

## Graduate Course Descriptions

### School of Culture and Society

Note: ENGL 505 and ENGL 550 are required courses and serve as pre- or corequisites for all others. That is, students may enroll in other 500- or 600-level courses during the same semester they are enrolled in ENGL 505 or ENGL 550. ENGL 505 is offered in the fall semester; ENGL 550 is offered in the spring. Students entering in the spring or summer semester should consult the graduate coordinator before registering for courses.

#### **ENGL 505/Contemporary Literary Theory and Methods** 3 cr.

An introduction to the scholarly methods necessary for graduate work in literature and to the study of theoretical frameworks important to contemporary literary criticism, including formalism, structuralism, Marxism, deconstruction, feminism, post-colonial studies, cultural studies, new historicism, and psychoanalysis. The course exposes students to critical works by major advocates of each framework and requires application of theories to specific literary texts.

#### **ENGL 507/Language, Mind, and Learning** 3 cr.

This course examines the brain's basis of language skills and the role of language in the process of learning. It also reviews models of language development.

#### **ENGL 508/Old English** 3 cr.

The course explores the language and literature of the Anglo-Saxons (AD500 to AD1100). The first half of the term will be spent acquiring basic reading competence in Old English, the language in which *Beowulf* is written. The second half of the term will be devoted to reading and translating Old English literature while discussing the current state of literary criticism of Old English literature.

#### **ENGL 510/The Structure of English** 3 cr.

This course explores current ideas regarding the nature of the English language and reviews the core grammatical features of English.

#### **ENGL 544/Language and Culture** 3 cr.

This course provides analysis of all forms of language variation across speech communities within a culture as well as of the language-culture relationships across populations. This course is approved for bilingual certification.

#### **ENGL 550/Seminar in Poetry** 3 cr.

Intensive study in the close reading of poetry. The course emphasizes the tools necessary for the explication of poems. Topics include prosody and form, metaphor and figurative language, and the history of major movements, styles, and genres.

#### **ENGL 552/Seminar in Drama** 3 cr.

The study and analysis of representative plays and dramatists to develop understanding, appreciation, and mature assessment of dramatic theory and practice.

#### **ENGL 554/Seminar in Prose Fiction** 3 cr.

The study and analysis of representative works and authors of prose narratives in the novel, novella, and short-story forms.

#### **ENGL 590/Methods of Teaching Secondary English** 3 cr.

An introduction to the theory and practice of teaching English.

#### **ENGL 597/Special Topics in English** 1–6 cr.

In-depth study of a specialized topic selected by faculty. Recent classes have focused on literary style and contemporary rhetorical theory.

#### **ENGL 610/Chaucer** 3 cr.

This course examines the works of Geoffrey Chaucer within the context of the literary and social climate of late 14th-century Europe. Students will also become familiar with controversies and trends in the field of Chaucer studies.

#### **ENGL 611/Medieval Literature** 3 cr.

An examination of important works of medieval European literature with a particular focus on one aspect of medieval literary culture (e.g.,

the changing role of the court writer from the 11th to the 14th centuries, northern European medieval literature, or the flowering of secular vernacular literature in the 14th century).

#### **ENGL 612/Shakespeare** 3 cr.

Intensive study of several plays and a consideration of the historical and critical contexts.

#### **ENGL 614/Milton and the 17th Century** 3 cr.

An examination of Milton's poetry in the context of the literature and culture of early modern Britain. Topics may include Milton's involvement in radical politics and controversies, mythology and the pastoral, gender and sexuality, and Milton's friendship with metaphysical poet Andrew Marvell.

#### **ENGL 622/Seminar in Early Modern Literature** 3 cr.

An examination of literature of the early modern period in its historical and cultural contexts. Topics may include gender politics, the Reformation and Counter-Reformation, poetics, and exploration and colonization (e.g., Ireland, the Bermudas).

#### **ENGL 626/Seminar in 18th-Century British Literature** 3 cr.

This course explores English literature from 1700 to 1815, including works by Swift, Defoe, Pope, Johnson, Burke, Wollstonecraft, Austen, and Blake. Topics of study include the rise and fall of Augustan poetics, Augustanism and the development of the novel, and 18th-century lyricism and the rise of Romanticism.

#### **ENGL 640/Seminar in Romantic Literature** 3 cr.

An examination of writings by British and American authors whose works exemplify the chief tendencies of Romanticism, with attention given to the various sources of Romanticism and to the problems of definition and description.

#### **ENGL 642/Seminar in Victorian Literature** 3 cr.

A close examination of some of the major works of the poets and prose writers of the Victorian period.

#### **ENGL 646/20th-Century British Literature** 3 cr.

A study of two or more major 20th-century British writers and the cultural forces that influenced them.

#### **ENGL 650/Early American Literature** 3 cr.

Examination of American literature written between 1630 and 1830, with particular focus on historical and cultural contexts. Themes covered may include captivity narratives, autobiography, and sexuality and the body.

#### **ENGL 652/American Realism and Naturalism** 3 cr.

Study of late-19th and early-20th-century novels by Mark Twain, Stephen Crane, Charles Chesnutt, Theodore Dreiser, Edith Wharton, Kate Chopin, Henry James, and others. The course focuses on the interaction between the era's literature and issues of class, gender, and race and ethnicity.

#### **ENGL 654/20th-Century American Literature** 3 cr.

Study of texts from Wharton to Oates and from Fitzgerald to Louise Erdrich, with focus on such issues as canon formation (its utility or inutility) and whether the nature of endings in fiction has changed since the beginning of the 20th century.

#### **ENGL 670/Studies in Literature** 3 cr.

Focuses on a different topic each semester. Some representative topics include early modern canon formation, New Historicism and the English Renaissance, historicizing the English Restoration, Latina/o literature, and racial passing in modern literature.

#### **ENGL 687/Faculty-Student Research** 3 cr.

Small-group research with a faculty member on a collaborative project, or a series of related projects, chosen to complement a faculty member's research or scholarly program.

**ENGL 697/Independent Study in English** 1–3 cr.

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**ENGL 699/Thesis/Creative Project in English** 6 cr.

An original research or creative study completed over two semesters under the guidance of a thesis committee. Open only to students matriculated in the English program. Thesis may be substituted for parts one and two of the three-part MA comprehensive examination.

**ENGL 700/Comprehensive Examination: English**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

## School of Education

**COUN 501/Introduction to Counseling** 3 cr.

**Prerequisite:** Permission of department

An introduction to the profession of counseling, including an overview of the history of counseling, professional counseling organizations and issues, major counseling specialties, requirements for counselor license and certification, and the ethical and legal issues in counseling. The course includes a laboratory component in which students learn the stages of the counseling process, the micro-skills of counseling, strategies for applying for employment and doctoral training in counseling, and conventions for writing professional counseling manuscripts.

**COUN 515/Statistics and Research in Counseling** 3 cr.

**Prerequisite:** Permission of department

Study of the organization, analysis, summarization, and interpretation of counseling data with special emphasis on developing research projects involving counseling data. The interrelationships among statistics, measurement, and research design are examined. Training in reading and interpreting counseling research literature is provided.

**COUN 530/Multicultural Counseling** 3 cr.

**Prerequisite:** Permission of department

The purpose of this course is to increase students' understanding of, and sensitivity to, major ethnic and cultural groups within the dominant Anglo-American culture served by counselors and teachers in the United States. Students will confront the crucial issues related to multicultural counseling.

**COUN 535/Career Counseling and Placement** 3 cr.

**Prerequisite:** Permission of department

This course will include information regarding theories of career development, sources of occupational information, and methods of career counseling and assessment. Both theory and practical application of career counseling will be explored through lectures, class discussion, readings, writings, and projects. Students will have the opportunity to examine the various techniques and gain an understanding of their own development.

**COUN 545/Community Agency Counseling** 3 cr.

**Prerequisite:** Permission of department

This course is designed to meet the needs of the counselor working in community agency settings. Focus is placed on understanding the types of services provided, populations served, counselor advocacy, and the basic skills for developing a treatment plan. Diagnosis of clients using the DSM and treatment planning will be stressed. The course will use a variety of teaching techniques: independent reading, class lectures and discussions, guest lectures by practicing professionals, written and video case reviews, and assignments.

**COUN 550/Substance Abuse and Addiction Counseling** 3 cr.

**Prerequisite:** Permission of department

The purpose of this course is to facilitate the learning of specific techniques for counseling individuals and their families who are affected by substance abuse, chemical dependency, and addiction. An emphasis will

be placed on strategies for addressing the full spectrum of substance abuse problems, from problematic use to abuse to dependence and addiction. Opportunities will be provided to practice counseling skills at various points along the treatment continuum with corresponding strategies for prevention, early intervention, and treatment. The development of competency in the professional treatment of substance use disorders is stressed.

**COUN 551/Substance Abuse and Addiction: Individual, Family, and Society** 3 cr.

**Prerequisite:** Permission of department

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes and the reinforcement of drinking and drug use are examined. Basic knowledge and attitudes that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed.

**COUN 552/Substance Abuse Education and Prevention** 3 cr.

**Prerequisite:** Permission of department

This course will help provide the groundwork for the prevention professional to implement a comprehensive program, supported by scientifically based prevention principles, that includes measurable goals, objectives, timelines, and an evaluative process. Prevention theory and strategies for educating the public about alcohol and other drug use, misuse, and abuse will be presented. The role of media in substance abuse prevention will be addressed. This course will discuss various aspects of culture in a broader sense to help professionals understand the relevance of culture in prevention-program planning.

**COUN 554/Substance Awareness Coordination in the Schools** 3 cr.

**Prerequisite:** Permission of department

This course addresses the needs of school personnel responsible for the coordination of substance awareness activities. The issues of education, prevention, and intervention with school-age youth affected with alcohol and drug problems are investigated. Specific programs and techniques for the appropriate developmental levels of school-age youth will be addressed. Current curricula, specific counseling techniques, family involvement, and referral sources will be addressed in accordance with the framework of approved school policy.

**COUN 555/Differential Diagnosis and Treatment Planning** 3 cr.

**Prerequisite:** Permission of department

This course is designed to provide students with the introductory knowledge necessary for counselors to begin their work in diagnosing and planning treatment for clients suffering from mental disorders. This complex task requires that students have an understanding of psychopathology and the various mental disorders as defined in the current version of the Diagnostic and Statistical Manual of Mental Disorders. Students will learn how to make accurate multi-axial diagnoses and be able to describe its implications for treatment. The necessity of recognizing cultural considerations throughout the assessment and treatment process will be reviewed.

**COUN 560/Counseling Women** 3 cr.

**Prerequisite:** Permission of department

Issues relevant to counseling women clients will be covered. Sex differences in psychological disorders, the roles and status of women, and sex bias in counseling will be examined. The needs of special groups of women will be presented. Special skills in counseling women will be studied both didactically and experientially.

**COUN 580/Counseling the Aged** 3 cr.

**Prerequisite:** Permission of department

A study of the demographic characteristics, developmental transitions, psychosocial theories, life crises, and referral resources unique to older adulthood. Students will integrate this information into counseling strategies and program-planning skills specific to the needs of the aged and the practice of gerontological counseling.

**COUN 597/Special Topics in Counseling** 1–6 cr.

**Prerequisite:** Permission of department

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

**COUN 600/Introduction to Marriage and Family Therapy 3 cr.****Prerequisite:** Permission of department

This course is an introduction to and overview of the general field of marriage and family therapy. The history of the movement as well as a basic description of the major approaches to marriage and family therapy are discussed. Professional issues such as research, ethics, and training are also included in the course content.

**COUN 601/Theory and Techniques in Marriage and Family Therapy 3 cr.****Prerequisites:** COUN 600 (Note: COUN 600 may be taken concurrently with COUN 601) and permission of the department

This course provides an in-depth experiential examination of current trends in family therapy theory and techniques based on student presentations of his/her family of origin. Attention will be given to family life cycle, stages of family development, and modes of working with the systemic issues identified in presentations.

**COUN 602/Advanced Assessment, Theory, and Treatment in Marriage and Family Therapy 3 cr.****Prerequisites:** COUN 600, 601, and permission of the department

This course will focus on theoretical concepts from the major theories of family systems therapy with an emphasis on assessment and treatment planning. Therapist skills in assessment and consultation will be discussed and simulated. Genograms, family maps, and other specific techniques will be practiced. Treatment planning, facilitating change, evaluation, termination, and follow-up of families will be presented.

**COUN 603/Laboratory in Marriage and Family Therapy 3 cr.****Prerequisites:** COUN 600, 601, and permission of the department

Through skills-building exercises, video demonstrations, role-plays, simulations, and live case presentations, this course provides students with an intensive laboratory training experience in marriage and family therapy. Opportunities to practice conceptual and intervention skills along the progressive phases of the treatment continuum are provided. Specific techniques from several methods of marriage and family therapy are presented.

**COUN 604/Special Issues in Marriage and Family Therapy 3 cr.****Prerequisites:** COUN 600 and permission of the department

This course examines special populations and treatment issues in marriage and family therapy. Particular attention is given to marriage and family therapy with single-parent families, remarried and reconstituted families, cohabiting heterosexual couples, and gay/lesbian/bisexual families; sexuality and intersexual relationships; ethnically diverse families; and families with special characteristics—e.g., dual careers, substance abuse, aging parents, chronic illnesses, losses, grieving, and bereavement issues.

**COUN 605/Ethical, Legal, and Professional Issues in Marriage and Family Therapy 3 cr.****Prerequisites:** COUN 600 and permission of the department

This course examines ethical, legal, and professional issues unique to marriage and family therapy. Special attention is given to principles of ethical decision making, professional codes of ethics, ethical concepts, and considerations within the context of marriage and family therapy. Legal concepts and sources, types of law, professional liability, risk management, and insurance are reviewed. Professional identifications and training, licensure and certifications, accountability, marketing, and research are discussed.

**COUN 606/Family Studies and Development/Practicum 3 cr.****Prerequisites:** COUN 600, 601, 602, 603, and permission of department

This course is designed to examine the family from a developmental and life-cycle perspective. It will provide a foundation for practicum students to relate clinical experience to empirical studies of the stages of family development. Case presentation from clinical settings as well as simulated sessions will be the basis for learning.

**COUN 607/Clinical Internship in Marriage and Family Therapy 3 cr.****Prerequisites:** COUN 600, 601, 602, 603, and permission of the department

This internship is designed to provide an intensive, supervised clinical field experience in marriage and family therapy. Internship requirements

include: participation in a weekly clinical supervision seminar, a minimum of 300 clock hours working with couples and families in a field site (approved by the department), and one hour of individual supervision per week by an on-site field supervisor (approved by the department). Live, videotaped, and simulated therapy sessions, as well as self-, peer, and supervisor evaluation and conceptual and direct practice skills, are an integral component of this clinical experience.

**COUN 660/Organization, Administration, and Supervision of School Counseling 3 cr.****Prerequisite:** COUN 501

Study of principles and practices fundamental to the organization, administration, and supervision of school counseling services. A comprehensive view of the responsibilities involved in the effective functions of school counseling systems.

**COUN 670/Counseling Theory and Techniques 3 cr.****Prerequisite:** COUN 501

This course is designed to provide an overview of current approaches to psychological counseling, including psychoanalytic, existential/humanistic, cognitive/behavioral, and family approaches. Emphasis is on both theoretical and practical applications of the various approaches. Through lectures, class discussions, readings, films, writings, experiential exercises, and role-play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling.

**COUN 672/Advanced Counseling Theory and Techniques 3 cr.****Prerequisites:** COUN 501 and 670

An advanced study of counseling theories with particular emphasis on theory application. Students will be expected to demonstrate their counseling effectiveness within the definitions of selected theories. This course will be part theory and part laboratory experience.

**COUN 675/Group Counseling 3 cr.****Prerequisites:** COUN 501, 670 (COUN 675 may be taken concurrently with COUN 670 with advisement)

Through didactic and experiential learning activities, this course enables students to explore different theoretical approaches to groups; basic principles of group dynamics; ethical, legal, and professional issues; leadership and group development; member roles and functions; life-span developmental needs; and their own interpersonal styles of behavior.

**COUN 677/Group Leadership Skills 3 cr.****Prerequisites:** COUN 675 and permission of instructor

Study and practice of professional skills and behaviors that enable the group leader to activate and maintain effective counseling groups. Focus will be on how the leader capitalizes on group forces to encourage member goal achievement. (Limit six students with permission of instructor.)

**COUN 680/Practicum in Counseling and Testing 3 cr.****Prerequisites:** COUN 515, 670, and 675 and EPSY 643

The development of effective counseling behaviors and practice test selection, administration, scoring, and interpretation through laboratory experience. The focus is on an integration of counseling theory and practice and educational testing.

**COUN 687/Faculty-Student Research 3 cr.****Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**COUN 690/Practicum Seminar 3 cr.****Prerequisites:** A minimum of 24 credits, including COUN 501, COUN 670, and COUN 675 (Note: COUN 675 may be taken concurrently with COUN 690); COUN 660 is a prerequisite only for the school counseling program

This course is designed for those students who have a basic understanding of the role and functions of counselors. Each student is required to participate in an intensive firsthand practicum experience in an area of counseling. The practicum experience will be assigned and supervised by the College. Weekly class meetings will be devoted to the discussion

and utilization of students' practicum experiences. Field visitation by the instructor will be an integral part of the practicum.

**COUN 693/Internship (One Term) or**

**COUN 694/695 (Two Terms) 6 cr.**

**Prerequisites:** COUN 675, 690, and permission of department  
This course is designed to provide an intensive, supervised, on-the-job counseling experience specific to students' counseling program specializations and totaling a minimum of 600 hours. Emphasis will be upon analyzing and strengthening the application of counseling skills, maximizing utilization of community resources and facilities, and identifying and developing the consultation skills needed to negotiate professional counseling and administrative systems. Internship placements will be approved and supervised by the College. Advanced-level weekly individual and group supervision sessions are required components of this internship experience.

**COUN 697/Independent Study in Counseling 1-3 cr.**

**Prerequisites:** COUN 501 and permission of department  
An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**COUN 698/Department Project in Counseling 1-6 cr.**

**Prerequisites:** COUN 501 and permission of department  
Provides opportunities for in-depth study in an area of interest to the student and/or participation in an activity related to counseling and personnel services.

**COUN 700/Comprehensive Examination: Counseling**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**CURR 514/Curriculum Theory and Practice 3 cr.**

The contemporary school curriculum from the primary through the secondary levels, including social and educational foundations, basic factors in design, and common organizational patterns.

**CURR 555/Advanced Curriculum for Adolescence and Children**

**Prerequisite:** CURR 514 or permission from instructor  
A course designed to analyze, plan, develop and evaluate modern school curriculum. Emphasis will be placed on basis for decision making, processes for curriculum evaluation and improvement, and emerging developments in school curriculum.

**CURR 616/Curriculum Development in the Urban School 3 cr.**

**Prerequisite:** CURR 514  
Enables students to determine and apply skills, techniques, and understanding necessary to plan and implement a relevant curriculum for urban youth.

**CURR 635/Curriculum Change Strategies 3 cr.**

**Prerequisite:** CURR 514  
An examination of the process by which curriculum implementation and infusion occur. An investigation of a number of organizational development (OD) models and their application to curriculum implementation and infusion.

**DFHH 522/Assistive Listening Devices and Auditory Management of Deaf/Hard of Hearing Individuals 3 cr.**

**Prerequisite:** SLP 140  
Through readings, field trips, interviews with deaf and hard of hearing students, class discussion, and independent research, the course will explore the basic elements of assistive listening devices, cochlear implants, and aural habilitation as they apply to the education of deaf and hard of hearing children. Topics include anatomy and physiology of speech and hearing mechanisms, auditory disorders, newborn screening, audiometric testing, hearing aids, assistive listening devices, cochlear implants, and auditory habilitation techniques.

**DFHH 530/Speech Development for the Deaf and Hard of Hearing 3 cr.**

Techniques for developing and refining speech skills with students who are deaf and hard of hearing. Typical speech problems displayed by this population are highlighted along with various formal and informal assessment protocols. The use of technology and the delivery of speech services are also emphasized.

**DFHH 597/Special Topics in Special Education 1-6 cr.**

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

**DFHH 690/Student Teaching—Deaf and Hard of Hearing 6 cr.**

**Prerequisite:** Permission of the program coordinator  
A semester of field experience working in classes for the deaf and hard of hearing under the direction of cooperating teachers certified in education of the deaf and hard of hearing. The student gradually assumes responsibility for planning, teaching, and directing the learning activities of the classes.

**DFHH 697/Independent Study Education of the Deaf and Hard of Hearing 1-6 cr.**

**By permission only**  
In depth independent exploration of a specific topic under the individual supervision of a faculty member.

**DFHH 700/Comprehensive Examination: Special Education**

All candidates for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program and demonstrate that he/she has met New Jersey professional teaching standards and competencies in preparation for both elementary teaching and special education.

**ECED 504/Teaching Young Children 3 cr.**

Review of the development of preschool education, characteristics of young children, basic practices in early childhood teaching, and recent trends and issues. Importance of experiences in guiding learning, observation, and participation.

**ECED 520/Early Childhood Administration and Management 3 cr.**

Workshop study of: administrative alternatives; management responsibilities; selection, training, and evaluation of staff; fiscal planning; record-keeping; computer applications; and regulatory procedures in child care centers.

**ECED 550/Supervision in Early Childhood Education 3 cr.**

Study and analysis of the competencies and skills needed by early childhood education supervisors to carry out the required responsibilities and services. It will provide a variety of organizational structures, program models, and staff roles in the child development field, with emphasis upon practical application, including such topics as leadership skills development, clinical supervision, assessment processes, and goal setting.

**ECED 560/Curriculum Experiences for Young Children 3 cr.**

Basic concepts underlying a desirable curriculum for young children. The role of the teacher in curriculum planning. Emphasis upon the major curriculum areas.

**ECED 597/Special Topics in Early Childhood Education 1-6 cr.**

An advanced course devoted to an in-depth study of current specialized topics selected by the faculty and approved by the department.

**ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy 3 cr.**

An advanced course devoted to an in-depth study in emergent and early literacy in a multicultural context.

**ECED 640/Development and Learning of the Young Child 4 cr.**

In this course, the student learns to apply research and theory in child development from infancy through middle childhood to learning. The physical, cognitive, language, and social/emotional domains are examined. A chronological approach, which also addresses the cultural and contextual influences on development, is followed. In the practicum portion of the course, the student conducts a performance-based assessment in the classroom.

**ECED 651/P-3 Internship I****1 cr.**

This is the first semester of a two-semester block. It will be completed at the intern's P-3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by an on-site supervisor.

**ECED 652/P-3 Internship II****1 cr.**

This is the second semester of a two-semester block. It will be completed at the intern's P-3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by an on-site supervisor.

**ECED 655-656/Clinical Seminar in Early Childhood Education****I and II, 5 clock hours each semester****0 cr.**

These seminars accompany the P-3 Mentored Internships ECED 651 and ECED 652. They offer interns the opportunity to discuss and reflect upon field-based work, and to make connections between theory and practice.

**ECED 670/Seminar: Current Issues and Trends in****Early Childhood Education****0 cr.**

**Prerequisite:** This course should be taken concomitantly with EDUC 615. Students should have completed all other required courses in the MAT EDEK program prior to taking this course

This course examines current trends and issues in the education of children from birth through age 8. A primary focus of the course is the analytical treatment of articles and research on topics relevant to young children. Major topics emphasized are innovations in school and classroom organization; recent developments in curriculum; current trends in evaluation and developmentally appropriate assessment; implications of PL 94-142 and other diversity legislation addressing gender, culture, ethnicity, and special needs; competing viewpoints in the care and education of children, ages birth through 8; and advocacy opportunities for early childhood education professionals.

**ECED 687/Faculty-Student Research****3 cr.**

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**ECED 695/Master of Arts in Early Childhood Education****Internship II****6-10 cr.**

**Prerequisite:** Successful completion of MAT Internship I (EDUC 694)

The Internship II experience will be a full semester in an early childhood education classroom. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

**ECED 697/Independent Study in Early Childhood Education****1-3 cr.**

**Prerequisite:** EDFN 500, 520, or 521

An in-depth exploration of a topic within a specific area of the discipline involving supervised teaching, research, and regular conferences with the faculty adviser.

**ECED 700/Comprehensive Examination in Early Childhood Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**EDAD 525/Introduction to Educational Administration****3 cr.**

A comprehensive overview of the field of educational administration. An examination of the objectives, techniques, and materials of educational administration to assist the prospective school administrator in administrative leadership.

**EDAD 530/Group Dynamics for Educational Leaders****3 cr.**

Theoretical basis for group and individual interaction with practical applications to school situations. The emphasis is on development of knowledge and skills that are essential to effective leadership and communication capabilities of educators. Students participate in and evaluate

group processes for team building, decision making and the people side of change.

**EDAD 540/School Finance****3 cr.**

Students will explore the institutional basis and economics of finance. The course provides a comprehensive overview of the development, implementation, and evaluation of budgets, comparing funding sources in the public and educational sectors.

**EDAD 572/School Law****3 cr.**

A study of federal and state laws affecting the rights, privileges, and duties of administrators, nurses, and other ancillary personnel, teachers, pupils, and citizens. Attention is given to the structural organization of government, public education, finance, collective bargaining, and other pertinent factors.

**EDAD 597/Special Topics in Educational Administration****3 cr.**

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

**EDAD 617/Advanced School Leadership: Supervision/****Administration****3 cr.**

**Prerequisite:** EDAD 525

An analysis of the administrative process in theory and practice in contemporary schools. Topics will include examination of leadership theory and styles, school organizations, administrative curriculum leadership, scheduling, facility management, school/community relations, contract administration, and service learning. Policies and practices will be examined in the context of: knowledge and inquiry, best practice, multiculturalism diversity, and inclusion; multiple context and communities; and leadership and advocacy.

**EDAD 653/School Personnel Administration****3 cr.**

**Prerequisite:** EDAD 525

A study of the administrative and organizational processes involved in school personnel management. Emphasis will be placed upon strengthening competencies in the development of personnel policies and practices; social systems management; and recruitment, retention, and exit procedures for both professional personnel and support staff.

**EDAD 660/Computer Applications in Educational Administration****3 cr.**

ONLY for students who were accepted into the program before September 1, 2008

**Prerequisite:** EDAD 525 or permission of instructor. No computer experience is necessary.

This course includes an examination of the relationship and role of computer application to educational administration. Students will develop competencies in scheduling, attendance, grading systems, inventory, personnel records, and other administrative functions. Relevant research to be studied.

**EDAD 687/Faculty-Student Research****3 cr.**

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**EDAD 688/Practicum/Seminar in School Administration****3 cr.**

ONLY for students who were accepted into the program before September 1, 2008

**Prerequisite:** Completion of all program requirements

A culminating practicum in which the student demonstrates the application of the knowledge and skills developed in the program in a field-based setting. The practicum experience provides the student with an extended interaction with real situations faced by practicing secondary school administrators.

**EDAD 691/Internship in Educational Leadership I****2 cr.**

Only for students who were accepted into the program On or After September 1, 2008

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Fall Practicum is on the respon-

sibilities, tasks, and activities typically encountered by leaders in establishing a high performance learning culture. Through field based experiences, students should seek opportunities to learn how a leader emphasizes and reinforces the importance of teaching and learning goals that are consistent with school improvement plans.

**EDAD 692/Internship in Educational Leadership II** 2 cr.

Only for students who were accepted into the program On or After September 1, 2008

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Spring Practicum is on the responsibilities, tasks, and activities to help the student gain self-confidence in administrative decision making as related to the use of data to maintain and establish a high performance learning culture. Through field based experiences, students should seek opportunities to learn how a leader prepares for standardized testing, professional development opportunities and brings closure on a school year.

**EDAD 693/Internship in Educational Leadership III** 2 cr.

Only for students who were accepted into the program On or After September 1, 2008

The Internship in Educational Leadership series consists of three 2 credit courses designed to expose students to the breadth, depth, and rigor of school administration. The focus of the Summer Practicum is on the responsibilities, tasks, and activities typically encountered by leaders in preparation for beginning a school year. Through field based experiences, students should seek opportunities to learn how a leader readies the setting for a new school year.

**EDAD 697/Independent Study in Educational Administration** 1–3 cr.

**Prerequisites:** EDAD 525 and at least 3 credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDAD 698/Department Project in Educational Administration** 1–3 cr.

**Prerequisites:** EDAD 525 and at least 3 credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline, involving supervised reading, research, and regular conferences with the faculty adviser.

**EDAD 700/Comprehensive Examination: Educational Leadership**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**EDFN 500/Foundations of Education** 3 cr.

A synthesis of the contributions to education from the basic disciplines of history, philosophy, anthropology, religion, sociology, economics, and political science. This course fulfills the state of New Jersey requirements for multicultural education.

**EDFN 508/Introduction to Research and Data-Based Decision Making** 3 cr.

A course that examines basic research design, library and computer search strategies, and certain statistical concepts. Emphasis is on understanding and interpreting research studies.

**EDFN 520/Social Problems and Education** 3 cr.

Through a human relations approach, this course will examine social norms and the discriminatory practices individuals face as a result of the institutional policies and beliefs of individuals that are generated by these social constructions. Race, class, gender, sexuality, home, and ableism are among the topics to be explored. Through a process of self-examination of social positions that forge the lenses through which we perceive the world, this course intends to engage educators to reflect on their own experiences and develop an understanding of how these experiences are shaped by the intersection of race, class, gender, nationality, religion, sexual orientation, family values and beliefs, and so on. It is in our understanding of how social structures have impacted the development of our own identities and beliefs that we can create the space to understand

how different “realities” shape the identity and beliefs “of the other.” Through discussions, lectures, participatory research, case studies, and other activities, students will have various opportunities to examine their own values and beliefs and the values and beliefs of others in order to develop a critical awareness of the complexities of our diverse society and the impact this bears on the nature of school, school policies, curricula, and teaching practices. Finally, this course intends to prepare educators in their becoming thoughtful and caring practitioners who strive to create safe learning environments that foster the growth and development of all learners and seekers of social justice, who promote policies that will create a more just and equitable society.

**EDFN 521/Cultural Foundations of Education** 3 cr.

This course will examine education as a cultural phenomenon and will focus upon culture, its relationship to language and school achievement, and the implications for teaching, learning, and counseling. There is an emphasis upon the multicultural curriculum, second-language instruction, and critical pedagogy. This course fulfills the requirements for multicultural education.

**EDFN 697/Independent Study in Educational Foundations** 1–3 cr.

**Prerequisite:** EDFN 500, 520, or 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDFN 698/Departmental Project in Educational Foundations** 1–3 cr.

**Prerequisite:** EDFN 500, 520 or, 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDUC 501/Exploring Teaching** 3 cr.

This course introduces students to the challenges they face as they embark on teaching careers. The course explores multiculturalism, inclusion, the education of children in poverty, and the place of technology in education. Students will examine the leadership and advocacy roles that teachers must play in order to guarantee excellent education for all children. Students will be introduced to the notion of teacher-as-researcher and participate in inquiry-based activities and assignments. The course explores the process of becoming a teacher and introduces the New Jersey professional teaching standards that students are expected to meet as well as the core curriculum content standards that guide them in their work with children. Students begin work on the electronic portfolios that accompany them throughout the program and demonstrate their achievement of teaching standards.

**EDUC 510/Exploration of Classroom Inquiry** 3 cr.

**Prerequisite:** Admission to Master of Education in Instruction program (RTCM)

Through readings, discussions, journaling, written assignments, and other activities, this course explores the history, philosophy, and practice of “teacher research” as a field. Through exploration of such questions as “What does teacher research look like?” and “What does teacher research mean for teachers?” the course prepares students to identify personal beliefs, attitudes, and assumptions while formulating their own inquiry questions. Learning goals include: 1) exploration and evaluation of major examples of classroom and teacher research theory and practice; 2) examination of assumptions and beliefs about teaching and their relationship to student learning, teacher knowledge, education reform, and school culture; and 3) development of a research agenda and critical perspective related to teaching practice.

**EDUC 513/Collaboration, Consultation, and Partnerships** 3 cr.

This course focuses on methods and approaches to facilitating partnerships for planning and decision making within educational and habilitative systems. Collaborative teaming skills and productive planning processes on behalf of children with disabilities will be developed. Students will be guided through a series of lectures, readings, and activities that are designed to facilitate the basic understandings of the following: (1) parameters of collaborative teams and transdisciplinary approaches; (2) characteristics of effective teams, including membership, roles, responsibilities, and processes; (3) effective communication and

conflict resolution among team members; (4) creative problem-solving and decision-making processes; (5) evaluating outcomes and change; and (6) the unique attributes of school-agency-family collaboration. This course is designed to provide experiences in skill development in a wide variety of approaches to team participation and facilitation. It is expected that the students will demonstrate these skills within their professional environment.

**EDUC 601/Modes of Inquiry and Research** 3 cr.

**Prerequisites:** Admission to Master of Education in Instruction program (RTCM) and EDUC 510

Expanding on work from EDUC 510, this course prepares students to develop the skills and dispositions needed to begin planning their own teacher research project, set within their own classroom context or educational setting. Students work individually, and in collaborative groups, to develop research plans for a project designed to address personal questions about teaching practice. Learning goals include: 1) understanding the relationship between research questions and methodology; 2) development of a research question and action plan for classroom inquiry-based study that students will conduct in their own school settings; and 3) development of personal and critical research skills as teacher-researcher and leader.

**EDUC 602/Inquiry in Practice** 3 cr.

**Prerequisites:** Admission to Master of Education in Instruction program (RTCM) and EDUC 601

This third course in the Research Core (following EDUC 510 and 601) guides students through the major phases (and predictable obstacles) of conducting a classroom-based teacher research project as well as a culminating presentation of findings, implications for teaching, and emerging questions. Emphasis is on collecting, analyzing, and writing about teacher research data, experiences, and discoveries. Learning goals include: 1) development of research skills related to writing professional-quality classroom-based research; 2) development of a "Poster Session" presentation of teacher research project; and 3) examination of the practical implications of research on multiple levels: classroomwide, schoolwide, and systemic.

**EDUC 614/Creating and Sustaining Classroom Communities** 3 cr.

This course will expose students to research-supported "best practices" in the areas of schoolwide behavior supports, classroomwide behavior supports, individualized behavior supports, as well as inclusion. The course promotes the development of a position of inquiry toward behavior that is reflective, proactive, and non-aversive. The emphasis is not merely on reactive- or deceleration-oriented approaches toward behavior but on prevention and quality-of-life changes. Students will develop varied skills, such as the ability to analyze the various models that are currently used; observe varied classroom- and school-based settings; use discipline-based tools of inquiry such as a functional behavioral analysis; identify strategies of instruction and classroom organization that create inclusive classroom communities; and widen their knowledge with respect to the best practices that are currently recognized as being effective. The discussions and experiences in this course should enable students to define their own position with respect to challenging behaviors by the end of the course. Discussion of student observation journals, case studies, video analysis, and other problem-solving exercises will be an ongoing part of this course.

**EDUC 615/Capstone Experience: The Teaching Professional** 0 cr.

This course will assist students in completing the exit requirements for the Master of Arts in Teaching program and prepare them for future roles as teacher-leaders. Emphasis is on three areas: (1) communication—verbal, written, and electronic; (2) the interpretation of information amassed across course work, and their integration into a personal and collective understanding of their profession; and (3) the creative presentation of these materials in a public arena as a demonstration of this self-knowledge, of mastery of their content knowledge, and of a commitment to the teaching profession, specifically to the continuous investment of themselves to lifelong learning and to student learning.

**EDUC 694/Internship I** 3 cr.

The course includes observation and participation in a classroom under the guidance of a cooperating teacher and supervising professor. Topics

discussed in on-campus sessions include curriculum, lesson and unit planning, individualizing instruction, cultural and socioeconomic diversity, classroom management, and measurement and evaluation of student progress. Students apply theoretical knowledge in their field placement, culminating in a week and a half full time in the classroom. The internship takes place in an urban, culturally and linguistically diverse setting.

**EDUC 700/Comprehensive Examination**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**ELEM 520/Multicultural Social Studies** 2 cr.

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the elementary school from a multicultural perspective. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing understanding of content.

**ELEM 521/Methods for Teaching Science in the Inclusive Classroom** 2 cr.

This course examines the purpose, scope, sequences, materials, and methodology of teaching science in inclusive elementary school classrooms.

**ELEM 522/Methods for Teaching Science and Mathematics in the Inclusive Classroom** 3 cr.

This course focuses on the curriculum and methodology for teaching science and mathematics in inclusive classrooms, with an emphasis on methods for special educators who are meeting the needs of children with disabilities or learning challenges. It examines the elementary school science and mathematics curriculum, how children learn science and mathematics, and methods and strategies appropriate for teaching topics in these areas to students with special needs. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing their understanding of content.

**ELEM 524/Study in Elementary School Social Studies** 3 cr.

Investigation of recent research and current theory and practice concerning the social studies program in modern elementary schools. Survey of objectives, curricular pattern, methods, and materials of instruction, content, and skill development. Emphasis is on process curriculum, value components, and development of cognitive skills.

**ELEM 550/Supervision in Elementary Education** 3 cr.

An analysis of the responsibilities and services of elementary school supervisors based on the goals, structure, curriculum, faculty, students, and resources of elementary schools today.

**ELEM 555/Advanced Study of Curriculum for Children and Adolescence** 3 cr.

A course designed to analyze, plan, develop, and evaluate the modern school curriculum. Emphasis will be placed on bases for decision making, processes for curriculum evaluation and improvement, and emerging developments in school curriculum.

**ELEM 597/Special Topics in Elementary Education** 1–6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

**ELEM 663/Advanced Trends in Elementary Education** 3 cr.

Examination of current trends in elementary education through the critical analysis of recent research. Topics emphasized are: (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in elementary education.

**ELEM 687/Faculty-Student Research** 3 cr.

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a

series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**ELEM 690/Student-Teaching Seminar** 2 cr.  
**Prerequisite:** EDUC 694

This seminar will expose participants to a range of interesting topics across the disciplines. Sessions will be offered primarily by guest experts who will share their passion for their topics and give participants learning opportunities similar to those they should be providing their own elementary school students.

**ELEM 694/Internship I** 3 cr.

**Prerequisites:** Completion of required core courses; consultation and approval of program coordinator  
Observation and limited teaching in a school classroom two full days a week for eight weeks under the guidance of a college supervisor. Weekly seminar meetings for one month prior to the classroom experience and a concluding seminar. Topics discussed include aims and objectives of educational programs, lesson and unit planning, methods of teaching and styles of learning, school curriculum, classroom management, and assessment of student progress.

**ELEM 695/Internship II** 4–8 cr.

**Prerequisite:** Successful completion of Internship I  
The Internship II experience will be a full semester. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

**ELEM 696/Culminating Seminar in Elementary Education** 3 cr.

**Prerequisites:** Consultation and approval of the program coordinator  
Must be taken either (a) during the semester in which the student is registered to take the comprehensive examination; or (b) no more than one semester prior to the anticipated registration for the comprehensive examination.

Designed to be the culminating seminar for all students in the MEd and MAT programs. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work. Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

**ELEM 697/Independent Study in Elementary Education** 3 cr.

**Prerequisite:** EDFN 500, 520, or 521  
An in-depth study of a topic within the discipline of elementary education involving supervised reading, research, and regular conferences with the faculty adviser. Open only to students matriculated in the elementary education programs.

**ELEM 698/Department Project in Education** 3 cr.

**Prerequisite:** EDFN 508  
A critical independent study of an aspect of education of interest to the student that is explored under faculty guidance. Open only to students matriculated in the elementary education programs.

**ELEM 699/Thesis/Creative Project in Education** 6 cr.

**Prerequisite:** EDFN 508  
An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the elementary education programs.

**ELEM 700/Comprehensive Examination: Elementary Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**EPSY 513/Psychology of Learning** 3 cr.

The purpose of this course is to examine leading theories of learning and their experimental basis. Applications of the role of learning to real-life situations pertaining to perceptions, motivation, and personality development are also explored.

**EPSY 520/Fundamentals of Human Growth and Development** 3 cr.

This course examines the various psychological processes as they develop across the lifespan. It surveys the major issues in developmental psychology and integrates them using a lifespan perspective.

**EPSY 523/Advanced Child and Adolescent Development** 3 cr.

This course is designed to provide practicing and pre-service teachers with opportunities to examine human growth and development issues as they are directly tied to the improvement of instruction and learning in multicultural settings. Effective educators possess understanding of, and the abilities to critique and appropriately apply, the most current knowledge base and theories of child growth and development. Students in this course will be presented with opportunities to enhance their knowledge base and their critiquing and application skills so as to increase their efficacy in the teaching-learning scenario. Through a realistic, yet theoretically sound structure, students in this course will be required to participate in the professional tasks of consuming, assessing, applying, and/or creating knowledge of "how" students grow and learn. Through case analyses, discussions, lectures, role-playing, action research, and group activities, students will have numerous opportunities to apply a variety of theoretical concepts relative to the physical, cognitive, language, and psychosocial development of humans, with emphasis on early childhood through early adolescent youth (PK–8).

**EPSY 524/Adolescent Development and Education** 3 cr.

Consideration of physical, intellectual, personality, and social development during the stages of adolescence and youth. Particular emphasis is placed on the roles of the family, peers, and schools as contributors to development.

**EPSY 643/Measurement and Evaluation** 3 cr.

**Prerequisite:** COUN 515 or EDFN 508 for all counseling majors  
The purpose of this course is to acquaint students with the field of psychological and educational testing. Students will become familiar with the basic principles of test construction, administration, scoring, and interpretation. In addition, issues related to validity, reliability, testing in the multicultural context, and performance assessment will be examined. Commonly used tests of ability, aptitude, and personality will be reviewed. This course requires a working knowledge of descriptive statistics.

**ESLM 525/Second Language Acquisition** 3 cr.

This is an introductory course in second language acquisition. It presents an overview of some of the major themes and issues in second-language acquisition and how this impacts learning in an academic setting. Consideration will be given to topics such as research methodology, the role of the native language, morpheme acquisition orders, differential success, the linguistic environment, theories of second-language acquisition, and conversation analysis.

**ESLM 545/English Structure and Proficiency Assessment** 3 cr.

This course is designed to develop students' competency in the applied linguistics with a good understanding of English structure and its application in L2 learning and acquisition. It enables students to compare the structures of phonetics and grammar of English and L2 learners' L1, to discover or identify the pitfalls and potential trouble spots in various areas of phonetics and grammar during L2 learners' learning process, and design appropriate and effective strategies for L2 learning and instruction. This course also provides students with language proficiency assessment standards, instruments, and strategies.

**ESLM 577/Sociolinguistics and Cultural Foundations of ESL** 3 cr.

This course provides an overview of topics in sociolinguistics and cultural foundations of education as they relate to teaching English as a second language (ESL). Special emphasis is given to the role and nature of culture in the educational context and the significance of cultural groups and cultural identity. We focus on what it means to engage in culturally responsive teaching and learning in mainstream and ESL classrooms. Among the topics that we explore are: speech communities, multilingualism, multiculturalism, language variation, race, gender, and cross-cultural communication. We consider those topics from the perspective of teaching linguistically and culturally diverse learners. The course also includes an introduction to Conversation Analysis (CA) and its connections to language pedagogy, pragmatics and foreign language acquisition.

**ESLM 578/Theory and Practice of Teaching English  
as a Second Language****3 cr.**

This course introduces ESL/Bilingual profession and its related TESOL and state standards. The main goal is to develop candidates' competency in the theoretical foundations of second-language learning and acquisition, an understanding of the unique aspects of the process of second-language teaching, facilitating, and learning. The course focuses on the necessary practical application of those theories and practices as required for design and implementation of instructional strategies, activities, materials and curriculum development, and evaluation procedures. The course enables candidates to apply knowledge of language and linguistics in their roles as teachers and specialists in ESL/Bilingual education.

**ESLM 579/Language and Literacy for ESL****3 cr.**

This course provides an overview of issues in language and literacy as they relate to the teaching of English as a second language. Theories and models of first and second language reading processes are discussed, which provide a basis upon which to consider reading and literacy skills development and acquisition in the second language context. Among the topics that we address are: linguistic processing of text (i.e., phonological, morphological, syntactic, and semantic cueing in L1 and L2), strategies and metacognitive skills, content schema and background knowledge, vocabulary acquisition, reading and writing relationships, and theories and issues in second language reading.

**ESLM 587/Curriculum, Methods, and Assessment ESL/  
Bilingual Education****3 cr.**

This course is designed to develop competence in the application of the theoretical foundations of second language learning and acquisition in teaching multilingual populations. The course incorporates The New Jersey Professional Teaching Standards, TESOL standards, NJ standards for ESL/bilingual certification and NJ CCCS in curriculum design and lesson planning and prepares candidates for field practice. It enables candidates to practice ESL and/or bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for ESL and bilingual students at K-12, higher education and other adult ESL settings.

**ESLM 597/Special Topics in English as a  
Second Language Education****1-3 cr.**

**Prerequisite:** One of the following: ESLM 578, 579, or 587

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

**ESLM 687/Faculty-Student Research****3 cr.**

**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**ESLM 688/Practicum for Second Language Teachers****3 cr.**

**Prerequisite:** ESLM 578 or 587

On-site experiences arranged for students in government and related institutions and agencies in the community. Covers 450-550 clock hours over the duration of one full-time semester or two part-time semesters.

**ESLM 697/Independent Study in ESL or Bilingual Education****1-3 cr.**

**Prerequisite:** ESLM 578 or 587

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**ESLM 700/Comprehensive Examination: Teaching English  
as a Second Language**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**INCD 562/Enhancing Curriculum and Instruction with  
Computer Technology****3 cr.**

This course emphasizes the link between appropriate use of computer technology and good teaching. Conducting hands-on activities in a computer lab, students are taught to evaluate, select, and apply computer-based resources to the teaching process. Included are Internet applications, hypermedia, teacher productivity tools, and software that enriches learning in specific subject areas.

**MATH 591/Number Theory and Systems for  
Middle School Teachers****3 cr.**

This course gives the middle school mathematics teacher a deeper understanding of number systems (integers, rational numbers, and real numbers) and number theory. Physical materials, models, technology, and middle school curricula will be used to explore fundamental properties of number systems, to model algorithms, and to explore number theory topics. How children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

**MATH 592/Data Analysis and Probability for  
Middle School Teachers****3 cr.**

This course gives the middle school mathematics teacher a deeper understanding of data analysis and probability. Physical materials, models, technology, and middle school curricula will be used to explore data, statistical measures, and the elements of probability. How children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

**MATH 594/Patterns, Functions, and Algebra for  
Middle School Teachers****3 cr.**

This course gives the middle school mathematics teacher a deeper understanding of patterns, functions, and algebra. Physical materials, models, technology, and middle school curricula will be used to explore these topics. Exploration of ways to engage middle school students meaningfully in experiences that lay a strong foundation for more formal algebraic work will be integrated with the mathematics content.

**MATH 595/Geometry for Middle School Teachers****3 cr.**

This course gives the middle school mathematics teacher a deeper understanding of geometry. Physical materials, models, technology, and middle school curricula will be used to explore these topics. Exploration of ways to engage middle school students meaningfully in experiences that lay a strong foundation for more formal work in geometry will be integrated with the mathematics content.

**MATH 596/Concepts and Methods of Teaching Mathematics  
in the Elementary Grades****3 cr.**

This course offers a modern view of mathematics content in the elementary school in combination with an exploration of contemporary methods of teaching this content. This course is offered to students in the Master of Arts in Elementary Teaching (MAT) program.

**RDLG 530/Exploring Children's Literature:  
An Educator's Perspective****3 cr.**

A multidimensional and multimedia approach to children's and adolescents' literature, with extensive reading, critical examination, selection, and evaluation. Emphasis will be on: children's and adolescents' books and story presentation strategies as related to the children's needs and interests at various age levels; historic trends; research; and the influence and utilization of literature upon the academic, social, and emotional growth of the child and adolescent.

**RDLG 537/Language Arts Literacy****3 cr.**

**Note:** This course will not be accepted for credit in the reading program. Examination of the interrelationships among the language arts; learners' language abilities and needs; instruction in word recognition, comprehension, study skills, content area reading; the organization of the reading program; and parental involvement.

**RDLG 541/Study in Elementary School Language Arts** 3 cr.

**Prerequisite:** One course in teaching language arts  
Considers the language arts and their interrelationships, especially listening, speaking, writing, reading, and viewing; curriculum models, methods, and materials; and current research trends.

**RDLG 570/Issues in Literacy Instruction** 3 cr.

**Prerequisite:** An undergraduate or graduate course in the methods of teaching reading  
**Note:** This course will not be accepted for credit in the reading program. Deals with the basic principles for a corrective reading program, methods of preventing reading difficulties, and methods and materials used in dealing with corrective problems; causes of poor reading; and deficiencies in specific skills.

**RDLG 571/Language and the Teaching of Reading** 3 cr.

The place of language in culture; linguistics and psycholinguistics as academic disciplines; examination of concepts significant for the reading program; analysis of American English; implications of cultural, linguistic, and psycholinguistic data for instructional practice and for selection of instructional materials.

**RDLG 579/Content Area Literacy** 3 cr.

**Prerequisite:** One course in teaching reading  
This course provides pre-service and in-service teachers with the basic concepts of how students interact with text in order to acquire content information. The course, building on these concepts, demonstrates how classroom teachers can best enhance and facilitate this acquisition by using teaching practices that have been validated through research.

**RDLG 672/Advanced Methods in the Teaching of Reading: Theory, Research and Practice** 3 cr.

Examination and study of research basic to an understanding of the phonological and morphological foundations of reading instruction and to the perceptual, psychological, and sociological bases of reading; emphasis is on the implications of research for instructional materials, classroom procedures, and organization.

**RDLG 673/The Writing Process in Literacy Development** 3 cr.

A study of reading comprehension and writing strategies as they are connected to reading theory based on research in the disciplines of cognitive psychology, sociology, linguistics, and reading education. Current theory and related research are used as bases for the development and implementation of teaching strategies in the areas of literacy, comprehension, expression and writing.

**RDLG 687/Faculty-Student Research** 3 cr.

**Prerequisite:** Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**RDLG 691/Reading Diagnostic Procedures: Practicum** 3 cr.

Investigation of formal and informal diagnostic methods and materials for testing reading achievement; critical appraisal of these methods and materials based on psychological and linguistic principles; use of the results of both formal and informal assessment to identify reading difficulties; corrective techniques appropriate for meeting these difficulties determined. Case studies required.

**RDLG 692/Correction and Remediation of Reading Difficulties: Practicum** 3 cr.

**Prerequisite:** RDLG 691  
A practicum in which the student employs various assessment procedures to develop and implement corrective instruction under supervision in the reading center.

**RDLG 693/Supervision and Administration of Reading Programs K-12** 3 cr.

**Prerequisite:** RDLG 691 (may be taken concurrently with RDLG 692)  
A practicum and seminar for demonstrating ability to apply the concepts and skills developed in the graduate reading program and for analyzing and evaluating instructional procedures used. Selected topics related to

the role of the school/district reading professional are researched and discussed.

**RDLG 697/Independent Study in Developmental Reading** 1-3 cr.

**Prerequisites:** EDFN 508 and graduate coordinator's approval  
An in-depth study of a topic within the discipline of reading, involving supervised reading, research, and regular conferences with the faculty adviser.

**RDLG 698/Department Project in Reading** 3 cr.

**Prerequisite:** EDFN 508  
A critical independent study of an aspect of reading of interest to the student that is explored under faculty guidance. Open only to students matriculated in the reading program.

**RDLG 699/Thesis/Creative Project in Reading** 6 cr.

**Prerequisite:** EDFN 508  
An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the reading program.

**RDLG 700/Comprehensive Examination: Reading**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**SAFT 582/Driver Education Teacher Certification Program** 3 cr.

This program meets the certification requirements to teach driver education in the secondary schools and commercial driving schools of New Jersey. The course content emphasizes teaching methods in the classroom, simulation behind the wheel, and the psychological aspects of the driver education program.

**SAFT 587/Traffic Safety Workshop** 3 cr.

Investigation and application of current information on theory, techniques of teaching, and administrative procedures related to specific traffic safety problems. Programs on motorcycle education, emergency maneuvers, handicapped drivers, pedestrian safety, bicycle safety, and public transportation.

**SCED 510/Curriculum of the Secondary School** 3 cr.

A study of the evolution of the American secondary school curriculum, including various curriculum patterns as they exist today and current plans for improvement. Open only to students enrolled in MAT programs. Not accepted by the New Jersey Department of Education toward administrative or supervisory certificates.

**SCED 590/Methods for Teaching in the Content Areas** 3 cr.

This course immerses secondary MAT students in the methods in their specific disciplines. There are separate sections for mathematics, sciences, social studies, and language arts.

**SCED 663/Advanced Trends in Secondary Education** 3 cr.

**Prerequisite:** EDFN 508  
Examination of current trends in secondary education through the critical analysis of recent research. Topics emphasized are: (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in secondary education.

**SCED 667/Issues in Secondary Education** 3 cr.

This course provides students with an in-depth examination and analysis of topics and issues germane to secondary educators. The emphasis throughout the experience is on effective use of teaching strategies, decision-making/problem-solving techniques, and teacher leadership.

**SCED 687/Faculty-Student Research** 3 cr.

**Prerequisite:** Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SCED 691/Seminar in Supervised Pre-Teaching—****Observation and Participation****6 cr.**

**Prerequisite:** Matriculated in a MAT program with program supervisor's approval

Part I: A series of pre-session orientation meetings held in early June.

Part II: A pre-student-teaching summer session consisting of daily presentations, class discussions, individual conferences, lesson observation, and participation in the preparation and presentation of lessons and projects to secondary middle school students. Topics include: educational goals and objectives, planning, classroom management, creative teaching strategies, and student evaluation.

**SCED 692/Seminar in Supervised Teaching—****Field (Student Teaching)****4 cr.**

**Prerequisites:** SCED 691 and methods course

Full-time teaching for 13 weeks under the supervision of a cooperating teacher in a secondary school. Payment of student-teaching fee must accompany tuition and fees at time of registration. A student may take no more than 6 credits while doing intern teaching. A student must be matriculated into a graduate program and within 9 credits of completing the requirements for the master's degree in order to be admitted to student teaching. Students may elect one of the following three plans:

Plan A: On-the-job teaching supervised for one semester by members of the College staff.

Plan B: Student teaching for 13 weeks under the supervision of a certified cooperating teacher.

Plan C: Student teaching in an accredited evening high school under the supervision of a certified teacher for two consecutive semesters.

**SCED 694/Internship I (Pre-Student Teaching)****3 cr.**

**Prerequisites:** Matriculated in a MAT program and within 12 credits of completing degree requirements

A pre-student-teaching experience in which students meet weekly for presentations, discussions, and in-class peer lessons. Topics include long- and short-term planning, classroom management, and student evaluation. Some off-campus field work will be required.

**SCED 695/Internship II (Student Teaching)****6 cr.**

**Prerequisites:** SCED 694 and methods course—see SCED 692

**SCED 696/General Seminar in Secondary Education****3 cr.**

**Prerequisites:** Consultation and approval of the program coordinator  
Must be taken either:

- During the semester in which the student is registered to take the comprehensive examination or
- No more than one semester prior to the anticipated registration for the comprehensive examination

Designed to be the culminating seminar for all students in the MEd and MAT programs. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work. Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

**SCED 700/Comprehensive Examination: Secondary Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements.

**SPED 501/Students with Disabilities in Our Schools****3 cr.**

This course presents an introduction to the field of special education within the broader context of public education. The history and changing philosophies of teaching children and youth with disabilities are discussed in relation to the history and philosophy of public education in the U.S. The legal foundations for special education today are covered in depth, as are discussions of current social and ethical issues such as the over-representation of minority children in special education, the use of segregated schools in special education, and the changing role of teachers in meeting the needs of today's students with disabilities. Given the unique position of special education in schools as well as the current shift from segregated to inclusive settings, it is imperative that students

understand the underlying theories and philosophies that inform current special education practices.

**SPED 506/Seminar in Educational Technology****1 cr.**

This seminar covers the key issues in education and technology that will provide a context for students in the Master of Science in Educational Technology program. Topics include the role of technology in school reform, technology coordinators as agents of change, technology's role in the inclusion of students with disabilities, and equity issues in educational technology related to race, gender, and ethnicity. The seminar format will emphasize discussions of readings from current literature.

**SPED 521/Assistive Technology****3 cr.**

This course explores technology applications that benefit children and youth with disabilities. It focuses on teaching students the skills they will need to use assistive technology appropriately and effectively to enhance the educational programs of children and youth with disabilities. Emphasis is placed on developing the skills necessary to make computers accessible, use assistive technology to provide access to the curriculum and New Jersey core curriculum content standards, enhance the ability to communicate, and utilize Internet resources to keep current with best practices and advances in assistive technology.

**SPED 597/Special Topics in Special Education****1–6 cr.**

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

**SPED 605/Language and Reading Strategies for Students with Disabilities****3 cr.**

This course presents an in-depth study of language and literacy development as related to communication skills for learners with speaking, reading, writing, and spelling disabilities. Instructional models, including direct teaching strategies and whole language strategies, are examined in detail, as are effective strategies used by successful readers. The five dimensions of early reading are emphasized: phonemic awareness, systematic phonics, fluency, reading comprehension, vocabulary development, and motivation. Assessment, lesson development, and unit planning are featured. Alternative access to content via technology, instructional support systems, and relevant applications of reading/language skills in the life-skills curricula are discussed and applied.

**SPED 609/Assessment and Remediation of Severe Reading Disabilities****3 cr.**

This course is designed to develop advanced skills in the assessment and remediation of severe reading disabilities. Students will learn to conduct a full, individualized assessment of pupils' reading strengths and learning needs and to design appropriate instructional interventions to address their findings. The focus of the assessment portion of the course will be on both informal and standardized, norm referenced or criteria referenced tests, their interpretation and application of the findings in developing Individualized Education Plans for pupils with severe reading disabilities.

**SPED 612/Curriculum and Methods for Students with Mild Disabilities****3 cr.**

This course examines societal, legal, and professional effects on how curriculum and methods choices are made for learners with disabilities, presents an overview of basic principles of teaching, and examines the repertoire of current best practices in teaching and learning strategies. Curriculum development, curriculum adaptations, integration of cognitive strategies, classroom management, and monitoring of student progress are emphasized. Curriculum design, along with lesson planning and delivering and assessing instruction in academic areas, will be discussed and used in course applications. Collaboration with families, colleagues, and community resources and strategies for meaningful inclusion are integrated into the course as important corollaries to curriculum.

**SPED 624/Advanced Study of Learning Disabilities****3 cr.**

An intensive overview of the field of learning disabilities, including definitions, characteristics, medical aspects of attention deficit disorder (ADD), social and emotional behavior, assessment techniques, and major educational approaches to teaching. Instructional approaches will focus on cognitive learning theories and the learning strategies approach to instruction.

**SPED 626/Curriculum Design for Students with Severe Disabilities****3 cr.**

The purpose of this course is to provide our students with the skills and knowledge that will enable them to address the needs of students with significant disabilities. We recognize that our students as future teachers are going to be required to teach a diverse group of students, including students with the most severe disabilities. This course will expose our students to research-supported "best practices" that can address the needs of students with severe disabilities within the context of regular education programs. We envision that students who take this course will emerge feeling confident and ready to address the needs of a diverse group of children in their classroom. It is expected that by the end of this course, students should have an in-depth knowledge base of research-supported instructional strategies and curriculum design in the area of severe disabilities. They should have the ability to use the tools and approaches in this area to meet the needs of students with the most severe disabilities.

**SPED 631/Transition and Community-Based Instruction****3 cr.**

This course introduces students to the historical, philosophical and legal foundations of transition and vocational education in public schools. Based upon a review of the current literature in this area, this course identifies research-validated practices and issues in the transition of youth with disabilities from high school to adult living. Contemporary issues including the legal responsibilities of schools and educators; person-centered planning; functional vocational assessment; and collaboration with families and community agencies are addressed. It is expected that by the end of this course, students will have an understanding of the development of transition services; and methods of assessment and instruction for learners with diverse abilities in a variety of community settings.

**SPED 647/Communication Development of Students with Significant Disorders****3 cr.**

This course focuses on preparing teachers to understand the early communication development of children with severe disabilities and its educational program implications. Students will develop skills in the analysis of communication development in children who have social, cognitive, motor, and sensory impairments, as well as the application of appropriate augmentative communication systems. There will be an emphasis on assessment of expressive/receptive communication skills (nonsymbolic-symbolic); teaching communication as an access skill across the curriculum; using augmentative communication to access the New Jersey core curriculum content standards; natural and assistive technology supports for communication (augmentative/alternative communication); and measuring skills of interaction/communication in students.

**SPED 648/Positive Behavior Supports for Students with Extreme Behaviors****3 cr.**

This course specifically focuses on addressing the needs of students who demonstrate extremely challenging behaviors and are at a high risk of being excluded from inclusive school and community settings. What are the varied challenges faced by these students and their families? How should the positive behavior supports inquiry process be guided for such students? What can we learn from the perspectives of consumers who are navigating these challenges? What strategies should we use to mobilize school and community support for such students? What are the pros and cons of medication? What kinds of quality-of-life issues need to be addressed in order to bring about a long-term impact on behavior? These are some of the questions that will be addressed throughout this course. The intent of this course is to provide students with the necessary skills that will enable them to support such students and advocate for them within the system. The emphasis of the course is on collaboration, inclusion, and non-aversive techniques.

**SPED 664/Research Trends in Special Education****3 cr.****Prerequisite:** EDFN 508

Research Trends in Special Education presents research methodologies used in special education, with a particular emphasis on qualitative methods and single-subject research design. Students will acquire the skills and knowledge required of a competent research consumer by examining the literature on disability and conducting a mini-research project on a topic related to teaching children with disabilities in their own classrooms and schools.

**SPED 671/Nemeth Braille Code for Mathematics and Scientific Notation and Strategies for Developing Mathematical Skills in Learners Who Use Braille****cr.**

The purpose of this course is to provide students with the knowledge and skills necessary for teachers of learners who are Braille readers/tactile learners to access math instruction and develop math skills. Students of this course will study and master the Nemeth Braille Code for Mathematics and Scientific Notation and plan and implement instruction in the Nemeth Code for learners who are blind and unable to access math and science materials through the print medium. The course includes extensive practice of the Nemeth Code, including the transcription of print material into Nemeth Code and Nemeth Code material into print, use of the Cranmer abacus for mathematical calculations, strategies for fostering successful numeracy for all tactile learners, planning and delivering instruction in the Nemeth Code, and utilizing specialized materials for teaching math and science to Braille readers/tactile learners and supporting them in general math and science classes. This course will also provide students with an introduction to other tactile codes used by Braille readers, such as the Music Braille Code, which allows Braille readers to access music notation.

**SPED 672/Strategies for Teaching Students Who Are Blind or Visually Impaired****cr.**

This course will provide entry-level skill development for planning interventions based on individual assessment of learning needs. The course will examine educational needs of both tactual and visual learners at various levels of development: infancy and early childhood; school years; transition to college/work. The expanded core curriculum (ECC) for B/VI learners will be examined, and determination of how it can best be woven into the core curriculum for all learners will be discussed. Included in the ECC is the reinforcement of supporting students' orientation and mobility, and basic skills of negotiating indoor and outdoor environments.

**SPED 673/Braille I: Literary Braille, Instructional Strategies, and Materials****cr.**

The purpose of this course is to provide students with the knowledge and skills necessary to plan and implement instruction in Literary Braille for learners who are blind and unable to access literacy through the print medium. The course includes extensive practice and mastery of the Literary Braille Code, including the transcription of print material into Braille and Braille material into print. The course will examine historical and current research and practices in Braille literacy for all learners who are blind, including those with multiple disabilities, as well as approaches for planning instructional units in Braille, delivering Braille instruction, and effective utilization of reading programs for general classroom participation and functional literacy. The course will also include development and utilization of specialized materials, Braille books, and other instructional supports necessary for assisting learners who are blind to access instruction.

**SPED 674/Assistive Technology for Students Who Are Blind or Visually Impaired****cr.**

This course examines factors involved in determining appropriate assistive technology devices and programs for students who are blind/visually impaired. Through hands on experience in a computer lab, students review available technology in the categories of CCTV/video magnifiers, screen-reading software, screen-magnification software, Braille notetakers, Braille printers, Braille translation programs, digital book readers, and optical-character-recognition systems. In addition to being proficient users of software and hardware for students who are blind/visually impaired, students gain experience in assistive technology selection considerations, feature comparisons, implementation concerns, technical-assistance resources, and assistive-technology funding opportunities.

**SPED 675/Research on Implications of Blindness and Visual Impairment****3 cr.**

This course introduces students to the historical and philosophical foundations of blindness and visual impairments. Based on a current examination of the research and literature in this area, this course identifies contemporary issues in the education of students who are blind/visually impaired (BVI), including those with multiple disabilities. Contemporary

issues will include current educational definitions, identification criteria, educational placement options as well as instructional options for students who are blind/visually impaired. The psychosocial factors that impact the dynamic interaction between individuals who are blind/visually impaired and those who are normally sighted will be addressed within the context of current research and evidence-based practices in education. Students will examine the research on the impact of blindness, whether total or partial, on all developmental levels, including infancy, early childhood, later childhood, adolescence, and transition to post-school settings.

**SPED 680/Seminar and Practicum on Diagnostic Procedures 3 cr.**  
**Prerequisites:** SPED 624 and permission of adviser

Principal diagnostic problems and procedures encountered in evaluating and understanding the individual behavior and learning difficulties of children with developmental and learning disabilities. Techniques of assessment and interpretation of individual profiles in intellectual development, social-emotional adjustment, perceptual-motor abilities, and aptitude. Students are expected to purchase any necessary testing and/or curriculum materials needed for the proper completion of the course. Open to Option III and post-master's certification candidates only (LDT/C).

**SPED 681/Seminar and Practicum on Remediation Techniques 3 cr.**  
**Prerequisites:** SPED 680 and permission of adviser

The principal remediation problems and procedures used in understanding and modifying the individual behavior and learning difficulties of children with developmental learning disabilities. Approaches and techniques of remediation and their use in individual and/or group instruction, how they relate to the diagnostic data, and how they can be integrated with current theories of learning and child development. Students are expected to purchase any necessary testing and/or curriculum materials for the proper completion of the course.

**SPED 682/Externship in LDT/C 3 cr.**  
**Prerequisites:** SPED 680 and 681

A period of full-time work as a learning disabilities teacher/consultant in a public school and as a part of a child study team under the supervision of an approved/certified learning disabilities teacher/consultant and a faculty member of the College. Minimum clock hours for this course are 200. A student may enroll in this course while s/he is employed as a provisionally certified learning disabilities teacher/consultant if s/he is able to be supervised by an approved and fully certified learning disabilities teacher/consultant and is in a location making faculty supervision practical. This course is taken after completion of all other required courses in the LDT/C program.

**SPED 687/Faculty-Student Research 3 cr.**  
**Prerequisite:** Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SPED 691/Internship I: Seminar and Field Experience in Special Education 3 cr.**

This course is an introductory field experience in which students will have an opportunity to observe children with disabilities in an educational setting and participate in standard classroom routines and teaching activities. Based on their observations and field experiences, students will complete a series of written assignments that relate to observational assessment, individualizing instruction, classroom environment, lesson planning, curriculum design, and behavior management. A seminar is an integral part of this experience.

**SPED 695/Internship II: Student Teaching 3 cr.**  
**Prerequisites:** Completion of 18 graduate credits and permission of the department

Fourteen weeks of full-time placement in a class or program designated for children or young adults with disabilities under the direction of a cooperating teacher certified in special education. Through field experience as well as specific assignments, this course will help students strengthen and apply skills in various areas of teaching.

**SPED 697/Independent Study in Special Education 1-3 cr.**

**Prerequisites:** Completion of 6 graduate credits and permission of the adviser and department chair  
 Independent exploration of a specific topic in depth under the individual supervision of a faculty member.

**SPED 698/Department Project in Special Education 3 cr.**

**Prerequisites:** Completion of 6 graduate credits and permission of the adviser and department chair  
 A critical independent study of a current issue in special education of interest to the student is completed under the guidance of faculty.

**SPED 700/Comprehensive Examination: Special Education**

All candidates for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program and demonstrate that he/she has met New Jersey professional teaching standards and competencies in preparation for both elementary teaching and special education.

**SPED 705/Culminating Experience: Educational Technology**

Candidates in the Master of Science in Educational Technology program must present the results of their department project (SPED 698 or TCED 698) at a Student Symposium on Educational Technology. The presentation will demonstrate their in-depth understanding of critical issues in educational technology.

**SUPV 520/Staff Supervision 3 cr.**

A study of the objectives, techniques, and materials of staff supervision. Examination of the supervisory function toward improvement of instruction. The nature of contemporary supervision, interpersonal relations, and the supervisor as an agent of change.

**TCED 582/Computer Systems 3 cr.**

**Prerequisite:** SPED 506 for educational technology program  
 Orientation to the fundamentals of technical computer systems, including theory of operation, hardware, operating systems, and computer applications. The issues raised by the increasing use of computers in education will be addressed. Students will use the computer to communicate and control through an intermediate-level programming language, such as Forth, Visual Basic, or Real Basic.

**TCED 605/Networking Technology 3 cr.**

**Prerequisites:** SPED 506 and TCED 582  
 The fundamentals of computer networking systems, including hardware and software applications designed to allow multiple users to access data, applications, e-mail, and other networks. A comprehensive overview of current networking concepts, terminology, and components will allow the student to understand the many discrete operations of network communication and become familiar with basic administration and problem solving.

**TCED 610/Authoring and Multimedia for Instruction 3 cr.**

**Prerequisite:** SPED 506  
 A comprehensive overview of hypermedia/interactive multimedia technology, including the design and production process of developing multimedia course materials and presentations and integrating network/Internet-based instructional strategies into the classroom. Connecting multimedia development with sound instructional design theories will be emphasized.

**TCED 698/Departmental Project 3 cr.**

**Prerequisites:** SPED 506, TCED 581, 610  
 A critical independent study of an aspect of technology education of interest to students of technology education and explored under faculty guidance.

## School of Nursing, Health, and Exercise Science

**HLED 500/Workshop in Health Education 1-3 cr.**

An in-depth study of highly specialized topics of recent origin, with emphasis on application to health education programs and improvement of teaching effectiveness. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 521/Stress and Tension Management** 3 cr.  
Examination of the interrelationships of mind, stress, and tension management. Key concepts will be extracted from a variety of fields for discussion and formation of a personal view. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 550/School Health Problems** 3 cr.  
Approaches for experienced teachers to the health problems of school-age children and their families. Emphasis on the importance of early detection of deviation from normal development and the need for understanding and cooperating with other service providers in the school and community. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 551/Alcohol and Narcotics Education** 3 cr.  
Drug dependencies and their effect on the individual, school, and society. The use, misuse, and abuse of a variety of mood-modifying substances are studied, with particular emphasis on alcohol and other drugs of abuse. Includes implications for drug education in the public schools. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 552/Health Science** 3 cr.  
This course is designed to provide a comprehensive overview of the current content of all aspects of health science education. Emphasis is on both theory and in-depth research of practical applications or advances in the areas of personal and community health programs in wellness by utilizing lectures, class discussions, readings, and investigations, and application of modern techniques of health science instruction for communities, teachers, administrators, or students. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 553/Drugs in Society** 3 cr.  
Study of the trends and practices of drug abuse in contemporary society, including identification and evaluation of behavior patterns of use and abuse of drugs. The drug user will be viewed from biological, medical, and psychological points of view, and the roles of professionals in these areas will be investigated. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 554/Curriculum and Program Construction in Health and Safety Education** 3 cr.  
The selection and adaptation of a comprehensive health and safety education program for children of various ages. An inquiry-oriented experience wherein the participant engages in the process of building a curriculum for K–12 grades, and those in community health programs. Using research, New Jersey state standards, personal experiences, and interaction with others, the individual identifies desirable content for health and safety units emphasizing a conceptual approach to this discipline. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 555/Seminar on Aging, Death, and Dying** 3 cr.  
An exploration of various aspects of aging and death in contemporary America will be undertaken. An examination of the diverse roles of gerontology and thanatology professionals will be addressed through current research. Formulation of realistic plans for effective living through education regarding aging and death will be a primary area of focus. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 556/The Challenge of HIV: Prevention through Education** 3 cr.  
An in-depth study of human immunodeficiency virus (HIV): the basics (transmission, prevention, education); coping (psychosocial issues); helping (volunteerism, health/social services); and caring (critical issues, research). Only open to students currently enrolled as a TCNJ graduate student.

**HLED 653/Problems and Issues in Health and Safety Education** 3 cr.  
**Prerequisites:** HLED 552 and 544  
The study of major trends and current problems/issues in wellness, health promotion, or safety education both in the schools as well as within the community, including the aging population, health in the technological age, school-community cooperation in health programs, investigation of infectious and degenerative diseases, and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other refer-

ral agencies serving the health and safety of children or adults. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 655/Sex Education and Family Living** 3 cr.  
**Prerequisite:** HLED 552  
Individual study of personal and family living. Development of increased knowledge and competence in the use of such knowledge in teaching. Development of teaching materials, analysis of tests, and other resources. Only open to students currently enrolled as a TCNJ graduate student.

**HLED 700/Comprehensive Examination: Health Education**  
Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 597/Special Topics in Health, Physical Education, and Safety** 1–6 cr.  
An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety** 3 cr.  
**Prerequisite:** EDFN 508  
Study of research design, with opportunities for individual study. Areas include creativity and communication, understanding and using research, identifying professional needs and problems, orientation to laboratory procedures and application of inquiry, and investigation of future growth and development in the field. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 687/Faculty-Student Research** 3 cr.  
**Prerequisite:** Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 697/Independent Study in Health, Physical Education, Recreation, and Safety** 1–3 cr.  
**Prerequisites:** EDFN 508 and HPED 600  
Independent exploration of a specific topic or problem in depth under the individual supervision of a faculty member. This could include a unique area of the discipline, exploration of recent research on this topic, extensive reading in an area of interest, participation in medical clinics, grants, projects, or extensive forums with regular conferences during the semester with the faculty adviser. Open only to advanced students matriculated in graduate programs. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety** 3 cr.  
**Prerequisites:** EDFN 508 and HPED 600  
A critical independent investigation of an aspect of health, physical education, or safety of interest to the student is explored and developed under the guidance of faculty. Students are expected to purchase all necessary materials or equipment (laboratory time) required for the completion of the course. Open only to students matriculated in the health and physical education program or with permission of the faculty supervisor. Only open to students currently enrolled as a TCNJ graduate student.

**HPED 699/Thesis in Health, Physical Education, Recreation, and Safety** 6 cr.  
**Prerequisites:** EDFN 508 and HPED 600  
Extensive research under the guidance of a thesis committee. Open only to students matriculated in the health and physical education program. Only open to students currently enrolled as a TCNJ graduate student.

**NURS 501/Perspectives in Advanced Practice Nursing 3 cr.**

This course focuses on current and emerging issues affecting advanced practice nursing with an emphasis on historical, political, social, ethical, and economic factors. Examination of internal and external pressures affecting advanced practice nursing, assessment of the political environment, and evaluation of the strategies to enhance the political effectiveness of nursing are included.

**NURS 503/Pharmacology for Advanced Nursing Practice 3 cr.**  
**Prerequisite:** NURS 504

This course examines concepts and principles related to pharmacology and the therapeutic use of drugs. Pharmacokinetics and pharmacological dynamics are emphasized related to organ systems and disease processes.

**NURS 504/Advanced Human Pathophysiology 3 cr.**

This is an advanced course that concentrates on the pathogenesis of common alterations in children and adults that lead to illness. The content learned in this course will be used as a basis for clinical management. This course allows the graduate student to understand the normal physiologic and pathologic mechanisms of disease to serve as the primary component of clinical assessment, decision making, and holistic health management. Emphasis is placed on alterations in systemic regulatory mechanisms (feedback loops, networks, and interconnections) that lead to illness. The influences of pathogens, environmental factors, genetics, and behavior on the human body, a complex adaptive system, are explored.

**NURS 506/Theoretical Foundations for Advanced Nursing Practice and Research 3 cr.**

This course provides the graduate nursing student with an introduction to the theoretical foundations that support advanced nursing practice. Students will engage in a critical analysis of selected theories that are used to support nursing education, practice, and research. The wide range of relevant theories that the student will be exposed to in this course include those used in nursing as well as the natural, social, organizational, and biological sciences. Knowledge of both relevant theory and current research provide a firm foundation for advanced nursing practice.

**NURS 511/Introduction to the CNL Role 1.25 cr.**

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader's role within a health care agency. The course focuses on acquisition of advanced knowledge in key areas such as: horizontal leadership, effective use of self, advocacy, conceptual analysis of the CNL role, and lateral integration of care. This course includes a total of 35 clinical hours and 1 classroom hour per week.

**NURS 603/Individual, Family, and Community Systems 3 cr.**

This course provides a foundation for nurses engaged in advanced nursing practice to view individuals, families, and communities as complex adaptive systems. Graduate students will apply critical-thinking skills to assess the needs of and plan culturally sensitive and competent care for individuals and families across the lifespan, recognizing the diversity of these members of the global healthcare community.

**NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice 3 cr.**

**Prerequisite or Corequisite:** NURS 506

This course will provide the graduate nursing student with the knowledge and skills necessary to engage in evidence-based practice in the healthcare environment. The course will focus on analysis of research and its application to practice. Students will learn to design intervention strategies based on current best evidence, and to measure patient outcomes related to the implementation of evidence-based practice.

**NURS 633/Advanced Holistic Health Assessment 4 cr.**  
**Prerequisite:** NURS 504

**Prerequisites or Corequisites:** NURS 503 and 603

This clinical course provides lecture and clinical laboratory experience where students learn and refine comprehensive health assessment abilities consistent with advanced nursing practice. This course allows students to sensitively and skillfully elicit a comprehensive health history, which includes aspects of the client's biopsychosocial, cultural, and spiritual

profile. Students will develop and practice communication and observation skills through interviewing, as well as performing physical, functional, and risk assessments on clients across the lifespan. The student will complete 75 practicum hours supervised by a preceptor in a clinical setting to refine the skills necessary in the advanced nursing practice role.

**NURS 636/Primary Care I 5 cr.**

**Prerequisite:** NURS 633

This clinical course focuses on the delivery of primary care to individuals from young adulthood through older adulthood. Emphasis is placed on therapeutic interventions appropriate for management of adults experiencing acute and chronic illness as well as strategies for health promotion and disease prevention. Students will have the opportunity to develop knowledge and skills relevant to the delivery of primary care through lecture and clinical practice under the guidance of a nurse practitioner or physician preceptor. Clinical experience of 135 ANP or 200 FNP hours plus 15 hours of clinical seminar.

**NURS 637/Primary Care III 5 cr. ANP**

**Prerequisite:** NURS 638

This second of a two-course sequence focuses on the delivery of primary healthcare to individuals from young adulthood through older adulthood. While continuing to expand on the role of the nurse practitioner in health promotion and disease prevention, and acute and chronic illness, emphasis is placed on strategies for management of adults experiencing multiple or complex illness. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lecture and clinical practice, under the guidance of a nurse practitioner or physician preceptor, of 135 ANP or 200 FNP clinical hours plus 15 hours of clinical seminar.

**NURS 638/Primary Care II 5 cr. ANP**

**Prerequisite:** NURS 636

This clinical course focuses on the delivery of primary healthcare to specific populations including adolescents and women. Emphasis is placed on health assessment, health promotion, and therapeutic interventions appropriate for management of acute and chronic illnesses in these populations. Students will be assigned to ambulatory care settings, community settings, and other settings where nurse practitioners and/or physicians will serve as preceptors. Students will have the opportunity to develop knowledge and skills through lectures, discussions, and clinical practice. Clinical practice occurs under the guidance of a nurse practitioner or physician preceptor. Clinical experience of 135 ANP or 200 FNP hours plus 15 hours of clinical seminar.

**NURS 643/Primary Care of the Childbearing Family 3 cr.**

**Prerequisite:** NURS 633

This course focuses on primary health care in the ambulatory setting for women during pregnancy and the post-partum period and for infants, toddlers and school-age children. Emphasis is placed on strategies for health promotion, illness prevention, and therapeutic management of two populations: women experiencing normal childbearing experiences as well as those experiencing acute episodic or complex chronic conditions during pregnancy and the post-partum, and children during normal developmental phases and those experiencing acute episodic or chronic conditions. This course will prepare the student for clinical experiences in ambulatory care settings such as clinics, private offices, and other community settings where women and children receive primary care.

**NURS 660/Nurse Management of Chronic and Complex Conditions 3.25 cr.**

**Prerequisites:** NURS 633, NURS 501 and NURS 511 Introduction to CNL Role

This course will focus on advanced nursing assessment and management of the individual with a chronic and/or complex condition or multiple chronic and/or complex conditions across the lifespan. Emphasis will be placed on planning care based on best clinical evidence and evaluation of client outcomes. Family coping, and support for families experiencing complex and chronic illness will also be considered. Clinical experiences will give the student the opportunity to plan and delegate care for clients with multiple chronic health problems; and identify nursing interventions to impact outcomes of care: assimilation and application of

research-based information to design, implement and evaluate client plans of care; and contribute to interdisciplinary plans of care based on best practice guidelines and evidence based practice. Includes 35 clinical practice hours and 3 classroom hours per week.

**NURS 685/Health Promotion for Advanced Nursing Practice 3 cr.**

This course focuses on health promotion for individuals, families, and communities. Primary, secondary, and tertiary prevention will be addressed. Emphasis is placed upon strategies that promote health and prevent disease. The advanced nursing practice role in modifying disease processes through education, counseling, facilitating, stress reduction, and lifestyle changes will be explored.

**NURS 690/Practicum in the Nurse Practitioner Role 5 cr.**

**Prerequisites** for family and adult nurse practitioner students (NURT/NURX): NURS 633, 636, 638, and 637 includes clinical

**Prerequisites** for neonate nurse practitioner students 3 cr.

(NURK): NURS 633, 662, 663, 665, and 667 no clinical

The primary focus of this course is to provide the student with an opportunity to integrate and develop further competencies in the role of nurse practitioner in the primary care setting. Continued emphasis will be placed on clinical decision making as well as strategies for evaluation of healthcare practice, marketing, and legal and employment issues. Interdisciplinary experiences will be pursued and collaborative practice emphasized, allowing students to explore the role of the nurse practitioner in the current healthcare system. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary healthcare through lecture and clinical practice, under the guidance of a nurse practitioner or physician preceptor, over 180 clinical hours.\*

\*Clinical hours earned by NURT and NURX students only

**NURS 694/Capstone Project Seminar 1 cr.**

Every candidate for a graduate degree must complete a capstone project that provides the candidate with the opportunity to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice. These will be demonstrated through the development, implementation, and evaluation of an evidenced-based practice project.

**NURS 695/Practicum in the Clinical Nurse Leader Role 4 cr.**

This course provides the student with the opportunity to develop advanced competencies required for implementation of the clinical nurse leader role within a healthcare agency. The focus is on acquisition of advanced knowledge in key areas such as finance/economics, quality management, patient safety/risk management, healthcare technology, and informatics. Practicum experiences will take place in one or more healthcare settings under the guidance of an expert clinical preceptor. Course includes 1.5 hours/week of on-campus seminar plus 340 clinical practicum hours.

**NURS 705/Capstone Project**

Presentation of Capstone work.

**PHED 500/Workshop in Physical Education 1-3 cr.**

An in-depth study of highly specialized topics of recent origin, with an emphasis on application to physical education programs and on improvement of teaching effectiveness. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 510/The Teaching and Planning of Physical Education in the Elementary School 3 cr.**

Study and evaluation of recent concepts and practices in the planning and teaching of physical education. Emphasis is placed on the role of physical education in the elementary grades. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 511/Curriculum and Program Construction in Physical Education 3 cr.**

Selection and adaptation of physical education activities for children of various age levels with emphasis on objectives and pupil classification. Criteria formulated for scientific evaluation of activity programs. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 530/Theory and Practice of Physical Conditioning 3 cr.**

An in-depth investigation of the scientific basis for physical conditioning work, including techniques, specific programs, equipment, and facilities. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 596/Teaching Health, Physical Education, and Safety in Elementary Grades 1 cr.**

Theory and practice of health, physical education, and safety in the elementary school physical education program. Required of all elementary education majors. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 603/Problems and Issues in Physical Education 3 cr.**

**Prerequisite:** PHED 510, 511, or 530

Current problems in physical education, including an objective analysis of the claims for the benefits of physical education activities. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 610/Administration and Supervision of Physical Education and Athletics 3 cr.**

**Prerequisite:** PHED 510, 511, or 530

Administration of physical education in elementary, junior, and senior high schools, including the organization of physical education programs, athletic programs, and intramural sports. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 612/Development and Maintenance of Facilities and Equipment for Physical Education, Athletics, and Recreation 3 cr.**

**Prerequisite:** PHED 510, 511, or 530

Principles and practices of planning and developing facilities and equipment for physical education, athletics, and recreation programs. Attention given to budgeting, long-range planning, and maintenance. Field trips may be required at the student's expense. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 633/Prevention and Care of Athletic Injuries 3 cr.**

**Prerequisite:** PHED 510, 511, or 530

Theory and practice in the prevention of athletic injuries and rehabilitation. Training room organization and management with emphasis on facilities and equipment. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 690/Professional Seminar 3 cr.**

**Prerequisite:** Must complete 24 hours of graduate credit

A culminating experience for the graduate student in health and physical education. Includes discussions and lectures with guest speakers, emphasizing probable trends and future responsibilities of the individual and the profession. Only open to students currently enrolled as a TCNJ graduate student.

**PHED 700/Comprehensive Examination: Physical Education**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 17 for comprehensive examination requirements. Only open to students currently enrolled as a TCNJ graduate student.