

Graduate Course Descriptions

School of Culture and Society

Note: ENGL 505 and ENGL 550 are required courses and serve as pre- or co-requisites 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 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 require 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 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.

Analysis of all forms of language variation across speech communities within a culture and analysis 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 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 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 the influences of Spenser and Dante; Milton's involvement in radical politics and controversies; mythology and the pastoral; gender and sexuality; Milton's friendship with metaphysical poet Andrew Marvell.

ENGL 622/Seminar in Renaissance Literature 3 cr.

A close examination of poetry, prose, and drama of the early modern period as well as historical and cultural contexts.

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, Gay, Johnson, Burke, 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 which 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, that complements 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.

SPAN 500/Advanced Spanish Language 3 cr.

Advanced Spanish Language is designed to assure that all students enrolled in the master's program have advanced Spanish language skills in the four areas: listening, speaking, reading, and writing. It is a course designed to develop the necessary oral proficiency to engage in describing, narrating in present, past and future, argumentation and persuasion, debating and response and rebuttal, circumlocution and paraphrasing, and talking about

hypothetical situations. It will help develop advanced proficiency in reading and understanding descriptive, narrative, and expository texts as well as advanced written proficiency in descriptive, narrative, and expository writing in Spanish. (Students will be tested upon acceptance to the program to determine if they have attained the minimum proficiency level for certification [ACTFL recommended Advanced low]. If they are sufficiently skill proficient, this course *may be waived* and an elective course will be taken in its place.)

SPAN 501/An Inductive Approach to Spanish Grammar 3 cr.

This course will carry out an in-depth study of those grammatical structures of the Spanish language that are most challenging to non-native speakers. Following a guided inductive approach, graduate students will analyze and compare a substantial amount of authentic language samples, inferring grammatical rules which explain the different structures and forms being used. Elementary and secondary Spanish teachers will thereby improve and fine tune their ability to give informed, efficient feedback to their own students' written (and, at times, spoken) output. Although this is not a course on teaching grammar, the inductive approach will also be helpful in providing teachers with a model for explicit grammar instruction that is consistent with current research in Second Language Acquisition.

SPAN 503/History and Culture of Spain 3 cr.

The main purpose of this course is to provide the student with a comprehensive cultural overview of Spain concentrating on geography, social and language issues, politics, literature and other intellectual manifestations throughout Spanish history. This course will provide a theoretical foundation and practical experience for teaching and incorporating Spanish culture in the classroom. A wide variety of videos and other audio-visual materials will be incorporated in order to enhance class discussions.

SPAN 504/Culture and Society of Spanish America 3 cr.

This seminar offers a historical overview of culture and society in Latin America. Although specific readings will vary from year to year, course content will be problem-based and will cover the long historical period beginning with pre-Hispanic cultures of the Americas and ending with contemporary Spanish America. Several examples of areas of inquiry to be covered: indigenous cultures, legacies of conquest, patterns of economic development, changing roles of women, expressions of popular culture, intellectuals and society, cycles of political change, constructions of identity, and U.S.-Latin American relations. During the course of the semester, each student will work on a culminating project that combines research and curriculum development in two thematic areas.

SPAN 511/Peninsular Literature 3 cr.

This course provides a solid and comprehensive perspective of Spanish Peninsular Literature that focuses on a series of selected themes from major works. It will provide the student with an ample literary background for developing content-based courses in their K-12 classrooms. Therefore, a major part of the course will focus on the students' ability to combine their literary knowledge with the design of Spanish curriculum.

SPAN 512/Survey of Spanish-American Literature 3 cr.

This seminar offers an overview of Spanish-American literature. Although specific readings will vary from year to year, course content will be organized thematically and will cover the historical period beginning with Spanish colonization of the Americas and ending with contemporary Spanish America. Several sample thematic units are: African stories and Caribbean history; men, women and the politics of sex; fiction and history; Quechua myths, legends and stories; stories of the fantastic. During the course of the semester, each student will work on a culminating project that combines research and curriculum development in two of the thematic areas covered in the course.

SPAN 515/Applied Spanish Phonetics 3 cr.

Through readings based on current linguistic theory and practical exercises, students in this course will develop a solid understanding of the orthographic, stress, and phonological systems of the Spanish language. Students will improve their writing skills from the most basic of technical aspects by mastering the relationship between the graphemes and the phonemes of Spanish. They will also improve their speaking and listening skills by learning and practicing the subtleties of Spanish pronunciation and comparing the sound structure of Spanish to that of English. Finally, students will apply the knowledge gained in this course to develop and demonstrate materials that can be used to teach Spanish phonetics to elementary and secondary education students.

SPAN 590/Second Language Acquisition and Related Methodologies 3 cr.

This course will explore how language learners acquire and/or learn a foreign language. Graduate students will examine a number of related fields including: psychology, theoretical and applied linguistics, and pedagogy in order to evaluate past and current teaching methods and detail both the National Foreign Language Standards as well as the New Jersey World Languages Curriculum Framework as they relate to second language acquisition theory. All teaching, classroom discussion, and testing will be done in Spanish. Readings and videotapes will be in Spanish and English.

SPAN 591/Curriculum Design 3 cr.

The prerequisite for this course is SPAN 590 or in some special cases, permission of the instructor. This course will explore how to design a pre-university Spanish curriculum that is both horizontally and vertically articulated. Graduate students will briefly review current second language acquisition theory and then explore how modern theory is applied to the design of a sound language curriculum. Participants will examine in detail the National Foreign Language Standards for Spanish and the entire New Jersey World Languages Curriculum Framework with an eye toward their application to curriculum design. All teaching, classroom discussion, and testing will be done in Spanish. Readings, sample curricula from model school districts, sample evaluation techniques such as tests, activities, and rubrics and interviews with administrators and teachers from the school districts may be carried out in either Spanish or English.

SPAN 597/Topics in Hispanic Culture 3 cr.

This course offers a detailed study of a selected aspect of Hispanic culture. Because of the special nature of the course, its content will vary according to the particular topic studied. Possible topics may include: art, geography, social and language issues, immigration, race and gender, pre-Columbian cultures, film and music, and customs. Both theory and practice will be closely intertwined and evaluated. Consequently, the creation of a teaching portfolio with ideas for further incorporation of the subject into the teaching of Spanish will be a crucial requirement. This course may be repeated for credit with different topics.

SPAN 598/Topics in Hispanic Literature 3 cr.

This course offers a detailed study of a selected aspect of Hispanic Literature. Because of the special nature of the course, its content will vary according to the particular topic studied. Possible topics may include: medieval literature; pre-Columbian literature; Golden Age; colonial and/or post-colonial literature; contemporary literature; and specific aspects on narrative, poetry, theater, and essay. Both theory and practice will be closely intertwined and evaluated. Consequently, the creation of a teaching portfolio with ideas for further incorporation of the subject into the teaching of Spanish will be a crucial requirement. This course may be repeated for credit with different topics.

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 the populations served, preferred treatment modes, and strategies of preventive intervention. Diagnosis of clients using the DSM IV 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

Specific techniques for counseling the alcoholic and the problem drinker are presented. Intervention strategies, as well as counseling and support systems for the family and significant others affected by the disease of alcoholism, are included. Opportunities to practice counseling strategies at various points along the alcoholism treatment continuum will be provided.

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

Prerequisite: Permission of department

The effects of alcohol and other chemicals on the body as well as society are presented. Societal attitudes and the reinforcement of drinking as it relates to the abuse of alcohol are examined. Medical aspects and diseases related to alcoholism, problem drinking, and chemical dependency are discussed. Alcohol and drug use, misuse and abuse as they affect individuals and society are stressed.

COUN 552/Education and Prevention in Alcoholism and Chemical Dependency 3 cr.

Prerequisite: Permission of department

Strategies for educating the public about alcohol use, misuse, and abuse are

presented. Various community agencies including the schools are examined for their effectiveness in educating individuals and groups about alcohol and alcoholism, and their effectiveness in the prevention of alcohol abuse. Educational principles as well as methods and materials for educating individuals and groups of all ages will be considered.

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 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.

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 and overview to 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 professional training are also included in the course content.

COUN 601/Theory and Techniques in Marriage and Family Therapy 3 cr.

Prerequisite: Admission to EdS program

An in-depth examination of current theoretical trends in marriage and family therapy. Analysis of specific techniques associated with major theoretical approaches. Attention will be given to skill development through the use of role-play, feedback, case review, and exploration of family origin issues.

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.

50 Graduate Course Descriptions

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.

Prerequisite: Admission to EdS program

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, 601, 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, sources and 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 lifecycle 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 600 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 theory 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; lifespan 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 which 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, 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: COUN 501, 670, a minimum of 24 credits in the program, and permission of the department

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 specialization 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 3 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 699/Thesis/Creative Project in Counseling 6 cr.

Prerequisites: COUN 515, EPSY 643, and permission of department

An original research or creative study under the guidance of a thesis committee. Open only to students who have completed 24 credits in the counseling program.

COUN 700/Comprehensive Examination: Counseling

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 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 614/Secondary School Curriculum 3 cr.

Prerequisite: CURR 514 or permission of instructor

A competency-based, inquiry-oriented experience wherein the participant engages in the process of building a curriculum for secondary schools. Using data gleaned from background readings, personal experiences, and interaction with others, the individual examines past and present curricular patterns, then designs new or modified patterns to meet the challenge of a total society in continual change.

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.

ECED 500/Workshop in Early Childhood Education 1-3 cr.

An in-depth study of highly specialized topics of recent origin, with an emphasis on application to early childhood education programs and on improvement of teaching effectiveness.

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 Supervision 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 a mentor and 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 a mentor and an on-site supervisor.

ECED 655-656/Clinical Seminar in Early Childhood Internship 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 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 697/Independent Study in Early Childhood Education 1-3 cr.

Prerequisite: EDFN 500 or EDFN 520 or EDFN 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.

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 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

52 Graduate Course Descriptions

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 Application in Educational Administration 3 cr.
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.
Prerequisite: Completion of all program requirements or permission of the graduate coordinator

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 697/Independent Study in Educational Administration 1–3 cr.
Prerequisites: EDAD 525 and at least three 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 three 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 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 3 cr.
A course which 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 in Education 3 cr.
This course will examine the role of the school in the context of the perennial societal concerns of diversity, equal opportunity, democracy, and indi-

vidual and social justice. The issues of evaluation, classification, and curriculum are considered within the historic and ideological foundations of education. This course fulfills the state of New Jersey requirements for multicultural education.

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 or EDFN 520 or EDFN 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 or EDFN 520 or EDFN 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 that face them 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 will participate in inquiry-based activities and assignments.

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

This course is based on the premise that successful teachers are those who communicate effectively with other teachers in their schools, related services professionals in their district, parents of their students, and personnel in community agencies. Specific collaboration and team problem-solving skills are taught through the case method, role-playing, and field-based projects. Emphasized are family-centered, culturally sensitive practices and collaborative problem solving.

EDUC 614/Creating and Sustaining Classroom Communities 2 cr.

Behavior issues are reported by new teachers to be one of the biggest challenges they encounter. Current literature indicates that for many students, traditional reactive approaches are ineffective and may indeed exacerbate inappropriate behaviors over the long run. The purpose of this course is to help future teachers develop a critical awareness of their classroom as a community and through this awareness develop strategies to proactively address behavioral challenges within this community. The course encourages students to develop a position of inquiry towards behavior that is reflective, proactive, and non-aversive. The course draws extensively on literature and best practices in areas such as constructivist approaches to classroom management, positive behavioral supports, person-centered planning, parent-professional collaboration, and social skills training.

EDUC 615/Capstone Experience: The Teaching Professional 1 cr.

This one-credit course, designed to follow the seminar format, will facilitate the completion of the program portfolio and students' creative presentation of materials. It serves to satisfy final assessment requirements for the master's program. Emphasis is on three areas: (1) communication—verbal, written, and electronic; (2) the interpretation of information amassed across course work and students' integration of it 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 their selves to lifelong learning and to student learning.

- EDUC 694/Internship I** 3 cr.
The course includes observation and limited participation in a school classroom under the guidance of a cooperating teacher and supervising professor. Students will learn strategies for observing classrooms and reflecting on the experience. Students will study lesson and unit planning, school curriculum, classroom management, and assessment and will have the opportunity to apply what they have learned by assisting in the classroom and teaching a number of lessons and mini-units.
- EDUC 700/Comprehensive Examination**
Every candidate for a graduate degree must take a comprehensive examination, which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.
- ELEM 500/Workshop in Elementary Education** 1–3 cr.
An in-depth study of specialized topics of recent origin, with an emphasis on application to elementary education programs and on improvement of teaching effectiveness.
- 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 purposes, scope, sequences, materials, and methodology of teaching science in inclusive elementary school classrooms. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing their understanding of content.
- ELEM 522/Methods for Teaching Math in the Inclusive Classroom** 1 cr.
This course focuses on the curriculum and methodology for teaching 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 mathematics curricula, how children learn mathematics, and methods and strategies appropriate for teaching the many topics in mathematics.
- 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/Study in Elementary School Curriculum** 3 cr.
A course designed to analyze, plan, develop, and evaluate the modern elementary school curriculum. Emphasis will be placed on bases for decision making, processes for curriculum evaluation and improvement, and emerging developments in elementary 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.
Prerequisite: EDFN 508
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 683/Creative Arts in the Elementary School** 1 cr.
Prerequisite: This course should be taken concurrently with Internship I
Emphasizes the integration and application of the creative arts in the elementary school curriculum and demonstrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.
- 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 the ones 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** 6-10 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/General 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 or EDFN 520 or EDFN 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.

54 Graduate Course Descriptions

- 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 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 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/Child Growth and Development** 3 cr.
An overview of concepts and theories of child development with emphasis placed on the elementary-school-aged child. Developmental issues are examined from socio-cultural and educational perspectives.
- 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: CPSV 515 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.
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, etc.
- ESLM 545/Sociolinguistics and TESL** 3 cr.
This is an introductory course in sociolinguistic research with theoretical application of major principles to concerns in the teaching of English language. Topics addressed include the notion of speech community, dialect variation, cross-cultural communication, gender, formal versus functionalist paradigms of language, speech act theory, etc.
- ESLM 577/Foundations of Bilingual-Multicultural Education** 3 cr.
The rationale, history, philosophy, goals, objectives, and existing research in the area of bilingual-multicultural education.
- ESLM 578/Theory and Practice of Teaching English as a Second Language** 3 cr.
Designed to develop competency in the theoretical foundations of second-language acquisition, an understanding of the unique aspects of the process of second-language teaching, and the necessary practical application of those theories as required in the ESL classroom.
- ESLM 579/Theory and Practice of Teaching the Bilingual Person in Content Areas** 3 cr.
Theories and practices of teaching the bilingual-bicultural person in specific content areas, including the identification and preparation of materials for the elementary and secondary school classroom. Consideration will also be given to testing the bilingual-bicultural child.
- ESLM 587/Curriculum and Methods for Multilingual Populations** 3 cr.
This course is designed to develop competence in the application of the theoretical foundations of second-language learning and acquisition and bilingual education in teaching multilingual populations. It enables candidates to practice ESL and/or bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select material, and to perform proper evaluation procedures for ESL and bilingual programs respectively.
- ESLM 597/Special Topics in English as a Second Language Education** 1–3 cr.
Prerequisite: One of the following: RDLG 571, 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 14-week period arranged to fit the schedule of the participating student.
- 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.
- 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.
- 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.
- 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 services in the school and community.
- 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.

- HLED 552/Health Science** 3 cr.
This course is designed to provide a comprehensive overview of 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.
- 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.
- 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.
- 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 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.
- 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).
- 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 referral agencies serving the health and safety of children or adults.
- 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.
- HLED 700/Comprehensive Examination: Health Education**
Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.
- 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.
- 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 to future growth and development in the field.
- 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.
- 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.
- 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.
- 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.
- 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 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- PHED 603/Problems and Issues in Physical Education** 3 cr.
Prerequisite: PHED 510 or 511 or 530
Current problems in physical education including an objective analysis of the claims for the benefits of physical education activities.
- PHED 610/Administration and Supervision of Physical Education and Athletics** 3 cr.
Prerequisite: PHED 510 or 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.
- PHED 612/Development and Maintenance of Facilities and Equipment for Physical Education, Athletics, and Recreation** 3 cr.
Prerequisite: PHED 510 or 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.
- PHED 633/Prevention and Care of Athletic Injuries** 3 cr.
Prerequisite: PHED 510 or 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.
- 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.
- PHED 700/Comprehensive Examination: Physical Education**
Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.
- RDLG 530/Exploring Children's Literature: An Educator's Perspective** 3 cr.
A multi-dimensional 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.
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
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. This course will not be accepted for credit in the reading program.
- 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 578/Teaching Reading K-12** 3 cr.
(may be taken concurrent with SPED 330)
Study of the nature of the reading process and the techniques used in teaching reading. This is an introductory course in the teaching of reading.
- RDLG 579/Content Area Literacy** 3 cr.
Prerequisite: One course in teaching reading
A study of the purposes, specialized reading skills, reading materials, and modes of inquiry specific to the content areas; application of these specialized skills to the specific reading task.
- RDLG 597/Special Topics in Reading** 1-6 cr.
A laboratory experience involving work with students needing help in acquiring reading skills. Participants will apply concepts and information concerning the teaching of reading to a tutorial or teaching process in which such concepts or information are used in activities designed to correct reading difficulties or to enhance the reading proficiency of students. The participant will analyze tutorial and teaching experiences with reference to specific skills and student activities.
- RDLG 672/Advanced Study in the Teaching of Reading I** 3 cr.
Prerequisite: RDLG 571 or permission of instructor *(may be taken concurrent with RDLG 673)*
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/Advanced Study in the Teaching of Reading II** 3 cr.
Prerequisite: RDLG 571 or permission of instructor *(may be taken concurrent with RDLG 672)*
A study of reading comprehension 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. The influence of cultural backgrounds and individual learning styles on the development of literacy are examined.
- 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/Diagnostic Procedures and Appraisal** 3 cr.
Prerequisites: RDLG 571, 672, 673
 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/Practicum: Diagnostic Procedures and Corrective Instruction** 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/Supervised Practicum and Seminar K–12** 3 cr.
Prerequisite: RDLG 691 (*may be taken concurrent 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 is 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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 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 of New Jersey. The course content emphasizes teaching methods in the classroom and 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. HPED 697/Independent Study for one credit is recommended to accompany this course.
- 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 610/General Seminar in Secondary Education** 3 cr.
Prerequisite: At least 18 credits in the MAT program or the program supervisor's approval
 An examination of the current issues and concerns in secondary education. A terminal seminar required for all students in the MAT (secondary) program.
- 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 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.
Prerequisites: Graduate students matriculated in an 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 six credits while doing intern teaching. A student must be matriculated into a graduate program and within nine 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)** 4 cr.
Prerequisites: Graduate students 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:
 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

58 Graduate Course Descriptions

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 which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.

SPAU 305/Acoustic Phonetics 3 cr.

Prerequisite: Permission of instructor

Broad and narrow transcription of American English in International Phonetic Alphabet; prosodic features; introduction to acoustic phonetics; and elements of instrumental analysis.

SPAU 308/Anatomy and Physiology of the Speech and Hearing Mechanism 3 cr.

Prerequisite: Permission of instructor

Anatomic and physiological basis for the normal development and use of speech, language, and hearing.

SPAU 311/Language and Speech Development 3 cr.

Prerequisites: SPAU 308; permission of instructor

An interdisciplinary investigation of the nature of normal language and speech development.

SPAU 318/Introduction to Measurement of Hearing 3 cr.

Prerequisites: SPAU 308; permission of instructor

Experience in the various methods of hearing testing. Types and causes of hearing impairment and role of audiometry in diagnosis.

SPAU 319/Aural Rehabilitation 3 cr.

Prerequisites: SPAU 318; permission of instructor

Aspects of identifying, habilitating, and rehabilitating the aurally handicapped: screening tests, sound amplification, auditory training, speech reading, and speech conversation.

SPAU 320/Introduction to Communication Disorders 3 cr.

Prerequisite: SPAU 305, 308, or permission of instructor

Study of the characteristics of the major types of speech-language disorders and their etiologies. The emphasis will be on accurately observing and recognizing these disorders in both children and adults and understanding the legal and professional responsibilities of speech-language pathologists.

SPAU 420/Diagnosis and Treatment of Communication Disorders 3 cr.

Prerequisites: SPAU 305, 308, 311, 320, or permission of instructor

Study of the procedures, tests, and methods used by speech-language pathologists to diagnose and treat disorders of articulation, voice, fluency, and language.

SPAU 505/Neurophysiological Bases of Language and Speech 3 cr.

Prerequisite: Undergraduate degree in speech pathology or equivalent

Note: This course is a prerequisite for SPAU 618 and SPAU 606.

Examination of the genetic factors, neuroanatomical structures, and neurophysiological concepts underlying normal language and speech development and processes.

SPAU 510/Disorders of Phonology 3 cr.

Prerequisite: An undergraduate degree in speech pathology or the equivalent

Advanced study of diagnostic and rehabilitation procedures for phonological disorders, apraxia, and dysarthria.

SPAU 515/Cleft Palate* 3 cr.

Prerequisite: An undergraduate degree in speech pathology or the equivalent

A study of remedial methods for speech disorders resulting from cleft palate.

*Occasional offerings.

SPAU 520/Cerebral Palsy 3 cr.

Prerequisite: Undergraduate degree in speech pathology or equivalent

Study of the etiology, types, classification, and resulting speech and hearing problems of cerebral palsy.

SPAU 523/Advanced Audiology 3 cr.

Prerequisite: SPAU 318 or a course in basic audiology or audiometry

Study and practice in advanced audiometric testing and techniques as well as study of various phenomena of audition.

SPAU 525/Psychoacoustics 3 cr.

Prerequisite: A course in basic audiology

A study of the psychophysical theory underlying the measurement of hearing.

SPAU 530/The Organization, Supervision, and Administration of Programs in Speech Pathology and Audiology 3 cr.

Prerequisite: An undergraduate degree in speech pathology or the equivalent

A study of organizational, administrative, and supervisory problems such as scheduling, planning of facilities, school curriculum, ethical practice, and financing. Liaison with federal, state, and community agencies and public relations that are peculiar to public schools, hospitals, rehabilitation centers, colleges, and other types of speech and hearing programs.

SPAU 532/Physiological Aspects of Hearing Pathologies 3 cr.

Prerequisite: SPAU 308

A study of the structures and functions of the hearing mechanism. Attention given to pathological conditions.

SPAU 533/Developing Communication in the Deaf and Hard of Hearing 3 cr.

Prerequisite: SPAU 318 or permission of instructor

Rehabilitation procedures for developing auditory skills, language, and speech in children and adults with hearing loss. Attention to types of amplification and assistive devices for home, social, and educational settings.

SPAU 535/Instrumentation and Advanced Audiological Assessment and Techniques 3 cr.

Study of the principles and procedures of audiology equipment calibration, advanced audiological and audio-system instrumentation, and of monitoring hearing aid efficiency. Special attention will be given to applied research and current audiological techniques.

SPAU 540/Applied Diagnostics in Speech Pathology 3 cr.

Prerequisite: Undergraduate degree in speech pathology or equivalent or permission of instructor

Advanced study of the principles and procedures of assessment for communication disorders; test administration and interpretation, diagnostic report writing, interview techniques, staffing, and referrals.

SPAU 542/Augmentative and Alternative Communication Systems 3 cr.

Prerequisite: Undergraduate degree in speech pathology or equivalent or permission of instructor

An intensive study of alternative symbol systems, gestural communication, and electronic/non-electronic devices and their application for individuals with severe communication disabilities.

SPAU 545/Voice Disorders 3 cr.

Prerequisite: An undergraduate degree in speech pathology or the equivalent

A study of the etiology, evaluation, and treatment of voice disorders.

SPAU 550/Communication Development: Principles and Processes 3 cr.

Prerequisite: SPAU 311, undergraduate degree in speech pathology, or permission of instructor

Concepts and principles from several disciplines which provide models to describe and explain the processes and mechanisms of normal children's communication development.

<p>SPAU 555/Motor Speech-Fluency Disorders 3 cr. <i>Prerequisite:</i> An undergraduate degree in speech pathology or the equivalent This course is designed to provide a comprehensive overview of motor-speech control—the underlying mechanism of fluent speech. Emphasis is on the etiology, assessment, and treatment of motor speech disorders, including the apraxias, dysarthrias, and stuttering.</p>	<p>SPAU 655/Electroacoustical Amplification Systems for the Hearing Impaired 3 cr. <i>Prerequisites:</i> SPAU 523 and 535 Principles and procedures of hearing aid evaluation and selection in children and adults. Examination of assistive listening devices, sound field amplification systems, and cochlear implants.</p>
<p>SPAU 560/Multicultural Issues in Communication Sciences and Disorders 3 cr. <i>Prerequisites:</i> Undergraduate degree in speech pathology and matriculated master's candidate Issues of communication disorders and service delivery that affect multicultural populations including bilingual populations and speakers of social and regional dialects. Emphasis on the study of linguistically and culturally diverse preschool- and school-aged children. Public policy and research concerning the needs of these populations.</p>	<p>SPAU 665/Hearing Aid Fitting and Dispensing 3 cr. <i>Prerequisite:</i> SPAU 523 "Hands-on" experience in fitting hearing aids. Students will actively participate in making earmolds, prescriptive methods, determining the need for compression and compression ratios, and using real ear measurement. Instruments will vary from analog to digital programmable hearing aids.</p>
<p>SPAU 565/Speech Science 3 cr. <i>Prerequisites:</i> SPAU 305 and 308 In-depth theoretical and applied clinical study of the underlying physiologic and acoustic mechanism of speech production and speech perception.</p>	<p>SPAU 685/Dysphagia 3 cr. <i>Prerequisite:</i> SPAU 505 Study of the pathologies leading to dysphagia and of the techniques for the evaluation and management of patients with difficulties in oral eating and swallowing.</p>
<p>SPAU 570/Research Methods in Speech-Language Pathology and Audiology 3 cr. <i>Prerequisite:</i> Open only to matriculated master's candidates in speech-language pathology and audiology Nature of research in speech-language pathology and audiology; research designs, methods, analysis, procedures for organizing and writing research proposals and papers in the field of speech-language pathology and audiology.</p>	<p>SPAU 687/Faculty-Student Research 3 cr. <i>Prerequisite:</i> 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.</p>
<p>SPAU 580/Speech, Language, and Hearing Problems of the Aged 3 cr. A study of common communication disorders of the aged, including the diagnostic procedures and rehabilitation measures.</p>	<p>SPAU 690/Clinical Practice 1–6 cr. <i>Prerequisite:</i> Completion of two required courses in the areas of specialization Observation, analysis, and guided experience in the evaluation and remediation of speech, hearing, and language disabilities as well as procedures for organizing and maintaining programs of therapy for these disorders in school and clinical settings.</p>
<p>SPAU 606/Adult Language Disorders 3 cr. <i>Prerequisites:</i> SPAU 308 and 505 Advanced study of language dysfunctions in adults, including head injuries and/or cerebral vascular accidents. Current therapeutic practices are discussed.</p>	<p>SPAU 697/Independent Study in Speech-Language Pathology and Audiology* 3 cr. <i>Prerequisite:</i> SPAU 570 Exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.</p>
<p>SPAU 615/Hearing Conservation 3 cr. <i>Prerequisites:</i> SPAU 523 and 525 Study of the conservation of hearing including the following topics: the legal basis, the effects of noise on hearing, hazardous noise, the hearing conservation program, ear protection, and record keeping.</p>	<p>SPAU 698/Department Project in Speech-Language Pathology and Audiology* 3 cr. <i>Prerequisite:</i> SPAU 570 An in-depth study of an aspect of speech-language pathology and/or audiology of interest to the student that is explored under faculty guidance. Open only to students matriculated in the program.</p>
<p>SPAU 618/Developmental Language Disorders 3 cr. <i>Prerequisite:</i> SPAU 550, 505, or an equivalent course in normal language and speech acquisition Investigation of the cognitive linguistics and social bases of childhood language disorders. Assessment approaches and differential diagnosis. Remedial philosophies and techniques.</p>	<p>SPAU 699/Thesis/Creative Project in Speech-Language Pathology and Audiology* 3 cr. <i>Prerequisite:</i> SPAU 570 An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the program.</p>
<p>SPAU 635/Pediatric Audiology 3 cr. <i>Prerequisite:</i> SPAU 523 A study of hearing loss in children including: the development of auditory behavior, diagnostic procedures, amplification, and education of hearing impaired children.</p>	<p>SPAU 700/Comprehensive Examination: Speech Pathology and Audiology Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.</p>
<p>SPAU 645/Electrodiagnostic Measurements 3 cr. <i>Prerequisites:</i> SPAU 523 and 525 Study and practice in electrodiagnostic measurement procedures including the following: auditory evoked potentials (short, long, and middle latency studies; 40 Hz studies), electrocochleography, otoacoustic emissions, and electronystagmography.</p>	<p>SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities 3 cr. <i>Prerequisite:</i> Child Psychology An introduction to the field of special education, focusing on the characteristics and educational needs of students with disabilities. The course covers etiology and behavioral manifestations of a wide variety of disabling conditions and introduces current approaches to the education of students with</p>

*Occasional offerings.

these disabilities. Included is up-to-date information on federal and state laws which affect programs for children with disabilities and key issues in special education today.

Note: This course is a prerequisite for all SPED 600-level courses except for students in Option I.

SPED 506/Seminar in Educational Technology 1 cr.

This seminar covers the key issues in education and technology which 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.

A course about technology applications that benefit children and youth with disabilities. This course focuses on teaching students the skills they will need to use assistive technology appropriately and effectively with children and youth with disabilities. Emphasis is placed on establishing skills in the areas of making computers accessible, using the Internet to find assistive technology resources, customizing adaptive devices, and facilitating augmentative communication with computers.

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

Prerequisite: SPAU 319

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.

SPED 597/Special Topics in Special Education* 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.

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

Prerequisite: SPED 501 or equivalent

This course presents an in-depth study of language 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. Individual research on topics related to reading instruction is required. Assessment, lesson development, and unit planning are featured. Alternative access to content via technology or instructional support systems and relevant applications of reading/language skills in the life-skills curricula are discussed and applied.

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

Prerequisite: SPED 501 or equivalent

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 teaching and learning strategies. Curriculum development, curriculum adaptations, integration of cognitive strategies, classroom management, and monitoring student progress are emphasized. Lesson planning, delivering, and assessing instruction in academic areas, life skills, social skills development, and vocational skills development will be discussed and used in course applications. Collaboration with families, colleagues, and community, and meaningful inclusion are integrated in the course as important corollaries to curriculum.

*Occasional offerings.

SPED 613/Guidance and Rehabilitation of Exceptional Children and Youth 3 cr.

Prerequisite: SPED 501 or equivalent

Principles and practices of the guidance and rehabilitation process for exceptional children and youth, with particular emphasis on evaluation, placement, and counseling. Explores the roles of the special educator, psychologist, social worker, guidance counselor, and others on the interdisciplinary team serving exceptional children and youth. Identifies and compares the resources and services of schools, clinics, residential centers, employment programs, and other agencies serving exceptional children and youth.

SPED 614/Positive Behavioral Supports 3 cr.

Prerequisite: SPED 501 or equivalent

This is the first in a series of two courses which present a range of theories and best practices in managing behavior in the classroom. This course focuses on preventing problem behavior using the following models: applied behavior analysis and cognitive-behavioral theory. Students will learn how to conduct a functional assessment and analysis of problem behavior and to provide positive behavioral supports through adapting antecedent events and changing consequent events.

SPED 616/Promoting Pro-Social Behavior 3 cr.

Prerequisite: SPED 501 or equivalent

This is the second in a series of two courses which together present a wide range of current theoretical models and best practices in managing behavior in the classroom. Emphasized is the role of effective teaching and decision making in facilitating appropriate behavior. This course focuses on the following models: Teacher Effectiveness Training, the Rogerian emotionally supportive model, Transactional Analysis, Social Discipline, Reality Therapy and Control Theory, and Judicious Discipline. Students will be made aware of a whole toolbox of interventions and will be taught to follow a decision-making process in order to assess problem behaviors and make low-inference statements about which model/technique is likely to be most effective under specific conditions with specific students.

SPED 624/Advanced Study of Learning Disabilities 3 cr.

Prerequisite: SPED 501 or equivalent

An intensive overview of the field of learning disabilities: definition, characteristics, assessment, subtypes of, and major educational approaches for teaching. Current research in both cognition and brain physiology will be explored.

SPED 625/Biophysical and Neurological Problems of Children/Youth 3 cr.

Prerequisite: SPED 501 or equivalent

This course is designed to familiarize teachers with the known causes of disabling conditions, the usual courses of treatment for biophysical problems, the perspectives of parents and other family members, and the teacher's role in working with children with these conditions. Ethical issues regarding genetic screening procedures related to children with disabilities, as well as the question of withholding of medical treatment on the basis of disability, are discussed.

SPED 626/Teaching Students with Severe Disabilities 3 cr.

Prerequisite: SPED 501 or equivalent

An advanced course about teaching students with moderate to severe mental retardation and other severe disabilities, this course focuses on meeting the special needs of this low-incidence population. Emphasis is placed on current philosophies and services such as preparing students to live and work in the community, self-advocacy, family-centered practices, appropriate applications of assistive technology, and designing functional curriculum plans.

SPED 641/Advanced Curriculum: Concepts and Models in Learning and Instruction 3 cr.

Prerequisite: Matriculation in Option I or 24 credits of graduate course work in education

This course will examine principles of learning theory inherent in specific instructional models, including cognitive processing, models of intelligence, schema theory, interactional theory, and constructivism. Emphasis will be placed on how models of learning, models of teaching, and methods and materials are connected across research and practice. Students will have opportunities to explore ways to apply concepts and models from the literature to the instruction of children and adults with disabilities.

SPED 646/Administration and Supervision of Special Educational Services* 3 cr.

Prerequisites: SPED 501 and 612

A study of federal, state, county, and local rules, responsibilities, and issues in special education. Analyzes problems of organizing, financing, staffing, programming, and implementation of special services for exceptional children and youth. This course is accepted by the New Jersey State Department of Education toward administrative or supervisory certification.

SPED 664/Research Trends in Special Education 3 cr.

Prerequisites: SPED 501 or equivalent and EDFN 508

In-depth study of methods of comparative analysis and research models in current studies relevant to the theoretical and practical issues in the education of children with learning and behavior disabilities. Emphasis on interdisciplinary contexts; action research by practitioners; collaborative models; and the cultural, developmental, and social bases for learning and behavior.

SPED 667/Seminar in Applied Research and Practice in Special Education 3 cr.

Prerequisites: SPED 664 and 24 credits of graduate course work

This course consists of three integrated parts: 1) individual students select a topic from best practices and program designs in special education, review the literature on the selections, and discuss questions in a series of seminars; 2) students design, carry out, and evaluate a field application in a school setting, using the concepts of action research in the classroom; and 3) students plan to carry out collegial dissemination of information.

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 either 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 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 690/Student Teaching—Deaf and Hard of Hearing 8 cr.

Prerequisites: SPED 330, 350, 380, 530; SPAU 319; 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 culminating in a minimum of two weeks of full-time classroom teaching. Students also participate in a culminating seminar.

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

Prerequisites: SPED 501 and SPED 612

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

SPED 695/Internship II: Student Teaching 5–6 cr.

Prerequisites: Completion of 18 graduate credits and permission of the department

Plan A: On-the-job teaching for 10 weeks supervised by an approved cooperating teacher and a faculty member.

Plan B: A student-teaching experience for 10 weeks under the supervision of the College faculty and an approved cooperating teacher.

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

Prerequisites: Completion of six 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 six 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

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.

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.

*Occasional offerings.

62 Graduate Course Descriptions

- 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.
- SUPV 622/Supervision in the Secondary School** 3 cr.
Prerequisite: SUPV 520
A study of supervisory competencies directed toward the implementation of instruction in the secondary school. The principles of secondary school supervision, organizational skills, leadership in curriculum design, implementation, and strategies for assessing instruction will be analyzed.
- SUPV 651/Supervision of Adult/Community Education** 3 cr.
Prerequisite: SUPV 520
Provides educators with the skills needed to supervise programs in adult-community education. Emphasis on the development of a rationale for supervisory activities, the nature of the adult learner and the planning, implementation, and evaluation of adult and community education programs. Goal setting, assessment processes, dissemination activities, and monitoring procedures will be examined.
- TCED 580/Computers in Technology Education** 3 cr.
Integrating computers into a K–12 technology course requires investigating the computer as a technological system. This course will introduce the computer and the fundamentals of computing through an integrated approach of programming through lessons and activities targeting the control of computer outputs and inputs. Such outputs and inputs include the control and sensing of motors, steppers, solenoids, temperature, light, movement, and other physical characteristics. Activities are planned to allow the teacher to implement similar instruction and activities in the K–12 classroom.
- 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 592/Curriculum Construction in Technology Education** 3 cr.
This course introduces teachers to and provides experiences in using the design and technology (D&T) approach for grades K–12. Teachers learn to develop D&T learning activities that integrate science, mathematics, and technology and that meet local, state, and national educational assessment standards. Learning activities are based on the D&T problem-solving process and address a variety of learning styles through the construction of operating models, products, systems, and environments that demonstrate solutions to problems.
- TCED 597/Special Topics: Integrating Math, Science, and Technology 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.
- 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, and 610
A critical independent study of an aspect of technology education that is of interest to students of technology education that is explored under faculty guidance.

School of Nursing

NURS 500/Theoretical Foundations of Nursing

3 cr.

This course provides an introduction to concept development, model building, and theoretical formulation in nursing. The course includes critical analysis of selected nursing models and selected theories from nursing and other disciplines (e.g. organization, change, health belief, health promotion) that are related to advanced practice nursing.

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 Practice

3 cr.

Prerequisite: NURS 504 for all nurse practitioner students

This course examines concepts and principles related to pharmacology and the therapeutic use of drugs. The course is designed for the licensed professional nurse interested in prescriptive practice. Emphasis is placed on pharmacological principles, pharmacodynamics, and principles of drug selection.

NURS 504/Advanced Human Pathophysiology

3 cr.

This is an advanced physiology course which focuses on the pathogenesis of common conditions affecting children and adults as a basis for clinical management. Emphasis is placed on dysfunction of histologic and systematic regulatory mechanisms which lead to illness. The influence of pathogens, environmental factors, genetics, and human behavior on cellular and organ physiology is described. The human biopsychosocial manifestations of pathophysiologic processes are presented to enable learners to synthesize ideas regarding holistic health care and prepare for providing services as advanced practice nurses.

NURS 508/School Nursing

3 cr.

This course focuses on school nurse theory and provides the opportunity to conceptualize the role of the professional school nurse in relation to the broad scope of the school health program and professional standards of practice. Opportunities are provided to define and interpret the roles and responsibilities of the professional school nurse in coordinating and implementing school health services, health counseling, and health education in the school community.

NURS 602/Research for Advanced Practice Nursing

3 cr.

Prerequisite: NURS 500

This course focuses on the role of inquiry and critique as necessary for the development of evidence-based practice for advanced practice nursing. Applied research methods such as outcomes and qualitative methods will be examined. Basic research such as experimental and epidemiological methods will be analyzed. The process of systematic investigation will include analysis of problem statements, methodology, and results of reported research. The use of the computer in database searches, data processing, and data analysis are included.

NURS 603/Individual, Family, and Community Systems

3 cr.

Prerequisite or Concurrent: NURS 500

This interactive course provides a foundation that will enable the advanced practice nurse to identify the role of individual, family, and community systems in health care, to assess the needs of and to plan health care for diverse individuals and families across the lifespan. The student will develop a framework for the primary health care of individuals and families, as well as strategies for working with individuals and families within the community. Students will assess the dynamics of health within individuals, families, and communities.

NURS 609/School Nursing Practicum

8 cr.

Prerequisite: Completion of all other course requirements of School Nurse Certification

The practicum in school nursing provides the student with the opportunity to apply knowledge synthesized from previous course work for the assessment of pupil-school-community health and planning, implementation, and evaluation of strategies to promote health. The student conducts comprehensive pupil-environment health appraisals and participates in interdisciplinary collaborative health planning, health counseling, and formal health teaching activities. Opportunity will be provided for developing an awareness of policy and decision making in matters regarding school health. Students are placed with certified school nurses in selected schools with experiences framed by existing policies and statutes in the state.

NURS 633/Holistic Health Assessment for Advanced Practice

4 cr.

Prerequisite: NURS 504

Prerequisites or Corequisites: NURS 503 and 603

This clinical course is intended to assist the graduate student to acquire advanced knowledge and proficiency in performing health assessments. Such assessment includes eliciting a complete health history, including cultural assessment, and performing a comprehensive physical exam across the lifespan. Opportunities are provided for two hours of lab per week, and 75 hours of clinical practice.

NURS 634/Primary Care of Women

5 cr.

Prerequisite: NURS 633

This course focuses on gynecological and reproductive health care of women over their lifespan. Students will develop competence in comprehensive health assessment of women in the primary care setting. Students will be assigned to ambulatory care settings, clinics, private offices, and other community settings where nurse practitioners, midwives, and/or physicians will serve as preceptors. Clinical experience of 135 hours plus 15 hours of clinical seminar will include management of prenatal, postpartum, primary, episodic, and preventive health care for women of all ages. Emphasis will be placed on therapeutic interventions appropriate for the management of women's health care.

NURS 635/Primary Care of Children

5 cr.

Prerequisite: NURS 633

This clinical course focuses on the delivery of primary health care to children and adolescents. Students will be assigned to ambulatory care settings, clinics, private offices, and other community settings where nurse practitioners and/or physicians will serve as preceptors. Clinical experience of 135 hours plus 15 hours of clinical seminar will include comprehensive health assessment of children, including health promotion, growth and development, family and cultural dynamics, and physical and psychosocial dimensions. Emphasis is placed on therapeutic interventions appropriate for the management of children experiencing primary, episodic, and continuing health problems and disabilities.

NURS 636/Primary Care of Adults and Elders 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 hours plus 15 hours of clinical seminar.

64 Graduate Course Descriptions**NURS 637/Primary Care of Adults and Elders II****5 cr.***Prerequisite:* NURS 633

This second of a two-course sequence focuses on the delivery of primary health care 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 clinical hours plus 15 hours of clinical seminar.

NURS 638/Primary Care of Adults: Special Populations**5 cr.***Prerequisite:* NURS 633

This clinical course focuses on the delivery of primary health care to specific populations that are included in the scope of practice of the adult nurse practitioner, 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 pre-

ceptor. Clinical experience of 135 hours plus 15 hours of clinical seminar.

NURS 690/Practicum in the Nurse Practitioner Role**5 cr.***Prerequisites for family nurse practitioner students:* NURS 633, 634, 635, 636, 637*Prerequisites for adult nurse practitioner students:* NURS 633, 636, 637, 638

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 health care 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 health care system. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary health care through lecture and clinical practice, under the guidance of a nurse practitioner or physician preceptor, of 180 clinical hours.

NURS 700/Comprehensive Examination/Nursing

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 8 for comprehensive examination requirements.