind-Brain-Body Interaction, Brain-Body Interaction	3
NURS 607	Holistic Health Practicum	3
NURS 608	Holistic Health Thesis or Project	3
NURS 610	Research Methodology	3
NURS 600	Science of Health Promotion	3
NURS 601	Theory Development	3
NURS 609	Healthcare Delivery Systems and Social Policy	3
NURS XXX	Nine credits of "cognate" courses taken at NJCU or a consortium institution, selected in consultation with the student's advisor	9
NURS XXX	Elective(s) taken at NJCU or at a consortium institution, selected in consultation with the student's advisor	3

COURSE DESCRIPTIONS

NURS 501 Case Management (3)

This course examines and critically analyzes issues in case management in light of their relevance to managing clients across a continuum within the managed care system.

NURS 503 Case Management (3)

This course examines and critically analyzes issues in case management. These issues are examined in light of their relevance for managing clients across a continuum within the managed care system.

NURS 600 Science of Health Promotion (3)

This course provides the foundation for health promotion theories as they apply to urban and holistic nursing practice. The course provides the student with the historical evolution of health promotion. The concepts of health, wellness, prevention, environment, and person are explored. The student analyzes health promotion models related to holistic and urban health.

NURS 601 Theory Development (3)

This course provides the foundation for the development of nursing science, the components and processes of theory development, and their relationship to knowledge generation in the discipline of nursing. Theory Development focuses on the critical analysis of conceptual models and theories. Concepts relevant to theory development are identified and analyzed including theories across the life span of individuals, groups, and communities are analyzed. Prerequisite: NURS 600 Science of Health Promotion

NURS 602 Urban Health Nursing I Theory (3)

This course addresses the high level of knowledge and skills required to manage the complex coordination of the delivery of services to clients in an urban population. The concept of health promotion provides a theoretical to examine urban populations' exposure to high-risk situations and vulnerability to anomalies such as, substance abuse, dynamics of violence, HIV/AIDs, and elder issues. Prerequisite: NURS 601 Theory Development

NURS 603 Urban Health Nursing II Theory (3)

This course is a continuation of Urban Health Nursing I Theory. It is designed to explore selected concepts related to urban health nursing and health promotion at an advanced level. Stu-

dents analyze the political, legal, and institutional changes necessary to provide quality care in an urban setting. Advanced concepts of community health nursing and public health nursing, as well as other relevant theories, are applied to areas of program planning, design, and evaluation. This community-focused course emphasizes advocacy, change, leadership, critical thinking, and innovation in the planning of health promotion/care services. Prerequisite: NURS 602 Urban Health Nursing I Theory

NURS 604 Urban Health Nursing Practicum (3)

Students implement the urban health nursing role in a select urban community with an identified at-risk client group. Students have the opportunity to apply the urban health paradigm, to develop a community needs assessment, and develop health promotion competencies. This course includes five hours of practice weekly and a two-hour seminar every other week. Prerequisite: NURS 603 Urban Health Nursing II Theory

NURS 605 Holistic Nursing I: Meditation, Imagery, Color, and Healing (3)

Meditation approaches, imagery, and color, and their effects on healing are presented. Applications of these toward clinical situations are examined. Meditation, imagery, and color, and their effects on the mind, body, and spirit are discussed. Prerequisite: NURS 601 Theory Development

NURS 606 Holistic Nursing II: Wholeness, Self-Awareness, and Mind-Brain-Body Interaction, Brain-Body Interaction (3)

The wholeness paradigm of person/universe, its philosophical constructs, and theories of wholeness from nursing, natural, and biological sciences are examined. Scientific and lay literature in the field of psychoneuroimmunology is critically evaluated for its holistic application to therapeutic interventions. Prerequisite: NURS 605 Holistic Nursing I: Meditation, Imagery, Color, and Healing

NURS 607 Holistic Health Practicum (3)

Students implement the nurse-healer role with a select group of clients in a variety of health care settings. Students have the opportunity to apply the wholeness paradigm and develop caring-healing competencies. The course includes four hours of practice and a two-hour seminar weekly. Prerequisite: NURS 606 Holistic Nursing II: Whole-

ness, Self-Awareness, and Mind-Brain-Body Interaction, Brain-Body Interaction

NURS 608 Holistic Health Thesis or Project (3)

Students are given the opportunity to apply their knowledge in ways which can affect nursing practice. Prerequisite: NURS 607 Holistic Health Practicum; taken in a student's final semester

NURS 609 Health Care Delivery Systems and Social Policy

This course examines and critically analyzes issues in health care policy in the United States. These issues are examined in light of their impact on the nursing profession and on the current and future delivery of health care, with an emphasis on health promotion.

NURS 610 Research Methodology (3)

This course is designed for graduate nursing students to prepare them for the participant role in nursing research. Substantive content related to research methodology is provided, as well as examples of practical application. Students develop a research proposal for an original nursing research question.

NURS 611 Urban Health Nursing Thesis, Project, or Grant Proposal (3)

Students are given the opportunity to apply their knowledge in ways which can affect nursing practice. Prerequisite: NURS 603 Urban Health Nursing Practicum; taken in a student's final semester

NURS 612 Imagery and Meditation Modality (3)

This course explores a variety of imagery and meditative techniques. Zen meditation, transcendental meditation, walking meditation and mindfulness meditation is discussed and their application in pain management, anxiety and general well being are presented. Additional forms of guided imagery, open focus and spiritual inner guide processes are examined and practiced.

SPECIAL GRADUATE COURSES

INTERDISCIPLINARY COURSES

INTD 605 Field Study in Education (1-6)

Field study offers individually tailored programs correlating experiences in functioning educational settings with systematic readings and appropriate media materials. Experiences may range from purely observational to tutoring and group work to action research requiring professional level responsibility. Schools, the social contexts in which they operate, and the ancillary support agencies, organizations, and institutions which serve them prove the base from which diversified possibilities for field experiences are drawn. Prerequisite: Matriculation and permission of chairperson.

INTD 609 Institute in Elementary Science I (3)

In this Institute elementary school teachers and supervisors participate in individual and group study of problems in elementary science teaching. Participants work on problems in accordance with their special science interests and needs.

INTD 651 Recent Advances in the Physical Sciences (3)

This course offers an intensive examination of recent advances in space sciences, energy utilization, electronics, and instrumentation in fields of chemistry, physics, astronomy, and geology. Included are visits to research laboratories, museums, industrial plants, and lectures by experts.

INTD 689 The Institute in Life Sciences I (3)

This course studies some of the new developments in the fields of photosynthesis, energy release and utilization, regeneration and the aging process, virus-host systems, plant growth and plant hormones, and the chemical basis for plant and animal cells, as well as the manner in which these moved the boundaries of biology even beyond what they were a decade ago. The most significant biological advances are studied in some depth during the course of the Institute.

INTD 690 The Institute in Life Sciences II (3)

This course studies some of the new developments in the fields of photosynthesis, energy release and utilization, regeneration and the aging process, virus-host systems, plant growth and plant hormones, and the chemical basis for plant and animal cells have moved the boundaries of biology even beyond what they were a decade ago. It is intended that the most significant biological advances be studied in some depth during the course of the Institute.

INTD 698 Historical and Sociological Studies in Race, Class & Gender

In this course, students critically examine some major issues in contemporary American society through a study of their historical and sociological roots. Broadly conceived, the topics discussed are race, class, and gender, as they relate to an understanding of the development of a distinctive American ideology, the workings of the American political economy, and current U.S.A. politics and social thought.

COLLEGE OF ARTS AND SCIENCES

COMPUTER SCIENCE DEPARTMENT

CS 505 Microcomputers for Elementary Teachers I (3)

This course introduces students to the general microcomputer configuration and the essentials of programming. Topics include microprocessors, I/O devices, special packages, and software.

CS 506 Microcomputers for Elementary Teachers II (3)

This course serves as an intermediate course to enable elementary school teachers to use microcomputers in the classroom and to reinforce what students have learned in about the essentials of programming. Pre-requisite: CS 505 Microcomputers for Elementary Teachers I

CS 510 Microcomputers for Secondary School Teachers I (3)

This course introduces secondary education majors and high school teachers to microcomputers.

CS 511 Microcomputers for Secondary School Teachers II (3)

This course serves as an intermediate course to enable high school teachers to use microcomputers in the classroom and to reinforce what the students have learned about the essentials of microcomputers. Pre-requisite: CS 510 Microcomputers for Secondary School Teachers I

CS 515 Structured Programming in FORTRAN 77 (3)

This course serves to emphasize the top-down structured programming style. FORTRAN 77 is the base language, chosen for its structuring capabilities. Topics include: types; blocks; data; statements; IF-THEN clause; IF-THEN, ELSE, clause; DO loops; common statement; and arrays. Emphasis is on solving scientific problems.

CS 520 Structured Programming in PASCAL (3)

This course serves to emphasize the top-down, structured programming style necessary in modern programming. PASCAL is the base language, chosen for its structuring capabilities. Topics include: the top-down techniques to problem solving, types, statements, loops, control, structured design, and language facilities.

CS 531 Assembly Language Programming (3)

This course provides basic concepts needed for further work in computer science. The emphasis is on the basic structure of the computer from a functional and programming point of view and provides the student with an understanding of the internal behavior of computers. A major objective is to provide the student with a knowledge of the instruction set of the Assembly language programming system for the microcomputer. Prerequisite: Permission of chairperson.

CS 535 Programming Methodology Using Ada (3)

This course presents the Ada language to the student using a top-down approach. This method allows the Ada philosophy and mindset to unfold. The Ada package structure is used throughout as a unifying factor. The package is used to encapsulate input/output generic units which are also covered. Since this course requires hands-on programming, the Ada library facility and separate compilation features of the language are emphasized.

CS 605 Microcomputer Programming in PASCAL I (3)

In this course students learn how to write structured programs using the PASCAL programming language. Topics covered include: the PASCAL operating systems, PASCAL control structures, and PASCAL procedures and functions. Prerequisite: Completion of a two semester course in programming.

CS 606 Microcomputer Programming in PASCAL II (3)

The methods of programming taught include making use of the advanced capabilities of the PASCAL language. Problems are chosen to emphasize the concepts and also to be useful to teachers in related fields. Prerequisite: CS605 Microcomputer Programming in PASCAL I

CS 621 Computer Graphics (3)

This course covers such topics as: hardware requirements for computer graphics systems, use of computer graphics systems, software packages for graphics, how to write graphics programs on a microcomputer, and three dimensional graphics. Prerequisite: Permission of chairperson

ENGLISH DEPARTMENT**ENGL 609 Adolescent in Literature I**

Adolescence is a "rite of passage" that many major authors find both fascinating and perplexing. This course explores the many varied experiences of the teen years which reflect on the intellectual, emotional, social, moral, and physical development of this time period. The course is divided into major topics: 1) The Adolescent and School, 2) The Adolescent and Sexual Awareness; 3) The Adolescent and Social/Cultural Pressures; 4) The Adolescent and Creative/Imaginative Powers; 5) The Adolescent and Physical/Emotional Development; and 6) The Adolescent and Family Relations.

ENGL 615 Cinema Institute (3)

The Cinema Institute acquaints students with the development of film in the USA and abroad. Participants see and discuss films of various periods of time and those made in various parts of the world. Students meet with personalities such as actors, actresses, production people, directors, etc. as part of their learning experience.

LATIN AMERICAN, CARIBBEAN AND LATINO STUDIES**LATI 503 Latin American and Caribbean Studies Travel Program (3)**

This course is intended to provide students with a firsthand introduction to one or more countries in Latin America and the Caribbean. Each trip is organized around a specific theme and includes readings and classroom assignments.

**MODERN LANGUAGES DEPARTMENT
LANG 503 Cultural Field Studies (3-6)**

This is a study travel tour of Spanish America or Spain acquainting students with the distinctive elements of Hispanic culture and civilization through direct contact. Pre-requisite: permission of the chairperson.

LANG 510 Teaching World Languages in K-8 (3)

This course provides in-depth instruction in the theories, methods, and materials used in the teaching of World Languages in grades K-8 focusing on outcomes outlined in the New Jersey Core Curriculum Content Area Frameworks. It affords students the opportunity to create and assess lessons for the foreign language classroom using a communicative and contextualized approach to develop the full range of language skills.

PHILOSOPHY AND RELIGION DEPARTMENT**PHIL 500 Selected Topics in Philosophy (3)**

This course is an exploration of the great visions of the universe as articulated by ancient and contemporary thinkers. The readings represent a full range of perspectives and voices from all cultures. The topics for the course are intended to encourage a dialogue among diverse intellectual traditions and cultural heritages, with the aim of achieving a unified philosophical experience. **PHIL 510 Ethics, Values, and Society (3)**

This course provides an exploration of how values are shaped by ethical thought and social dimensions; e.g., studies in sociology, anthropology, and history have shown that there is a wide variety of ethical values and practices. However, it also explores moral philosophy which seeks to achieve a clear understanding of what is right, good, and just from an enduring, universal perspective.

PHIL 520 Contemporary Search for Meaning (3)

The search for truth and meaning spans human history and consists of the achievements of many minds. This continual pursuit has been referred to as "the perennial philosophy." The aim of this course is to inspire students to develop a sense of greater humanity and wholeness of self, and to cultivate intellectual autonomy. The readings are drawn from both philosophical and literary texts.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT**SOCI 501 Creative Knowing:****A Function of Storytelling (3)**

An interdisciplinary examination of ancient and contemporary motifs (verbal, visual, and conceptual), this course concentrates on the transmission of these motifs as found in the myths, legends, and tales of many cultures and academic disciplines. Students participate in presentations by professional storytellers trained to transmit the images and messages of their culture.

SOCI 522 Community Organization (3)

This course studies the structure and goals of ethnic group organization, informal social structure, leadership gaps in organization, the influences of external social forces on the community, and programs that deal with ethnic group problems. This course may involve field work.

SOCI 602 Juvenile Delinquency (3)

This course provides an advanced study of delinquent children on a national and an international level. It evaluates those prevailing attitudes and mores in American society which shape the character and behavior of juveniles.

SOCI 638 Health, Illness and Society

This course is based on the assumption that social organization, values, and customs affect concepts of health and illness, the extent and nature of health care practices and how health care practices are organized, and how health care institutions are organized. Illustrative of the topics examined are: historical trends in mortality and disease, how disease has shaped human events, social customs regarding death and dying, sex and reproduction, mental illness, the influence of family organization and poverty on health and health behavior, and alternative models for organization of health services.

SOCI 645 Contemporary Social Issues (3)

This course offers a comparative study of the problems facing human societies, including a scientific analysis of data drawn from various societies, an examination of appropriate theory, and the development of possible solutions.

SOCI 654 Multi-Group Tensions in American Democracy (3)

This course explores the origins, manifestations, and consequences of those tensions discernible in contemporary American life. Attention is focused on tensions whose bases are primarily racial, ethnic, or religious.

SOCI 655 Human Societies (3)

This course explores prevailing tensions in modern society, human relations problems in comparative economic and social systems, contributions of behavioral sciences, anthropological analyses of societies, and current economic and social theories.

SOCI 700 The Metropolis in Perspective (3)

This course provides an analysis of the character and function of the contemporary American metropolis. Emphasis is placed upon knowledge and understanding of the historical origins of the city; urbanization as a process; identification of and inquiry into specific, current urban problems; and consideration of alternative, pragmatic and theoretical approaches to seeking solutions to substantive metropolitan issues.

**COLLEGE OF EDUCATION-
DEAN'S OFFICE****EDU 681 Independent Study in Education (1)**

Independent study consists of projects which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by university courses. Prerequisite: Matriculation and permission of advisor.

EDU 682 Independent Study in Education (2)

Independent study consists of projects which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by university courses. Prerequisite: Matriculation and permission of advisor.

EDU 683 Independent Study in Education (3)

Independent study consists of projects which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by university courses. Prerequisite: Matriculation and permission of advisor.

**COLLEGE OF PROFESSIONAL
STUDIES-DEAN'S OFFICE****PS 691 Independent Study in Professional Studies (1)**

Independent study consists of projects which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by University courses. Prerequisite: Matriculation and permission of advisor.

PS 692 Independent Study in Professional Studies (2)

Independent study consists of projects which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by university courses. Prerequisite: Matriculation and permission of advisor.

PS 693 Independent Study in Professional Studies (3)

Independent study consists of projects which are problem-centered and action-research oriented. The topic(s) for an independent study falls outside the realm and/or depth of that which is offered by university courses. Prerequisite: Matriculation and permission of advisor.

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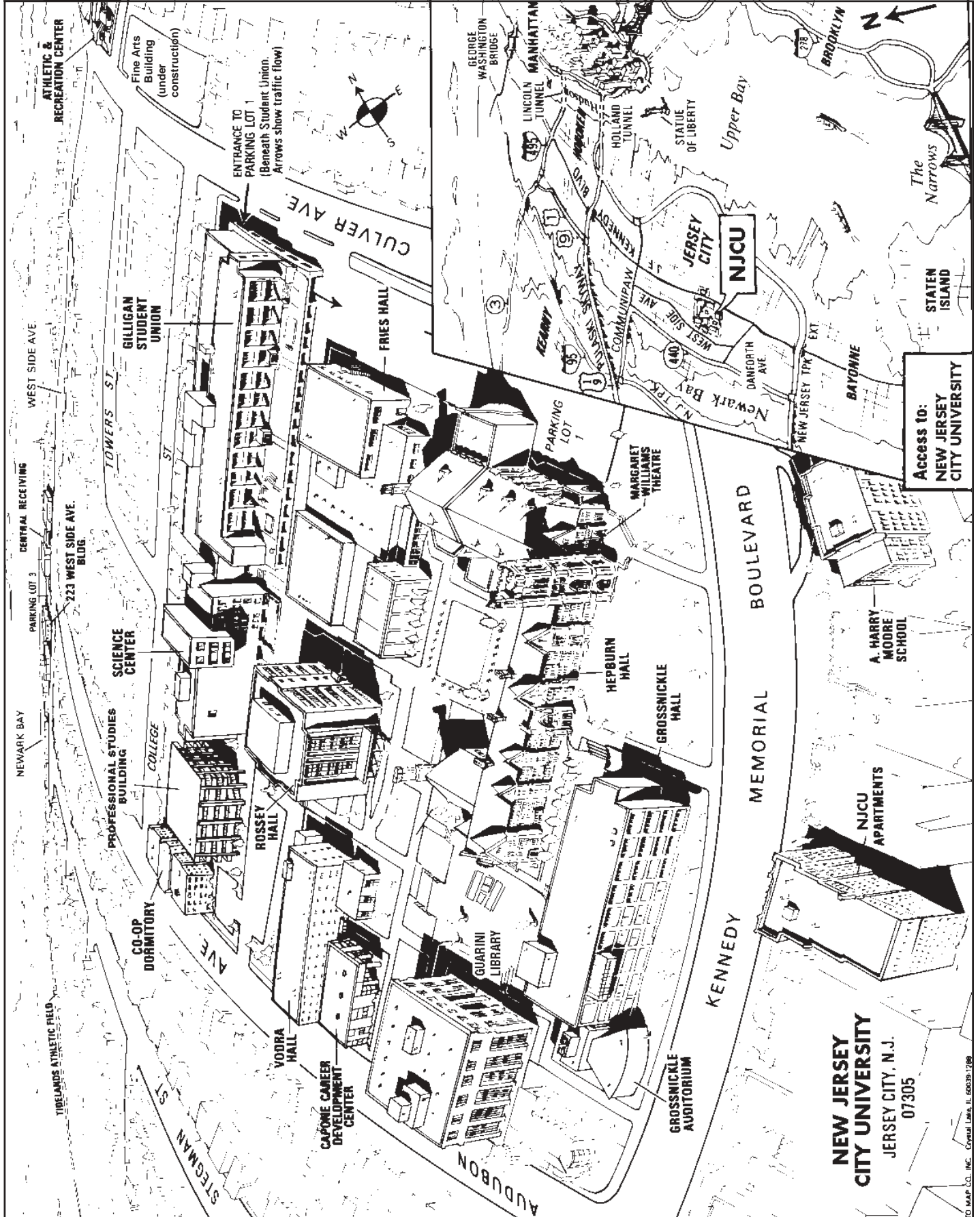
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Access to:
NEW JERSEY
CITY UNIVERSITY

**NEW JERSEY
CITY UNIVERSITY**
JERSEY CITY, N.J.
07305

DIRECTIONS TO THE UNIVERSITY

New Jersey City University's main campus is located on Kennedy Boulevard between Culver and Audubon Avenues, approximately three miles south of Journal Square in Jersey City.

BY PUBLIC TRANSPORTATION:

FROM MANHATTAN

Take either the #99S or the #55 bus from Port Authority Bus Terminal directly to the University.

Or take the PATH subway to Journal Square and follow the directions below.

FROM PATH TERMINAL AT JOURNAL SQUARE

Take the #10 South Boulevard bus directly to the College's main entrance.

Or board the #80 Newark Avenue/Gates Avenue bus, and get off at Audubon and West Side Avenues. From here, you may either walk the three short blocks to campus, or take the free shuttle bus which stops inside the University's parking lot on West Side Ave.

FROM STATEN ISLAND

Take the #55 bus directly to the University's main entrance.

be arranged in advance by calling the Security and Safety Department at 201-200-3127.

SHUTTLE BUS SERVICE

The Security and Safety Department provides Shuttle Bus Service to and from the University's off-campus buildings and parking areas.

The Shuttle operates continuously between 7:00 a.m. and 11:00 p.m., Monday through Friday when the University is in session. There is no service Saturdays, Sundays, holidays or during recess periods.

This Shuttle Service is for the exclusive use of New Jersey City University students, faculty, staff and official guests. Proper identification in the form of a valid College I.D. is required, and must be presented upon request by the driver.

BY CAR:

FROM THE NEW JERSEY TURNPIKE

Take the New Jersey Turnpike to Exit 15E. After paying the toll, follow the signs to Routes 1&9 North (Truck Route). Go over two bridges to a traffic light. Stay straight at the light. After the McDonalds (on the right), go to the second traffic light and turn right onto Kennedy Blvd. NJCU is 12 blocks down on the right. Parking is on Culver Ave.

FROM ROUTE 280, ROUTE 80, OR ROUTE 3

Take Route 280 East, Route 80 East, or Route 3 East to the NJ Turnpike. Follow the directions above.

FROM ROUTE 78 AND ROUTES 1&9

Take Route 78 East to Routes 1&9 North. Routes 1&9 North will split—stay to the right (1&9 Truck Route). Do not go over the Pulaski Skyway. Take Routes 1&9 North over two bridges to a traffic light. Stay straight at the light. After the McDonalds (on the right), go to the second traffic light and turn right onto Kennedy Blvd. NJCU is 12 blocks down on the right. Parking is on Culver Ave.

FROM THE GARDEN STATE PARKWAY (NORTHBOUND)

Take the Garden State Parkway North to Exit 140—Route 22 East. Take Route 22 East to Routes 1&9 North. Follow the directions above from Routes 1&9.

FROM NEW YORK CITY (HOLLAND TUNNEL)

After exiting the Holland Tunnel, go straight and up the hill. Maneuver yourself into the center lanes (an exit for the Turnpike will be on the right; then an exit for Routes 1&9 will be on the left). Continue through approximately seven lights. You will come to a "T"—this is Kennedy Blvd. Make a left onto Kennedy Blvd. At the fifth light, you will enter Journal Square. Follow Kennedy Blvd. as it veers right at Journal Square. Continue on Kennedy Blvd. to the University.

PARKING

PARKING ALERT

Please observe posted Jersey City Parking Regulations if you park on city streets. Law enforcement by the Jersey City Police Department is strict. Additional parking is available on the campus property on West Side Avenue. The entrance is at Audubon and West Side Avenues. Continuous shuttle service runs between the parking lot and the center of campus.

LOT #1: GILLIGAN STUDENT UNION

Two levels of parking are located beneath Gilligan Student Union. Enter by turning right from Culver Ave, approaching from West Side Ave. Approaching from Kennedy Blvd., left turns are prohibited by the Jersey City Police Dept.

The adjacent outdoor lot, near Hepburn Hall, is also entered through the GSU parking garage.

A fee is charged upon exiting this lot.

LOT #3: 223 WEST SIDE AVE.

Located west of Audubon Ave., the entrance to this lot is at the foot of Audubon Ave.

A fee is charged upon exiting this lot.

LOT #4: PROFESSIONAL STUDIES BUILDING

Adjacent to the Professional Studies Building, this lot is restricted to parking by state vehicles, servicepersons, and vehicles displaying state issued handicapped plates or permits.

There is no fee for parking in Lot #4.

HANDICAPPED PARKING

Handicapped parking spaces are available in all University lots. Additional assistance or information can be obtained or arranged with the security personnel located in each lot or entrance to the University. Assistance can also

New Jersey City University
2039 Kennedy Boulevard
Jersey City, New Jersey 07305-1597