

Graduate School of Education

WELCOME TO THE GRADUATE
SCHOOL OF EDUCATION (GSE)
at Rutgers, The State University of
NewJersey.

In this introductory section of our catalog, you will learn why GSE has once again been cited by U.S. News and World Report as one of the best education schools in the nation. The following pages highlight just some of the reasons the school has achieved its reputation for excellence.

General catalog information follows the table of contents. You will find specific details including academic calendars, admission requirements, degree programs, financial aid, tuition and fees, and faculty listings.

Learning for a Lifetime



CHANCES ARE THAT SOMEWHERE ALONG YOUR educational path you had a special teacher who sparked your curiosity and led you to ask questions as well as provide answers. Whether it was your reading teacher in first grade or your physics teacher in high school, this individual challenged you and introduced you to new worlds of discovery.

If you wish to pursue a career in education, whether as a teacher, an administrator, a counselor, a university professor, or a researcher, we encourage you to discover what Rutgers' Graduate School of Education has to offer.

GSE at a Glance

Organized as the School of Education in 1923 ■ Name changed to Graduate School of Education in 1960

Location:
New Brunswick, New Jersey

Departments:

- Educational Psychology
- Educational Theory, Policy, and Administration
- Learning and Teaching

Degrees:

- Master of Education
- Doctor of Education
- Doctor of Philosophy (*awarded in conjunction with Rutgers' Graduate School–New Brunswick*)

Students: 1,400 full- and part-time

Full-Time Faculty: 59

Web Site: <http://www.gse.rutgers.edu>

Leading the Dialogue on Educational Issues



Message from the Dean

Thank you for your interest in Rutgers' Graduate School of Education (GSE). Our faculty members are creative, productive researchers and caring, dedicated teachers. Our students come to us from New Jersey, the metropolitan area, the nation, and countries around the world. Together, GSE faculty and students conduct first-rate research and scholarship that serve as the foundation for educational practice at the pre-kindergarten, K-12, college, and adult levels. Through this collaboration, GSE produces outstanding scholars, educational leaders, teachers, and school counselors. We are proud of our graduates and the recognition their work receives. Our graduates have a significant impact in their profession.

This catalog provides information about our programs of study. Additional information about our faculty, students, and facilities may be found at our web site, <http://www.gse.rutgers.edu>. Once again, thank you for your interest in Rutgers' GSE.

Richard De Lisi
Acting Dean, GSE

THE GRADUATE SCHOOL OF EDUCATION AWARDS THE following degrees: master of education • doctor of education • doctor of philosophy (awarded in conjunction with Rutgers' Graduate School—New Brunswick).

Students may specialize in specific areas of concentration depending upon their degree program.

Educational Psychology

- Counseling Psychology
- Educational Statistics and Measurement
- Learning, Cognition, and Development
- Special Education

Educational Theory, Policy, and Administration

- Adult and Continuing Education
- Educational Administration and Supervision
- School Business Administration
- Social and Philosophical Foundations
- Social Studies Education

Learning and Teaching

- Elementary/Early Childhood Education
- Language Education
- Literacy Education
- Mathematics Education
- Science Education

Five-Year Teacher Education Program

All GSE departments and the majority of our faculty participate in our teacher preparation programs. Programs include elementary/early childhood education, mathematics, English/reading, foreign language/ESL/bilingual, social studies education, special education, certification as teacher of the handicapped, and certification as a learning disabilities teacher consultant.

Students are admitted to the five-year teacher preparation program at the end of the junior year. Admission to the program is determined on a competitive basis using the following selection criteria: GPA, GRE



scores, a personal statement, letters of recommendation, and evaluations in an introductory course. Evidence of written and verbal proficiency is a prerequisite for application to the program.

All five-year programs require a liberal arts major, 96 credits of general education (concentrated in the first three years), and a professional education sequence (including a common core) concentrated in the fourth and fifth years. Students receive a bachelor's degree at the end of the fourth year and continue for a master's degree in education and a recommendation for certification to the state.

For postbaccalaureate students seeking certification, GSE offers two-year master's programs that are similar to the fourth and fifth years of the five-year programs.

Ph.D. in Education

The Graduate School of Education, in cooperation with Rutgers' Graduate School–New Brunswick, offers the Ph.D. in education for students who seek faculty and research positions in academia, government, and the private sector.

The curriculum is built around four areas of concentration:

- Educational Policy
- Educational Psychology
- Literacy Education
- Mathematics Education

The outstanding doctoral program faculty is drawn from several schools at the university and comprises experts in the fields of education, psychology, and public policy.

The Ph.D. program in education requires 48 credits of course work and 24 credits of dissertation study.

Admission to the Ph.D. in education is open to individuals who have graduated from approved institutions and who show potential for the successful completion of the doctoral program. Please contact the Office of Graduate and Professional Admissions, 18 Bishop Place, New Brunswick, New Jersey 08901-8530. Call 732/932-7711, or apply online at <http://gradstudy.rutgers.edu>.

Alumni Spotlight

GSE alumni are shaping educational practice every day. Among them are:

- **Dr. Otis O. Hill (Ed.D. '86)**, *vice chancellor for student development and enrollment management, City University of New York*
- **Dr. William Librera (Ed.M. '77, Ed.D. '82)**, *commissioner of education, state of New Jersey*
- **Dr. Cheryl Moretz (Ed.M. '80, Ed.D. '97)**, *principal, Brayton Elementary School, Summit, New Jersey*
- **Dr. Muriel K. Rand (Ed.M. '84, Ed.D. '91)**, *dean, College of Education, New Jersey City University*



Shining Examples of Excellence



*Samuel DeWitt Proctor, Ph.D.
1921–1997*

SAMUEL DEWITT PROCTOR'S LIFE is a towering example of faith, knowledge, and action combining to shape a better world. Educator, pastor, author, and pillar of the Civil Rights Movement, Dr. Proctor touched countless lives, including that of Dr. Martin Luther King, Jr.

In 2002, Rutgers' Board of Governors created the Samuel DeWitt Proctor Chair in Education at GSE to honor Dr. Proctor's memory and to continue his commitment to education and equality. A faculty

member at the university for 15 years, Dr. Proctor was the first incumbent of the Martin Luther King, Jr. Chair at GSE.

GSE faculty member and authority on literacy education Dr.



Dorothy S. Strickland was

appointed the first holder of the Samuel DeWitt Proctor Chair. She has served as an adviser on literacy to U.S. Presidents Jimmy Carter, Bill Clinton, and George W. Bush; has written or cowritten books, book chapters, and journal articles; and has made hundreds of presentations at conferences around the world. Dr. Strickland continues to be involved in national policy efforts on behalf of education. She was a keynote speaker at the Bush Administration's White House Conference on Early Literacy and Cognitive Development. Her term as Proctor chair spans four years.

Ensuring Education for All

IN JANUARY 2002, RUTGERS' CENTER FOR EARLY Education Research was transformed into the National Institute for Early Education Research (NIEER). Under the direction of GSE Professor W. Steven Barnett, NIEER supports early childhood education initiatives by providing objective, nonpartisan information based on research.



The goal of NIEER is to ensure that every American child receives a solid education at ages three and four. The institute offers independent, research-based advice and technical assistance addressing the practical problems faced by policy makers, journalists, researchers, and educators.

NIEER also works with state and national policy makers and other organizations to collect, archive, and disseminate information on the status of early education access and quality, exemplary practices and policies, and public opinion. The staff regularly commissions new research and analysis on early education, develops research and communication strategies to fill gaps in knowledge, and effectively applies scientific knowledge to preschool policy. NIEER partners with other organizations to develop a coherent national research agenda and to deliver and publicize vital information about preschool programs and early education.

NIEER was established at GSE with a grant from The Pew Charitable Trusts. For more information, visit the web site, <http://nieer.org>.

Sharing Information

GSE in the News

■ **Cindy Hmelo-Silver**, assistant professor, was granted a five-year National Science Foundation Career Award supporting her research on complex systems. The innovative study investigates how experts and novices understand and reason about complex systems, as well as how different representations and representational tools affect student understanding.

■ Assistant professor **Beth Rubin** was awarded a National Academy of Education/Spencer Postdoctoral Fellowship to study detracking in three New Jersey public high schools. She also received a grant from the Center for Information and Research on Civic Learning and Engagement for her study of the civic identities of diverse youth. Through her research, Professor Rubin investigates the experiences and perspectives of students and teachers across varied contexts in order to better understand issues of educational equity in U.S. high schools.

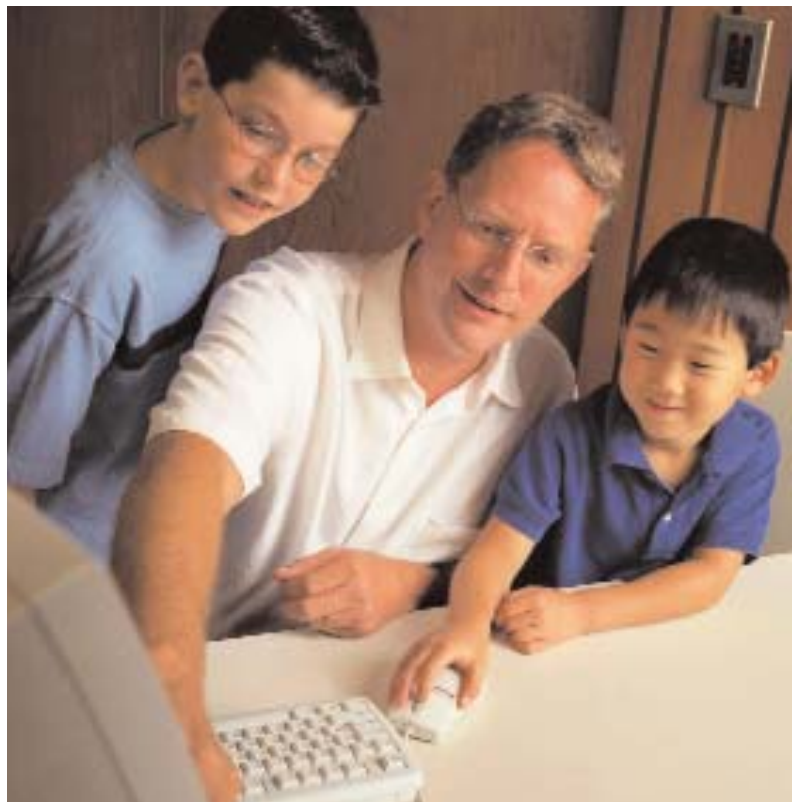
■ **Michael Smith**, Department of Learning and Teaching chair, earned the David H. Russell Award for Distinguished Research in the Teaching of English from the National Council of Teachers of English, presented November 22, 2003. Professor Smith and coauthor Jeffrey D. Wilhelm were honored for their book *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*.

RUTGERS' POWERFUL NEW RUNet VOICE, DATA, AND VIDEO network is among the most advanced of any university. It gives faculty and students high-speed access to resources throughout the university and worldwide. In tandem with universitywide initiatives, GSE is using digital technology to expand its teaching, research, and outreach capabilities.

The newly installed GSE network provides wireless Internet access in student lounges, conference rooms, and classrooms. A distance learning facility enables GSE to host international conferences and offer classes nationwide.

GSE's new web site features a state-of-the-art publishing system for cataloging, storing, and dynamically publishing pages. Faculty and staff can create and post content throughout the site and make use of built-in collaborative technologies to conduct work on the site itself.

Computing resources at GSE include a dedicated statistics lab with specialized software for data analysis, a computer classroom with 20 networked multimedia machines, 25 wireless laptops for collaborative work over the Internet, and a drop-in lab with scanners, digital video cameras, and video editing software that allows students to digitize and edit video for online portfolios.



Researching How We Learn

AS MEMBERS OF ONE OF THE NATION'S TOP research universities, GSE faculty and students contribute to the creation of new knowledge in education. In addition to NIEER (see page V), the following centers conduct research that will impact educational practice now and in the future.

Setting Educational Standards

■ Center for Educational Policy Analysis (CEPA)

CEPA examines how state and federal policies affect educational processes and outcomes. Directed by Professor William

Firestone, research at CEPA focuses on policy formation, implementation, and effects. Recent work examined the consequences of school finance reform, state testing policies, and charter schools. In addition to producing research books and articles, the center advises state and federal policy makers, school administrators, and the public.

■ Robert B. Davis Institute for Learning

The Davis Institute combines research and scholarship about learning and teaching with educational practice. Professor Carolyn Maher, institute director, promotes the research-based reform of mathematics and science teaching to move toward instruction that focuses on building students' understanding. Institute faculty and staff conduct research and work in elementary, secondary, and postsecondary education, providing leadership and long-term, school-based professional development programs in school districts throughout the state.

■ The Center for Mathematics, Science, and Computer Education (CMSCE)

CMSCE combines the expertise of individuals from disciplines within and outside GSE to contribute to the achievement of educational excellence. Under the direction of Professor Yakov M. Epstein, the center sponsors student workshops, research in learning, and problem solving in mathematics, science, and the integration of technology across the curriculum.

An Outstanding Faculty

Hal Beder, professor of adult education specializing in adult literacy education, directs the federally funded National Labsite for Adult Literacy Education, a partnership between GSE and the New Brunswick Public Schools Adult Learning Center. Professor Beder conducts research projects focusing on teaching and learning in adult literacy education. The results of these studies will help adult literacy educators throughout the United States to improve student retention and persistence.



Eugenia Etkina's expertise is physics education. She leads a physical science teacher preparation program in which prospective physics teachers master knowledge that is a unique blend of physics that includes its history, philosophy, and cognitive science. Students in her classes learn to think like scientists while observing and explaining natural phenomena and devising experiments to test whether their explanations work. Professor Etkina's innovative teaching methods are now being used by physics professors not only at Rutgers, but also in other universities and high schools.



Angela O'Donnell's research interests include cooperative and collaborative learning, learning strategies, and the use of technology in instruction. Her research is focused on how and what students learn from one another and what teachers can do to support this kind of learning. Professor O'Donnell believes peers are a powerful resource for learning and is interested in understanding how students can learn best from one another.



Global Connections

THE GRADUATE SCHOOL OF EDUCATION HAS GLOBAL connections created through our distance education programs and through international initiatives launched by members of our faculty. We have exchange agreements with the University of Veracruz in Mexico, Beijing Normal University in the People's Republic of China, Fukui and Osaka Universities in Japan, Chungbuk University in Korea, Kiev State University in the Ukraine, and Hebrew University in Israel. Agreements with universities in the United Kingdom, the Netherlands, and Argentina are in the works. With the assistance of the Soros Foundation and the U.S. Department of State, GSE also sponsors students from newly independent central and eastern European nations.

The Graduate School of Education welcomes, encourages, and supports the enrollment of qualified students from all parts of the world.



Landmark Location

William the Silent (1533–1584), Count of Nassau and Prince of Orange, is a reminder of Rutgers' Dutch colonial heritage. His statue stands directly in front of GSE's building on Voorhees Mall, which is part of the university's most historic campus.

Founded in 1766 as Queen's College, Rutgers is the eighth oldest institution of higher learning in the United States. In 1864, Rutgers was named New Jersey's land-grant college. It was then designated the state university of New Jersey by legislative acts in 1945 and 1956. Today, Rutgers is a proud member of the Association of American Universities, the 62 leading research universities in North America.

The New Brunswick/Piscataway campus, easily accessible by car or rail, is in the center of the Washington/Boston corridor between Philadelphia and New York.

During the fall and spring terms, you can arrange a tour of the Old Queen's campus aboard the Flying Dutchman. To learn more about taking a "trip back in time," visit <http://ruweb.rutgers.edu/visitingru.shtml>.



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Important Notice

Please note that only the printed version of this catalog is the official document of Rutgers, The State University of New Jersey. While Rutgers offers its catalogs on the Internet as a convenience, the university's online catalogs are unofficial, as is academic information offered at other Rutgers web sites.

The university reserves the right for any reason to cancel or modify any course or program listed herein. In addition, individual course offerings and programs may vary from year to year as circumstances dictate.

Academic Calendars

Dates are subject to change.

2004–2005

September

- 1 Wednesday Fall term begins.
- 6 Monday Labor Day—No classes.

November

- 24 Wednesday No classes.
- 25 Thursday Thanksgiving recess begins.
- 28 Sunday Thanksgiving recess ends.

December

- 13 Monday Regular classes end.
- 14 Tuesday Reading period.
- 15 Wednesday Reading period.
- 16 Thursday Fall exams begin.
- 23 Thursday Fall exams end.
- 24 Friday Winter recess begins.

January

- 17 Monday Winter recess ends.
- 18 Tuesday Spring term begins.

March

- 13 Sunday Spring recess begins.
- 20 Sunday Spring recess ends.

May

- 2 Monday Regular classes end.
- 3 Tuesday Reading period.
- 4 Wednesday Reading period.
- 5 Thursday Spring exams begin.
- 11 Wednesday Spring exams end.
- 19 Thursday University commencement.

2005–2006 *

August

- 31 Wednesday Fall term begins.

September

- 5 Monday Labor Day—No classes.

November

- 23 Wednesday No classes.
- 24 Thursday Thanksgiving recess begins.
- 27 Sunday Thanksgiving recess ends.

December

- 12 Monday Regular classes end.
- 13 Tuesday Reading period.
- 14 Wednesday Reading period.
- 15 Thursday Fall exams begin.
- 22 Thursday Fall exams end.
- 23 Friday Winter recess begins.

January

- 16 Monday Winter recess ends.
- 17 Tuesday Spring term begins.

March

- 11 Saturday Spring recess begins.
- 19 Sunday Spring recess ends.

May

- 1 Monday Regular classes end.
- 2 Tuesday Reading period.
- 3 Wednesday Reading period.
- 4 Thursday Spring exams begin.
- 10 Wednesday Spring exams end.
- 18 Thursday University commencement.

* Tentative Schedule—subject to change

About the University

Rutgers, The State University of New Jersey, with more than 50,000 students on campuses in Camden, Newark, and New Brunswick, is one of the nation's major state university systems. The university comprises 29 degree-granting divisions: 12 undergraduate colleges, 11 graduate schools, and 6 schools offering both undergraduate and graduate degrees. Five are located in Camden, 8 in Newark, and 16 in New Brunswick.

Rutgers has a unique history as a colonial college, a land-grant institution, and a state university. Chartered in 1766 as Queen's College, it was the eighth institution of higher learning to be founded in the colonies. The school opened its doors in New Brunswick in 1771 with one instructor, one sophomore, and a handful of first-year students. During this early period, the college developed as a classical liberal arts institution. In 1825, the name of the college was changed to Rutgers to honor a former trustee and Revolutionary War veteran, Colonel Henry Rutgers.

Rutgers College became the land-grant college of New Jersey in 1864, resulting in the establishment of the Rutgers Scientific School with departments of agriculture, engineering, and chemistry. Further expansion in the sciences came with the founding of the New Jersey Agricultural Experiment Station in 1880, the College of Engineering in 1914 (now the School of Engineering), and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions also date from this period: the College of Pharmacy in 1892 (now the Ernest Mario School of Pharmacy), the New Jersey College for Women (now Douglass College) in 1918, and the School of Education (now a graduate school) in 1924.

Rutgers College became a university in 1924. The legislature passed laws in 1945 and 1956 designating all divisions of Rutgers as the state university of New Jersey. During these years, the university expanded dramatically. An evening division, University College, opened in 1934. The University of Newark joined the system in 1946, and the College of South Jersey at Camden was added in 1950.

Since the 1950s, Rutgers has continued to expand, especially in graduate education. The Graduate School–New Brunswick, the Graduate School–Newark, and the

Graduate School–Camden serve their respective campuses. In addition, the university has established professional schools in applied and professional psychology; communication, information, and library studies; criminal justice; the fine arts; management; and social work. Several of these schools offer undergraduate programs as well. In 1969, the university founded Livingston College to provide undergraduate degrees to a diverse community of students.

Today, Rutgers continues to grow, both in its facilities and in the variety and depth of its educational and research programs. The university's goals for the future include the continued provision of the highest quality undergraduate and graduate education along with increased support for outstanding research to meet the needs of society and to fulfill Rutgers' role as the state university of New Jersey.

Institutional and Specialized Accreditation

Rutgers, The State University of New Jersey, is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (<http://www.msache.org>), 3624 Market Street, Philadelphia, PA 19104-2680 (215/662-5606). The Commission on Higher Education of the Middle States Association of Colleges and Schools is an institutional accrediting agency recognized by the U.S. secretary of education and the Council for Higher Education Accreditation. That accreditation was renewed and endorsed in 1998. Documents describing the institution's accreditation may be downloaded from the university's web site at <http://oirap.rutgers.edu/reports/MSA/index.html>. They may be reviewed during regular office hours by contacting the Office of Institutional Research and Academic Planning, Rutgers, The State University of New Jersey, 85 Somerset Street, New Brunswick, NJ 08901-1281 (732/932-7956).

Certain undergraduate programs on the Camden, Newark, and New Brunswick campuses of Rutgers are subject to specialized accreditation. For further information about specialized accreditation, including the names of associations that accredit university programs, contact the Office of Institutional Research and Academic Planning.

Licensure

Rutgers, The State University of New Jersey, is licensed by the New Jersey Commission on Higher Education. For more information, contact its Office of Academic Affairs at 609/292-2955.

About the School

For up-to-date information about academic programs, alumni news, the dean's office, mission, professional development school, research centers, and student services, visit the school's web site at <http://www.gse.rutgers.edu>.

LOCATION

New Brunswick, with a population of about 42,000, is located in central New Jersey at Exit 9 of the New Jersey Turnpike and along the New York–Philadelphia railroad line. It is approximately 33 miles from New York City, with frequent express bus service available from a station near the College Avenue campus to terminals in central Manhattan. To the south, Princeton is 16 miles away, Philadelphia about 60 miles, and Washington less than 200 miles away.

Rutgers attracts many distinguished visitors, lecturers, and performing artists not always available to less favorably situated institutions. In addition, the libraries; theaters; concert halls; museums; galleries; research institutes; clubs; and other educational, cultural, and recreational resources of the New York–Philadelphia region are easily accessible. Newark, the state's largest city, and Camden, which faces Philadelphia across the Delaware River, are characteristic northeastern American metropolitan centers. Each city is undergoing rapid development with a view toward providing for its region and for wider society. A distance of 20 miles separates the Newark campus of the university from the New Brunswick/Piscataway campuses, and some faculty members and graduate students involve themselves in activities at both locations. The distance between New Brunswick and Camden is about 55 miles, making inter-campus interchanges less frequent. However, the faculty participating in New Brunswick/Piscataway graduate programs includes members from Camden and from Newark.

The School of Education was organized in 1923 to bring together the capacity within the university that contributes to the education of personnel in professional education and to scholarship in the field of education. On April 8, 1960, the Board of Governors of Rutgers, The State University of New Jersey, changed the name of the school to the Graduate School of Education. This change recognized the changing role of the school in the preparation of educational personnel as a graduate institution offering the master of education and doctor of education degrees.

The mission of the Graduate School of Education at Rutgers University consists of informing and improving education practice through the discovery and interpretation of knowledge and through preparing educational researchers and professionals, and constructively engaging educational institutions in New Jersey. As a professional school within the university, the school has the primary responsibility for the disciplined investigation of a major societal function: education—including study of the individuals who participate, the contexts in which learning takes place, and the interactions between them. In addition, the school offers programs of study designed to provide scholarly preparation for professionals aspiring to leadership roles in education. The school educates researchers who create and discover knowledge and practice and scholarly professionals who are knowledgeable in their field of expertise and will interpret research to educators and to the general public.

Thus, the mission of the Graduate School of Education, as articulated by the Board of Governors, encompasses three broad areas of endeavor: teaching, research, and service.

Degree Programs Available

Professional Position			
	Researcher	Leader	Teacher/Administrator/ Counselor
Degree Offered			
Program Specialization	Ph.D.	Ed.D.	Ed.M.
Mathematics Education ^{1,4}	●	●	●
Science Education ¹		●	●
Literacy Education ^{1,4}	●	●	●
Language Education ¹		●	●
Early and Elementary Education ¹		●	●
Educational Policy ⁴	●		
Social Studies Education ²		●	●
Adult Education ²			●
Administration and Supervision ²		●	●
Social and Philosophical Foundations ²		●	●
Educational Psychology ⁴	●		
Special Education ³		●	●
Counseling Psychology ³			●
Educational Statistics and Measurement ³			●
Learning, Cognition, and Development ³			●

¹ See Learning and Teaching, page 47.

² See Educational Theory, Policy, and Administration, page 39.

³ See Educational Psychology, page 53.

⁴ See Ph.D. Program in Education, page 35.

Admission

Note: Inquiries regarding specific programs should be directed to the department concerned.

REQUIREMENTS

Admission to the Graduate School of Education is open to individuals who have graduated from approved institutions and who show evidence of potential for the successful completion of a graduate program. Admission to the Graduate School of Education is competitive. Admissions decisions are informed judgments based upon the applicant's previous academic performance, standardized test scores, experience and achievement, recommendations, and other relevant data. In addition, the number of students who can be accommodated in some programs is limited.

Applications are reviewed by the faculty of the programs and department to which the applicant applies.

Admission requirements vary among the programs. Applicants should review carefully the information and instructions provided with the application form.

APPLICATION PROCEDURES

Application materials are available from the Office of Graduate and Professional Admissions, Rutgers, The State University of New Jersey, 18 Bishop Place, New Brunswick, NJ 08901-8530 (732/932-7711), or on Rutgers' graduate admissions web site at <http://gradstudy.rutgers.edu>. A complete application consists of the application form, the application fee, official transcripts, personal statement or essay, letters of recommendation, and test scores. Detailed procedures and instructions accompany the application forms. Applications should be filed with the Office of Graduate and Professional Admissions as early as possible to meet the deadlines listed in the application materials. Applicants are responsible for ensuring that their applications are complete and for adhering to all policies and procedures as stated in the instructions.

DEADLINES

Deadlines for each program are listed on the GSE web site, <http://www.gse.rutgers.edu>, within the academic program description section. The deadline for consideration for assistantships and fellowships is March 1. International students who apply from abroad also must submit application

materials by November 1 for a spring term admission, and by March 1 for a fall term admission. Programs may, at their discretion, close admission prior to stated deadlines or extend deadline dates if sufficient time exists to render decisions. Applicants are encouraged to apply as early as possible.

TESTS

All degree programs require applicants to submit official Graduate Record Examination scores (general test). GRE information and application forms may be obtained by writing to Graduate Record Examinations, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000, U.S.A., or by email at <http://www.ets.org>.

INTERNATIONAL APPLICANTS

The Test of English as a Foreign Language (TOEFL) is required if English is not the applicant's native language. For further information, write to TOEFL, P.O. Box 6155, Princeton, NJ 08541-6151, U.S.A. Satisfactory English proficiency is a prerequisite for graduate study at the university. Applicants failing to meet standards for English proficiency may be required to take a test upon arrival at the university and to take course work in English as a second language. Nonimmigrant students also must present evidence of adequate financial resources.

NONDEGREE STUDY

The Graduate School of Education welcomes students to take classes on a nondegree basis. Applicants should file an application with the Office of Graduate and Professional Admissions. Applicants who are accepted as nondegree students are permitted to register for an unlimited number of courses with approval of the appropriate department chairperson. Such courses carry full Rutgers University credit; in most programs, however, *up to a maximum of 12 credits will be accepted by the school toward a degree should the student later be admitted to a degree program.*

Nondegree students who wish to enter a degree program in the Graduate School of Education must file a separate application and fee for admission with the Office of Graduate and Professional Admissions. Successful completion of nondegree course work does not guarantee later admission to a degree program.

Students may not take Ph.D. in education courses on a nondegree basis. Nondegree study is not available to students on F visas.

Tuition and Fees

FEE SCHEDULE

2003–2004 Academic Year

Note: The university reserves the right to alter the amounts indicated on the following schedule at any time before the first day of classes of a term.

Application Fee , nonrefundable	\$ 50.00
Tuition *	
New Jersey resident, 9 credits per term	4,476.00
Non-New Jersey resident, 9 credits per term	6,562.20
New Jersey resident, per credit	373.00
Non-New Jersey resident, per credit	546.85
Student Fee , per term	
Full time (9 or more credits)	438.75
Part time (8 or fewer credits)	115.50
Off-campus college fee, full time	470.50
Off-campus college fee, part time	117.60
Matriculation continued or 1 credit of research	7.00
Computer Fee , per term	
Full time	100.00
International student	100.00
Other (\$40.00–94.00 based on credit hours)	40.00+
Housing , per term †	
Dormitory, including breaks	2,728.00
Dormitory, calendar year	3,193.00
University apartments, including breaks	2,861.00
University apartments, calendar year	3,361.00
Meal Plans , per term	
Any 105 meals to any 285 meals	1,147.00–1,605.00
Any 50 meals to any 75 meals (commuter)	500.00–660.00
Miscellaneous Fees	
Basic health insurance program, per term	
part-time students only (optional) ‡	106.50
Major medical insurance plan, per term §	197.50
Spouse, per term	197.50
Each child, per term	197.50
Late registration fee	50.00
Late payment fee	125.00
Returned check fee	50.00
Returned check processing fee	10.00
Partial payment fee	25.00
Late payment fee for partial payments	25.00
Microfilming of doctoral dissertation	55.00
Student ID fee	15.00
Restoral Fee	
Fee, per term	373.00
Maximum fees (through five terms)	1,865.00
(applies to certain students who allow their registration to lapse and wish to be restored to active status as degree candidates)	

Note: All breakage and damage to university property is charged for in full. The university is not responsible for loss by fire or theft of private property in its buildings.

STUDENT FEE AND OTHER CHARGES

The student fee covers use of student centers and health centers, membership in the Graduate Student Association, and certain administrative services. The relatively low fee charged to graduate students does not include the fee for intercollegiate athletics, which entitles undergraduates to discounted prices for tickets.

Special fees charged for some undergraduate courses also apply to graduate students enrolling in those courses. Fees of varying amounts, covering the cost of materials and breakage, are required in certain laboratory courses in the sciences.

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students' home addresses for the first and second terms with due dates indicated. Students who do not receive a term bill by July 15 for the fall term and by December 5 for the spring term should notify their local student accounting office promptly.

It is the student's responsibility to obtain, complete, and return the term bill on time. Students who fail to do so are charged a late payment fee of \$125. The student is responsible to pay all costs incurred by the university to collect any unpaid balance. This may include, but is not limited to, collection costs, litigation/attorneys fees, and court costs.

Payment of the term bill may be made in person, by mail, or via the web at <http://www.studentabc.rutgers.edu>. Checks or money orders are preferred and should be made payable to Rutgers, The State University of New Jersey. Cash should not be sent through the mail. Payment can also be made by Visa, MasterCard, or Discover credit card. Transactions which are declined by the bank are considered unpaid and are returned to the student. Refunds of credit card payments will be processed with a check issued by Rutgers to the student.

Returned Checks

A service charge of \$10 is assessed if a check presented in payment of fees is returned to the university as uncollectible. If collectible payment is not made before late payment deadlines, the applicable late payment fees also are charged.

TUITION PAYMENT PLANS

The university offers various monthly payment plan options in addition to the partial payment plan listed below. Visit the web site <http://www.studentabc.rutgers.edu> for further information and enrollment forms.

* For an explanation of New Jersey residency status, see Student Residency for Tuition Purposes in the Academic Policies and Procedures chapter.

† Housing rates may be slightly higher or lower depending on whether it is single or double occupancy.

‡ Required for international students.

§ This insurance is optional.

PARTIAL PAYMENT PLAN

Students who are enrolled for at least 6 credits and have a net balance due of \$200 or more may pay their bill in installments under the partial payment plan, as follows:

1. First payment: 50 percent of the net balance due plus a \$25 nonrefundable partial payment fee payable on or before the date indicated on the term bill.
2. Second payment: 25 percent of the net balance due on or before September 15 for the fall term and on or before February 1 for the spring term.
3. Third payment: net balance due on or before October 15 for the fall term and on or before March 1 for the spring term.

Any student submitting a term bill after classes have begun for the term must make payment according to the following schedule:

1. First payment: 50 percent of net balance due plus a \$25 nonrefundable partial payment fee.
2. Second payment: net balance due on or before October 15 for the fall term and on or before March 1 for the spring term.

Any subsequent installment not paid on time incurs a late fee of \$25. The university reserves the right to increase the partial payment plan fee if deemed necessary.

REGISTRATION

Activation of Registration

A student's registration is activated through the proper submission of a term bill, accompanied by payment, or through an appropriate claim of financial aid. Activation of registration will not take place if there are "holds" placed on a student's records because of failure to meet outstanding obligations.

Termination of Registration

The university will exercise the right to terminate the registration of any student who has an outstanding financial obligation to the university, after sufficient notice has been given to the student. The university reserves the right to "hold" transcripts and diplomas as a result of nonpayment of obligations and to forward delinquent accounts to collection agencies and to levy a collection fee. "Holds" are removed upon satisfaction of the outstanding obligation. The terminated student may petition for reinstatement of

enrollment by satisfying the indebtedness to the university and paying a \$50 reinstatement fee.

Cancellation of Registration

To cancel registration and obtain a full refund of tuition and fees, students must notify the registrar in writing prior to the first day of classes. A student whose registration is canceled by the registrar will receive a full refund of tuition and fees and prorated charges for room and board, if applicable. Notification of cancellation received on or after the first day of classes is treated, for billing purposes, as a withdrawal, and a refund is made based on the general refund policy.

GENERAL REFUND POLICY

A student who voluntarily withdraws from all courses during the first six weeks of a term receives a partial reduction of tuition (and charges for room and board, if applicable) according to the week of withdrawal as follows:

First and second week:	80 percent
Third and fourth week:	60 percent
Fifth and sixth week:	40 percent

No reduction is granted after the sixth week of the term.

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the registrar. Student fees are not refundable.

No reductions are granted after the 10th day of classes to students who withdraw from one or more courses, but who remain registered in others. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies. A student cannot completely withdraw from classes using the student telephone or web registration systems.

Failure to attend class is not equivalent to a withdrawal, and a student will not receive an adjustment of charges unless a formal withdrawal is filed with and approved by the registrar, regardless of whether the student actually attended classes or took examinations.

SENIOR CITIZEN AUDIT PROGRAM

By action of the University Board of Governors, New Jersey senior citizens (age 62 and retired) may audit on a space-available basis, without credit, any regular course taught at the university. For further information, contact the Office of Community Affairs at 732/932-7823.

Financial Aid

A majority of full-time graduate students at the university receive some financial aid. The amount of support each student receives depends, in part, upon the availability of funds. The level of support often is dependent upon the specific graduate program and the student's degree status. Aid ranges from loans to grants covering tuition charges to awards sufficient to pay all educational and most living expenses. The sources of support include university funds, federal and state government funds, corporate and individual bequests to the university, and grants from educational and scientific foundations.

HOW TO APPLY

All applicants must complete the Free Application for Federal Student Aid (FAFSA) annually and submit it to the federal processor at the address listed on the form's envelope. Students should submit their aid applications by March 15 if they are seeking aid for the following academic year. The forms are available at all Rutgers financial aid offices. To ensure full consideration for funds, students should file their FAFSA at the time they submit their admission application, but no later than March 15.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Awards are based on financial need and are limited by the March 15 priority filing date. Thus, there is a definite advantage to submitting an early, accurate, and complete application.

Counseling is available at the financial aid office to all students regardless of whether they qualify for financial aid. When comparing aid offers from Rutgers with those from other institutions, students should remember that costs often differ significantly from school to school. Therefore, the important thing to weigh is not the dollar value of a financial aid offer, but the difference between the total value of the financial aid package awarded by the institution and the cost of attending that institution.

Part-Time Students

Since financial need is determined by comparing a student's resources with the cost of attending school, most part-time students who have jobs do not demonstrate financial need.

The university has extremely limited financial aid funds for part-time students. All application procedures and deadlines applicable to full-time students apply to part-time students.

MERIT-BASED FINANCIAL AID

Assistantships, Fellowships, Grants, and Scholarships

All applicants are considered automatically for university-based assistantships, fellowships, and scholarships. Inquiries should be addressed to the director of the graduate program to which the student has applied.

Students are encouraged to apply for externally funded fellowships as well.

Assistantships Awarded by the University. The minimum beginning salary for teaching and graduate assistantships is \$14,300 (2002–2003) for an academic year, although higher salaries may be offered by some departments.

Bevier and University Fellowships. Graduates of Rutgers, The State University of New Jersey, and postqualifying students already at the university may apply for Louis Bevier Fellowships and University Fellowships. Funds provided by the state and by the Louis Bevier Memorial Fund, respectively, support a limited number of fellowships that carry stipends of \$13,000. The Louis Bevier Memorial Fund was established through the generosity of Dr. and Mrs. Ralph G. Wright in honor of the late Dean Bevier.

Ralph Johnson Bunche Distinguished Graduate Award. Established in 1979, this distinguished graduate award is named after Ralph Johnson Bunche, the African-American statesman, Nobel Peace laureate, and recipient of an honorary doctor of laws from Rutgers in 1949.

Bunche fellowships provide \$15,000 plus tuition remission for as many as two years to exceptional, new, full-time students with backgrounds of substantial educational or social disadvantage.

Diversity Advancement Program in Teaching and Research. Through referral from graduate program directors, the Diversity Advancement Program identifies individuals whose ethnicity, gender, or other characteristics make them unusual among students in their respective fields. Fellowships from various sources are allocated to encourage the enrollment of these students and thus diversify the graduate community. The fellowships awarded are comparable to those awarded through the schools and colleges.

Graduate School of Education Aid Programs. The Graduate School of Education has funds for student financial aid that generally range from \$500 to \$2,500 per year. Applications and detailed descriptions of awards are available from each departmental chairperson at the school. Deadlines for applications for these funds are November 1 for the spring term and April 1 for fall term. Specific awards include GSE Alumni Association Scholarships, Martin Luther King, Jr., Scholarship, Philip Morris-Proctor Fellowship, Charles S. Crow Endowment, Edward Fry Endowment for reading, Clarence Partch Memorial, Samuel D. Proctor Award, Carl Schaefer Endowment for vocational education, Ruth and Stanley Kosensky Award for social and philosophical foundations, Nancy Higginson Dorr Prize for undergraduate student teachers, and Madelyn McCarthy Miller Memorial for undergraduate seniors majoring in special education. The Delta Xi Chapter of Kappa Delta Pi makes an annual award of \$400 to a doctoral student whose dissertation proposal has been approved. Doctoral students may submit their approved dissertation proposal to the Kappa Delta Pi adviser, who may be located by inquiring in the associate dean's office. The deadline is March 15. Phi Delta Kappa makes an annual award to aid students in doctoral research.

Other Fellowships and Scholarships. Each department continually seeks funds from outside agencies to help defray student expenses. Inquiries regarding the availability of such monies may be made through graduate program offices and advisers.

NEED-BASED FINANCIAL AID

Limited funds are available from grants, low-interest loans, and part-time employment. Application for such aid is made by completing the Free Application for Federal Student Aid (FAFSA). These forms are available from most college and university financial aid offices, as well as from Rutgers' Office of Financial Aid. All students are encouraged to apply for federal and other forms of financial aid. A description of each program follows.

Grants

State Grant. Full-time graduate students, who are classified as New Jersey residents for tuition purposes and who demonstrate financial need, are eligible to receive a New Jersey State Grant. Amounts, which vary from \$200 to \$1,000 per year, are dependent upon available funds. Application is made by submitting a FAFSA. EOF grant recipients are not eligible.

Educational Opportunity Fund (EOF). New Jersey residents who are full-time students and who can demonstrate backgrounds of financial and academic hardship are eligible for EOF grants ranging from \$200 to \$2,650. Students who received EOF grants as undergraduates are presumed eligible if they fall below the maximum income parameters required for all recipients of this state grant. Graduate students who did not receive EOF grants as undergraduates, but feel that they come from backgrounds of financial hardship and wish to be considered, should write to the financial aid office for consideration. The grants are renewable for the duration of a student's degree work. The student must demonstrate continued eligibility and provide evidence of satisfactory academic progress. In addition, students must complete the FAFSA.

Loans

Federal Perkins Loans. Federal Perkins Loans are available to students who are enrolled in a minimum of 6 credits per term, who are citizens or permanent residents of the United States, and who demonstrate need through the FAFSA. Annual awards vary according to fund availability but cannot, by federal regulation, exceed \$6,000. Federal regulation limits the maximum aggregate loan amount for graduate and professional students to \$40,000, including National Direct Student and Perkins Loans borrowed as an undergraduate student.

Interest at the rate of 5 percent begins nine months after the borrower ceases to enroll in a minimum of 6 credits per term. It extends over a maximum repayment period of 10 years. Monthly payments of at least \$40 are required. Deferral of repayment is permitted for certain kinds of federal service, and cancellation of loans is permitted for certain public service positions.

All first-time Federal Perkins Loan borrowers at Rutgers are required to attend an entrance interview to learn about their rights and responsibilities regarding the loan. In addition, Federal Perkins Loan recipients must attend an exit interview before graduation or upon withdrawal from school. Details and procedures regarding the repayment of the Federal Perkins Loan are sent to each student recipient by Rutgers, The State University of New Jersey; Office of Student Loans; Division of Student Accounting, Billing, Cashiering, and Collections; 65 Davidson Road; Piscataway, NJ 08854-8094.

William D. Ford Federal Direct Loans. Federal Direct Student Loans (Direct Loans) are available to students from the federal government to pay for educational costs. These loans eliminate the need for an outside lender, such as a bank. To be considered for a Direct Loan, students must complete the FAFSA. Subsequently, the award letter issued by Rutgers will list eligibility for the program. Money awarded to students will be credited directly to their accounts. Because Rutgers has chosen to participate in direct lending, *the university cannot accept any Federal Stafford applications from students or their lenders.* Since the U.S. Department of Education is the lender for the Federal Direct Loan Program, borrowers will send all loan repayments to the department, rather than to several lenders.

In general, to be eligible for a Direct Loan, a student must

- have a high school diploma or a General Education Development (GED) certificate or meet other standards set by the U.S. Department of Education,
- provide evidence of U.S. citizenship or be an eligible noncitizen,
- be enrolled at least half time per term and be making satisfactory academic progress,
- have a valid social security number,
- sign a statement of educational purpose,
- not be in default on prior loans or owe refunds to a federal grant program, and
- register with the U.S. Selective Service, if required.

In addition to these requirements, all first-time Federal Direct Loan borrowers must attend an entrance interview in order to learn about rights and responsibilities regarding the loan.

The aggregate limit for Federal Direct Loans, *including both subsidized and unsubsidized amounts*, is \$138,500 for a graduate or professional student (including loans for undergraduate study).

Federal Direct Subsidized Loan. This loan is based on financial need. The government pays the interest on the loan while the student is attending school. The variable interest rate is adjusted each year. Effective July 1, 2003, the maximum rate for the Federal Direct Loan was 3.42 percent. Additionally, borrowers are charged an origination fee of 1.5 percent. Graduate students may borrow \$8,500 per year. The total debt may not exceed \$65,500, including loans for undergraduate years.

Federal Direct Unsubsidized Loan. This loan is *not* based on financial need, and all interest charges must be paid by the student. The interest rate is the same as that of the Federal Direct Subsidized Loan. Students may borrow as much as \$18,500 per year, less any amount from the subsidized loan program. The total debt permitted for all subsidized and unsubsidized Direct Loans is \$138,500.

Emergency Loans. Students having a financial emergency may apply for a university loan of as much as \$300 (up to \$500 in an extreme case). The simple interest rate is 3 percent. An emergency need must be demonstrated and funds must be available.

Students should contact their local financial aid office for additional information. If loans in excess of this amount are required, an appointment with a counselor is recommended. Students need not be recipients of financial aid or have filed a financial aid application to be considered for these loans.

Note: Quoted interest rates may change at any time. Subsequent program regulations may change the terms of eligibility and repayment.

Employment on Campus

Federal Work-Study Program (FWSP). Federal work-study employment may be offered as a self-help portion of the financial aid award. Application for this program is made by filing the FAFSA. On-campus jobs are available in many departments. Selection for a particular job is based on the applicant's skills, job availability, university needs, and student preference. In assigning students jobs, the program assumes a student will work between 6 and 20 hours a week during the fall and spring terms. For summer assignments, students may work as many as 35 hours a week.

Any change in work-study jobs must be made through the student employment/financial aid office. Off-campus employment is available through the Federal Work-Study Program. These jobs are paid community service positions in nonprofit agencies. No job assignments will be made until financial aid requirements are met.

Preceptorships and Residence Counselorships.

Appointments as preceptors or counselors in the various undergraduate residence halls are available to a limited number of graduate students. Upon request, the offices of the deans of students will provide information about the duties required of preceptors and counselors. In addition, they will outline the benefits offered—such as room, board, and tuition grants—and discuss application procedures. Normally, applications for September appointments must be received before May 1.

Other University Employment. Any graduate student enrolled at the university may inquire with individual academic or administrative offices for available non-FWSP openings. All hiring decisions for non-FWSP jobs are made by the department.

Job Location and Development Program (JLD). The JLD Program is open to all students enrolled in the university. Most employment opportunities are located outside the university in local businesses. Information about jobs is available online at <http://studentwork.rutgers.edu>.

Other Financial Resources

Veterans Benefits. The United States Veterans Administration operates various education-assistance programs for eligible veterans, war orphans, surviving spouses or children of veterans killed while on duty with the Armed Forces, disabled veterans, dependents of a veteran with service-related total disability, and certain members of the

selected reserve. Inquiries concerning eligibility may be directed to the Veterans Administration office in Newark, New Jersey (800/827-1000); the New Jersey Department of Military and Veterans Affairs in New Brunswick, New Jersey (732/937-6347); or to the veterans coordinator on each campus. For New Brunswick, the number is 732/445-3557.

Veterans and others mentioned above who plan to use veterans' education benefits should present the Veterans Administration Certificate of Eligibility Form(s) and/or discharge papers (certified copy of the DD214) when registering for courses. If applying for other financial aid with the university, veterans must report to the Office of Financial Aid that they will receive veterans' education benefits.

Veterans planning to train under Chapter 32 VEAP, Chapter 30 of the New (Montgomery) GI Bill of 1984, or Chapter 106 for Reservists are required by the university to pay cash for tuition, fees, books, and supplies, when due. Veterans, in turn, receive an allowance for each month of schooling based upon credits and the number of dependents.

No veteran may withdraw officially from a course (or courses) without prior approval from the academic services and/or dean of students offices. All withdrawals must be submitted in writing. The date of official withdrawal will be the determining date for changes in benefits. Failure to comply with the official school withdrawal procedure may affect both past and future benefits. Any change in schedule must also be reported to the campus Office of Veterans Affairs.

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Ordinarily, graduate students may not simultaneously hold two different fellowships, assistantships, or other substantial forms of employment. Students who have been offered two different awards should inquire at the dean's office of the school of matriculation before accepting either. Students who hold assistantships, fellowships, or traineeships may not accept employment outside their academic department without the permission of the graduate director *and* the dean of the school of matriculation.

Graduate students who have received aid administered by the Office of Financial Aid must report to that office any change in income, such as scholarships, loans, gifts, assistantships, or other employment received subsequent to the original aid award.

Student Services

LIBRARIES

With holdings of over three million volumes, the Rutgers University Libraries rank among the nation's top research libraries. Comprised of 26 libraries, collections, and reading rooms located on Rutgers' campuses in Camden, Newark, and New Brunswick, and RU-Online, a digital library, the Libraries provide the resources and services necessary to support the university's mission of teaching, research, and service.

There are two large research libraries on the New Brunswick/Piscataway campuses: the Library of Science and Medicine, which houses the primary collections in behavioral, biological, earth, and pharmaceutical sciences, and engineering; and the Archibald S. Alexander Library, which provides extensive humanities and social sciences collections. The Mabel Smith Douglass Library supports undergraduate education and houses the primary collections for women's studies and the performing arts. The Kilmer Library is the primary business library in New Brunswick and provides support for undergraduate instruction. There also are several specialized libraries and collections in the New Brunswick area including Alcohol Studies, Art, Stephen and Lucy Chang Science Library, Chemistry, East Asian, Mathematical Sciences, Music, Physics, and Special Collections and University Archives.

The John Cotton Dana Library in Newark (which also houses the Institute of Jazz Studies) supports all undergraduate and graduate programs offered on the Newark campus with an emphasis on business, management, and nursing. The Robeson Library houses a broad liberal arts collection, which supports all undergraduate and graduate programs offered on the Camden campus. Law libraries also are located on both the Camden and Newark campuses and have separate policies and online catalogs.

There is a reading room for graduate students located in the Alexander Library. In addition to study space, the Graduate Reading Room includes the graduate reserve collection, a noncirculating collection of standard works in the social sciences and the humanities; locked carrels for students working on their dissertations; and computer facilities.

Of particular interest to faculty and graduate students is Rutgers' membership in the Research Libraries Group, a nationwide consortium that allows members of the university community access to the collections of the most distinguished research libraries in the country, including those at Berkeley, Stanford, Yale, and the New York Public Library. Through a shared database, there is access to most of the books and other materials that are available for interlibrary loan.

The Libraries provide numerous electronic resources to the Rutgers community. Library users can search IRIS, the online catalog, through the Libraries' web site at <http://www.libraries.rutgers.edu>. IRIS identifies materials owned by Rutgers libraries in Camden, Newark, and New Brunswick, and contains records for most items acquired

since 1972. Students, faculty, and staff also can access online a variety of electronic indexes and abstracts, full-text electronic journals, research guides, and library services. The Libraries provide hundreds of CD-ROM titles in addition to online resources.

Rutgers University students, faculty, staff, and alumni are entitled to borrow materials from any of the Rutgers University Libraries. The Rutgers Request Service and Interlibrary Loan Service allow library users to request books and journal articles located at distant Rutgers libraries or outside the university. The loan period for faculty, staff, and graduate students is one full term. All other borrowers, including undergraduate students, may keep materials for 28 days. All materials, regardless of loan period or borrower's privileges, are subject to recall.

Reference librarians are available at all of the major libraries to assist with research projects, classroom instruction, and research strategies. In addition to individual instruction at the reference desk, librarians also provide in-class teaching at instructors' requests. Members of the reference department are available to help with both computerized and noncomputerized reference searches. For a fee, librarians also provide specialized subject database searching.

The Libraries are committed to providing equal access to services and collections for all library patrons. Users with disabilities may request special services through the circulation or reference department in each library.

COMPUTER FACILITIES

Rutgers University Computing Services (RUCS) provides extensive centralized and decentralized computing and network services for students, faculty, and staff of all academic and administrative units of the university. In addition to the RUCS facilities, many departments and schools operate computing facilities of various types.

For instructional applications and general student use, a group of Sun computer systems, collectively called "eden," is available. Any registered student can create his or her own account on these systems. These systems run the UNIX operating system and provide electronic mail; access to the Rutgers University data communications network, RUNet; access to the Internet; applications software such as SAS and SPSS; and programming language compilers. Machine-readable data files are available for census data, social science data, and other areas.

For research applications, a second group of Sun computer systems with greater capacity is available.

Public computing facilities are located on each campus. These facilities include Apple Macintosh and DOS/Windows personal computers and X-terminals. All of the workstations in the hubs are connected to RUNet. Software is available for word processing, spreadsheets, desktop publishing, graphics, statistical analysis, and other applications.

For further information, call 732/445-2296 or write Rutgers University Computing Services, Information Center, Rutgers, The State University of New Jersey, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854-8045.

OFFICE OF CONTINUING EDUCATION AND GLOBAL PROGRAMS

In collaboration with Graduate School of Education academic departments, the Office of Continuing Education and Global Programs coordinates both credit and noncredit programs designed to enhance the professional competence of New Jersey educators. Credit-bearing, graduate-level course work is offered at over 25 locations throughout New Jersey. Noncredit programs include conferences, institutes, workshops, study tours, and other professional development activities.

Off-Campus Courses

Graduate-level course work and undergraduate special education certification courses are available to both Rutgers degree students and nondegree students holding a bachelor's degree from an accredited institution. New Jersey educators may complete the requirements for the Teacher of the Handicapped and the New Jersey Supervisor's certificates and may take the required courses at off-campus sites. Certain courses may also count toward some graduate degrees. (Degree students should always obtain permission from their advisers concerning the applicability of particular off-campus courses to their specific degree program.) Registration for off-campus courses must take place through the Office of Continuing Education and Global Programs. A schedule of off-campus courses is published three times per year. If you are interested in learning more about off-campus courses, call 732/932-7496, ext. 8300, or visit <http://www.gse.rutgers.edu>.

Conferences

The Office of Continuing Education and Global Programs sponsors the Rutgers Invitational Symposium on Education (RISE), an annual conference that examines a critical educational issue. Recent conferences have focused on multiculturalism, inclusion, the impact of emerging national and international identities on educational policy, charter schools, adult basic education, and early literacy. The yearly Reading Recovery Conference focuses on new directions in early literacy. The Rutgers Conference on Reading and Writing is a major professional meeting for New Jersey educators who are concerned with the development of literacy skills for children. It features speakers and workshop leaders of national and international prominence. GSE also sponsors a wide variety of smaller workshops, institutes, and professional development activities in keeping with its mission of service. Programs are also planned cooperatively with school districts to meet the particular needs of district personnel.

Rutgers International Symposia have focused on global issues. The 1993 conference "Promise and Challenge in Teacher Education and International Perspective" was one of the first systematic attempts by teacher educators to view teacher training as a global issue. The 1999 conference "Diversity in the New Millennium: An International Perspective" brought together scholars from China, Israel, Japan, South Africa, Ukraine, the United Kingdom, and the United States to examine the impact of emerging identities upon educational policy and practice.

Global Programs

Given the importance of nurturing an educational perspective that goes beyond local and national boundaries, GSE has entered into exchange agreements throughout the world. These agreements facilitate significant academic contact between GSE faculty and faculty and students from universities abroad. They provide the framework for essential cooperation and joint ventures in research, instructional collaboration, cultural exchange, and codevelopment and implementation of binational research and development projects.

GSE has previously entered into exchange agreements with the University of Veracruz in Mexico, Beijing Normal University in the Peoples Republic of China, Fukui and Osaka universities in Japan, Chungbuk University in Korea, Kyiv State University in Ukraine, and Hebrew University in Israel. Negotiations to establish exchange agreements with universities in the United Kingdom, the Netherlands, and South Africa are under way. These exchange agreements facilitate significant research collaboration and academic contact between faculty and students of GSE and those from universities abroad.

Study Programs

GSE faculty members are committed to providing opportunities for students and New Jersey educators to experience diverse educational experiences outside of the classroom. Accordingly, faculty members have launched a number of international initiatives, which have been coordinated by the Office of Continuing Education and Global Programs. These include study programs that have provided the opportunity for students and faculty to study the educational systems and cultures of China, Israel, Japan, Mexico, South Africa, Ukraine, and the United Kingdom. These educational programs are designed to facilitate international contact and to further cross-national considerations of educational issues.

Muskie/Soros Fellowship Program

Under the direction of Professor David Muschinske, the Muskie/Soros Fellowship Program began at GSE in 1994. The Muskie/Soros program selects each year, from over 1,500 applicants, 30 highly qualified young professionals from former Soviet Union countries (the Newly Independent States, NIS) and sponsors their study in master's programs at competitively selected American universities. The fellows are selected using criteria, which include a strong undergraduate record, a high degree of proficiency in English, and potential for leadership in education at all levels. GSE has typically hosted students from Armenia, Azerbaijan, the Baltics, Russia, and Ukraine, and these students have returned to their home countries and assumed positions of leadership in education at all levels.

If you are interested in learning more about global programs, call 732/932-7496, ext. 8300, or visit <http://www.gse.rutgers.edu>.

TEACHING ASSISTANT PROJECT

The Teaching Assistant Project (TAP) is designed to promote excellence in undergraduate and graduate education at Rutgers–New Brunswick through the professional development of teaching assistants. The four main components of this project are a preterm orientation, ongoing training during the term, discipline-specific training within each program, and written materials designed for TAs. The two major publications of TAP are the *Teaching Assistant Handbook*, a comprehensive introduction to the university and teaching, and *Tap Talk*, a newsletter that focuses on topics of interest to TAs. A dedicated telephone line, the TA HelpLine (932-11TA), provides daily assistance to TAs who have questions about teaching. The TA Project's web site, <http://tapproject.rutgers.edu>, also provides extensive information for TAs about teaching at Rutgers. Videotaping equipment is available for TAs who wish to have a class videotaped to improve their teaching performance. TAP recognizes the dual role of TAs in the university and seeks to assist them in teaching on the college level while balancing their responsibilities as graduate students. Questions about TAP should be directed to the Office of the Dean, Graduate School–New Brunswick at 732/932-7747.

SELECTED CENTERS AND PARTNERSHIPS

Center for Educational Policy Analysis

Director: William A. Firestone
<http://www.cepa.gse.rutgers.edu>

The Center for Educational Policy Analysis (CEPA) examines how state and federal policies affect educational processes and outcomes. Research focuses on policy formation, implementation, and effects. Recent work has examined the consequences of school finance reform, state testing policies, and charter schools. In addition to producing research books and articles, the center advises state and federal policy makers, school administrators, and the public. For more information, contact William A. Firestone, Center for Educational Policy Analysis, Rutgers, The State University of New Jersey, 10 Seminary Place, New Brunswick, NJ 08901-1183 (732/932-7496, ext. 8231; wilfires@rci.rutgers.edu).

Center for Mathematics, Science, and Computer Education

Director: Yakov M. Epstein

The Center for Mathematics, Science, and Computer Education (CMSCE) brings together the expertise of individuals from many disciplines, within and outside the Graduate School of Education, to contribute to the achievement of educational excellence. It provides institutes for educators at all grade levels. The center fosters partnerships among educators, industry, and university faculty. CMSCE also sponsors student workshops and research in learning and problem solving in mathematics, science, and the integration of technology across the curriculum. The center offers New Jersey Professional Development Provider hours (NJPDP #2), as well as credits toward No Child Left Behind highly qualified status.

For more information, contact Harriet Schweitzer, Associate Director, Center for Mathematics, Science, and Computer Education, 118 Frelinghuysen Road, Piscataway, NJ 08854-8019 (732/445-0669, harriets@rci.rutgers.edu).

Robert B. Davis Institute for Learning

Director: Carolyn Maher
<http://www.rbdil.gse.rutgers.edu>

The Robert B. Davis Institute for Learning (RBDIL) combines research and scholarship about learning and teaching with educational practice. Its mission is to reform the teaching of mathematics and science toward instruction that takes seriously the way students build their mathematical and scientific understanding. Multidisciplinary, intercampus, interinstitutional, and international links of the Davis Institute foster innovative and academically strong collaborations, contributing leadership nationally and internationally to address critical needs in the teaching and learning of mathematics and science. Institute faculty and staff are working in elementary, secondary, and postsecondary education, and conducting research, which provides leadership and long-term, school-based professional development programs in urban and suburban school districts throughout the state. Graduate students at Rutgers pursuing an Ed.M., an Ed.D., or a Ph.D. degree become active partners in research with Davis Institute faculty. A unique role of the Davis Institute is to provide close and detailed studies of how individual learners think about mathematics and science and how they build mathematical and scientific ideas and forms of reasoning over time. For additional information, contact Carolyn Maher, Robert B. Davis Institute for Learning, Rutgers, The State University of New Jersey, 10 Seminary Place, New Brunswick, NJ 08901-1183 (732/932-7496, ext. 8262; cmaher@rci.rutgers.edu).

National Center for the Study of Adult Learning and Literacy at Rutgers

Director: Hal Beder
<http://ncsall-ru.gse.rutgers.edu>

The National Center for the Study of Adult Learning and Literacy at Rutgers (NCSALL–RU) is a member of the federally funded National Center for the Study of Adult Learning and Literacy research consortium. Its major project is the National Labsite for Adult Literacy Education, a partnership between NCSALL–RU and the New Brunswick Public Schools Adult Learning Center. Research focuses on adult literacy, specifically learners' engagement in instruction, individualized instruction, literacy acquisition outside of class, professional development, and the factors that affect learner outcomes. For more information, contact Hal Beder, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901-1183 (732/932-7496, ext. 8213; hbeder@rci.rutgers.edu).

National Institute for Early Education Research

Director: W. Steven Barnett
<http://nieer.org>

The National Institute for Early Education Research (NIEER) is dedicated to improving early childhood education and care for all children through research. The institute counts many distinguished GSE faculty members as participants. NIEER offers independent research-based analysis and technical assistance informed by an understanding of the issues and options faced by policy makers. NIEER

conducts interdisciplinary studies of early education policies and programs with respect to access, quality, and resources. Advancing understanding of the economics of early childhood education and care is a particular focus of the institute. For additional information, contact Terri Manzo, NIEER, 120 Albany Street, Suite 500, New Brunswick, NJ 08901 (tmanzo@nieer.org).

New Jersey Math-Science Partnership

Principal Investigator: William A. Firestone
<http://njmsp.rutgers.edu>

The New Jersey Math-Science Partnership (MSP) is helping 12 school districts increase student achievement. Also in MSP are the Graduate School of Education and the Center for Mathematics, Science, and Computer Education at Rutgers University with Kean and Rowan universities. MSP helps districts plan strategically for improving their mathematics and science education from prekindergarten through 12th grade. It also offers leadership development and professional development services. MSP also helps the three universities recruit minority students and science majors for careers in education and is strengthening their teacher preparation programs. For more information, contact William A. Firestone, New Jersey Math-Science Partnership, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901-1183 (732/932-7496, ext. 8231; wilfires@rci.rutgers.edu).

HOUSING

Attractive and comfortable residence facilities for graduate students are available in several campus locations in New Brunswick and Piscataway.

Single graduate students may reside in furnished residence halls located on the Douglass and College Avenue campuses, or in furnished apartments available on the Cook and Busch campuses. Graduate residence halls have shared bath and kitchen facilities. The graduate apartments house four students in single bedroom units with full kitchens and bathrooms.

Graduate families are housed in one- and two-bedroom unfurnished apartment units located on the Busch campus. These units are very popular, and a waiting list is maintained. Early application is recommended.

Single graduate students may select housing for a full calendar year or for the academic year. Summer housing also is available.

For additional information, call the Graduate Housing Office at 732/445-2215, email uhousing@rci.rutgers.edu, or visit the housing web site at <http://www.housing.rutgers.edu>. The Graduate Housing Office is located at 581 Taylor Road on the Busch campus.

DINING SERVICES

The Division of Dining Services operates and maintains 5 student dining facilities and 11 cash facilities. These include Brower Commons on the College Avenue campus, Busch Dining Hall and Davidson Commons on the Busch campus, Cooper and Neilson Dining Halls on the Cook/Douglass campus, and Tillett Dining Hall on the Livingston campus. Each facility offers hours to suit student dining needs.

Dining Services offers several different “block plans,” which provide convenience and flexibility to fit personal lifestyle and dining habits. Students can take advantage of “all-you-can-eat dining,” in which there is no limit on the number of meals they can enjoy each week. Students may even bring in 10 guests per term.

For additional information, visit Dining Services in Records Hall on the College Avenue campus, call 732/932-8041, or go to the Dining Services web site at <http://www.rci.rutgers.edu/~rudining>.

RUTGERS UNIVERSITY HEALTH SERVICES

Rutgers University Health Services provides comprehensive ambulatory health care and education for all full-time students and those part-time students who have paid the student health service and insurance fees.

During the fall and spring terms, three health centers provide services for students in the New Brunswick/Piscataway area. The Busch–Livingston Health Center, located at Hospital Road and Avenue E on the Livingston campus, is open Monday through Friday, from 8:30 A.M. to 5:00 P.M. The Hurtado Health Center, located at 11 Bishop Place on the College Avenue campus, is open seven days a week when classes are in session during the academic year (Monday through Friday, from 8:30 A.M. to 8:00 P.M.; Saturday and Sunday, from 10:00 A.M. to 4:00 P.M.). The Willets Health Center, located on Suydam Street on the Douglass campus, is open Monday through Friday, from 8:30 A.M. to 5:00 P.M. The Hurtado Health Center operates year-round. In the summer and during breaks, it is open Monday through Friday only, from 8:30 A.M. to 4:30 P.M.

Health centers are staffed by physicians, nurse practitioners, registered nurses, counselors, and educators. A wide range of services is provided, including general primary care, gynecology, mental health services, alcohol and substance abuse outpatient treatment programs, health education, immunizations, allergy desensitization injections, laboratory tests, physical examinations, and referrals. Surgical and critical medical conditions are referred to the student’s personal physician, the proper specialist, or an outside hospital for treatment.

Pharmacy services are located at each health center and are open during the following hours in the fall and spring terms: Busch–Livingston Pharmacy, Monday through Friday, from 9:30 A.M. to 5:00 P.M.; Rutgers Pharmacy (Hurtado), Monday through Friday, from 9:30 A.M. to 5:30 P.M.; and Saturday, from 10:00 A.M. to 3:00 P.M. Willets pharmacy services are available, Monday through Friday, from 8:30 A.M. to 5:00 P.M. The Rutgers Pharmacy (Hurtado) operates year-round. In the summer and during breaks, it is open Monday through Friday only, from 9:00 A.M. to 1:00 P.M. and 2:00 P.M. to 4:30 P.M.

Rutgers University Health Services’ Department of Health Education provides health education, leadership, and training experiences to help students build skills, learn about themselves and others, and take action to enhance community health.

The Rutgers University Health Services is accredited by the Joint Commission on Accreditation of Healthcare Organizations for meeting national standards of ambulatory health care delivery.

STUDENT HEALTH INSURANCE

All full-time students, by paying the student fee, and those part-time students who elect to pay the student health service and insurance fees, are insured for up to \$5,000 in medical expenses brought about by illness or injury. This policy provides excess coverage over any other insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students also may purchase coverage for their spouse and children at additional cost. Any student not covered by individual or family policies should consider this more extensive coverage. Information and applications are available from the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180 (732/932-8285).

Compulsory International Student Insurance Fee

All students in F or J immigration status whose visa documents are issued by Rutgers are required to have both the basic and the major medical insurance coverages. The costs for insurance are charged to such students on their term bills. All accompanying family members (spouse and children) also must be insured. Insurance coverage for spouses and children must be purchased at the Center for International Faculty and Student Services, Rutgers, The State University of New Jersey, 180 College Avenue, New Brunswick, NJ 08901-8537 (732/932-7402).

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, counseling, and referrals are available. Programs and services for students, faculty, and staff promote ways of reducing the risk of being a crime victim and the availability of resources and options should a crime occur. With a special emphasis on crimes of interpersonal violence, educational programs are available to the university community on issues concerning sexual assault, domestic/dating violence, stalking, and peer harassment.

For more information or to schedule an appointment or program, call 732/932-1181, visit the department web site at <http://www.rutgers.edu/SexualAssault>, or email the staff at sascva@rci.rutgers.edu. The office is located at 3 Bartlett Street on the College Avenue campus, New Brunswick, New Jersey.

COUNSELING SERVICE

University Career Services

The university provides a comprehensive career service for students enrolled in graduate and professional studies throughout New Brunswick. Graduate students concerned with career issues, career decisions, preparing résumés/vitae, developing interviewing skills, and conducting a job search are encouraged to take advantage of this service. Seminars, workshops, and special programs designed to meet the needs of students with advanced degrees are

offered each term. Individual counseling is available by appointment.

Career libraries at three locations house resource materials to assist in the career development and job search process. These include career planning and development books; sample résumés/vitae; current job listings; employer directories; federal and state job information; company literature; testing information; and internship, fellowship, and grant information. A credentials service is available for students and alumni who wish to compile letters of recommendation for future use in applying for employment or advanced degree programs.

The career services office also sponsors an on-campus recruitment program. Through this program, three hundred to four hundred employers from business, industry, and government agencies are invited each year to come to the campus to interview qualified students.

For further information concerning career services at Rutgers, students should visit one of the career offices located at 61 Nichol Avenue on the Douglass campus (732/932-9742); 46 College Avenue and 56 College Avenue (732/932-7287), both on the College Avenue campus; or the Busch Campus Center (732/445-6127).

Counseling Centers

Psychological counseling for graduate students is available through the counseling centers staffed by the undergraduate colleges.

Appointments can be made by contacting the appropriate office: Cook College Counseling Center, Cook Campus Center (732/932-9150); Douglass College Psychological Services, Federation Hall (732/932-9070); Livingston College Counseling Center, Tillett Hall (732/445-4140); Rutgers College Counseling Center, 17 Senior Street (732/932-7884); and University College Office of Counseling, Miller Hall (732/932-8074). Only the Rutgers College center is open during Summer Session.

Students can choose the service that is most convenient. Services are free for students, and strict confidentiality is maintained. All centers are staffed primarily by clinical or counseling psychologists.

Each counseling center offers individual and group psychotherapy and sees couples for marital/relationship issues. Therapy groups specifically for graduate students are available at several of the counseling centers. Most counseling is short term. Referral is available to other agencies or private practice when ongoing psychotherapy is needed or desired.

Psychological services also are available through the psychiatrists at the Rutgers student health center (732/932-7827).

Peer Counseling Services

There are four telephone hotlines and/or drop-in services on campus that offer supportive and anonymous listening and talk, help with crises, and a wide range of referral information. Each is staffed primarily by undergraduate students with special training. They are open mostly on Sunday and weekday evenings, and their current hours are given on answering machines at each service. The services include Scarlet Listeners Counseling Service (formerly known as 56 Peer Counseling Service), located in Bishop House (third floor), College Avenue campus (732/247-5555); Women's Support and Resource Center (focused on women's issues) (732/828-7273); Gatehouse Peer Counseling Hotline, Cook/Douglass campus

(732/846-0957); and the Rutgers University Lesbian/Gay Alliance Hotline (focused on issues of interest to gays and lesbians) (732/932-7886).

Services for International Faculty and Students

The Center for International Faculty and Student Services, 180 College Avenue (732/932-7015; email: ru_cifss@email.rutgers.edu; web address: <http://www.rci.rutgers.edu/~cifss>) coordinates services for the university's international students, scholars, and faculty. The center provides direct support in the following areas: U.S. immigration regulations and procedures; liaison to campus offices, community groups, and U.S. and foreign government agencies; and advice on nonimmigrant status, employment, medical care, adjustment to American life, cross-cultural differences, family concerns, financial planning, and other personal matters. In addition, the center sponsors programs of interest to the international community, including a comprehensive orientation, a community-based International Friendship Program that gives students the opportunity to get to know American families, informational and cross-cultural seminars, and a variety of support programs for students and their families.

To ensure personal contact, all international students are assigned an international student adviser at the center and are encouraged to establish and maintain a close working relationship with center staff throughout their stay at Rutgers.

Nonimmigrant students in F-1 or J-1 status must register with the center upon arrival in New Brunswick and inform the center of any change in their academic program, address, or enrollment status. All questions regarding one's status as a foreign student or exchange visitor in the United States are addressed to this office.

Services for Students with Disabilities

Students with disabilities on the New Brunswick campus of Rutgers University are entitled to the same benefits of the university's educational mission, the same quality of student life, and are subject to the same academic and procedural requirements as other students. Rutgers is committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs. The university's services include special assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with permanent or temporary mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty regarding students' general or specific needs. Each school in New Brunswick has a designated coordinator of services to students with disabilities to assist students enrolled in their school. Students with disabilities also may contact the New Brunswick campus coordinator for students with disabilities at 3 Bartlett Street, College Avenue campus, Room 105 (732/932-1711), for more information. The New Brunswick campus coordinator is TDD-accessible through the Student Information and Assistance Center, located at 542 George Street (732/932-9090). Complaints or grievances regarding Rutgers' compliance with the Americans with Disabilities Act of 1990 may be directed to the Director of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312, cspc@rci.rutgers.edu).

CAMPUS INFORMATION SERVICES

Rutgers Information and Referral Center

Rutgers Information and Referral Center, the gateway to Rutgers, can be reached by calling 732/932-INFO. Trained student information assistants offer answers about admission or campus life. The service is available Monday through Friday, from 8:30 A.M. to 8:30 P.M.; and Saturday and Sunday, from 10:00 A.M. to 4:00 P.M., during the academic year. The hours during the rest of the year are Monday through Friday, from 8:30 A.M. to 4:30 P.M. Twenty-four hour access to the information and referral service is available via email through "Ask Colonel Henry" at <http://colonelhenry.rutgers.edu>. Information about activities and events at Rutgers also is provided online at <http://www.acs.rutgers.edu/calendar>. The New Brunswick/Piscataway official student listserv has timely academic and student information. Every Tuesday during the term, a weekly bulletin of official notices is sent to the email account of each student on the New Brunswick/Piscataway campus. Students are responsible for taking appropriate action on information in these bulletins.

Off-Campus Housing Service

As part of Campus Information Services, the Off-Campus Housing Service is the information and referral center for off-campus renting and housing needs at the New Brunswick/Piscataway campus and can be reached by calling 732/932-7766, or via email at ochs@cis.rutgers.edu. The service is located at 542 George Street, at the corner of George Street and Seminary Place on the College Avenue campus, where trained staff can offer help with just about any topic regarding off-campus housing and living. All office information and listings are available 24 hours a day online. Maps, informational items, and staff assistance also are available. The Off-Campus Housing Service can assist students, faculty, and staff in finding information about available rentals and "for sale" properties in the area. Office information and listings are available 24 hours a day online.

The university community can visit the Off-Campus Housing Service web site at <http://ruoffcampus.rutgers.edu>. It contains a large database of available rentals, apartment complex information, landlord-tenant rights information, tips to finding housing and preventing problems, and forms for a variety of renting purposes.

RU-TV and the Rutgers INFO Channel

RU-TV Network is a 65-channel cable system, providing service to the Rutgers community. It is available in residence halls, student centers, libraries, and many other campus locations. Watch Channel 3 for current Rutgers information; Channel 8 for local Rutgers programming; and Channel 30, RU-TV's premium movie service, for *RU at the Movies*. Complete programming information is available online at <http://rutv.rutgers.edu>.

The Rutgers INFO Channel, Channel 3 on the RU-TV network, is available on the New Brunswick/Piscataway campus. The station, operated by Campus Information Services, provides 24 hour a day information about events, programs, activities, and services available to students. Members of the Rutgers community may request that information about activities, services, and events be displayed on the Rutgers INFO Channel. Visit <http://rutv.rutgers.edu/infochannel.html> for more information.

Historical Tours

Campus Information Services provides historical campus tours led by seasoned guides. Reservations are required. Special tours also may be scheduled. For more information, call 732/932-9342.

DAY CARE CENTERS

In New Brunswick, day care is available on the Cook, Douglass, and Livingston campuses. On the Cook campus, the Department of Nutritional Sciences runs a half-day pre-school for three- and four-year olds, which is open during the academic year only. The fee is set for the academic year with limited scholarships available based upon financial need. For information, call 732/932-8895.

On the Douglass campus, the Department of Psychology runs the Douglass Psychology Child Study Center. This center offers full-time day care for children who are one through six years of age. Hours are from 7:30 A.M. to 6:00 P.M., Monday through Friday, year-round. Kindergarten is offered in two and one-half hour sessions, Monday through Friday, within the day. A summer camp program for school-aged children also is offered. The fee for care is based on the number of days. Different payment plans are available (weekly, monthly, and yearly). For information, call 732/932-8881.

The Rutgers-Livingston Day Care Center on the Livingston campus is a private, nonprofit center that offers a full-time developmental program for children two years of age through kindergarten age. Hours are 7:00 A.M. to 5:30 P.M., Monday through Friday, year-round. There are two fee rates: (1) set rate tuition and (2) reduced rate tuition based on family size and income. For an application form and information, call 732/445-8881.

All the day care services are heavily used and there is frequently a waiting list. Students should contact the centers early.

PARKING AND TRANSPORTATION

Any vehicle using campus parking facilities must be registered and must display a valid permit at all times. Fees for students vary according to their classification. Resident student vehicles are assigned in their specific residence lot only. Commuter student vehicles are assigned to a parking zone, according to college affiliation, on a particular campus only. Maps indicating resident and commuter student lots are available from the Department of Parking and Transportation Services, 26 Mine Street, College Avenue campus.

An intercampus bus transportation service is available to all Rutgers students, faculty, and staff. This bus service provides transportation within walking distance of all major campus areas and the major public transportation centers in New Brunswick. Schedules for the campus bus service are published each fall. Van transport is available for students with permanent disabilities who are unable to use campus buses to get to and from class. Requests for this service should be made through the office of the student's dean.

For more information, call 732/932-7744, email parktran@rci.rutgers.edu, or visit the Parking and Transportation web site at <http://parktran.rutgers.edu>.

Student parking for the Civic Square Building is available at the New Street parking lot, which is located a few blocks away. An access card for the lot should be obtained from the Department of Parking and Transportation Services.

GRADUATE STUDENT ASSOCIATION

The Graduate Student Association (GSA), of which all graduate students are automatically members, sponsors a variety of social and cultural activities for graduate students and represents their interests to the university through its legislative body. The GSA provides free legal advice to students and it sponsors academic programs, films, mixers, trips to New York, and community action programs.

Every graduate student, full time or part time, in any of the eight New Brunswick graduate and professional schools automatically becomes a member of the GSA. A president, vice president, treasurer, and secretary are elected at large. The GSA's main legislative body is its Council, which meets once a month. Every graduate program and department may elect one representative for every 40 students enrolled; schools not organized into departments elect their representatives at large, one for every 40 students enrolled. (Departments with less than 40 students also are allowed one elected representative.) If you are interested in being a department representative, check with your departmental organization or the GSA office. The GSA offices are located in the Graduate Student Lounge (GSL) in the Rutgers Student Center on College Avenue in New Brunswick and may be contacted at 732/932-7995 (GSA) or 7994 (GSL).

Graduate student lounges, located in the Rutgers Student Center, Busch Campus Center, and Douglass College Center, are primarily for the use of graduate students and for the functions sponsored by and for graduate students. These provide a comfortable atmosphere for socializing, lounging, and studying.

STUDENTS AND SCHOOL GOVERNANCE

The Graduate School of Education provides students with a variety of opportunities to participate in governance through membership on committees and in the University Senate and through attendance at faculty meetings.

Student Advisory Committee

The Graduate School of Education Student Advisory Committee (SAC), consisting of representatives from each of the school's graduate programs, has several important functions, all related to improving the quality of student life. It surveys the student body and advises the dean on matters of student concern, supports and promotes the scholarly and professional activities of students, and sponsors social events. It also appoints the school's representative to the University Senate.

PAUL ROBESON CULTURAL CENTER

The Paul Robeson Cultural Center, established in 1969, serves to document, preserve, and present the contributions of African peoples to world civilizations, with particular reference to the artistic, scientific, social, and political contributions of people of color in the Americas and New Jersey. The center provides leadership, vision, and support for the more than 40,000 people each year, including more than 5,000 African-American students at Rutgers, through cultural programs and educational opportunities that broaden their understanding and appreciation of the American diaspora. Further, the center works closely with the tiers of communities served by Rutgers in local, state, national, and international spheres.

The center is open Monday through Thursday, from 8:30 A.M. to midnight; Friday, from 8:30 A.M. to 9:00 P.M.; Saturday, from NOON to 8:00 P.M.; and Sunday, from 1:00 P.M. to 9:00 P.M. The center is located on Bartholomew Road, Busch campus, adjacent to the Busch Campus Center. For more information, call 732/445-3545.

CENTER FOR LATINO ARTS AND CULTURE

Opened in April 1992, the center's primary mission is to research, promote, document, and interpret Latino culture. The center identifies scholars, artists, and experts who help develop interdisciplinary programs that define and examine Latino culture, history, literature, and the arts. These programs, as well as special projects, are designed to foster academic excellence and advance the appreciation, growth, and well-being of the Latino cultural community.

The center builds a broader understanding of Latinos and their culture through conferences, exhibitions, lectures, theater productions, symposia, workshops, artists' forums, concerts, academic seminars, publications, and collaborative projects with community organizations outside the university.

Located at 122 College Avenue, the center is open weekdays from 9:00 A.M. to 5:00 P.M. For special events, the center also is open on weeknights and weekends. Please call 732/932-1263 or 1494 for further information.

ASIAN AMERICAN CULTURAL CENTER

The Asian American Cultural Center started its operations in 2000. Through its activities and programs, the center documents and disseminates information about the artistic, scientific, social, and political contributions of Asians and Asian Americans, with a focus on expanding the multicultural and intercultural understanding of Rutgers University undergraduate students, and providing a supportive environment for Asian American students.

The center works closely with Asian American student organizations, and collaborates with Rutgers academic units and administrative offices as well as Asian American community-based organizations in the development of cultural programs, curriculum enrichment, and other activities for the entire Rutgers community.

The center, located at 103 A & B Tillet Hall on Livingston campus, is open weekdays from 8:30 A.M. to 4:30 P.M. For more information, call 732/445-8043 or visit <http://www.rci.rutgers.edu/~aacc>.

OFFICE OF DIVERSE COMMUNITY AFFAIRS AND LESBIAN-GAY CONCERNS

The Office of Diverse Community Affairs and Lesbian-Gay Concerns, established in the spring of 1992 as a resource for the campus community, provides coordination, assistance, information, educational activities, and public programs to staff, faculty, and students in the areas of lesbian-gay-bisexual-transgender awareness; the concerns of students with disabilities; and bias awareness, prevention, and intervention.

Undergraduate and graduate students interested in becoming involved in lesbian-gay-bisexual-transgender issues and programs; students with disabilities who wish to identify resources; and students who have experienced, witnessed, or are concerned about bias and intolerance on the basis of race, ethnicity, language, color, national origin, religion, sexual orientation, gender, and/or disability may contact the director of the office, Cheryl Clarke, at 3 Bartlett Street, College Avenue campus (732/932-1711) for assistance, advisement, counseling, and referral. Faculty, staff, and student groups who wish to obtain technical assistance, staff development, or in-service training in these areas also may contact the director.

The office is TDD-accessible by calling 732/932-8670.

ACTIVITIES

Athletic Facilities

The athletic facilities at Rutgers include several gymnasiums, swimming pools, tennis courts, baseball fields, and an 18-hole golf course. A fee is charged for the use of the golf course; graduate students otherwise are entitled to make use of these facilities without charge. Several of the athletic clubs in the undergraduate colleges—bowling, judo, lacrosse, rugby, skiing, and others—also are open to graduate students.

Athletic Ticket Policies

Tickets to intercollegiate football and basketball games are available at a special rate. All ticket information is available at the ticket office located in the Louis Brown Athletic Center.

Concerts, Dramatic Productions, and Lectures

Several series of concerts by world-famous musicians, bands, dancers, and musical organizations are presented on campus each year by the Office of University Arts Services, the departments of music and dance of the Mason Gross School of the Arts, the New Brunswick Programming Committee, the student center programming boards, and the concert organizations of the different campuses. Many events are free.

The Department of Theater Arts of the Mason Gross School of the Arts presents 15 to 18 productions a year at the Mason Gross Performing Arts Center on the Douglass campus. The Cabaret Theater Society and the College Avenue Players are student organizations that provide students who are not in the professional Mason Gross program with the opportunity to express their theatrical talents and to broaden their acting experience.

Numerous lectures are presented regularly by academic departments, lecture series groups, and other organizations. Several concert series, movie series, and numerous lectures are sponsored at the university throughout the year.

ALUMNI

Alumni Relations

The university seeks the support of its alumni and, in return, offers them a number of services and programs. The responsibility for working with the university's entire alumni body, now numbering over 300,000, is vested in the Department of Alumni Relations. The department has two main objectives. First, it maintains contact with Rutgers alumni, informing them of the university's programs with the hope that they will assist Rutgers in fulfilling its educational goals. Second, the department encourages alumni to continue their college friendships after graduation through social, educational, and reunion activities.

All undergraduate colleges and most graduate and professional schools have their own alumni associations that sponsor programs based on the interests of the alumni of that college. Active membership is maintained through payment of regular alumni dues. Many alumni associations are represented in the Rutgers University Alumni Federation, which sponsors universitywide programs such as homecoming, distinguished alumni awards, legislative receptions, group travel, and insurance. The Department of Alumni Relations provides guidance and administrative services to each of the college associations, as well as to a network of regional alumni clubs throughout the country.

The university publishes an award-winning magazine for alumni and friends of the university.

The department's New Brunswick office is located at Winants Hall, 7 College Avenue, New Brunswick, NJ 08901-1262 (732/932-7061).

Rutgers University Foundation

The Rutgers University Foundation is the fund-raising arm of Rutgers, The State University of New Jersey. The Rutgers Foundation was incorporated in 1973 to support the university in obtaining private funds to meet important needs

for which adequate monies may not be available from state, federal, or other sources. Scholarship and fellowship support for undergraduate and graduate students is essential, and academic programs seek the extra margin of excellence that only private giving can provide.

The professional staff of the Rutgers Foundation has helped the university's faculty, administration, and staff raise over a billion dollars since its incorporation more than three decades ago. Private fund-raising in the 2000-2001 fiscal year totaled \$123,302,686, an all-time yearly high.

Rutgers is now successfully concluding a major universitywide campaign designed to advance its academic growth as one of the nation's top public universities. "The Rutgers Campaign: Creating the Future Today" surpassed its \$500 million goal in June 2003, one full year ahead of schedule. The purposes of the campaign encompass attracting and supporting the best students, ensuring a superior academic program, advancing the quest for knowledge, and recruiting and retaining top faculty.

The Rutgers Foundation staff provides information about the full range of giving opportunities to donors and prospective donors, including individuals, corporations, and foundations. The staff also cultivates donors and potential donors through a variety of activities, helps donors make sound choices on how to give and the designation choices available to them, and ensures that they are properly thanked for their gifts. Fund-raising officers are also based in many of the university's schools and colleges and work very closely with the foundation.

Persons interested in making contributions to any unit of the university or to Rutgers as a whole may do so by writing a check payable to the Rutgers University Foundation. The check should be accompanied by a brief note stating the designation of the donation and whom the gift is from. Checks should be mailed to: Accounting Department, Rutgers University Foundation, 7 College Avenue, New Brunswick, NJ 08901-1261.

More information about private giving to Rutgers may be obtained from the Rutgers University Foundation, Winants Hall, 7 College Avenue, New Brunswick, NJ 08901-1261 (732/932-7777). Donors may also contribute online by visiting the foundation's web site, <http://www.support.rutgers.edu>.

Academic Policies and Procedures

STUDENT RESPONSIBILITY TO KEEP INFORMED

The catalog of the Graduate School of Education, Rutgers, The State University of New Jersey, is the student's official guideline for information, policy, and procedures governing educational programs. Students should refer often to the *Graduate School of Education Catalog* and should become familiar with its contents. Additional information regarding scheduling, registration, and deadlines is provided each term on the Office of the Registrar's web site (<http://registrar.rutgers.edu>) and GSE web site (<http://gse.rutgers.edu>).

The academic adviser is the student's mentor and guide for the academic program. **The student should consult with the adviser regularly—at least once each term.**

For assistance with general rules, regulations, policies, and procedures, the staff in the Office of Academic Services, Room 110 in the Graduate School of Education, is most knowledgeable and helpful, and the staff members welcome the opportunity to assist students.

GENERAL DEGREE REGULATIONS

Full-time status is a minimum of 9 credits. Students seeking to take more than 12 credits require the approval of their adviser, department chair, and associate dean.

The policy of the Graduate School of Education is that credit for a course may not be applied toward both of two degrees pursued simultaneously at Rutgers.

The requirements for degrees and examinations and related program requirements are formulated by the faculty in accordance with its best judgment and are intended to provide the strongest possible professional preparation for students.

Modifications to academic regulations may be necessary from time to time. New regulations supersede old regulations.

REGISTRATION AND COURSE INFORMATION

Formal admission to the Graduate School of Education and payment of or arrangement with the cashier regarding payment of tuition and fees are a part of the registration process. Registration is a prerequisite for class attendance. All students who complete registration on time receive registration instructions by mail for the following term; those who take part in registration receive term bills for the following term. All students, regardless of method of payment, must make contact with the cashier each term or their registration will be canceled. Students who do not

receive instructions by March 15 for the fall term and by October 15 for the spring term should contact the Office of Academic Services. Newly admitted students receive complete registration instructions at the time of their admission.

Web-Based Registration

The registrar maintains a web site at <http://registrar.rutgers.edu>. Students may link from here to a web-based registration site during announced periods, as described at the registrar's web site. This web site also contains information regarding residency, veterans' benefits, security and confidentiality of records, graduation, student ID cards, calendars, change of address, enrollment certification requests, and transcripts. Students may view the schedule of classes with maps to classroom locations, and current students may view their transcripts and current registrations.

Continuous Registration

All students in degree programs must maintain status in the school by registering each fall and spring term in course work, research, dissertation study, or in matriculation continued. Students who fail to maintain continuous registration in one of these areas must apply for reinstatement if they are to continue in good standing. Such students are charged an amount equal to the cost of registering for matriculation continued for each term in which they failed to register. This registration is available only to students not present on campus and not using faculty time or university research facilities.

Late Registration

Students may register late only during the first week of each term. A student who must register late must do so in person at the Office of the University Registrar during regular office hours and must be prepared to pay all charges at that time, including the late registration fee.

Summer Registration

The Graduate School of Education offers courses in the day and evening during Summer Session. These courses are supplemented by short-term institutes and workshops designed specifically for school administrators, guidance personnel, teachers, prospective teachers, and people otherwise affiliated with school systems. Full information is contained in the *Summer Session Catalog*, which can be obtained from the Division of Summer Session and Continuing Studies, Rutgers, The State University of New Jersey, 191 College Avenue, New Brunswick, NJ 08901-8546 (732/932-7565). This information also is available at <http://summersession.rutgers.edu>.

The requirement that degree students must remain in continuous registration from the time they are admitted until their degrees are earned applies to the regular academic year only, not to Summer Session.

Change of Course

Courses may not be added after the 9th day of the term. Courses dropped after the 7th day of the term will incur a W grade. No refund will be granted for a course dropped after the 7th day of the term. A student who stops attending a class and fails to give written notification to the registrar will receive a failing grade in that course. The date on which the registrar receives notice from the student governs

the academic and financial consequences of dropping a course. No course may be dropped after the 12th week of the term.

Withdrawal

A student who wishes to withdraw from all courses does so by submitting a written notice to the registrar, or by completing a withdrawal form in person at the registrar's office. A student who leaves the school without officially withdrawing in this manner will receive a failing grade in each course. The date on which the registrar receives the written notice governs the academic and financial consequences of withdrawal. The privilege of official withdrawal is not granted after the 12th week of classes; students who leave the school after the 12th week of classes are considered still officially enrolled and will receive final grades for the term.

Please note that notification to the instructor, adviser, or school does not fulfill the student's obligation to communicate directly and in writing with the registrar in all matters pertaining to changes in registration and withdrawal.

Intercollege Registration

A student in the Graduate School of Education may register for a course offered by another division of the university, with his or her adviser's approval. Other approvals may be required.

It is not necessary to seek admission to another division of the university to take a course as part of the student's Graduate School of Education degree program. Students registering for courses in the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School, in the New Brunswick Theological Seminary, or at Princeton University also must complete appropriate forms available from the Office of the Graduate Registrar.

Multiple School Registration

It is the policy of the university that a student may not be registered in more than one unit of the university simultaneously. Students wishing to take courses in more than one unit in the same term (or wishing to take courses in units in which they are not enrolled) may accomplish this through intercollege registration.

When, through multiple applications, a student is offered admission to more than one unit of the university, the student may register in only one. When a student has been admitted to a graduate and undergraduate unit, the registration will be in the graduate unit.

This policy is in no way intended to abridge a student's freedom to pursue two degrees in two units simultaneously. Such students must make special arrangements to keep both units informed of their academic progress, since they will be registered in only one unit.

Exchange Programs

Rutgers–Princeton Cooperative Exchange Program

Rutgers and Princeton universities have been engaged in an exchange program since 1964. The program is informal in that admission to and registration at the host institution are not required. No funds are exchanged between the two institutions; the student pays tuition only at the home institution. The policies and procedures related to this program are that (1) participants must be enrolled in degree pro-

grams, (2) the number of courses a student may take per term is limited, and (3) the course must be part of the student's degree program and unavailable at the home institution. To participate, a Rutgers student must register for 15:001:816 Princeton Exchange (BA) (normally 3 credits) and have the forms (obtained from the Rutgers graduate registrar) signed by his or her adviser, dean, and Princeton course instructor. The form is then submitted to the dean of the Graduate School, Princeton University. Princeton grades are assigned and are recorded on the student's record via the above form.

New Brunswick Theological Seminary and University of Medicine and Dentistry–Robert Wood Johnson Medical School Exchanges

Cross-registrations are available in these two schools. Forms are available at the Office of the Graduate Registrar.

Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward one of the graduate degrees. Certain advanced undergraduate courses numbered in the 300s and 400s also may be approved for a given graduate student, either as a regular part of his or her graduate program or as a means of remedying a deficiency in preparation. When a graduate student is permitted or requested to enroll in a course numbered below 500, explicit approval by the student's adviser is required, and the credit prefix *G*, *N*, or *E* appears on the transcript. Graduate School of Education students are charged graduate tuition for all courses.

Official Auditing of Courses

Students who wish to enroll in a graduate or a 100- through 400-level undergraduate course without receiving credit may do so if they secure the advance approval of their advisers. At registration, indicate "not-for-credit" status by placing the symbol *N* in the appropriate column on the registration form. Students must pay the normal graduate tuition fee for the course and fulfill the same requirements during the term, including the execution of any written assignments, as all other students. Students must perform all the assigned work; however, they may not take the final examination. A grade of *S* (satisfactory) or *U* (unsatisfactory) is assigned. The course and the letter grade are included on each student's record, but no credit toward a degree is given. See also Grades and Records later in this chapter for information regarding credit prefixes.

Nonmatriculated Students

Once admitted as a nonmatriculated student, a student may register as nonmatriculated for up to five years without completing any readmission process. After the fifth year, he or she must reapply for nonmatriculated status.

Full- and Part-Time Students

For statistical, billing, and veteran certification purposes, a full-time student is defined as one who is taking 9 or more credits. Those taking fewer than 9 credits are part-time students. All courses, including those taken "not-for-credit," are counted in computing the credits taken, except for VA certification.

Teaching Assistants and Graduate Assistants

Teaching assistants and graduate assistants are required to register for at least 3 credits in course work, but not more than 12 credits of course work per term. Both teaching assistants and graduate assistants also must register for 6 E credits per term. Graduate assistants register in (subject number):866, and teaching assistants register in (subject number):877.

Change of Degree Program

A change of degree program within the Graduate School of Education requires the approval of the chairperson of the department to which the student is changing and notification of the Office of Academic Services.

Change of Status

Students desiring a change from nondegree to degree status must apply for admission through the Office of Graduate and Professional Admissions. Students wishing to change their degree status (as from master's to doctorate) must request in writing information on readmission from the Office of Academic Services.

ADVISING PROCEDURES

Each student is assigned a faculty adviser, to whom questions regarding academic program, instruction, and related concerns should be addressed. If and when a student believes that concerns have not been adequately addressed with the adviser, a conference with the department chairperson is the appropriate next step.

CLASS SCHEDULES AND HOURS

Starting and closing dates for each term, scheduled holidays, and other important scheduling information can be found in the academic calendar. All class periods are 160 minutes in length, meeting once a week, unless otherwise specified. There will be 15 weeks of instructional activity for each course.

Attendance

All instructors are required to maintain an accurate record of attendance in each of their classes or sections. Students are expected to be present at each meeting of their classes. At the instructor's discretion, exceptions to this rule may be made for illness or other circumstances.

University examinations shall not be scheduled on Saturdays except in those courses that regularly meet on Saturday.

Absence Due to Religious Observance

It is the policy of the university to excuse without penalty students who are absent because of religious observances and to allow the makeup of work missed because of such absences. Examinations and special, required, out-of-class activities ordinarily will not be scheduled on those days when such students refrain from participating in secular activities. Absences for reasons of religious obligation will not be counted for reporting purposes. A student absent from an examination because of required religious

observance will be given an opportunity to make up the examination without penalty.

Cancellation of Classes

It is the general policy of the university not to cancel classes because of inclement weather. However, because of the occasional hazards of night driving in the winter, exceptions may be made for evening classes, and under exceptionally hazardous conditions, exceptions may be made for daytime classes.

Announcements concerning campus status will be made over the following stations: WRNJ (1510 AM), WCTC (1450 AM), WCBS (880 AM), WINS (1010 AM), WKXW (101.5 FM), WRSU (88.7 FM), and NEWS12 (cable).

Additionally, information will be available through RU-TV's Rutgers Information Channel 3; the campus operating status page <http://mbp.rutgers.edu>; and from the Rutgers Information and Referral Center, 732/932-INFO.

Arrangements for makeup work are announced by individual instructors.

GRADES AND RECORDS

Students in the Graduate School of Education are graded in each course at the end of each term as follows:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

Other Grade Symbols

IN (Incomplete). May be assigned at the discretion of the instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the term. Incomplete work may be made up, and a change of grade may be authorized by the instructor for up to two years after the *IN* grade was assigned. After two years, an *IN* is automatically changed to *No Credit*.

NG—No Grade Given. Assigned only by the registrar when no grade is assigned on the final grade roster by the faculty member. The *NG* will have no immediate effect on a student's GPA; however, if the situation is not resolved within the following term, the *NG* will convert to an *F*, and the GPA will be recalculated accordingly.

P/NC (Pass/No Credit). Any student in the Graduate School of Education may elect, at the time of each registration, to be graded in any Graduate School of Education course on a *Pass/No Credit* basis. The choice of grading system typically is determined at the time of registration. The final designation of choice must be made, in consultation with the instructor, no later than the sixth week of the term. Under this grading system *Pass* is equivalent to an *A*, *B+*, *B*, *C+* or *C*; *No Credit* is equivalent to *F*.

Dissertation research (701 courses) is graded *Pass/No Credit*, and it is not necessary to register with a *P*.

S/U Satisfactory/Unsatisfactory. Assigned when a course is taken on a noncredit basis.

TZ—Temporarily Not Graded. The TZ grade is assigned to students who never attended classes for a course, or stopped attending and did not officially withdraw, or were not graded by instructors.

Students are responsible for contacting the registrar to correct registration errors that have resulted in TZ grades and, when necessary, for contacting instructors to arrange final grades.

TZ grades remaining on records convert automatically to failures, without notification to students, for the fall term on May 1 and for the spring and summer terms on December 1. The winter session follows fall term conversion dates.

W (Withdrawal). Withdrawn without evaluation; used when a student officially drops a course or withdraws during the first 12 weeks of the term.

Credit Prefixes

The number of credits appearing on course records and registration forms may be preceded by a letter prefix as follows:

E. Course excluded from credit toward a degree. The student must complete all course work, including the final exam. Automatically assigned to undergraduate courses not prefixed by G or N.

G. A 300- or 400-level undergraduate course for which credit has been approved toward the graduate degree currently being pursued.

N. Course is taken “not-for-credit”; examination not required; final grade of S (satisfactory) or U (unsatisfactory) assigned.

Graduate students registering for undergraduate course work are subject to the rules concerning credit prefixes of the undergraduate division offering the course.

Transcripts

Requests for official transcripts should be addressed to Office of the Registrar, Department of Records and Transcripts, Rutgers, The State University of New Jersey, 65 Davidson Road, Piscataway, NJ 08854-5603. The request should indicate that the student was enrolled in the Graduate School of Education, identify the dates of attendance, and give any other relevant information. It must be received at least 10 working days prior to the date the transcript is desired. Forms for making the request may be obtained from the registrar. There is no fee for providing transcripts.

Holds

The privileges of registration, advance registration, receipt of a diploma at commencement, and receipt of transcripts of record are barred to students having outstanding obligations to the university. Obligations may take the form of unpaid monies, unreturned or damaged books and equipment, parking fines, other charges for which a student may become legally indebted to the university, and failure to comply with disciplinary sanctions or administrative actions.

University departments and offices may place “holds” on registration, diplomas, and transcripts for any students having an outstanding obligation.

Student Identification Cards

New graduate students admitted for the fall term should visit the RUconnection Card Office during the summer months to be photographed for student identification cards. Instructions for students not photographed by the beginning of the term will be provided by the office. For the spring term, new graduate students should visit the office prior to the beginning of the term. The RUconnection Card Office is located at the Busch Campus Center. Information regarding hours of operation, card benefits, and replacing lost or stolen cards may be obtained at the RUconnection web site address, <http://www.rci.rutgers.edu/~ruconxn>, or at 732/445-6949.

SCHOLASTIC STANDING

Academic Appeals

Students should discuss academic matters with the instructor involved with the issue. Should the problem remain unresolved, the student should approach the department chairperson. The department chairperson may decide the issue or refer the student to the associate dean. The associate dean may decide the issue or refer the matter to the Graduate School of Education Committee on Admissions and Scholastic Standing.

POLICY ON ACADEMIC INTEGRITY SUMMARY

“Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions to this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the university community, and breaches of academic integrity constitute serious offenses” (Academic Integrity Policy, p. 1).

The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them.

Faculty members have an obligation to educate students to the standards of academic integrity and to report violations of these standards to the appropriate deans.

Students are responsible for knowing what the standards are and for adhering to them. Students also should bring any violations of which they are aware to the attention of their instructors.

Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

Violations of academic integrity are classified into four categories based on the level of seriousness of the behaviors. Brief descriptions are provided below. This is a general description and is not to be considered as all-inclusive.

Level One Violations

These violations may occur because of ignorance or inexperience on the part of the person(s) committing the violation and ordinarily involve a very minor portion of the course work.

Examples: Improper footnoting or unauthorized assistance on academic work.

Recommended Sanctions: Makeup assignment.

Level Two Violations

Level two violations involve incidents of a more serious nature and affect a more significant aspect or portion of the course.

Examples: Quoting directly or paraphrasing without proper acknowledgment on a moderate portion of the assignment; failure to acknowledge all sources of information and contributors who helped with an assignment.

Recommended Sanctions: Probation, a failing grade on the assignment, or a failing grade in the course.

Level Three Violations

Level three offenses involve dishonesty on a significant portion of course work, such as a major paper, an hourly, or a final examination. Violations that are premeditated or involve repeat offenses of level one or level two are considered level three violations.

Examples: Copying from or giving others assistance on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final examination, using a purchased term paper, presenting the work of another as one's own, altering a graded examination for the purposes of regrading.

Recommended Sanctions: Suspension from the university for one or more terms, with a notation of "academic disciplinary suspension" placed on a student's transcript for the period of suspension, and a failing grade in the course.

Level Four Violations

Level four violations are the most serious breaches of academic integrity, and also include repeat offenses of level three violations.

Examples: Forgery of grade change forms; theft of examinations; having a substitute take an examination; dishonesty relating to senior thesis, master's thesis, or doctoral dissertation; sabotaging another's work; the violation of the ethical code of a profession; or all infractions committed after return from suspension for a previous violation.

Recommended Sanctions: Expulsion from the university and a permanent notation on the student's transcript.

Faculty members who believe that violations have occurred should immediately contact the Office of the Dean. Students who suspect that other students are involved in actions of academic dishonesty should speak to the instructor of the course. Questions on reporting procedures may be directed to the Office of the Dean.

UNIVERSITY CODE OF STUDENT CONDUCT SUMMARY

A university in a free society must be devoted to the pursuit of truth and knowledge through reason and open communication among its members. Its rules should be conceived for the purpose of furthering and protecting the rights of all members of the university community in achieving these ends.

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the university. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

*Preamble
University Code of Student Conduct*

Overview

Communities establish standards in order to ensure that they are able to fulfill their mission and keep their members from harm. The University Code of Student Conduct (referred to as "the code" in the remainder of this summary) defines those kinds of behavior that violate the standards of the Rutgers University community and also provides the mechanism for addressing alleged violations. In doing so, the code protects the rights of those accused of offenses (referred to as "respondents" in the remainder of this summary) by providing due process while also protecting victims of those offenses and the university community as a whole.

Process

The following summary presents key aspects of the code. Students should consult the code itself for complete information on each point.

Filing a Complaint

Any individual may file a complaint against a student suspected of violating the code by notifying the dean of students (or equivalent) of the respondent's college or school, or the assistant director of judicial affairs in the Office of Compliance, Student Policy, and Judicial Affairs.

Preliminary Review

Upon receipt of a complaint, a preliminary review is conducted by the dean of students (or equivalent) or his or her designee to assess the evidence and determine if it is sufficient to proceed to a hearing. The dean conducting this review also assesses the seriousness of the charges. The most serious charges can, upon a finding of responsibility, result in separation from the university (suspension or expulsion). These serious cases are decided at university hearings. Less serious offenses (nonseparable offenses) are heard according to procedures in place at the student's college or school.

Separable Offenses

The following offenses are deemed serious enough to result potentially in separation from the university should a student be found responsible at a hearing:

1. violations of academic integrity
2. forgery, unauthorized alteration or unauthorized use of any university documents or records or any instrument or form of identification
3. intentionally furnishing false information to the university or intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency
4. use of force against any person or property or the threat of such force
5. sexual assault or nonconsensual sexual contact
6. hazing
7. violation of the university's Student Life Policy against Verbal Assault, Defamation, and Harassment (Copies are available from the judicial affairs office or dean of students' office.)
8. unauthorized entry into, unauthorized use of, or misuse of university property, including computers and data and voice communication networks
9. intentionally or recklessly endangering the welfare of any individual or intentionally or recklessly interfering with any university activity or university-sponsored activity
10. use, possession, or storage of any weapon, dangerous chemical, fireworks, or explosive, whether or not a federal or state license to possess the same has been issued to the possessor
11. the distribution of alcohol, narcotics, or dangerous drugs on university property or among members of the university community, if such distribution is illegal, or the possession of a sufficiently large quantity as to indicate an intention to distribute illegally
12. theft of university services or theft of, or intentional or reckless damage to, university property or property in the possession of, or owned by, a member of the university community, including the knowing possession of stolen property (Intentional or reckless misuse of fire safety equipment is regarded as damage under this section of the code.)
13. the violation of the ethical code of one's intended profession either by graduate students enrolled in any of the university's professional or graduate schools or by undergraduate students in clinical courses or settings related to their intended profession
14. violations of federal, state, or local law where such violations have an adverse effect on the educational mission of the university
15. failure to comply with the lawful directions of university officials, including campus police officers acting in performance of their duties
16. knowingly providing false testimony or evidence; disruption or interference with the orderly conduct of a disciplinary conference or hearing; violating the terms of any disciplinary sanction imposed in accordance with this code; or any other abuse of the university's disciplinary procedures

Campus Advisers

Both complainants and respondents may select a campus adviser to assist them during the disciplinary process. Campus advisers may fully represent students, including speaking on their behalf. The Office of Compliance, Student

Policy, and Judicial Affairs maintains a list of trained campus advisers for this purpose. Students are free to select any members of the university community to serve as their advisers, whether they are on the list or not.

Attorneys

Complainants and respondents also may, at their own expense, seek the advice of an attorney in addition to that of a campus adviser. Attorneys are free to advise students, to assist in the preparation of their cases, and to attend hearings, but may not speak on behalf of their clients or question witnesses at a hearing.

University Hearings

University hearings are presided over by a hearing officer and heard by a hearing board usually composed of three students and two faculty members. It is the hearing board's responsibility to determine whether the accused student is responsible or not responsible for violating the code. If the hearing board determines a student to be responsible by the standard of clear and convincing evidence, it also recommends a sanction for the offense to the vice president for student affairs. The vice president for student affairs considers the hearing board recommendation and determines the sanction.

Appeals

A student found responsible for violating the code may appeal the finding, the sanction, or both. Appeals are filed through the Office of Compliance, Student Policy, and Judicial Affairs, which forwards them to the Appeals Committee of the appropriate campus (Camden, Newark, New Brunswick).

Authority for Student Discipline

Ultimate authority for student discipline is vested with the Board of Governors of Rutgers, The State University of New Jersey. This authority has been delegated to university administrators, faculty, students, committees, and organizations as set forth in the University Code of Student Conduct. The above summary is intended to present some key facts of the code. Copies of the code are available from all deans of students' offices and have been placed at the reference desks of all university libraries. In addition, the assistant director of judicial affairs in the Office of Compliance, Student Policy, and Judicial Affairs will provide copies of the code upon request and is available to answer any questions about the code or related judicial matters.

UNIVERSITY SAFETY AND SECURITY

Division of Public Safety

Providing a safe and secure environment for all members of the university community is the highest priority of the university's public safety staff. The executive director for public safety is responsible for safety and security services on the New Brunswick/Piscataway campuses. On the Newark and Camden campuses, the police chiefs report to the Office of the Provost while following policies, procedures, and administrative practices established by the executive director for public safety.

Members of the public safety staff patrol each campus and respond to emergencies and requests for assistance on a full-time basis, 24 hours a day, 365 days a year. Rutgers public safety employees are only part of the universitywide

crime prevention team. All members of the university community also are part of that team. As a team, it is everyone's duty to actively maintain a safe environment and be careful while complying with all local, state, and university regulations.

Information regarding public safety at Rutgers is available from the campus police departments. *Safety Matters* details public safety statistics, services, and programs on each of Rutgers' regional campuses. To have a printed copy of *Safety Matters* mailed to you free of charge, please contact the appropriate Rutgers University Police Department office at one of the following numbers, or view the online version at any of the following web sites:

Camden Campus: <http://www.camden.rutgers.edu/~rupdcamd/index.htm>
856/225-6009

Newark Campus: <http://newarkpolice.rutgers.edu>
973/353-5581

New Brunswick Campus: <http://publicsafety.rutgers.edu>
732/932-8407

Rutgers University Police Department

The Rutgers University Police Department (RUPD) is dedicated to providing progressive community policing services that focus on the prevention of crime through the development of university-based partnerships. The RUPD provides police, security, and safety services, and is staffed by commissioned police officers with full investigative and arrest authority, a professional security staff, students trained as community service officers, student safety officers, dispatchers, and technical and administrative employees.

The university police department is located at 5 Huntington Street on the College Avenue campus. The campuses are patrolled on foot, in vehicles, and on bicycles. To contact the RUPD to report emergencies (police, fire, and emergency medical), dial 911; from university centrex telephones, obtain an outside line and dial 911. For non-emergency telephone calls to the police, dial 732/932-7211; from university centrex telephones, dial 2-7211. You also can contact the police by using any of the more than 60 blue light emergency telephone boxes on the campuses or by using the housing telephones located near residence hall entrances.

Community policing offices are located in each of the campus student centers. These frontline police officers act as community organizers, team builders, and problem solvers. They provide a communications link between the community and the police department, serve on campus bias committees, and perform proactive patrol. Security officers patrol the campuses, serving as "eyes and ears" for the police while securing facilities and providing escort services. Student safety officers and community services officers provide a host of other safety and security services that include controlling access to selected residence halls during evening hours. For more information on these programs, call 732/932-5400.

Emergency Services

Fire safety is a major component of our total safety and security program. State certified fire inspectors provide fire safety awareness training sessions in the residence halls and conduct emergency evacuation drills to familiarize occupants with emergency procedures. Emergency Services personnel regularly inspect all university buildings and facilities, conduct alarm tests and fire drills, and enforce the New Jersey Uniform Fire Code. As a state-licensed

ambulance service, Emergency Services provides emergency medical care to the university community. The staff of New Jersey certified emergency medical technicians respond to emergency medical calls and provide standby services at major university events.

Sexual Assault Services and Crime Victim Assistance

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, counseling, and referrals are available. Programs and services for students, faculty, and staff promote ways of reducing the risk of being a crime victim and the availability of resources and options should a crime occur. With a special emphasis on crimes of interpersonal violence, educational programs are available to the university community on issues concerning sexual assault, domestic/dating violence, stalking, and peer harassment. For more information or to schedule an appointment or program, call 732/932-1181, visit the department web site at <http://www.rutgers.edu/SexualAssault>, or email the staff at sascva@rci.rutgers.edu. The office is located at 3 Bartlett Street on the College Avenue campus, New Brunswick.

ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

An academic community, where people assemble to inquire, to learn, to teach, and to reason together, must be protected for those purposes. While all members of the community are encouraged to register their dissent from any decision on any issue and to demonstrate that dissent by orderly means, and while the university commits itself to a continual examination of its policies and practices to ensure that causes of disruption are eliminated, the university cannot tolerate demonstrations that unduly interfere with the freedom of other members of the academic community.

With this in mind, the following administrative procedures have been formulated to guide the implementation of university policy:

1. The president of the university and the university vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. In the two geographic areas of Camden and Newark, the respective provost will have the same authority. In New Brunswick, the senior vice president and treasurer will have the same authority.
2. Broadly defined, a disruption is any action that significantly or substantially interferes with the rights of members of the academic community to go about their normal business or that otherwise unreasonably interrupts the activities of the university.
3. A statement will be read by the appropriate officers as specified in (1) or by such officers as they may designate for the purpose of such reading and will constitute the official warning that the activity is in violation of university policy, that it must cease within a specified time limit, and where appropriate, that no commitments made by university officials will be honored if those commitments are made under duress.

4. If the activity continues beyond the specified time limit as determined by the official in authority, the authorized officers as specified in (1) will have the discretion to call upon the university police to contain the disruption. Ordinarily, the president of the university alone, or in his or her absence the university vice president for academic affairs, will have the authority to decide that civil authorities beyond the campus are to be called upon to contain those disruptions that the university police are unable to handle. In extraordinary circumstances, where neither the president nor the university vice president for academic affairs is available to make such a decision, the senior vice president and treasurer in New Brunswick and the provosts on the Camden and Newark campuses have the same authority.
5. The deans of students are the chief representatives of the deans of the colleges in all matters of student life. Members of the university community who are aware of potentially disruptive situations are to report this to the deans of students on their respective campuses. In a disruption, the deans of students and their staff members have a twofold responsibility: to protect against personal injury and to aid in providing for the order of the university. In the latter case, the deans of students, as well as other university personnel, may be called upon to coordinate or assist members of the academic community in ending the disruption, directing it to legitimate channels for solution, or identifying those who have violated the rights of others.

POLICY PROHIBITING HARASSMENT

The university prohibits harassment based on race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status. Harassment is a form of discrimination that violates state and federal civil rights laws. It is defined for purposes of those laws and the university's policy as any behavior that

1. is unwelcome,
2. targets a person because he or she has one or more of the protected characteristics,
3. is engaged in by a person employed by or doing business with the university, and
4. is sufficiently severe or pervasive to alter negatively that person's or a group member's living, educational, or working environment.

Sexual harassment can take the form of unwelcome sexual advances; requests for sexual favors; or other unwelcome written, verbal, electronic, telephonic, or physical conduct of a sexual nature. *Hostile environment harassment* on the basis of sex, race, religion, color, national origin, ancestry, age, sexual orientation, disability, marital status, or veteran status is severe or persistent behavior that has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating a hostile environment.

If you think you have been harassed on the basis of any of the protected categories listed above, have observed harassing behavior, or need more information, you are encouraged to contact Jayne M. Grandes, Director of University Harassment Compliance and Equity, Rutgers, The State University of New Jersey, 56 Bevier Road, Piscataway, NJ 08854, 732/445-3020, ext. 626, or by email at uhce@hr.rutgers.edu. You may obtain copies of the *Policy Prohibiting Harassment* and the *Harassment Complaint Process* on our web page at <http://uhr.rutgers.edu/uhce>.

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

Intolerance and bigotry are antithetical to the values of the university and unacceptable within the Rutgers community. One of the ways the university seeks to effect this principle is through a policy of nondiscrimination, which prohibits discrimination on the basis of race, religion, color, sex, age, sexual orientation, national origin, ancestry, disability, marital status, or veteran status in university programs. In order to reinforce institutional goals of nondiscrimination, tolerance, and civility, the following policy against verbal assault, defamation, and harassment makes clear that such behavior toward others violates acceptable standards of conduct within the university. (This policy is not intended to supersede the university's policy against harassment.)

Verbal assault, defamation, or harassment interferes with the mission of the university. Each member of this community is expected to be sufficiently tolerant of others so that all students are free to pursue their goals in an open environment, able to participate in the free exchange of ideas, and able to share equally in the benefits of our educational opportunities. Beyond that, each member of the community is encouraged to do all that she or he can to ensure that the university is fair, humane, and responsible to all students.

A community establishes standards in order to be able to fulfill its mission. The policy against verbal assault, defamation, and harassment seeks to guarantee certain minimum standards. Free speech and the open discussion of ideas are an integral part of the university community and are fully encouraged, but acts that restrict the rights and opportunities of others through violence, intimidation, the destruction of property, or verbal assault, even if communicative in nature, are not protected speech and are to be condemned.

Prohibited Conduct

Any of the following acts, even if communicative in nature, are prohibited "separation offenses" (charges that could lead to suspension or expulsion from the university) under the provisions of the University Code of Student Conduct:

1. Use of force against the person or property of any member of the university community or against the person or property of anyone on university premises, or the threat of such physical abuse. (Verbal assault may be prosecuted as a "threat of . . . physical abuse.")
2. Theft of, or intentional damage to, university property, or property in the possession of, or owned by, a member of the university. (Acts of graffiti or other vandalism may be prosecuted as "intentional damage to . . . property.")
3. Harassment, which is statutorily defined by New Jersey law to mean, and here means, purposefully making or causing to be made a communication or communications anonymously or at extremely inconvenient hours, or in offensively coarse language, or in any other manner likely to cause annoyance or alarm, or subjecting or threatening to subject another to striking, kicking, shoving, or other offensive touching, or engaging in any other course of conduct or of repeatedly committed acts with purpose to alarm or seriously annoy any other person. Harassment is considered a separation offense under the University Code of Student Conduct.

4. Defamation, which is judicially defined to mean, and here means, the unprivileged oral or written publication of a false statement of fact that exposes the person about whom it is made to hatred, contempt, or ridicule, or subjects that person to loss of the goodwill and confidence of others, or so harms that person's reputation as to deter others from associating with her or him. Defamation is considered a separation offense under the University Code of Student Conduct.

While any of the four categories of acts listed above is a separation offense that, if proven, could lead to a sanction of expulsion or suspension from the university under the provisions of the University Code of Student Conduct, clearly minor instances of such prohibited behavior should be resolved at the college level and not be treated as separation offenses requiring a university-level hearing. The initial judgment of whether a particular act is of a separable or nonseparable nature is made by the appropriate college official.

Students who believe themselves to be victims of verbal assault, harassment, or defamation should report such incidents to the dean or the dean of students of their college or school. In addition, the following individuals have been identified to handle complaints:

Brian T. Rose, director of compliance, student policy, and judicial affairs, 3 Bartlett Street, College Avenue campus (732/932-7312);

Cheryl Clarke, director of diverse community affairs and lesbian/gay concerns, 3 Bartlett Street, College Avenue campus (732/932-1711);

Associate provost for student life, Armitage Hall, Room 248, Camden campus (856/225-6050);

Marcia W. Brown, associate provost for student affairs and community outreach, Center for Law and Justice, Newark campus (973/353-5234).

Some complaints can and should be resolved by informal methods, while others will require the implementation of formal procedures. All complaints are treated confidentially; complainants are encouraged to report incidents even if they do not wish to pursue the matter beyond the reporting stage.

NONDISCRIMINATION POLICY

It is the policy of Rutgers, The State University of New Jersey, to make the benefits and services of its educational programs available to students, and to provide equal employment opportunity to all employees and applicants for employment, regardless of race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status. (Douglass College, as a traditionally and continuously single-sex institution, may, under federal law, continue to restrict college admission to women.) Questions concerning student rights violations should be addressed to Brian T. Rose, Director of Compliance, Student Policy, and Judicial Affairs (732/932-7312). Questions concerning harassment or employment discrimination should be directed to Jayne M. Grandes, Director of University Harassment Compliance and Equity (732/445-3020, ext. 626).

DRUG-FREE SCHOOLS AND CAMPUSES ACT

The Drug-Free Schools and Campuses Act requires institutions of higher education to adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. In compliance with this federal regulation, Rutgers has various policies and programs in place. The University Code of Student Conduct, available at <http://www.rci.rutgers.edu/~judaff/code.htm>, or through the Assistant Director of Student Judicial Affairs (732/932-9414), provides information regarding prohibited conduct and sanctions related to drug and alcohol possession, use, and distribution. The university also has adopted a Policy on the Use of Alcoholic Beverages that can be accessed online at <http://www.rci.rutgers.edu/~polcomp/alcohol.shtml>. In addition, Rutgers offers extensive educational resources and programming related to alcohol and other drugs through University Health Services. Students can access educational materials and program information online at <http://health.rutgers.edu/healthinfo/alcohol.htm>. More comprehensive information regarding the Drug-Free Schools and Campuses Act is set forth in the *Student Health Insurance Manual*, located online at <http://health.rutgers.edu/insurance/RUHSInsurancebook.pdf>, and is provided to all new students.

EQUITY IN ATHLETICS DISCLOSURE ACT REPORTS

In compliance with the Equity in Athletics Disclosure Act, Rutgers provides information on men's and women's athletic programs (<http://athletics.rutgers.edu>), including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically related student aid, and revenues. The first report was issued in October 1996 with annual updates thereafter. The reports are available at the reference desks of the main branches of the university library system (Alexander Library, Library of Science and Medicine, Robeson Library, and Dana Library) and at the intercollegiate athletics offices.

GRADUATION RATES

The IPEDS Graduation Rate Survey is an annual report of graduation rates of the university's degree-seeking, full-time undergraduate students by gender and race/ethnicity, and by sport for those who received athletically related student aid. This report is available at <http://oirap.rutgers.edu/disclosure.html>.

TEACHER PREPARATION PROGRAM PASS RATES

In compliance with the Higher Education Act, Rutgers provides data on Teacher Preparation Program pass rates and related issues. Detailed information about Rutgers' report to the state can be found at <http://oirap.rutgers.edu/disclosure.html>.

STUDENT RECORDS AND PRIVACY RIGHTS

Rutgers, The State University of New Jersey, complies with the Family Educational Rights and Privacy Act (FERPA). FERPA affords students certain rights with respect to their "education records" as that term is defined in the law. These rights include the following:

1. The student has the right to inspect and review his or her education records within 45 days of the date Rutgers receives a proper request for access to such records.
2. The student has the right to request amendment of education records that the student believes are inaccurate or misleading.
3. Rutgers shall obtain the prior consent of the student before disclosing personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.
4. The student may direct complaints concerning the alleged failure of Rutgers to comply with the requirements of FERPA to the Office of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312), or to the U.S. Department of Education, c/o Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Students wishing to exercise their rights to inspect and review their education records should submit a written request to the appropriate official at the Rutgers office which is custodian of the records they wish to review. Students requesting amendment of education records should first review the policies and procedures of their college or school and/or consult with their dean of students, or equivalent official. FERPA permits disclosure of directory information without a student's consent, unless the student has requested such information be kept confidential. Directory information includes the student's name, address, phone, school of attendance, and several other fields of information. For information on how to keep your directory information confidential, visit the Rutgers Online Directory by using the "Find: People" link of the Rutgers home page (<http://www.rutgers.edu>), or contact the Office of the Registrar on your campus. Rutgers uses a student's social security number as an identification number. While the number is not released as directory information and its confidentiality is protected in the same manner as are other educational records, Rutgers offers students the opportunity to acquire a substitute number. Students wishing to have a substitute number assigned must go to the registrar's office with two forms of identification and complete the appropriate forms. Rutgers publishes two official notices concerning FERPA at least twice per academic year. The official notices are archived on the Office of Compliance, Student Policy, and Judicial Affairs web site at <http://www.rci.rutgers.edu/~polcomp>. The notices provide full information on Rutgers' compliance with FERPA including the current definition of "directory information." Students with questions about FERPA or the privacy of their records should consult these notices and/or contact the Office of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312, cspc@rci.rutgers.edu).

STUDENT RESIDENCY FOR TUITION PURPOSES

A determination of residency status for the purpose of tuition assessment is made by the university based on information provided by the applicant in accordance with the procedure outlined in the policy. A copy of the policy may be secured from the registrar's office or the admissions office.

Procedure

The Initial Determination

At the time an individual initially applies for admission into any graduate or undergraduate college or division of the university, the respective admissions office determines an admitted applicant's resident status for tuition assessment.

The determination made at this time shall prevail for each term unless a change is authorized as provided hereinafter.

After the Initial Determination

The status of residency for tuition purposes of students continuing in a college or division of the university is determined by the registrar of the respective college or division. The determination made by the registrar either conforms to the initial determination of the admissions office or reflects a change as provided hereinafter.

Request for a Change of Status

Requests for a change in residency status are accepted no later than the last day of the term for which changed status is sought. All supporting affidavits, deemed appropriate by the adjudicating official pursuant to New Jersey Administrative Code, Volume 9, Section 5 et seq., must be filed by the petitioner in accordance with the time limit specified in the preceding sentence. In no case may supporting affidavits be filed later than four weeks from the conclusion of the term for which the residency assessment is requested. Failure to comply with this provision, unless judged otherwise by the adjudicating official, voids the petition for the term in question. If, based on the information submitted in the request, the student qualifies for resident tuition assessment, such change relates only to the current and subsequent terms. No adjustments in tuition assessments are made and no refund vouchers are processed for any prior term.

Appeals

Appeals from the initial determination and any determination made after a request by a student for a change in residency status are accepted no later than three months after the date of notification of any such determination. Unresolved appeals are forwarded to either the associate vice president for enrollment management or the university registrar. These officers respond to the student within 30 working days of the receipt of the appeal in the appropriate office. Appeals from this determination should be submitted to the vice president for university budgeting by the student within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the vice president for university budgeting is final.

Students' Responsibilities

Students are responsible for providing relevant information upon which a residency determination can be made. The burden of proving his or her residency status lies solely upon the student. Moreover, it is considered the obligation of the student to seek advice when in doubt regarding eligibility for in-state tuition assessment. If the student neglects to question his or her eligibility status beyond the period specified above, that student forfeits his or her right to a residency assessment to which he or she might have been deemed to be eligible had he or she filed an appeal at the appropriate time.

Penalties

If a student has obtained or seeks to obtain resident classification by deliberate concealment of facts or misrepresentation of facts or if he or she fails to come forward with notification upon becoming a nonresident, he or she is subject to disciplinary action.

RESEARCH POLICY AND RESEARCH CENTERS

Research at the university, apart from that conducted by students in connection with their academic course work, is in general intended to lead to publication in some form so that its results are available to interested persons everywhere. All university-conducted research must be available for public scrutiny and use. The university does not accept grants from or enter into contracts with governmental agencies or any other sponsors for research projects of which the results may not be made publicly accessible.

Most research projects at the university are carried on by faculty members and students within the facilities offered by their own departments. For on-campus research that cannot be conducted in department facilities, laboratories, or the library, the university has provided a number of cooperative research centers and bureaus. A list of the university's research centers may be found in the Divisions of the University chapter.

Many members of these organizations are active in graduate instruction. Information about their programs and activities may be found in *Research at Rutgers*, a handbook and bibliography published by the Research Council, the university agency that sponsors and coordinates faculty research.

PATENT POLICY

All students are governed by the university's patent policy, which is described in a statement available in the Office of Research and Sponsored Programs and the offices of all deans and department chairpersons.

Degree Requirements

DOCTOR OF EDUCATION

The degree of doctor of education (Ed.D.) is conferred in recognition of high attainment in the constructive study of educational problems and upon demonstrated ability to pursue an independent investigation in some area of education.

By the time a candidate has completed approximately one-third of the course requirements, a program of study should be completed in consultation with his or her adviser. The adviser will present three copies for review to the department chairperson. Following acceptance by the chairperson, one copy of the program is filed in the Office of Academic Services, one copy is returned to the student, and the third copy is retained in the department adviser's file.

Credit Requirements

Students must complete at least 48 credits of course work, with an additional 24 credits of dissertation research. The minimum of 48 credits of course work includes:

1. At least 9 credits in research methods must be taken including courses in two of the following three areas: quantitative foundations (3), qualitative foundations (3), and program evaluation (3). The remaining 3 credits of methodology may be taken within the program area, or as an elective taken outside the program but with the program's approval.
2. At least 9 credits distributed among three of these four areas: learning in a content area (3), policy and leadership (3), social and philosophical foundations (3), and psychological foundations (3). These credits will be outside the student's own program.
3. At least 30 credits in the area of specialization, according to requirements established by each program.

Before dissertation candidacy, students must complete a relevant predissertation project culminating in a written product. Projects will be developed in consultation with a project adviser and in accordance with program guidelines.

Students must maintain a cumulative GPA of at least 3.25 in the doctoral course work and dissertation research courses.

Students who have not completed the dissertation after 24 credits of 700-level research, but are actively working toward that goal, will continue to register for 700-level research courses as recommended by the committee chairperson. All degree candidates must be registered continuously in the Graduate School of Education in the manner described under Continuous Registration in the Academic Policies and Procedures chapter.

A department may set a higher minimum for any curriculum for which it is responsible and may require any particular student to earn more than the minimum credits specified for his or her curriculum.

Transfer of Credit

Students may petition program faculty to transfer up to 18 credits of course work taken at an accredited institution to be accepted as meeting any of the course requirements for the doctor of education degree. If a doctoral student is eligible to take work elsewhere for use toward a Graduate School of Education degree, prior approval must be obtained from his or her adviser and department chairperson before registering at another school.

Residency

Students in a program leading to the doctor of education degree are required to establish a residency experience during two consecutive academic terms. The specific conditions are to be determined in consultation with the student's adviser. Such conditions should be specifically set forth on the approved program of study.

Scholastic Standing: Ed.D.

A student who receives more than three grades of *C*, *F*, or *NC* is performing unsatisfactorily. The student will be so informed and will be dismissed from the school unless the student's department formally recommends otherwise. No more than one-quarter of the total number of course work credits offered in partial fulfillment of degree requirements shall bear the grade of *C*.

In addition, a department may dismiss, with the concurrence of the Committee on Admissions and Scholastic Standing, any academically deficient student, provided that the student is kept fully informed of the department's dissatisfaction with his or her academic performance and that the departmental decision to dismiss is careful and deliberate.

Time Limitation

A student entering a doctoral program at GSE has a total time limit of 10 years from the time of admission to the program to complete all course work, qualifying examinations, and dissertation work. This time limit is further defined as follows: (1) a student entering a doctoral program at GSE has a time limit of 7 years from the time of admission to the program to complete all course work and qualifying examinations; (2) a student who completes the course requirements and qualifying examinations in 7 years has 3 years to complete his or her dissertation; (3) a student who completes the course requirements and qualifying examinations in less than 7 years will have the remaining time from the total allocated time of 10 years to complete his or her dissertation; but (4) any student who fails to complete all requirements (course work, qualifying examinations, and dissertation) within the allocated 10-year period may retake the qualifying examination and, upon passing these examinations, may have 3 additional years to complete his or her dissertation. In those cases in which a student is authorized to include credits in his or her degree program for courses taken at Rutgers prior to admission as a degree candidate, the date of the beginning of the course work to be credited establishes the beginning of the time allowed to complete the degree.

Qualifying Examination

All candidates for the degree of doctor of education are required to take the qualifying examination(s), administered by their program. Doctoral students may not take more than

12 credits in dissertation study or its equivalent prior to the successful completion of the qualifying examination.

The qualifying examination(s) is taken near the completion of the student's course work. Qualifying examinations are prepared by individual programs. Students should consult program faculty for a written description of the qualifying examination procedures in their program. The student's performance on the examination is graded as "satisfactory" or "unsatisfactory" and reported in writing in those terms to the Office of Academic Services. A grade may be "deferred," but such a grade is changed to "unsatisfactory" if a different evaluation is not reported within one year of the date of examination.

Upon written recommendation of the student's adviser and concurrence of the dean's office, a student who failed to obtain a report of "satisfactory" on either the written or oral examination may repeat the examination only one time. A second examination must be held within one year of the first. After failing the qualifying examination twice, the student is dropped from the program.

The qualifying examination is administered by the department of the student's major field. Arrangements to take the examination must be made with the department.

Dissertation

The dissertation is a scholarly investigation of an educational issue. It may be theoretically oriented with broad implications for the field or grounded in current research and theory with implications directed to policy makers in specific contexts. Specific requirements for the dissertation may vary across program areas. Students should consult program faculty for a description of the dissertation requirements in their program area.

Dissertation Proposal

Committee

A doctoral (Ed.D.) dissertation committee consists of a minimum of three individuals, at least two of whom are Rutgers faculty members. Any full-time faculty or staff member at Rutgers with an earned doctorate and appropriate expertise is eligible to serve as a committee member if recommended by the chairperson of a dissertation committee. A person with appropriate expertise outside Rutgers may become a member of a specific dissertation committee if recommended in writing by a committee chairperson and approved by the department chairperson. A vita for an outside committee member must be provided.

It is the student's responsibility to form a committee that is approved by the dissertation chair. Each dissertation committee is composed so that the following conditions are satisfied:

1. The chairperson should be a current member of the Graduate School of Education faculty.
2. At least one member of the committee should be affiliated with the program for which the student is fulfilling the Ed.D. requirements.
3. At least one member of the committee should be from outside the student's department.

The student must accept responsibility for developing an acceptable dissertation proposal in consultation with his or her committee. When the proposal is ready for committee consideration and action, the dissertation committee is formed by the student in consultation with the student's adviser. An open defense is required before the proposal can be given final approval and assigned.

An announcement of the proposal defense, including 60 copies of a one-page abstract, is to be submitted to the Office of Academic Services two weeks prior to the defense date. After the proposal has been successfully defended, two copies of the approved proposal, signed by each committee member, are required to be filed in the Office of Academic Services. Subsequent changes in the composition of a doctoral committee require concurrence among the chairperson of the committee, the department chairperson, and the faculty members involved.

Preparation

Certain requirements must be adhered to during the preparation of dissertations. Specific regulations, such as those pertaining to format, paper, and style, must be followed in order to ensure that the dissertation can be accepted by the school for submission to the candidate's doctoral committee and to the university library for filing. The final date for submission of the dissertation and abstract is posted on the GSE web site <http://www.gse.rutgers.edu>.

A copy of the final defense draft should be available to the committee at least one month prior to the defense date. Upon completion of the oral defense, the student is required to submit one copy of the dissertation and abstract on 100 percent cotton-content paper and one copy on 25 percent (or greater) cotton-content paper to the Office of Academic Services. Additional materials required for final submission include four copies of the abstract, three copies of the signed title page, the receipted payment form, microfilming agreement forms, and survey forms. All of the above forms must be submitted to the Office of Academic Services no later than the announced deadlines for completion of degree requirements.

Oral Examination

The oral examination committee consists of the members of the student's dissertation committee, chaired by the chairperson of the committee, and conducted to provide a thorough and systematic examination of the candidate on the content of the dissertation. Approval of a dissertation requires a unanimous vote of the committee. The chairperson of the committee reports the result of the examination to the Office of Academic Services. All members of the university community are invited to be present during the oral examination.

Oral examinations are not held during the months of July and August. In exceptional cases, with the unanimous consent of the members of the dissertation committee and the concurrence of the department chairperson, arrangements may be made to hold an examination during these months.

Publication

After a candidate has been awarded the doctorate, the Graduate School of Education requires that the dissertation be microfilmed. Therefore, the dissertation must be prepared with the same care as if it were to appear in printed form. The abstract, which is to accompany the dissertation and which must not exceed 350 words, will be published in *Dissertation Abstracts*. It also should be submitted ready for publication. University Microfilms, Ann Arbor, Michigan, will microfilm the dissertation and publish the abstract. Publication by microfilm does not preclude publication by other methods.

PH.D. IN EDUCATION

The Ph.D. program, offered in New Brunswick, prepares individuals to assume faculty and research positions in academia, government, and the private sector. This program is offered in conjunction with the Graduate School–New Brunswick, which grants the doctor of philosophy degree. The program is described more fully in the Ph.D. Program in Education chapter.

MASTER OF EDUCATION

Candidates for the master of education (Ed.M.) degree must complete a minimum of 30 credits at Rutgers, The State University of New Jersey. Six of the 30 required credits must be in courses outside the field of specialization of the student's major program. A minimum of 15 credits must be in courses at the graduate level (numbered 500 or above).

Departments may, and in some cases do, set requirements in addition to the minimum requirements given above. These requirements may include comprehensive examinations and research papers. **It is the responsibility of the student to be informed of the standards of the program and department of the major field as well as those of the school.**

Transfer credit from an accredited institution may be accepted on approval of the student's adviser only in programs in which more than 30 credits are required for graduation.

Scholastic Standing: Ed.M.

A student who receives more than three grades of *C*, *F*, or *NC* is performing unsatisfactorily. The student will be so informed and will be dismissed from the school unless the student's department formally recommends otherwise. No more than 9 credits offered in partial fulfillment of degree requirements shall bear the grade of *C*.

A department may dismiss, with the concurrence of the Committee on Admissions and Scholastic Standing, any academically deficient student, provided that the student is kept fully informed of the department's dissatisfaction with his or her academic performance and that the departmental decision to dismiss is careful and deliberate.

Time and Load Limitations

A student must complete all requirements of his or her program within five years of the first registration as a degree student, or within five years of the beginning of any course work to be counted toward the degree. Course requirements may not be completed in less than one year as a full-time student, in less than five Summer Sessions, or in less than two years of part-time study as a Graduate School of Education student.

Requirements Other Than Course Credits

Students who choose a major program in which requirements other than course credits exist should consult with their advisers with respect to the nature and character of the requirements and the regulations and dates governing their administration and report.

Comprehensive Examinations

Students who choose a major program that requires a comprehensive examination should consult with their advisers on departmental regulations and dates governing the administration of the examination.

The student's department faculty determines whether the performance on the examination is "satisfactory" or "unsatisfactory" and reports this determination in those terms and in writing to the Office of Academic Services. A department may, for good reason, "defer" a report, but in this event must arrange promptly for a determination of "satisfactory" or "unsatisfactory." In the event that the student's performance is rated and reported as "unsatisfactory," he or she may file a request with the department to take the examination a second time. Upon approval of the department faculty and the concurrence of the dean's office, a second examination may be given. A third examination is not permitted.

Some programs may allow students to write a thesis in lieu of taking a comprehensive examination. Students interested in that option should contact their advisers.

Teacher Certification

Teacher certification can be achieved through the successful completion of one of seven state-approved programs. Information regarding programs and requirements may be obtained from the Office of Teacher Education Programs, Room 132, Graduate School of Education (732/932-7496, ext. 8132). Upon admission, students must open a file in that office to ensure completion of all certification requirements.

The GSE offers seven initial teacher certification programs (elementary, English, English as a second language, foreign language, mathematics, science (physical or biological), and social studies education) for students who have a baccalaureate degree and are seeking a master's degree and teacher certification. Program graduates are eligible for the certificate of eligibility with advanced standing. For standard certification, graduates must participate in the state induction year program and successfully teach for one year.

For information on the four-year undergraduate sequence of the five-year teacher certification programs, refer to the *New Brunswick Undergraduate Catalog*.

For information about the five-year master's degree programs, see listing at the end of this catalog.

GRADUATION

The university, only upon recommendation of the faculty, confers degrees after a formal application has been filed with the Office of the Graduate Registrar (Administrative Services Building, Room 200F, 65 Davidson Road, Piscataway, NJ 08854-8096). Applications may be obtained from either the Office of the Graduate Registrar or the Office of Academic Services at your dean's office. Degree candidates must file a Graduate Diploma Application by the announced deadlines: October 1 for an October-dated degree, January 4 for a January-dated degree, and April 1 for a May-dated degree. If the candidate fails to file the application on or before the deadline date, the degree is not confirmed until the following degree date.

Degrees are conferred three times a year; however, there is one university commencement ceremony held each May, at which time May-dated diplomas are issued. October and January graduates also may participate in the annual commencement ceremony.

An October or January graduate who is **unable to attend** the annual commencement ceremony in May will have his or her diploma mailed to the address indicated on the diploma application. October and January graduates not attending the annual commencement may choose to pick up their diplomas at the Office of the Graduate Registrar, rather than having them mailed to them. This choice, however, must be indicated on the diploma application at the time of filing, and proof of identity must be provided at the time of pick up.

An October or January graduate who **attends** the annual commencement ceremony also will have his or her diploma mailed to the address indicated on the diploma application, but the diploma jacket will be retained for use in the May ceremony.

Candidates who complete the degree requirements before October 1 or January 4 may request a Certificate of Graduation for use until their diploma is received, provided they have filed the diploma application and have completed all other requirements for the degree as certified by their dean's office. The initial certificate request should be sent to their dean's Office of Academic Services, which will forward the signed request to the Office of the Graduate Registrar for processing.

Diplomas and transcripts are withheld from all students whose financial accounts and debts (including tuition, housing, parking, and library) are not cleared.

Ph.D. Program in Education

(in conjunction with the
Graduate School–New Brunswick)

Degree Program Offered: Doctor of Philosophy
Director of Graduate Program: Professor Angela M. O'Donnell,
 10 Seminary Place, College Avenue Campus (732/932-7496,
 ext. 8104)

Members of the Graduate Faculty

- Lara Alcock, *Assistant Professor of Learning and Teaching, GSE; Ph.D., Warwick*
Learning and teaching of proof-oriented mathematics
- Steven Barnett, *Professor of Educational Theory, Policy, and Administration, GSE;*
Ph.D., Michigan
Economics of education; educational policy; evaluation
- Harold Beder, *Professor of Educational Theory, Policy, and Administration, GSE;*
Ed.D., Columbia
Adult literacy policy; adult education
- Alisa A. Belzer, *Assistant Professor of Educational Theory, Policy, and*
Administration, GSE; Ph.D., Pennsylvania
Adult literacy education; professional development and policy
- Margaret Bendersky, *Professor of Pediatrics, UMDNJ–RWJMS;*
Ph.D., Washington
Effects of early biological and environmental risks on development
- Katrina E. Bulkley, *Assistant Professor of Educational Theory, Policy, and*
Administration, GSE; Ph.D., Stanford
Educational policy and politics; educational reform; school politics
- Gregory Camilli, *Professor of Educational Psychology, GSE; Ph.D., Colorado*
Statistics and measurement
- Kenneth D. Carlson, *Professor of Educational Theory, Policy, and Administration,*
GSE; Ed.D., SUNY (Buffalo)
Social studies education; educational equity
- Julie Cheville, *Assistant Professor of Learning and Teaching, GSE; Ph.D., Iowa*
Portfolios, postprocess writing, situated cognition
- Clark Chinn, *Associate Professor of Educational Psychology, GSE; Ph.D.,*
Illinois (Urbana-Champaign)
Educational psychology
- Amy Cohen, *Professor of Mathematics, FAS–NB; Ph.D., California (Berkeley)*
Mathematics
- Mary Elizabeth Curran, *Assistant Professor of Learning and Teaching, GSE;*
Ph.D., Wisconsin
Issues in language education; multicultural education
- Richard DeLisi, *Professor of Educational Psychology, GSE; Ph.D., Catholic*
Developmental psychology
- Bari Erlichson, *Assistant Professor of Public Policy, EJBSPPP; Ph.D., Stanford*
American government; education policy
- Eugenia Etkina, *Associate Professor of Learning and Teaching, GSE; Ph.D.,*
Moscow State Pedagogical
Mathematics and science education
- Richard Falk, *Professor of Mathematics, FAS–NB; Ph.D., Cornell*
Applied mathematics; numerical analysis
- William Firestone, *Professor of Educational Theory, Policy, and Administration,*
GSE; Ph.D., Chicago
Educational policy; policy implementation; math standards implementation
- William Garner, *Associate Professor of Educational Theory, Policy, and*
Administration, GSE; Ed.D., Pennsylvania State
Education administration; finance policy
- James M. Giarelli, *Professor of Educational Theory, Policy, and Administration,*
GSE; Ph.D., Florida
Educational philosophy and policy; ethics and education; civic education
- Martin Gliserman, *Associate Professor of English, FAS–NB; Ph.D., Indiana*
Psychoanalysis/literature (narrative)
- Susan Golbeck, *Associate Professor of Educational Psychology, GSE; Ph.D.,*
Pennsylvania State
Cognitive development
- Gerald Goldin, *Professor of Learning and Teaching, GSE; Ph.D., Princeton*
Mathematics education; mathematics; theoretical physics
- David Guston, *Associate Professor of Public Policy, EJBSPPP; Ph.D.,*
Massachusetts Institute of Technology
Public policy; role of experts
- Sandra Harris, *Professor of Psychology, FAS–NB/GSAPP; Ph.D.,*
New York (Buffalo)
Education of autistic children
- Cindy Hmelo-Silver, *Assistant Professor of Educational Psychology, GSE;*
Ph.D., Vanderbilt
Cognitive and instructional strategies
- Melanie R. Kuhn, *Assistant Professor of Learning and Teaching, GSE;*
Ph.D., Georgia
Reading fluency development
- Linda Lederman, *Professor of Communications, SCILS; Ph.D., Rutgers*
Communication and experiential learning; qualitative research methods
- Barbara Lee, *Professor of Human Resource Management, SMLR; Ph.D.,*
Ohio State
Policy; management industrial relations and human resources
- Michael Lewis, *Professor of Psychology, UMDNJ–RWJMS; Ph.D., Pennsylvania*
Developmental psychology
- Barbara Louis, *Associate Professor of Pediatrics, UMDNJ–RWJMS;*
Ph.D., Rutgers
Giftedness in young children, perspective taking, theory of mind
- Catherine Lugg, *Assistant Professor of Educational Theory, Policy, and*
Administration, GSE; Ph.D., Pennsylvania
Education policy/politics
- Carolyn Maher, *Professor of Learning and Teaching, GSE; Ed.D., Rutgers*
Mathematics education
- Lorraine McCune, *Professor of Educational Psychology, GSE; Ed.D., Rutgers*
Developmental psychology
- Richard Miller, *Associate Professor of English, FAS–NB; Ph.D., Pittsburgh*
Pedagogy; composition theory; history of educational reform
- Naftaly Minsky, *Professor of Computer Science, FAS–NB; Ph.D., Hebrew*
Computer science
- Lesley M. Morrow, *Professor of Learning and Teaching, GSE; Ph.D., Fordham*
Literacy development
- Joseph Naus, *Professor of Statistics, FAS–NB; Ph.D., Harvard*
Statistics and probability
- Angela O'Donnell, *Professor of Educational Psychology, GSE; Ph.D.,*
Texas Christian
Educational psychology
- Douglas Penfield, *Professor of Educational Psychology, GSE; Ph.D.,*
California (Berkeley)
Educational statistics and measurement
- Wallis Reid, *Associate Professor of Learning and Teaching, GSE;*
Ph.D., Columbia
Linguistics
- Fred S. Roberts, *Professor of Mathematics, FAS–NB/DIMACS;*
Ph.D., Stanford
Discrete mathematical models; graph theory; decision making;
measurement theory
- Gianine Rosenblum, *Assistant Professor of Pediatrics, UMDNJ–RWJMS;*
Ph.D., Rutgers
Adolescent development, developmental psychopathology
- Joseph Rosenstein, *Professor of Mathematics, FAS–NB; Ph.D., Cornell*
Mathematics education
- Alan Rosenthal, *Professor of Public Policy, EJBSPPP; Ph.D., Princeton*
Political science
- Sharon Ryan, *Assistant Professor of Learning and Teaching, GSE;*
Ph.D., Columbia
Early childhood education
- Michael Saks, *Professor of Mathematics, FAS–NB/DIMACS; Ph.D.,*
Massachusetts Institute of Technology
Mathematical foundation of the theory of computing, computational complexity,
and algorithms
- Larry Scanlon, *Associate Professor of English, FAS–NB; Ph.D., Johns Hopkins*
Medieval studies theory; pedagogy; humanities computing
- Jeffrey Smith, *Professor of Educational Psychology, GSE; Ph.D., Chicago*
Measurement; research methods
- Michael Smith, *Professor of Learning and Teaching, GSE; Ph.D., Chicago*
Secondary English education
- Dorothy Strickland, *State of New Jersey Professor of Reading, Samuel DeWitt*
Proctor Professor of Education, GSE; Ph.D., New York
Literacy: reading and writing development
- Daniel Tanner, *Professor of Educational Theory, Policy, and Administration, GSE;*
Ph.D., Ohio State
Educational policy (curriculum policy at federal, state, and local levels)
- Saundra Tomlinson-Clarke, *Associate Professor of Educational Psychology, GSE;*
Ph.D., Florida State
Multicultural, psychosocial development
- Barbara Turnbull, *Assistant Professor of Educational Psychology, GSE; Ph.D.,*
British Columbia
Evaluation and measurement
- Kay Vandergrift, *Professor of Library and Information Science, SCILS;*
Ed.D., Columbia
Library services for children; educational media services

Carl Van Horn, *Professor of Public Policy, EJBSPPP; Ph.D., Ohio State*
Employment policy and public policy
Stanley Vitello, *Professor of Educational Psychology, GSE; Ph.D., Connecticut*
Special education law and policy
Carol Weinstein, *Professor of Learning and Teaching, GSE; Ed.D., Harvard*
Classroom management; learning to teach
Robert Wilson, *Professor of Mathematics, EAS-NB; Ph.D., Yale*
Mathematics
Nancy Wolff, *Associate Professor of Urban Studies and Community Health,*
EJBSPPP; Ph.D., Iowa
Methodology; costing methods; program evaluation
John Young, *Associate Professor of Educational Psychology, GSE; Ph.D., Stanford*
Educational statistics and measurement

Programs

The Ph.D. in education prepares individuals to assume faculty and research positions in academia, government, and the private sector. Students must choose to pursue one of the following areas of focus: educational policy, educational psychology, language and literacy education, and mathematics education.

The *educational policy focus* prepares scholars to assume faculty and research positions in academic and governmental settings, as well as within private organizations. Students conduct research on educational policies in specific areas, the processes by which those policies are formulated and implemented, and the intended and unintended outcomes of educational policies.

The *educational psychology focus* prepares students to conduct research to advance psychological theory through empirical inquiry and to apply the results for the improvement of educational practice. Scientific research is used both to advance theory, such as explaining how people learn, teach, and differ from one another, and to improve practice, such as determining how to improve learning. Students are prepared to conduct research concerned with the discovery and validation of psychological processes and principles that have the potential to optimize human development and learning. A strong background in research methodology is critical to theory building and testing, and to the application of new knowledge to practice.

The *language and literacy education focus* prepares scholars to discover, create, and interpret knowledge relating to the development of students' literacy competencies. Students investigate the range of literacies in a global, multicultural society; the curricular choices and instructional strategies that foster learning from a variety of texts and authoritative uses of language in a wide variety of settings; and the history and politics of language and literacy education, with attention to the effects of culture, social class, and status on the ways that language is used, valued, and understood. While the Ph.D. program prepares individuals to assume faculty and research positions in academia, government, and the private sector, the Ed.D. in literacy education prepares individuals to become school leaders.

The *mathematics education focus* prepares individuals to conduct basic research on understanding students' thinking, grounded in mathematics, at all age levels. Students conduct fundamental research in the psychology of learning mathematics and problem solving. A strong background in the study of mathematics (or statistics or computer science) is required for admission. Both the Ph.D. and Ed.D. programs are designed to prepare students to contribute new knowledge to the field. Unlike the Ed.D., the Ph.D. requires a master's degree in mathematics.

Only students who have demonstrated the potential for outstanding research are selected for the program. Criteria for admission include a baccalaureate degree in a relevant area; an undergraduate cumulative grade-point average of at least 3.0; a cumulative graduate grade-point average of at least 3.5 (if applicable); strong performance on the Graduate Record Examination; a personal statement reflecting prior experience or an interest in independent scholarship; three letters of recommendation from former professors or employers; and, for international applicants, a TOEFL score indicative of proficiency. Additional criteria may be set by each focus track.

Students must complete at least 48 credits of course work, to be distributed as follows: 6 credits in prethesis research in the education concentration (educational psychology, literacy,

mathematics, policy); 6 credits in the education core (educational theory, practice, and research); at least 12 credits in research methods, including courses in both quantitative and qualitative methodologies; at least 18 credits in the education concentration; and at least 6 credits in the appropriate cognate disciplines. An additional 24 credits of dissertation research are required. Students must maintain a cumulative GPA of at least 3.25 in their doctoral course work. Students may petition the faculty of the Ph.D. in education to transfer up to 24 graduate credits from course work taken elsewhere toward these requirements.

Each Ph.D. student is assigned a research adviser. Students must complete at least two research projects prior to admission to dissertation candidacy, and must pass a qualifying examination written and evaluated by a faculty committee in the area of concentration. Students are admitted to dissertation candidacy by the faculty after they have completed successfully the above requirements. In addition, students must provide evidence of successful teaching experience, which is documented by a portfolio for evaluation by the faculty.

Graduate Courses

Courses are open to degree students only.

16:300:501. PROSEMINAR IN EDUCATIONAL THEORIES AND PRACTICE (3)

Examines fundamental issues in education through the reading of major theoretical texts. Explores how those issues inform current research.

16:300:503. PROSEMINAR IN EDUCATIONAL RESEARCH (3)

Explores selected contemporary educational issues through reading research conducted from a variety of methodological perspectives. Explores assumptions through commentaries on the conduct of educational research.

16:300:509. QUALITATIVE RESEARCH METHODS IN EDUCATION I: INTRODUCTION (3)

Introduction to qualitative research techniques, examining their potential and limitations for investigating educational questions and issues. Topics include interviews, field notes, and observations.

16:300:511. QUANTITATIVE RESEARCH METHODS IN EDUCATION I: INTRODUCTION (3)

Introduction to quantitative research techniques, examining their potential and limitations for investigating educational questions and issues. Topics include one- and two-sample tests of hypotheses, analysis of variance, multiple comparison procedures, regression, and effect size.

16:300:513. QUALITATIVE RESEARCH METHODS IN EDUCATION II: DESIGN AND ANALYSIS (3)

Critical examination of the philosophy and techniques of qualitative methods; design of studies and analysis of qualitative data.

16:300:515. QUANTITATIVE RESEARCH METHODS IN EDUCATION II: ANOVA (3)

Critical examination of sampling distributions, analysis of variance models, planned and post hoc comparisons, trend analysis, randomized block designs, within-subject designs, and higher-order factorials.

16:300:516. DEVELOPING A THEORY OF LANGUAGE AND LITERACY EDUCATION (3)

Development of theoretical perspectives on learning and teaching of the English language arts through critical examination of the works of language and literacy theorists and their personal experiences as learners. Both breadth and depth of exploration are provided through interactions and contributions of several faculty members' and students' own investigations into the work of a particular theorist.

16:300:517. QUALITATIVE RESEARCH METHODS IN EDUCATION III: EDUCATIONAL ETHNOGRAPHY (3)

Intensive survey and application of methods and strategies in ethnography available to educational researchers; emphasis on fieldwork employing ethnographic data-gathering techniques that involve participant observation and interview.

16:300:519. QUANTITATIVE RESEARCH METHODS IN EDUCATION III: REGRESSION (3)

Techniques for analyzing data gathered in nonexperimental studies, including matrix algebra, multiple regression, partial and semipartial correlations, variance partitioning, dummy and effect coding, and analysis of covariance.

16:300:520. PROGRAM EVALUATION: AN INTRODUCTION TO METHODS AND PRACTICE (3)

Prerequisites: 16:300:511 or 16:960:532 and permission of instructor.

Topical survey of program evaluation methods and practice for those whose professional responsibilities will include evaluation, or who will require a knowledge of industry standards in order to purchase evaluation services. Activities include hands-on evaluation projects.

16:300:532. LANGUAGE IN EDUCATION: SOCIOCULTURAL THEORY (3)

Prerequisite: Permission of instructor.

Significant theory and research concerning the role of language in thinking and social life; variation in language use across social groups and situations; the relationship between language and other aspects of human activity.

16:300:533. TOPICS IN LANGUAGE AND LITERACY EDUCATION (3)

Focuses on a particular dimension of theory and research in language and literacy education. Explores the full range of disciplinary approaches to study issues and problems related to a specific area of focus.

16:300:535. FOUNDATIONS OF LANGUAGE I (3)

First in a two-term general linguistics sequence. Nature of language relevant to teachers involved with other languages and cultures. Topics include linguistic sign, design features of language, acoustics, articulatory phonetics, phonemic and morphemic analyses, word semantics, and correctness.

16:300:536. FOUNDATIONS OF LANGUAGE II (3)

Prerequisite: Permission of instructor.

Continuation of a two-course sequence. Contrastive survey of formal and functional grammatical theories relevant to education. History of English, language change, comparative and historical linguistics, language, and dialect.

16:300:541. INTRODUCTION TO ECONOMICS AND EDUCATION (3)

Economic concepts and their application to education; topics include demand for and supply of education, measuring return on educational investment, productivity and efficiency in the educational sector, and the relationship between human capital and economic growth.

16:300:545. EDUCATIONAL PLANNING AND POLICY DEVELOPMENT (3)

Problem-solving and decision-making models, including studies of values, goal establishment, performance objectives, measurement and assessment techniques, policy development and executive leadership, and information systems; the multicultural nature of society; and the identification of people with special learning needs.

16:300:551. EVALUATION OF EDUCATIONAL AND SOCIAL PROGRAMS (3)

Prerequisite: Permission of instructor.

Evaluation of educational and social institutions, programs, and policies, including the social context of evaluation and the political aspects of conducting educational evaluations. Compares and contrasts evaluation and research. Hands-on data analysis and interpretation using a social policy data set.

16:300:563. RESEARCH INTO THE DEVELOPMENT OF MATHEMATICAL IDEAS (3)

A systematic study of the development of mathematical ideas in learners, from elementary school into adulthood, including the study and analysis of videotape and accompanying data to trace the development of mathematical ideas over time.

16:300:581. EDUCATIONAL PSYCHOLOGY I: THEORIES OF DEVELOPMENT (3)

Examination of classical and contemporary theories of human development. Themes considered include the relations between evolution and development, nature-nurture, individual-society, and biology-culture in development. Focus on change and the processes through which change occurs over the course of the human life span.

16:300:582. EDUCATIONAL PSYCHOLOGY II: THEORIES OF COGNITION AND INSTRUCTION (3)

Emphasizes major theories of human learning, cognition, and instruction. Topics include knowledge representation, learning and instructional strategies, domains of application, and research methods used to study these topics.

16:300:591. COGNITIVE DEVELOPMENT (3)

Theory and research in children's intellectual development from birth through adolescence. Neo-Piagetian, information processing, and sociocultural approaches to cognition explored. Current research, including children's memory development, social cognition, language, problem solving, spatial thinking, and theory of mind. Implications for schooling considered.

16:300:593. COOPERATIVE AND COLLABORATIVE LEARNING (3)

Overview and critique of theories of cooperative and collaborative learning. Includes the analysis and critique of research findings on cooperation and collaboration and an examination of the cognitive and affective consequences of various forms of peer learning.

16:300:595. THE PSYCHOLOGY OF SEX DIFFERENCES (3)

Current psychological theories of sex role development; evidence for and against sex differences throughout the life span; intellectual abilities, achievement, motivation, and behavior; dependence and aggression.

16:300:597. LANGUAGE ACQUISITION (3)

Theories of language acquisition and the functions of language for the child; topics include prelinguistic behavior, the nature of one-word utterances, the acquisition and development of early syntax and semantics, the relation of thought to language, and the development of communication and conversation skills.

16:300:600,601. PRETHESIS RESEARCH (BA,BA)

Students engage in educational research under the supervision of faculty mentors.

16:300:621. SEMINAR IN LITERACY EDUCATION RESEARCH (3)

Prerequisite: Permission of instructor.

Current research in literacy education and related areas of literacy; critical evaluation of published reports; development of mature ideas for writing a proposal, conducting research, and completing a thesis in these areas.

16:300:641. PRODUCTIVITY AND EFFICIENCY IN EDUCATION (3)

Examines how and where the education dollar is spent, as well as how it is raised. Definitions and measures of efficiency and productivity in primary, secondary, and postsecondary education; productivity trends in education, efficient allocation of school resources, school size and productivity, and efficiency implications of school financing methods.

16:300:643. EDUCATIONAL CHANGE: THEORY AND PRACTICE (3)

Examination of the philosophies underlying recent educational reforms; exploration of implementation and management processes to increase the likelihood of successful outcomes.

16:300:645. EDUCATIONAL POLICY AND POLICY MAKING:

THE FEDERAL AND STATE LEVELS (3)

Examines the development, implementation, and effects of federal and state education policies; examples of key policy issues as cases for the exploration of political, policy design, and implementation issues.

16:300:647. HISTORICAL RESEARCH IN EDUCATIONAL POLICY (3)

Introduces historical inquiry in education. Students explore U.S. historiography and the influence social science has had on historical research in general and on education in particular. Students gain experience in framing historical questions (or problems) of their choosing and develop responses.

16:300:661. SEMINAR IN MATHEMATICS EDUCATION RESEARCH (3)

Prerequisite: Practicum or permission of instructor.

Students engage in a research project that involves formulation of one or more research question(s); discussion and analysis of their theoretical perspective; collection of data. Applicable as a research course.

16:300:665. TOPICS IN MATHEMATICS EDUCATION (3)

Prerequisite: Permission of instructor.

Selected topics in the learning and teaching of mathematics. Presupposes strong knowledge of content domain.

16:300:681. QUALITATIVE ANALYSIS AND RANKING TECHNIQUES (3)

Prerequisite: 16:300:511 or 16:960:532.

Systematic study of chi-square techniques for analyzing educational data. Distribution-free rank tests for independent and dependent samples, confidence intervals, and measures of association.

16:300:683. APPLIED MULTIVARIATE ANALYSIS (3)

Prerequisite: Permission of instructor.

Survey of multivariate statistical procedures commonly encountered in educational research. Matrix algebra, multivariate analysis of variance, discriminant analysis, exploratory factor analysis, canonical correlations, and log-linear models.

16:300:684. PSYCHOMETRIC THEORY II (3)

Prerequisite: Permission of instructor.

In-depth analysis of classical measurement theory, including variance decomposition into true and error components; development of the Spearman-Brown formula and Cronbach's alpha; reliability and generalizability theory; test design and equating; and comparison of multiple-choice items and performance assessments. May include basic derivations for factor analysis and item response theory.

16:300:685. CAUSAL MODELING (3)

Prerequisite: Permission of instructor.

Introduction to structural equation modeling, including latent variables; confirmatory factor analysis; diagnosing model fit and testing alternative models; and multisample designs. Multilevel (or hierarchical) linear models as related to multisample designs (such as identifying hierarchical structures, random compared with fixed effects); variance components; and designs with repeated measurements.

16:300:687. ITEM RESPONSE THEORY (3)

Prerequisites: 16:300:511 or 16:960:532 and permission of instructor.

Introduction to item response theory (IRT), which encompasses a group of probabilistic measurement models widely used in standardized testing programs. Foundations and assumptions underlying IRT, comparison of various IRT models, application of IRT to practical testing situations, and implementation of IRT using the BILOG computer program.

16:300:691. COGNITIVE AND MOTIVATIONAL LEARNING STRATEGIES (3)

Overview of theory and research related to cognitive and motivational learning strategies. Includes the theoretical basis for learning and motivational strategies, assessment of strategies, problems related to learning from different sources of information, and individual differences in strategy use.

16:300:695. TOPICS IN EDUCATIONAL PSYCHOLOGY (3)

Prerequisite: Permission of instructor.

Provides advanced doctoral students an opportunity for advanced study of a topic of personal interest within selected areas of psychology or educational statistics and measurement.

16:300:696. TOPICS IN EDUCATIONAL PSYCHOLOGY (3)

Prerequisite: Permission of instructor.

Provides advanced doctoral students an opportunity for advanced study of a topic of personal interest within selected areas of psychology or educational statistics and measurement.

16:300:701,702. RESEARCH IN EDUCATION (BA,BA)

16:300:866. GRADUATE ASSISTANTSHIP (BA)

16:300:877. TEACHING ASSISTANTSHIP (BA)

Programs, Faculty, and Courses

Programs in Educational Administration and Supervision

Contact: Dr. James Bliss (732/932-7496, ext. 8221;
email: bliss@rci.rutgers.edu)

These programs prepare candidates for the positions of supervisor, elementary and secondary school principal, assistant superintendent and superintendent of schools, and school business administrator, as well as for teaching and administrative positions at colleges and universities.

At the master's degree level, programs are offered for elementary school principal and supervisor, secondary school principal and supervisor, school business administrator, and leadership positions in higher education.

Programs for the doctor of education degrees are individualized according to the candidate's career objective. Basic theoretical concepts and related practices for administering educational programs are the core of every program, with emphasis on contemporary issues and problems. Students, individually and in groups, are involved in studies of leadership and organization in various educational settings.

The total program includes studies in the following areas: foundations of educational administration; organizational behavior and leadership; related studies in professional education; interdisciplinary studies in the social sciences and humanities; practicum and internship experiences; field studies; and field research. Electives from other areas are selected to strengthen deficiencies in professional training and cultural awareness.

Master of Education Degree Programs

The following programs leading to the master of education degree are offered in Educational Administration and Supervision:

- Administration and Supervision (Option A)
- Administration and Supervision (Option B)
- School Business Administration

A student must complete all requirements of his or her program within five years of registration as a degree student, or within five years of embarking upon any course work to be counted toward a degree. The student is assigned an adviser from the indicated area of specialization at the time of admission. Each student's program is developed cooperatively by the student and his or her adviser to incorporate past experience as well as future career options.

Administration and Supervision (Minimum of 36 Credits)

To earn a master of education degree in administration and supervision in elementary or secondary education, students must choose from among two options. Option A (36 credits) meets the requirements for New Jersey principals' and administrators' certificates. Option B (30 credits) prepares students who might not be interested in receiving such certification.

Option A (Certification)

Required Courses (21 credits)

- 15:230:500 Foundations of Educational Administration and Supervision (3)
- 15:230:501 Leadership and Communication Skills Development I (3)
- 15:230:507 or 607 Education Law (3) or The Law of New Jersey Education (3)
- 15:230:514 Personnel Administration (3)
- 15:230:520 Public School Finance (3)
- 15:230:521 Supervision of Instruction (3)
- 15:230:522 Decision Analysis I (3)

FIVE-YEAR TEACHER EDUCATION PROGRAM

The Graduate School of Education offers a five-year joint master's degree/initial teacher certification program. Rutgers undergraduates are admitted to the program at the end of their junior year. GSE teacher education curriculum provides for certification through five-year combined programs in the following areas: early childhood/elementary education (K-8), special education (K-12) with elementary education (K-8), English (K-12), foreign languages (K-12), physical science (K-12), biological science (K-12), mathematics (K-12), and social studies (K-12). For detailed information on the five-year program, please see the *Rutgers-New Brunswick Undergraduate Catalog*.

In this section, detailed descriptions of the programs offered by the Graduate School of Education are given for each department and are listed in numerical order. Under the degree programs offered is a list of faculty members, a description of each program's special purposes and requirements, and a list of courses offered in each department.

EDUCATIONAL THEORY, POLICY, AND ADMINISTRATION

Degree Programs Offered: Master of Education,
Doctor of Education

Chairperson: James M. Giarelli (732/932-7496, ext. 8209;
email: giarelli@rci.rutgers.edu)

Members of the Faculty

Professors:

W. Steven Barnett, *Ph.D., Michigan*
Harold W. Beder, *Ed.D., Columbia*
Kenneth D. Carlson, *Ed.D., SUNY (Buffalo)*
William A. Firestone, *Ph.D., Chicago*
James M. Giarelli, *Ph.D., Florida*
Ronald T. Hyman, *Ed.D., Columbia; J.D., Rutgers*
Daniel Tanner, *Ph.D., Ohio State*

Associate Professors:

James Bliss, *Ph.D., Cornell*
C. William Garner, *D.Ed., Pennsylvania State*
David J. Muschinske, *Ed.D., Boston*
Annell L. Simcoe, *Ph.D., Ohio State*

Assistant Professors:

Alisa Belzer, *Ph.D., Pennsylvania*
Katrina Bulkley, *Ph.D., Stanford*
Benjamin Justice, *Ph.D., Stanford*
Catherine Lugg, *Ph.D., Pennsylvania State*
Beth Rubin, *Ph.D., California (Berkeley)*

The Department of Educational Theory, Policy, and Administration offers graduate programs leading to the master of education degree and the doctor of education degree. These programs are grouped into four categories: Educational Administration and Supervision; Adult and Continuing Education; Social Studies Education; and Social and Philosophical Foundations of Education.

Electives in Educational Administration (9 credits)

- 15:230:505 School-Community Relations: The Politics of Education (3)
- 15:230:512 Administration and Supervision of Elementary and Secondary Schools (3)
- 15:230:516 Administration and Supervision of Special Education Services (3)
- 15:230:530 Internship in Educational Administration (BA)
- 15:230:608 Case Studies in Educational Administration and Supervision (3)
- 15:230:610 Administration for School Effectiveness (3)
- 15:230:630 Readings in the Administration and Supervision of Education (BA)
- 16:300:643 Educational Change: Theory and Practice (3)
- 16:300:645 Educational Policy and Policy Making: The Federal and State Levels (3)

Electives outside of Educational Administration (6 credits)

Students must obtain approval from their advisers before selecting outside electives.

Option B (Noncertification)

Required Courses (6 credits)

- 15:230:500 Foundations of Educational Administration and Supervision (3)
- 15:230:501 Leadership and Communication Skills Development I (3)

Electives (24 credits)

In addition, the student must take 24 credits of elective course work, of which 15 credits must be in educational administration (courses numbered 15:230:___). The remaining 9 credits will consist of course work outside of educational administration, with the approval of an adviser.

School Business Administration (Minimum of 36 Credits)

This program is designed for individuals who wish to become certified as school business administrators or fiscal analysts with state or federal agencies. The following course of study is recommended:

- 15:230:500 Foundations of Educational Administration and Supervision (3)
- 15:230:501 Leadership and Communication Skills Development I (3)
- 15:230:503 Business Administration of School Systems (3)
- 15:230:507 Education Law (3)
- 15:230:514 Personnel Administration (3)
- 15:230:520 Public School Finance (3)
- 15:230:522 Decision Analysis I (3)
- 15:230:530 Internship in Educational Administration (BA)
Elective in general accounting (3)
Elective outside of program area (3)
Elective in educational administration (3)

The above degree meets the requirements for a New Jersey school business administrator's certificate.

New Jersey Supervisor's Certificate

To qualify for a supervisor's certificate in New Jersey, candidates must have a master's degree in education and meet the following course requirements:

Required Courses (6 credits)

- 15:230:521 Supervision of Instruction (3)
- 15:310:500 Curriculum and Instruction (3) or 15:250:504 Foundations of Curriculum (3)

Electives (6 credits)

- 15:230:500 Foundations of Educational Administration and Supervision (3)
- 15:230:512 Administration and Supervision of Elementary and Secondary Schools (3)
- 15:230:600 Topics in Educational Administration and Supervision (3)

- 15:230:608 Case Studies in Educational Administration and Supervision (3)
- 15:230:630 Readings in the Administration and Supervision of Education (BA)
- 15:251:572 Curriculum Development in the Elementary School (3)
- 15:310:505 Curriculum Development in the Secondary School (3)
- 15:310:510 Curriculum of Middle and Junior High School (3)

The supervisory endorsement is granted by the Graduate School of Education only to candidates in the master of education degree program. All students not enrolled in the master of education degree program are advised to seek assistance from a New Jersey county superintendent's office to confirm acceptance of these courses.

Doctor of Education Degree Program

The Department of Educational Theory, Policy, and Administration offers the doctor of education degree in educational administration and supervision. The program is designed to ensure that each graduate acquires a core of theoretical knowledge and research skills germane to all administrative and program development positions, and yet have wide latitude to pursue individual professional specialties. The program fosters a balance between theory and its application in professional practice, and also is designed for advanced studies. **Applicants seeking certification should enroll in the master's degree program (Option A).**

Degree Requirements (Minimum of 48 Credits; Maximum of 18 Transfer Credits for Postbaccalaureate Course Work)

1. *Area of Specialization in Educational Administration (30)*

Required Courses

- 15:230:600 Topics in Educational Administration and Supervision (3)
- 15:230:603 Theory and Research Findings in Educational Administration (3)
- 15:230:604 Organizational Theory in Education (3)
- 15:230:614 Research Problems in Educational Administration and Supervision II (3)

2. *Research Methods (9)*

- 15:230:613 Research Problems in Educational Administration and Supervision I (3) (*required*)

3. *Courses outside of Area of Specialization (9)*

One course in each of these areas: learning in a content area, social and philosophical foundations, psychological foundations

Total: 48 credits

4. *Ed.D. Qualifying Examination*

Doctoral qualifying examinations are given to the students at the completion of their course work to assess the breadth and depth of the knowledge they have acquired through their studies. All required course work will be completed before taking a doctoral qualifying examination.

Please consult the program office for additional information about program requirements.

Programs in Social Studies Education

Coordinators: Dr. Benjamin Justice (732/932-7496, ext. 8110; email: bjust@rci.rutgers.edu), Dr. Beth Rubin (732/932-7496, ext. 8203; email: bcrubin@rci.rutgers.edu)

The Department of Educational Theory, Policy, and Administration offers the master of education degree and the doctor of education degree in social studies education. These programs are for students with career interests in teaching, curriculum, and educational research at the elementary, secondary, and college levels. Initial teacher certification is available through the master of education degree program in social studies education.

A broad and interdisciplinary preparation that is built on a substantial foundation in history and the social sciences is preferred for admission to the program.

Programs are flexible and individualized; in practice, each program is developed jointly by the student and his or her adviser in a pattern consistent with the student's background and educational objectives. The programs outlined below are intended as guidelines.

Programs that combine studies in general and professional education with work in a subject field therefore are encouraged. Students usually pursue course work in the Graduate School of Education and in other schools and colleges of the university.

Master of Education Degree Program

The area of specialization consists of 15 credits in history and the social sciences (including some education courses). These 15 credits in the area of specialization may include courses in the department, the Graduate School of Education, and/or other branches of the university, with permission of the adviser. In addition, 9 credits in related courses must be taken with the approval of the adviser. The student also must enroll in 6 credits of electives outside the field of specialization and related courses. Initial teacher certification also is available as an option. Program outlines are available in the department office.

Doctor of Education Degree Program

The doctoral program in social studies education is individualized, flexible, and developed jointly by the student and his or her adviser in accordance with the student's particular background and educational objectives. Ordinarily, such a program combines substantial work in a subject field with studies in professional education. In pursuing these doctoral studies, students usually work with arts and sciences departments and other sections of the university. Specific courses, areas of study, and research activities are detailed in consultation with the appropriate adviser and are listed at the time the student's program proposal is submitted.

The following outline is the guide to the distribution of courses within a student's program.

Degree Requirements (Minimum of 48 Credits)

1. *Department Major (30)*

At least 15 credits in social studies education, including 15:257:560 Introduction to Social Studies Education or 15:257:561 Analysis of Social Studies Curricula; remaining credits in a closely related field may be taken elsewhere within the university

2. *Research Courses (9)*

3. *Courses outside of Area of Specialization (9)*

One course in each of these areas: social and philosophical foundations, psychological foundations, leadership and policy

Total: 48 credits

4. *Ed.D. Qualifying Examination*

Doctoral qualifying examinations are given to students at the completion of their course work to assess the breadth and depth of the knowledge they have acquired through their studies.

5. *Dissertation Study (24)*

Program in Adult and Continuing Education

Coordinator: Dr. Harold Beder (732/932-7496, ext. 8213; email: hbeder@rci.rutgers.edu)

The program in adult and continuing education leads to the master of education degree and prepares professional educators to work with mature men and women in a wide variety of roles and settings. The program necessarily is flexible and cross-disciplinary to meet the diverse needs of its students. Most graduates work in nonschool organizations or community agencies, including colleges and universities, business and industry, health and social service organizations, and adult and family literacy and job training programs. All graduates are concerned primarily with facilitating adult learning and planning and managing educational or training programs for adults.

Adult educators who wish to pursue doctoral work generally seek admission to either the Ed.D. program in social and philosophical foundations, the Ph.D. emphasis in educational policy, or the Ph.D. emphasis in literacy education. In each of these doctoral programs, students may focus their dissertation research on adult education. Students should consult the catalog for admissions requirements for each doctoral study option.

Master of Education Degree Program

Required Core Courses (15–18 Credits)

- 15:233:542 Introduction to Adult and Continuing Education (3)
- 15:233:543 Adulthood and Learning (3)
- 15:233:545 Program Development in Adult and Continuing Education I (3)
- 15:233:546 Program Development in Adult and Continuing Education II (3) or 15:233:547 Principles of Staff Training and Development (3)
- 15:233:641 Conceptual Foundations of Adult and Continuing Education (3)

Electives in Adult and Continuing Education (3–9 Credits)

- 15:233:548 Issues and Problems in Adult and Continuing Education (BA)
- 15:233:549 Adult Literacy and Basic Education in American Society (3)
- 15:233:550 Continuing Learning in the Professions (3)
- 15:233:642 Independent Studies in Adult and Continuing Education (BA)
- 15:233:644 Internship in Adult and Continuing Education (BA)

Electives outside the Program (6–12 Credits)

A total of 6 to 12 credits of course work is required outside of the course offerings in Adult and Continuing Education 233.

Master's Comprehensive Examination

All students are required to pass a comprehensive examination prior to graduation from the program.

Programs in Social and Philosophical Foundations of Education

Coordinator: Dr. James Giarelli (732/932-7496, ext. 8209; email: giarelli@rci.rutgers.edu)

These programs emphasize flexibility of planning and interdisciplinary studies. The aims of many graduate students in the program are higher education teaching and research in the various disciplines of social and philosophical foundations of education. In addition, a substantial number find that a program of broadly based theoretical studies provides an experience that is valuable in preparing for positions in such areas as social work; pastoral work; and administration, supervision, and teaching in elementary, secondary, and higher education, as well as administration of non-school educational programs. An interinstitutional agreement between the Department of Educational Theory, Policy, and Administration and the New Brunswick Theological Seminary permits students with an emphasis in religious education to take courses offered by both institutions.

Areas of study within the program are:

- Anthropology of Education
- Curriculum Theory and Development
- Economics of Education
- Educational Theory
- History of Education
- Philosophy of Education
- Sociology of Education

Master of Education Degree Program

The Ed.M. program in social and philosophical foundations of education assumes that students have an academic background relevant to the disciplines of the program. Therefore, programs are designed according to the academic background and objectives of the students. Each student works with a faculty adviser in designing an individual program.

Students must complete a minimum of 18 credits in the program, including 9 credits in courses emphasizing the humanities and social sciences. Individual programs may be constructed to enable students to take either a selection of courses drawn from the several disciplines of the program or to focus the course selection in a specific discipline or area. In addition, students must select 6 credits outside the field of specialization and 6 credits of electives.

Ed.M. Degree Requirements (Minimum of 30 Credits)

1. Humanities: 3 or 6 credits in history of education and philosophy of education.
2. Social sciences: 3 or 6 credits in anthropology, economics, or sociology of education (to total 9 credits with humanities courses).
3. Program electives: 9 credits to be selected from humanities, social science, curriculum theory, African-American studies, or special issues in higher education.
4. Electives outside the field of specialization: 6 credits.
5. Electives in social and philosophical foundations and/or other appropriate university departments: 6 credits.

Doctor of Education Degree Program

The program in social and philosophical foundations of education provides students with an opportunity for advanced study and research in education from the perspectives provided by the social science and humanities disciplines. The program prepares individuals for conducting research, teaching at the postsecondary level, and assuming leadership positions in public and higher education and other organizations.

The Ed.D. program in social and philosophical foundations of education requires a minimum of 48 postbaccalaureate graduate credits, including a maximum transfer of 18 credits from graduate work completed outside of Rutgers prior to matriculation in the program. In addition, doctoral students must register for a minimum of 24 research credits during dissertation study. Programs are individually designed. Some students choose to focus their studies through a coherent interdisciplinary program of study. Other students, especially those preparing for careers in higher education, focus their studies within a discipline. All programs have three elements:

1. Course work in area(s) of specialization chosen in consultation with their adviser (18 credits). Three credits of course work in social sciences of education are required for students focusing in the humanities; 3 credits of course work in the humanities are required for students focusing in the social sciences. Curriculum theory students must complete a 9-credit coherent selection of courses in the humanities and social sciences.
2. Nine credits in research methods courses appropriate to the student's scholarly and professional interests. Appropriate courses may be taken outside of the program area. All students must take at least 6 credits in either quantitative or qualitative research. Applicable work in the social and philosophical foundations area includes the following:
 - 15:310:536 Methods of Educational Ethnography (3)
 - 15:310:601 Problems in History of Education (3)
 - 15:310:615 Seminar in Philosophy of Education (3)
 - 15:310:625 Advanced Seminar in Curriculum Theory and Development (3)
3. Core requirements: 3 credits from each of the following areas: learning in a content area, policy and leadership, and psychological foundations.

Residency Requirement

Doctoral students enroll for two consecutive terms in which at least 9 credits are completed in each term.

Ed.D. Qualifying Examination

Doctoral qualifying examinations normally are given to students at the completion of their course work to assess the breadth and depth of the knowledge that they have acquired during disciplined study. These examinations are offered once each term. Students respond to four questions in all: two questions in the area(s) of specialization, one question from a cognate area within the program, and one question concerning research and its applications.

Doctoral Dissertation

The doctoral dissertation is the capstone of doctoral studies. With the advice of a duly constituted doctoral dissertation committee, Ed.D. candidates prepare and defend a dissertation proposal and a doctoral dissertation that demonstrate the ability to engage successfully in the scholarly and systematic study of educational problems.

Graduate School of Education Centers in the Department of Educational Theory, Policy, and Administration

Center for Educational Policy Analysis

Director: William A. Firestone

The Center for Educational Policy Analysis examines how state and federal policies affect educational processes and outcomes. Research focuses on policy formation, implementation, and effects. Recent work has examined the consequences of school finance reform, state testing policies, and charter schools. In addition to producing research books and articles, the center advises state and federal policy makers, school administrators, and the public.

National Center for the Study of Adult Learning and Literacy at Rutgers

Director: Hal Beder
<http://ncsall-ru.gse.rutgers.edu>

The National Center for the Study of Adult Learning and Literacy at Rutgers (NCSALL-RU) is a member of the federally funded National Center for the Study of Adult Learning and Literacy research consortium. Its major project is the National Labsite for Adult Literacy Education, a partnership between NCSALL-RU and the New Brunswick Public Schools Adult Learning Center. Research focuses on adult literacy, specifically learners' engagement in instruction, individualized instruction, literacy acquisition outside of class, professional development, and the factors that affect learner outcomes. For more information, contact Hal Beder, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901-1183 (732/932-7496, ext. 8213; hbeder@rci.rutgers.edu).

National Institute for Early Education Research

Director: W. Steven Barnett
<http://nieer.org>

The National Institute for Early Education Research (NIEER) is dedicated to improving early childhood education and care for all children through research. The institute counts many distinguished GSE faculty members as participants. NIEER offers independent research-based analysis and technical assistance informed by an understanding of the issues and options faced by policy makers. NIEER conducts interdisciplinary studies of early education policies and programs with respect to access, quality, and resources. Advancing understanding of the economics of early childhood education and care is a particular focus of the institute. For additional information, contact Terri Manzo, NIEER, 120 Albany Street, Suite 500, New Brunswick, NJ 08901 (email: tmanzo@nieer.org).

New Jersey Math-Science Partnership

Principal Investigator: William A. Firestone
<http://njmsp.rutgers.edu>

The New Jersey Math-Science Partnership (MSP) is helping 12 school districts increase student achievement. Also in MSP are the Graduate School of Education and the Center for Mathematics, Science, and Computer Education at Rutgers University with Kean and Rowan universities. MSP helps districts plan strategically for improving their mathematics and science education from prekindergarten through 12th grade. It also offers leadership development and professional development services. MSP also helps the three universities recruit minority students and science majors for careers in education and is strengthening their teacher preparation programs. For more information, contact William A. Firestone, New Jersey Math-Science Partnership, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901-1183 (732/932-7496, ext. 8231; wilfires@rci.rutgers.edu).

Graduate Courses (Educational Administration and Supervision 230)

15:230:500. FOUNDATIONS OF EDUCATIONAL ADMINISTRATION AND SUPERVISION (3)

Analysis of conceptual, technical, and human resources skills associated with administrative and supervisory behavior in schools. Emphasizes the foundations of leadership, communications, decision making, and human resource management.

15:230:501. LEADERSHIP AND COMMUNICATIONS SKILLS DEVELOPMENT I (3)

Introduces both the theory and practice of educational leadership. Drawing upon differing disciplinary perspectives, the class emphasizes linking administrative policies and practices to their theoretical foundations.

15:230:502. SCHOOL BUDGETING (3)

Prerequisite: 15:230:520.

Comprehensive review of the basic accounting cycle followed by a study of accounting systems, internal administrative and accounting controls, bond financing, budgeting, and an analysis of financial statements. The application of site-based budgeting to core curriculum standards presented.

15:230:503. BUSINESS ADMINISTRATION OF SCHOOL SYSTEMS (3)

The business administration of a school district, including accounting, budgeting, payroll, purchasing procedures, capital outlay, management information systems, risk management, food service, transportation, personnel records, equipment, and facilities.

15:230:504. PHYSICAL FACILITIES AND THE LEARNING ENVIRONMENT (3)

The ways in which physical dimensions of the school and classroom influence student behavior, attitudes, and achievement; emphasizes translating research into practical guidelines for the design and management of classroom settings; energy consumption, maintenance, school construction and utilization standards, and overall financing of capital outlay and debt service.

15:230:505. SCHOOL-COMMUNITY RELATIONS: THE POLITICS OF EDUCATION (3)

Analysis of the political basis for community support to schools and the influence of community groups on the role of the school administrator.

15:230:506. CLINICAL STUDIES IN SCHOOL-COMMUNITY ANALYSIS (3)

Prerequisite: 15:230:505 or permission of instructor.

Facilitates a field application of community analysis and relations programs; analysis carried out through the use of a varied political, theoretical, and practical base.

15:230:507. EDUCATION LAW (3)

Impact of the legal system on education; emphasizes issues arising from conflicts between public policy and individual rights; study of federal and state constitutions, statutes, regulations, and court decisions.

15:230:512. ADMINISTRATION AND SUPERVISION OF ELEMENTARY AND SECONDARY SCHOOLS (3)

Prerequisites: 15:230:500, 521.

Problems of organization, supervision, and administration of the elementary and secondary schools.

15:230:514. PERSONNEL ADMINISTRATION (3)

Prerequisite: 15:230:500.

Administration of personnel policies, methods, and techniques employed in the public sector, including environmental influences, relevance to organizational structure, collective bargaining, tenure, affirmative action, recruitment, selection, induction, development, appraisal, termination, and legal parameters.

15:230:516. ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION SERVICES (3)

Prerequisites: Either 15:230:500 or 501 and 521.

Role and function of special education; special services within the school and community, including special classes for the mentally and/or physically handicapped; and various services, such as school psychology, school social work, speech correction, learning disabilities specialist, and others.

15:230:520. PUBLIC SCHOOL FINANCE (3)

State and federal directives on school finance and educational equity; economic principles and national income measures related to public education; calculation of property taxes and bond issues; local, state, and federal methods of financing public education; overview of cost efficiency and effectiveness measures; investments; the basic accounting structure of state and local governments; and the budget system and comprehensive annual reports used by school districts in New Jersey.

15:230:521. SUPERVISION OF INSTRUCTION (3)

Basic course; prerequisite to advanced study in supervision.

Aspects of supervision, such as definition and scope; philosophy, issues, principles, and techniques; understanding and improving the learning situation; and evaluation of supervision.

15:230:522. DECISION ANALYSIS I (3)

Prerequisites: 15:230:500, 501.

Introduction to decision making in organizations; focuses on organizational missions, goals, and practical techniques for developing decision-making strategies; emphasizes use of microcomputers for quantitative decision making.

15:230:530. INTERNSHIP IN EDUCATIONAL ADMINISTRATION (BA)

Arrangements are made by the university, the student, and the participating school district a term in advance.

Firsthand, on-the-job administrator or supervisor training under an able educational leader. May or may not involve part-time status and payment to the intern by the organization in whose system the student is placed.

15:230:600. TOPICS IN EDUCATIONAL ADMINISTRATION AND SUPERVISION (3)

Selected issues and policies pertinent to the administration and supervision of education. Topics may differ each time the course is offered.

15:230:601. PRACTICUM IN EDUCATIONAL ADMINISTRATION (BA)

Prerequisite: Permission of instructor. Open only to advanced graduate students who desire to accomplish independent minor research in the solution of specific problems.

The case-conference method provides an opportunity for analysis of individual administrative problems.

15:230:603. THEORY AND RESEARCH FINDINGS IN EDUCATIONAL ADMINISTRATION (3)

Prerequisites: Master's degree and permission of instructor.

History and development of theories of administration in general and theories of educational administration in particular; scientific and logical study of administrative performance and leadership behavior designed for the preparation of the practicing administrator, the theorist, and the researcher in educational administration.

15:230:604. ORGANIZATIONAL THEORY IN EDUCATION (3)

Prerequisite: 15:230:603 or permission of instructor.

Contemporary organizational theory and analysis with major focus on behavior in educational organizations; the approach is a comparative analysis of formal organizations.

15:230:605. FIELDWORK IN EDUCATIONAL ADMINISTRATION (BA)

Prerequisite: Permission of program coordinator.

Provides opportunities for advanced students to do special research on a professional problem in the field under supervision of the Graduate School of Education staff; the problem may involve any phase of local school administration; application of research in the field to local conditions and local facilities.

15:230:607. THE LAW OF NEW JERSEY EDUCATION (3)

The legislative, judicial, and administrative sources of New Jersey law affecting the cooperation of schools; policy issues, New Jersey Statutes Title 18A, and commissioner's decisions emphasized.

15:230:608. CASE STUDIES IN EDUCATIONAL ADMINISTRATION AND SUPERVISION (3)

Administrative/supervisory cases identifying and diagnosing concrete issues and problems in educational organizations; examples of administering and supervising school improvement, with emphasis given to development and presentation of solutions and practical leadership strategies.

15:230:610. ADMINISTRATION FOR SCHOOL EFFECTIVENESS (3)

Prerequisites: 12 credits, including 15:230:500, 501, 521.

Examines literature on school factors related to student learning and planned organizational change. Students conduct an on-site school assessment with recommendations for instituting change.

15:230:613,614. RESEARCH PROBLEMS IN EDUCATIONAL ADMINISTRATION AND SUPERVISION I,II (3,3)

Problem areas in educational administration and supervision and examination of relevant potential research topics and appropriate methodologies of study; practical experiences in the research process as a way of integrating course work experiences; and the preparation of a doctoral dissertation.

15:230:630. READINGS IN THE ADMINISTRATION AND SUPERVISION OF EDUCATION (BA)

Prerequisite: Permission of department.

Study of literature and research in an area of administration and supervision of educational institutions. The interests and background of the student and his or her professional career goal are given careful consideration in the development of the reading list. Periodic reports and/or papers on the readings are used to evaluate student progress.

15:230:650. SEMINAR IN EDUCATIONAL SUPERVISION (3)

Prerequisites: 15:230:500, 521, or permission of instructor.

Using the clinical approach, students carry on studies of the theoretical context of supervisory practice, methodological techniques, sociology of supervision, and supervision as leadership in curriculum improvement.

15:230:701. DISSERTATION STUDY: EDUCATIONAL ADMINISTRATION (BA)

Prerequisite: Permission of adviser. Open to graduate students who are writing a doctoral thesis in the field of administration.

15:230:800. MATRICULATION CONTINUED (0)

Continuous registration can be accomplished by enrolling for at least 3 credits in standard course offerings, including research courses, or by enrolling in this course for 0 credits. Students actively engaged in study toward their degree who are using university facilities and faculty time are expected to enroll for the appropriate credits.

15:230:866. GRADUATE ASSISTANTSHIP (E-BA)

Students who hold graduate assistantships are required to enroll in this course for 3 or 6 E credits per term.

15:230:877. TEACHING ASSISTANTSHIP (E-BA)

Students who hold teaching assistantships are required to enroll in this course for 3 or 6 E credits per term.

Graduate Courses (Adult and Continuing Education 233)

15:233:542. INTRODUCTION TO ADULT AND CONTINUING EDUCATION (3)

The nature of the field and major areas of professional practice; examines basic concepts and issues and analyzes various program areas and institutional settings.

15:233:543. ADULTHOOD AND LEARNING (3)

Adult social roles, psychological characteristics, and learning patterns in light of their implications for educational practice.

15:233:545. PROGRAM DEVELOPMENT IN ADULT AND CONTINUING EDUCATION I (3)

Focuses on the design and evaluation of educational programs for adults, needs assessment, planning techniques, and evaluation procedures; development of planning and evaluation procedures.

15:233:546. PROGRAM DEVELOPMENT IN ADULT AND CONTINUING EDUCATION II (3)

The marketing, management, and evaluation of educational programs for adults; practical experience acquired through developing and managing a workshop, short course, or other adult learning activity.

15:233:547. PRINCIPLES OF STAFF TRAINING AND DEVELOPMENT (3)

Design, development, implementation, and evaluation of performance-oriented instructional programs; utilizes an instructional systems design model in the application of adult learning principles to in-service education programs and training in industry and human services agencies.

15:233:548. ISSUES AND PROBLEMS IN ADULT AND CONTINUING EDUCATION (BA)

Analyzes critical issues and problems in the field of adult and continuing education, such as functional literacy, governmental influence, and professionalism. Topics may differ each time the course is offered.

15:233:549. ADULT LITERACY AND BASIC EDUCATION IN AMERICAN SOCIETY (3)

The major issues and problems related to the assessment of literacy needs of American society and the design of adult educational programs to meet those needs; factors relevant to the design and implementation of adult basic education programs to provide reading, writing, and mathematics skills to educationally disadvantaged adults.

15:233:640. PROSEMINAR IN ADULT AND CONTINUING EDUCATION (3)

Prerequisite: Permission of instructor.

Examines the research literature in adult education, including the identification of information sources, the interpretation of research, and the evaluation of research reports. Assists students in identifying areas of needed research and focusing research interests.

15:233:641. CONCEPTUAL FOUNDATIONS OF ADULT AND CONTINUING EDUCATION (3)

Advanced seminar emphasizing the historical, philosophical, and comparative international aspects of the field's development and current status.

15:233:642. INDEPENDENT STUDIES IN ADULT AND CONTINUING EDUCATION (BA)

Prerequisite: Permission of instructor.

Provides the student with an opportunity to pursue an area of interest under the supervision of a faculty member. The student is expected to develop a plan of study and submit appropriate evidence of its fulfillment.

15:233:644. INTERNSHIP IN ADULT AND CONTINUING EDUCATION (BA)

Strongly recommended for students without substantial professional experience.

Provides an opportunity for the student to gain guided experience in a practice setting.

15:233:646. RESEARCH SEMINAR IN ADULT AND CONTINUING EDUCATION (3)

Stresses the appropriate use of procedures, methodology, and the refinement of research skills. Each student plans and conducts a research project, which is critiqued by the instructor and other students. Students are encouraged to publish results.

Graduate Courses (Social Studies Education 257)

15:257:560. INTRODUCTION TO SOCIAL STUDIES EDUCATION (3)

Required of all graduate students in social studies education.

Introduces concepts underlying instruction, development in curriculum and materials, and related topics.

15:257:561. ANALYSIS OF SOCIAL STUDIES CURRICULA (3)

Seminar on understanding, evaluating, and generating social studies curriculum, with a special focus on historical thinking and historiography.

15:257:563. CENSORSHIP IN SOCIAL STUDIES EDUCATION (3)

A seminar on theories, cases, and proposals regarding censorship in society and the schools; emphasis on social studies courses and the relation of academic freedom to censorship.

15:257:564. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3)

The impact on the elementary school of new developments in social studies and new refinements in teaching of social studies; content, method, materials, and general curricular implications.

15:257:566. LIBERTY VERSUS EQUALITY IN EDUCATION (3)

Seminar on the values approach to equalizing educational opportunity; topics include school financing, student segregation, home and neighborhood backgrounds, and teacher expectations; ways of reducing inequality examined in light of the tension between the American values of liberty and equality.

15:257:568. TOPICS IN SOCIAL STUDIES EDUCATION (3)

Prerequisite: Permission of instructor.

Seminar focusing on a selected topic of current interest. Topics differ each time the course is offered. Consult instructor for description of topic under study.

15:257:569. CIVICS, CITIZENSHIP, AND SOCIAL EDUCATION (3)

Explores the theory and practice of civic education in contemporary schooling; examines current and historical literature on the topic of civic education and engagement; and considers the shaping and negotiation of students' emerging civic identities within and across multiple contexts.

15:257:659. RESEARCH PROBLEMS IN SOCIAL STUDIES EDUCATION (3)

For doctoral students. Normally taken prior to 15:257:660.

Problem areas in social studies education; relevant and potential research topics and appropriate methodologies of study.

15:257:660. SEMINAR IN SOCIAL STUDIES EDUCATION RESEARCH (3)

Prerequisite: Permission of instructor.

Current research in social studies education and development of research proposals.

15:257:664. SOCIAL STUDIES EDUCATION PRACTICUM (BA)

Prerequisite: Permission of instructor.

Laboratory course. Develop and field test a sequence of materials in social studies.

15:257:665. INDEPENDENT STUDY IN SOCIAL STUDIES EDUCATION (BA)

Prerequisite: Permission of instructor.

Each student identifies and studies a substantive problem or issue in social studies education.

Graduate Courses (Social and Philosophical Foundations of Education 310)

15:310:500. CURRICULUM AND INSTRUCTION (3)

Integrated view of problems of curriculum and instruction at the elementary and secondary levels, including (1) the various roles of the professional teacher, (2) problems of curriculum design, and (3) interrelationships between current issues and social forces.

15:310:501. HISTORY OF EDUCATIONAL THOUGHT (3)

Impact of the development of thought on education within the context of the intellectual history of Western civilization.

15:310:502. HISTORY OF AMERICAN EDUCATION (3)

Historical survey of education in America from the colonial era to the present.

15:310:503. COMPARATIVE EDUCATION (3)

Contemporary educational theory and practice as reflected in the analysis of national educational systems. Focus on international reform policies, comparative assessments, and the influence of globalization.

15:310:505. CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL (3)

Recommended: Secondary school teaching experience.

Augments through practical application various curriculum theories, determinants, principles, and trends. Each student has the opportunity to design a comprehensive curriculum with reference to an actual secondary school situation.

15:310:508. SOCIETY, COMMUNITY, AND EDUCATION (3)

The community context of education, including the early socialization of the child, the stratification of the population, the political control of education, and the informal impact of community; the interpretative framework of society. Students may concentrate on specific community studies or dimensions of particular personal concern.

15:310:510. CURRICULUM OF MIDDLE AND JUNIOR HIGH SCHOOL (3)

Analysis and evaluation of significant curriculum practices of the middle and junior high school with suggestions for new lines of development; consideration given to organizational patterns.

15:310:515. PHILOSOPHY OF EDUCATION (3)

Twentieth-century educational theorists. The public school movement, the school/education tension, and contemporary trends.

15:310:517. EDUCATIONAL CLASSICS I (3)

Analysis of selections from the classical literature of education, including works by Plato, Aristotle, Augustine, Aquinas, Luther, Calvin, Comenius, Locke, and Rousseau.

15:310:518. EDUCATIONAL CLASSICS II (3)

Selections from the classical literature of education, including the works by Pestalozzi, Herbart, Froebel, Mann, Harris, and Dewey.

15:310:520. SOCIOLOGICAL FOUNDATIONS OF EDUCATION (3)

Leading principles of sociology and anthropology and exploration of their function in education; topics include the concepts of status and role in the school, role conflicts, the social system and culture of the school, social class difference in education, and functional analyses of educational problems.

15:310:521. SOCIAL PHILOSOPHIES AND EDUCATION (3)

The meaning and purpose of public education in a democratic society. Ideology critique, conceptual analysis, and school study.

15:310:524. EDUCATION AND SOCIAL CHANGE (3)

The sociological approach to social change; various definitions and sources of social change; the role of education as an aspect of planned change; the historical role of education as a normative institution in light of society's need for radicals and radical thinking.

15:310:525. MORAL VALUES AND PUBLIC EDUCATION (3)

Moral aspects of education and the school as an institution; problems in public and private education, church and state relations, and individual and social orientation as these relate to moral systems and qualities.

15:310:528. CONTEMPORARY ISSUES IN AMERICAN EDUCATION (3)

Current criticism of education, its practices and theory.

15:310:531. ANTHROPOLOGY OF EDUCATION (3)

Various theories and research findings in cultural anthropology and education, centering on the analysis of diverse ways that people have learned to perpetuate and innovate their culture and the enculturative roles of formal education; cultural order and dynamics, culture and personality, epistemology in education and anthropology, value orientations, scientific validation of values, and enculturative roles of education.

15:310:535. PROBLEMS IN SECONDARY SCHOOL TEACHING (3)

Prerequisite: Three graduate credits in secondary education or secondary curriculum.

Analysis of teaching problems in classroom situations in light of research and practice.

15:310:536. METHODS OF EDUCATIONAL ETHNOGRAPHY (3)

Intensive survey and application of methods and strategies in ethnography available to the educational researchers; emphasis on fieldwork employing ethnographic data-gathering techniques that involve participant observation and interview. Applicable as a research course.

15:310:537. ETHICS AND EDUCATION (3)

Examination of ethical theory and its relation to dilemmas of educational practice and policy. Focus on connections between various theoretical approaches to ethics, such as pragmatic, feminist, and metaethical, and a range of practical and policy questions in education, such as grading, discipline, and professionalism.

15:310:541. SOCIAL CLASS INFLUENCE ON EDUCATION (3)

Prerequisite: 15:310:520 or permission of instructor.

Examination of current sociological and anthropological theories of social stratification that underlie educational policies and practices, with emphasis on the works of Warner, Davis, and their critics; topics include social class structure, indicators of class position, differences in socialization and mobility, testing biases, and critiques of social class influences in education.

15:310:544. THE SCHOOL AS A SOCIAL SYSTEM (3)

Prerequisite: 15:310:520 or permission of instructor.

Detailed study of the social organization of people in the school and its influence on teaching, administration, and learning; analyzing and understanding school and classroom as a social system; student cliques and achievement, informal organization of the faculty, relation of formal and informal organization, values and the school social system, school culture, and resistance to change.

15:310:551. ROLE OF THE SCHOOL IN AMERICAN SOCIETY (3)

Introduction to educational theory; American systems and theories of education, the nature and genesis of formal education as idea and institution, and the values associated with them.

15:310:561. ISSUES IN AFRO-AMERICAN STUDIES I (3)

Historical issues relevant to Afro-American studies: the appropriateness of available historical materials, assessment of radical biases, and other factors affecting presentation of Afro-American studies.

15:310:562. ISSUES IN AFRO-AMERICAN STUDIES II (3)

Contemporary aspects of Afro-American studies; the relevance of Afro-American studies to current problems, the role such studies may play in public school curricula, and the impact of such studies on minority group members.

15:310:581. SPECIAL ISSUES IN HIGHER EDUCATION (BA)

Foundations course emphasizing sociological and philosophical dimensions of the college and its environment. Current issues are studied in depth and determined by mutual interest of staff and students.

15:310:599. MASTER'S THESIS RESEARCH (BA)

Prerequisite: Permission of adviser. Required of students who plan to submit a thesis in partial fulfillment of the requirements for a master's degree.

The library research, data gathering, and writing necessary to produce an acceptable thesis. Work is planned and carried out under the supervision of the thesis committee.

15:310:601. PROBLEMS IN HISTORY OF EDUCATION (3)

Prerequisite: Permission of instructor.

Selected problems in the history of education; works of major figures as they relate to the history of education. Applicable as a research course.

15:310:602. DIRECTED READING IN THE SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION (BA)

Prerequisite: Permission of adviser.

Extensive reading in the humanistic and sociological foundations of education. Careful consideration given to the interests and background of the individual students in devising the reading list. Reports and/or papers on the reading required.

15:310:603. SEMINAR IN ETHNOGRAPHY (3)

Designed for students interested in conducting ethnographic pilot research in anticipation of writing dissertations. Enhances methodological skills required for such research designs, sustained data collection, data analysis, and interpretation. Provides support system for sustained peer review and collaboration in developing research designs and doing fieldwork.

15:310:605. PRACTICUM IN SCHOOL SUPERVISION AND CURRICULUM DEVELOPMENT (BA)

Prerequisite: Permission of instructor.

Laboratory course for advanced students and in-service teachers, administrators, and supervisors. Analysis and treatment of problems relative to curriculum, teaching, and supervision. A problem topic must be selected by the student and approved by the instructor.

15:310:607. SEMINAR: SPECIAL PROBLEMS IN EDUCATIONAL THEORY (3)

Prerequisite: Permission of instructor.

Theoretical aspects of education. Topics selected for study and particular approaches vary from term to term.

15:310:608. PRAGMATISM AND AMERICAN EDUCATION (3)

Prerequisite: Permission of instructor.

Views of the pragmatists as they relate to American education; works of James, Dewey, Peirce, Mead, Childs, Bode, and Kilpatrick included.

15:310:610. INDEPENDENT STUDY IN SOCIAL AND PHILOSOPHICAL FOUNDATIONS (BA)

Gives students an opportunity to pursue study in areas of their own interest. Students who have well-structured areas of interest will, in consultation with appropriate faculty, design a plan of study and execute it.

15:310:611. HISTORY OF AMERICAN HIGHER EDUCATION I (3)

Explores the history of American higher education from its origins to the beginnings of the 20th century; aims of higher education and the forms taken by institutions examined in the context of social and intellectual history.

15:310:615. SEMINAR IN PHILOSOPHY OF EDUCATION (3)

Prerequisite: Permission of instructor.

Technical problems in philosophy of education. Each student writes and defends at least one research paper on some problem in philosophy of education. Applicable as a research course.

15:310:625. ADVANCED SEMINAR IN CURRICULUM THEORY AND DEVELOPMENT (3)

Prerequisite: Permission of instructor.

Research and theories employed in developing various curricula and the means for testing curriculum theories.

15:310:701. RESEARCH IN SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION (BA)

For graduate students writing doctoral dissertations on topics in social and philosophical foundations of education (anthropology, curriculum theory and development, economics of education, educational theory, history, philosophy, or sociology).

15:310:800. MATRICULATION CONTINUED (0)

Continuous registration may be accomplished by enrolling for at least 3 credits in standard course offerings, including research courses, or by enrolling in this course for 0 credits. Students actively engaged in study toward their degree who are using university facilities and faculty time are expected to enroll for the appropriate credits.

15:310:866. GRADUATE ASSISTANTSHIP (E-BA)

Students who hold graduate assistantships are required to enroll for 3 or 6 E credits per term in this course.

15:310:877. TEACHING ASSISTANTSHIP (E-BA)

Students who hold teaching assistantships are required to enroll for 3 or 6 E credits per term in this course.

Ph.D. Courses (Educational Theory, Policy, and Administration)

For descriptions of these courses, see the Ph.D. Program in Education section of this catalog.

- 16:300:509 Qualitative Research Methods in Education I: Introduction (3)
- 16:300:513 Qualitative Research Methods in Education II: Design and Analysis (3)
- 16:300:517 Qualitative Research Methods in Education III: Educational Ethnography (3)
- 16:300:541 Introduction to Economics and Education (3)
- 16:300:545 Educational Planning and Policy Development (3)
- 16:300:551 Evaluation of Educational and Social Programs (3)
- 16:300:641 Productivity and Efficiency in Education (3)
- 16:300:643 Educational Change: Theory and Practice (3)
- 16:300:645 Educational Policy and Policy Making: The Federal and State Levels (3)
- 16:300:647 Historical Research in Educational Policy (3)

LEARNING AND TEACHING

Degrees Offered: Master of Education, Doctor of Education
Chairperson: Michael W. Smith (732/932-7496, ext. 8120;
email: micsmit@rci.rutgers.edu)

Members of the Faculty

Professors:

- Warren D. Crown, *Ph.D., Chicago*
- Richard Duschl, *Ph.D., Maryland*
- Gerald A. Goldin, *Ph.D., Princeton*
- Carolyn A. Maher, *Ed.D., Rutgers*
- Lesley M. Morrow, *Ph.D., Fordham*
- Michael W. Smith, *Ph.D., Chicago*
- Dorothy S. Strickland, *State of New Jersey Professor of Reading, Samuel DeWitt Proctor Professor of Education, Ph.D., New York*
- Carol S. Weinstein, *Ed.D., Harvard*

Associate Professors:

- Eugenia Etkina, *Ph.D., Moscow State*
- Wallis H. Reid, *Ph.D., Columbia*
- Helene Rosenberg, *Ph.D., Florida State*

Assistant Professors:

- Lara Alcock, *Ph.D., Warwick (UK)*
- Erica Boling, *Ph.D., Michigan State*
- Julie Cheville, *Ph.D., Iowa*
- Mary Elizabeth Curran, *Ph.D., Wisconsin (Madison)*
- Abbe Herzig, *Ph.D., Wisconsin (Madison)*
- Nora Hyland, *Ph.D., Illinois (Urbana-Champaign)*
- Melanie R. Kuhn, *Ph.D., Georgia*
- Carrie Lobman, *Ph.D., Columbia (Teachers College)*
- Manya Raman, *Ph.D., California (Berkeley)*
- Sharon Ryan, *Ph.D., Columbia*
- Keith H. Weber, *Ph.D., Carnegie Mellon*

The Department of Learning and Teaching offers graduate programs leading to the master of education and doctor of education degrees for students with career interests in teaching, curriculum, and educational research at the elementary, secondary, and college levels. The department also offers master's degree programs leading to a recommendation for teaching certification, as well as nondegree endorsement programs in P-3 education, English as a second language education, bilingual-bicultural education, and reading.

Master of Education Degree Programs

The following programs leading to the master of education degree are offered in the Department of Learning and Teaching:

- Early Childhood/Elementary Education *
- Language Education †
- Literacy Education
- Mathematics Education
- Science Education

Programs combine studies in general and professional education through course work taken in various departments in the Graduate School of Education and in other schools and colleges of the university. Opportunities are available to integrate work with computers into various areas of special interest. A sample of the distribution of courses for these programs is provided as a guide. All master of education degree programs must include 6 credits outside the field of specialization. See specific program outlines (available in the department office) for exact requirements.

Sample Degree Requirements (Minimum of 30 Credits)

Area of Specialization (15)

These 15 credits in the area of specialization may, with permission of the adviser, include courses in the department, the Graduate School of Education, and/or other branches of the university, as specified in the program outline for each specialization.

Courses Related to Individual Program with Approval of Adviser (9)

Courses outside of Area of Specialization (6)

* A specialization in creative arts education is available within the early childhood/elementary education program.

† Applicants for all degrees in language education should contact the department for additional entrance requirements.

Master of Education Degree Programs for Teacher Certification

The master of education degree programs for teacher certification are designed for postbaccalaureate students who wish to receive state certification in addition to a master's degree. Programs are offered in the following areas:

- Elementary Education (K–8)
- English Education
- English as a Second Language Education
- Foreign Language Education
- Mathematics Education
- Reading Specialist *
- Science Education

Nondegree endorsement programs also are offered in bilingual-bicultural education, English as a second language education, pre-school–grade three education, and reading specialist education. See specific program outlines later in this chapter under Teacher Education/Administrative Certification Programs for exact requirements of each program.

Doctor of Education Degree Programs

The Department of Learning and Teaching offers the doctor of education degree in the following programs:

- Early Childhood/Elementary Education †
- Language Education
- Literacy Education
- Mathematics Education
- Science Education

The doctor of education degree programs prepare individuals to take leadership roles in their area of study. All programs combine substantial work in the program area with courses in research methods and in educational foundations. Some programs may also require course work in departments of arts and sciences. Upon successful completion of a qualifying examination designed to assess the breadth and depth of students' knowledge in their field, students work with their advisers to develop and execute their dissertation project.

Sample Degree Requirements (Minimum of 72 Credits)

- Foundations of education (9)
- Area of specialization (30)
- Research (9)
- Qualifying examination
- Dissertation study (24)

Graduate School of Education Institutes and Centers in the Department of Learning and Teaching

Literacy Center

The Literacy Center in the Department of Learning and Teaching emphasizes the importance of connecting research to practice. It sponsors programs to enhance literacy development of children through a variety of activities that capitalize on the expertise of Rutgers faculty, university professors throughout the country, and administrators and teachers in school districts.

The center has sponsored the Rutgers Reading and Writing Conference for more than two decades. In addition, the center sponsors the National Writing Project at Rutgers University, a university-schools partnership dedicated to improving the quality of student writing in the nation's schools that is built on a model of bringing successful teachers of writing together at invitational summer institutes and preparing them to teach other teachers.

* Students seeking certification as a reading specialist already must have an initial teaching certification. Two years of experience as a classroom teacher are required to receive the reading specialist certification from the state.

† A specialization in creative arts education is available within the early

The center offers summer institutes dealing with current issues related to literacy development for in-service and preservice educators as well as other courses offered at New Jersey schools through the Office of Continuing Education and Global Programs. The center also coordinates the America Reads Initiative by training undergraduate students to be tutors of children in the Professional Development Schools in New Brunswick, New Jersey, who need extra help with reading. Several faculty members work in partnership with local school districts to enhance their literacy programs. The center offers the Edward Fry Fellowship once a year to help support the studies of an outstanding doctoral student whose area of concentration is in the field of literacy.

Robert B. Davis Institute for Learning

Director: Carolyn A. Maher

The Robert B. Davis Institute for Learning (RBDIL) combines research and scholarship about learning and teaching with educational practice. Its mission is to reform the teaching of mathematics and science toward instruction that takes seriously the way students build their mathematical and scientific understanding. Multidisciplinary, intercampus, interinstitutional, and international links of the Davis Institute foster innovative and academically strong collaborations, contributing leadership nationally and internationally to address critical needs in the teaching and learning of mathematics and science. Institute faculty and staff are working in elementary, secondary, and postsecondary education, and conducting research, which provides leadership and long-term, school-based professional development programs in urban and suburban school districts throughout the state. Graduate students at Rutgers pursuing an Ed.M., an Ed.D., or a Ph.D. degree become active partners in research with Davis Institute faculty. A unique role of the Davis Institute is to provide close and detailed studies of how individual learners think about mathematics and science and how they build mathematical and scientific ideas and forms of reasoning over time. For additional information, contact Carolyn Maher, Robert B. Davis Institute for Learning, Rutgers, The State University of New Jersey, 10 Seminary Place, New Brunswick, NJ 08901-1183 (732/932-7496, ext. 8262; cmaher@rci.rutgers.edu).

Graduate Courses (Learning and Teaching—General Electives 250)

15:250:503. TOPICS IN LEARNING AND TEACHING (3)

Prerequisite: Permission of instructor.

Selected current problems and issues affecting learning and teaching.

15:250:504. FOUNDATIONS OF CURRICULUM (3)

Principles from the social and behavioral sciences that provide the basis for curriculum development in elementary and secondary schools; emphasis on analysis of the writing of critics of current educational practice.

15:250:508. INTERCULTURAL COMMUNICATION (3)

Patterns of communication across cultural boundaries; emphasis on verbal and nonverbal communication conflicts occurring in face-to-face interaction, and ways of alleviating these.

15:250:559. COMPUTERS AND EDUCATION (3)

Computer use in education considered in the context of the history of computer-assisted instruction; general aspects of computer technology, such as hardware, programming, and information processing; fundamentals of programming; computer-assisted instruction.

15:250:560. COMPUTERS AND INSTRUCTIONAL STRATEGIES (3)

Prerequisite: 15:250:559.

Considers the computer as an instructional instrument by examining a variety of commercially available software programs; the applicability of these materials to various instructional models examined along with evaluation techniques appropriate to the technology; software programs for classroom management, remediation, interactive tutorials, simulations, and graphics as they apply to subject fields at various levels.

15:250:599. MASTER'S THESIS RESEARCH (BA)

Prerequisite: Permission of instructor. Open to graduate students who want to write master's theses in the Department of Learning and Teaching.

15:250:649. INSTRUCTIONAL DESIGN AND COMPUTERS IN EDUCATION (3)

Prerequisites: 15:250:559 and 560 or equivalent.

Principles of instructional design in relation to the creation and adaptation of computer-based learning material; top-down design, structured programming, and verification procedures developed in consideration of the computer as a delivery vehicle in consortium with other instructional media.

15:250:701. DISSERTATION STUDY: LEARNING AND TEACHING (BA)

Required for doctoral students preparing dissertations in the Department of Learning and Teaching.

15:250:800. MATRICULATION CONTINUED (0)

Continuous registration may be accomplished by enrolling for at least 3 credits in standard course offerings, including research courses, or by enrolling in this course for 0 credits. Students actively engaged in study toward their degree who are using university facilities and faculty time are expected to enroll for the appropriate credits.

15:250:866. GRADUATE ASSISTANTSHIP (E-BA)

Students who hold graduate assistantships are required to enroll for 3 or 6 E credits per term in this course.

15:250:877. TEACHING ASSISTANTSHIP (E-BA)

Students who hold teaching assistantships are required to enroll for 3 or 6 E credits per term in this course.

Graduate Courses (Early Childhood/Elementary Education 251)

In addition to taking courses in early childhood/elementary education, students select a content area specialization in creative arts, literacy, mathematics, science, social studies, language education, or instructional technology. Detailed program descriptions are available from the department.

15:251:570. RESEARCH AND PRACTICE IN ELEMENTARY CLASSROOMS (3)

Implications of recent research on teaching for classroom practice; emphasis on ways the research can help inform teachers' decisions about classroom organization, management, and instruction. Topics include classroom design; allocated, instructional, and engaged time; grouping; seatwork; motivation; teacher expectations; cooperative learning; and inclusion. Required field experience in a school.

15:251:572. CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOL (3)

Principles governing the construction of a curriculum for a modern elementary school and the practices followed in making and using such a curriculum.

15:251:573. LITERACY DEVELOPMENT IN THE EARLY YEARS (3)

Research and theory concerning early literacy development focusing on the child from birth through early childhood (third grade). Integrating reading, writing, listening, speaking, and viewing throughout the curriculum to develop literacy emphasized.

15:251:577. CONSTRUCTS OF EARLY CHILDHOOD EDUCATION (3)

Prerequisite: 15:251:578 or experience in an early childhood setting (birth through second grade).

Conceptual foundations for contemporary practice in early childhood programs, including day care, preschool, and early primary years. Psychological theory and research undergirding various models of developmentally appropriate practice in early childhood; strengths and weaknesses of various curriculum approaches (Piagetian, Montessori, behaviorist).

15:251:578. THEORIES AND PRACTICES IN EARLY CHILDHOOD EDUCATION (3)

Prerequisite: 15:295:512 or permission of instructor.

Theories and methodologies related to the education of young children; teaching strategies and classroom environments analyzed in light of the development levels of preschool and primary school children.

15:251:670. SEMINAR IN EARLY CHILDHOOD/ELEMENTARY EDUCATION (3)

Prerequisite: Permission of instructor.

Selected topics in early childhood and elementary curriculum and instruction with a focus on critical research issues, such as developmentally appropriate curriculum, effective teaching and learning strategies, design of learning environments, or child care.

15:251:674. PRACTICUM IN EARLY CHILDHOOD/ELEMENTARY EDUCATION (BA)

Prerequisite: Permission of instructor.

A field experience emphasizing the solution of problems or the development of projects relating to some aspect of early childhood or elementary education. Each student selects a problem or project as a major focus.

15:251:675. INDEPENDENT STUDY IN EARLY CHILDHOOD/ELEMENTARY EDUCATION (3)

Prerequisite: Permission of instructor.

Identification and study of a substantive problem related to early childhood or elementary education.

15:251:676. RESEARCH IN EARLY CHILDHOOD/ELEMENTARY EDUCATION (3)

Prerequisite: Permission of instructor.

An exploration of research topics, methodologies, and techniques appropriate for conducting research in early childhood/elementary education.

Graduate Courses (English Literacy/Language Arts 252)

For related courses, see Reading 299; see also 15:250:509 and 15:251:573.

15:252:511. ANALYSIS OF ENGLISH CURRICULA (3)

Critical examination of historical, contemporary, and potential English curricula.

15:252:514. ISSUES OF DIVERSITY IN LANGUAGE AND LITERACY LEARNING (3)

Examination of the social and cognitive dimensions of literacy learning and the extent to which they can be generalized across learners.

15:252:517. THE CHILD AND THE LANGUAGE ARTS (3)

Language arts education for the elementary school child, with an emphasis on oral language and writing development. Topics include children's literature, the writing process, the integration of language arts across the curriculum, and the relationships among oral language, literacy, and learning. Geared to practicing teachers K-8.

15:252:518. TOPICS IN ENGLISH EDUCATION (3)

Prerequisite: Permission of instructor.

Selected current problems and issues affecting secondary English language arts education.

15:252:519. SEMINAR IN CHILDREN'S WRITING (3)

Examination of the social and cognitive dimensions of children's (K-12) writing and the contexts that support the development of children's writing ability.

15:252:520. ADOLESCENT LITERATURE FOR SECONDARY STUDENTS (3)

Critical examination of a wide range of children's and adolescent literature. Evaluation of the place of these in language arts curricula (grades 4 to 12).

15:252:521. TEACHERS AS WRITERS (3)

Students write, exchange their writing, and respond to the writing of others on a daily basis. The analysis of their own activities as well as current research and theory in composition form the basis for developing appropriate and effective teaching strategies.

15:252:525. WRITING PROJECT WORKSHOP: BRINGING RESEARCH AND THEORY INTO PRACTICE (1-6)

Current research and theory in composition. Students write, critically examine their experiences as writers, and discuss research and theory as means to become more reflective practitioners.

15:252:614. ENGLISH EDUCATION PRACTICUM (BA)

Laboratory course involving extensive classroom observation. Plan, develop, and field test a sequence of materials and/or procedures in English education.

15:252:615. INDEPENDENT STUDY IN ENGLISH EDUCATION (BA)

Prerequisite: Permission of instructor.

Each student identifies and studies in depth a substantive problem or issue in English education.

Graduate Courses (Language Education 253)

Language education includes bilingual-bicultural, English as a second/foreign language, and foreign language education. All international students are required to complete a 6-credit summer (August) internship prior to their initial term.

15:253:509. TEACHING CONTENT AREA BILINGUALLY (3)

Theories underlying bilingual teaching, using both the native and second languages as media of instruction; emphasis on bilingual techniques and materials in specific content areas. Content area announced each term.

15:253:519. THE BILINGUAL STUDENT IN THE CLASSROOM (3)

Policies and practices, such as racism, classism, and ethnocentrism, that impede the development of minority students in schools; program models and institutional changes that can increase access and equity for language minority students. Field-based research on bilingual and ESL programs in schools and colleges.

15:253:520. PRINCIPLES OF SECOND/FOREIGN LANGUAGE ACQUISITION (3)

Required of all matriculated students in language education programs.

Introductory course that examines the research and theory on first and second language acquisition related to children, teens, and adults in the United States and abroad.

15:253:521. INTRODUCTION TO ENGLISH AS A SECOND/FOREIGN LANGUAGE (3)

Prerequisite: 15:253:520 or permission of instructor.

Basic course in syllabus construction, teaching techniques, materials development, and testing for the instruction of English as a second and foreign language in a variety of social contexts.

15:253:522. BILINGUAL-BICULTURAL EDUCATION (3)

Bilingual education in the United States and abroad; basic assumptions underlying bilingualism-biculturalism in a multi-ethnic society.

15:253:523. LANGUAGE AND CULTURE (3)

Prerequisite: 15:253:520.

The relationship of linguistic, cognitive, attitudinal, and behavioral patterns within each culture and how they affect cross-cultural communication and language education.

15:253:525. CULTURAL CONTRASTS IN LANGUAGE EDUCATION (3)

Prerequisite: Permission of instructor.

Advanced study of cultural patterns in selected contemporary societies, and their reflection in language.

15:253:527. TOPICS IN LANGUAGE EDUCATION (3)

Prerequisite: Permission of instructor.

Current issues that affect foreign language, English as a second/foreign language, and bilingual-bicultural education. Topics differ each term the course is offered. Consult instructor for description of topic.

15:253:529. FIELD EXPERIENCE IN BILINGUAL-BICULTURAL EDUCATION (3)

Prerequisite: Permission of instructor.

Field experience in bilingual education, which may consist of a supervised teaching experience, observation and critical analysis of model bilingual classes, development and field testing of an experimental instructional unit, or another special project approved by the instructor.

15:253:531. FOUNDATIONS OF LANGUAGE II (3)

Prerequisite: 05:300:434 or 16:300:535.

Second of a two-term general linguistics sequence. Topics include morphology; grammatical theory (a comparison of traditional grammar, American structuralism, generative grammar, and sign-based functionalism); historical linguistics; history of English; the Indo-European family of languages; linguistic geography.

15:253:533. TOPICS IN LINGUISTICS (3)

Prerequisites: 16:300:535, 536, or permission of instructor.

Current problems and issues in theoretical and applied linguistics. Topics differ each term the course is offered, according to needs and interests of the students taking it. Consult instructor for description of topic.

15:253:536. ENGLISH STRUCTURE AND PHONOLOGY (3)

Prerequisite: 16:300:535.

Sign-based, communicative approach to English grammar. Students develop their own sign-based analyses of English and teaching procedures needed to implement them in the classroom. Some attention to French, Spanish, German, and Latin grammar; contrastive analysis between English and another language.

15:253:537. SOCIOLINGUISTICS (3)

Prerequisite: Permission of instructor.

Review of research on how language reflects and reinforces race, class, gender, and ethnicity in everyday interactions, in educational settings, and in other professional settings such as law and health; antibias/multicultural education with an orientation toward identifying and changing bias at the interpersonal as well as institutional level.

15:253:620. SEMINAR IN LANGUAGE EDUCATION RESEARCH (3)

Prerequisite: Permission of instructor. Required of all doctoral students in language education.

Study of current research in language education and culture studies.

15:253:621. INDEPENDENT STUDY IN LANGUAGE EDUCATION (BA)

Prerequisite: Permission of instructor.

Identification and study of a substantive problem or issue in foreign language, English as a second/foreign language, and bilingual-bicultural education.

15:253:623,624. PRACTICUM IN LANGUAGE EDUCATION I,II (BA,BA)

Prerequisite: Permission of instructor.

Practicum course in language teaching (bilingual, foreign language, or English as a second/foreign language instruction). The second term includes supervised field experiences in selected schools or education centers.

16:300:535. FOUNDATIONS OF LANGUAGE I (3)

First in a two-course sequence. Nature of language relevant to teachers involved with other languages and cultures. Topics include functional motivation of linguistic structure, linguistic sign, phonetics, phonemic and morphemic analysis, word semantics, and correctness.

Graduate Courses (Mathematics Education 254)**15:254:540. INTRODUCTION TO MATHEMATICS EDUCATION (3)**

Required of all graduate students in mathematics education. Review and study of literature in mathematics education research and practice, including theoretical perspectives and empirical studies. Students develop projects on topics of current interest.

15:254:541. ANALYSIS OF MATHEMATICS CURRICULA I (3)

A close and critical look at K–12 mathematics curricula in light of current recommendations for curricula, teaching, and learning.

15:254:542. ANALYSIS OF MATHEMATICS CURRICULA II (3)

Prerequisite: 15:254:541.

Development and implementation of lessons arising out of the foundation of Analysis of Mathematics Curricula I.

15:254:543. BACKGROUND FOR TEACHING ELEMENTARY SCHOOL MATHEMATICS I (3)

Focus on numeration skills, counting, place value and number base, and the four basic arithmetic operations as they are taught to, and learned by, elementary school children.

15:254:544. BACKGROUND FOR TEACHING ELEMENTARY SCHOOL MATHEMATICS II (3)

The development of basic ideas in geometry, measurement, probability and statistics, and related areas and on methods for developing this content in the classroom.

15:254:547. SEMINAR IN ELEMENTARY SCHOOL MATHEMATICS EDUCATION (3)

Analysis of the philosophical and psychological bases of mathematics education in the elementary school, and an examination of current trends in curriculum and materials development, teacher training, achievement assessment, and other lines of research.

15:254:548. TECHNOLOGY IN MATHEMATICS TEACHING (3)

Prerequisite: Undergraduate mathematics major or equivalent.

Focus on development of familiarity and facility with major technologies used in K–12 teaching. Highlighted hardware and software include graphing calculators; algebraic system, function plotting, and geometry construction software; and modeling, simulation, and tutorial software. Potential impact of technologies on traditional school mathematics curricula.

15:254:644. MATHEMATICS EDUCATION PRACTICUM (3)

Laboratory or fieldwork activity in which students work on a project related to learning mathematics.

15:254:645. INDEPENDENT STUDY IN MATHEMATICS EDUCATION (BA)

Each student defines and carries out an appropriate project in mathematics education.

15:254:649. TOPICS IN MATHEMATICS EDUCATION (3)

Selected current work related to issues in the learning and teaching of mathematics.

Graduate Courses (Science Education 256)**15:256:550. BIOLOGY AND SOCIETY (3)**

Prerequisite: Nonmatriculated students, permission of instructor.

Acquaints prospective and in-service biology teachers with the epistemology of biological sciences and their interaction with human culture from both historical and contemporary perspectives. Students learn a conceptual framework for appreciating the nature, practice, and culture of the biological sciences.

15:256:551. DEVELOPMENT OF IDEAS IN PHYSICAL SCIENCE (3)

Prerequisite: Nonmatriculated students, permission of instructor.

Acquaints prospective and in-service physics and chemistry teachers with the epistemology of physical science. Epistemology is the study of construction of knowledge. Being familiar with the epistemology of the discipline is crucial for teaching it. Focus is on how scientists learned the laws of physics and chemistry that we teach our students and why we believe in these laws now.

15:256:552. TEACHING PHYSICAL SCIENCE (3)

Prerequisites: 15:256:551; nonmatriculated students, permission of instructor.

Helps pre- and in-service high school physical science teachers acquire pedagogical content knowledge and skills that are necessary to teach physics and chemistry (with a primary focus on physics). Includes the analysis of high school physics curriculum, detailed development of teaching strategies for most of the topics with the adjustment for different students, lesson planning, and design of formative and summative assessment tools.

15:256:553. TEACHING LIFE SCIENCE (3)

Prerequisite: Nonmatriculated students, permission of instructor.

Helps pre- and in-service life science teachers acquire pedagogical content knowledge and skills that are necessary to teach high school biology. Includes the analysis of high school biology curriculum, detailed development of teaching strategies for most of the topics with the adjustment for different students, lesson planning, and design of formative and summative assessment tools.

15:256:554. SCIENCE IN THE ELEMENTARY SCHOOL (3)

Impact on the elementary school of new developments in science and new refinements in the teaching of science; emphasis on content, method, material, and general curricular implications.

15:256:555. RESEARCH INTERNSHIP IN SCIENCE EDUCATION (3)

Prerequisite: Admission to the science teacher education certification program.

As participant observers of summer programs for high school students offered by various university departments of science, interns attend seminar and laboratory phases of these programs, which address current issues in science with broad social implications. In addition to studying how research is conducted in various fields of science, interns learn how such knowledge may be integrated into precollege science programs.

15:256:556. UNDERSTANDING EVOLUTION: A CLASSROOM PERSPECTIVE (3)

Prerequisite: Nonmatriculated students, permission of instructor.

Helps pre- and in-service life science teachers see evolution from the perspective of the classroom. Presents an overview of evolution from a variety of perspectives encompassing molecular processes as well as those that occur in populations, both in time and space. Particular emphasis given to the central role of the species as the unit of evolutionary change. Within the context of species, adaptation, natural selection, speciation, classification, and phylogeny explored, and also the contemporary issue of meeting creationism head-on.

15:256:557. MULTIPLE REPRESENTATIONS IN PHYSICAL SCIENCE (3)

Prerequisite: Nonmatriculated students, permission of instructor.

Acquaints prospective and in-service high school physics/chemistry teachers with the multiple representation method used in constructing concepts and teaching the concepts in physical science. Multiple representations are a powerful tool that aids the brain during concept acquisition and problem solving. Multiple representations enhance metacognition and epistemic cognition. Being familiar with the multiple representations used in a discipline is crucial for mastering and teaching it. Focus is on such representations as pictorial representations, motion and force diagrams, graphs, energy bar charts, and applications of these representations to problem solving.

15:256:558. TOPICS IN SCIENCE EDUCATION (3)

Prerequisite: Permission of instructor.

Examination of selected current problems and issues affecting science programs and teaching.

15:256:650,651. SEMINAR IN SCIENCE EDUCATION RESEARCH I,II (3,3)

Prerequisite: Permission of instructor.

Examination of potential research topics and appropriate methodologies for research leading to the dissertation; focus on problem areas of science education.

15:256:654. SCIENCE EDUCATION PRACTICUM (3)

Prerequisite: Permission of instructor.

Laboratory or fieldwork. Work on projects, often in science classrooms with individuals and/or small groups.

15:256:655. INDEPENDENT STUDY IN SCIENCE EDUCATION (BA)

Prerequisite: Permission of instructor.

Each student identifies and studies a substantive problem or issue in science education.

Graduate Courses (Creative Arts Education 259)

15:259:570. THE CREATIVE ARTS IN EDUCATION (3)

Survey of the arts in education; the place of drama, film, art, and music in the classroom; analysis of the dynamics of the arts as a created entity rather than as an intellectual exercise.

15:259:575. TOPICS IN CREATIVE ARTS EDUCATION (3)

Prerequisite: Permission of instructor.

Topics differ each term course is offered. Contact instructor concerning topic.

15:259:576. VISUAL ART: STUDIO AND THEORY (3)

No prior visual art experience necessary.

Through personal studio experience and theoretical readings, a treatment of visual artmaking through two modes; response to perceived physical fields and response to one's internal, subjective fields; includes consideration of educational applications.

15:259:577. THE TEACHER AS PERFORMER (3)

Participation/lecture course on the theories of acting, directing, and design as they apply to the teacher in the classroom. The performance aspects of teaching as one model for classroom pedagogy forms the basis for the in-depth class exploration. Such issues as spatial relationship of teacher and student, vocal production by the teacher, teaching in role, and use of lighting and properties considered and rehearsed.

15:259:671. PRACTICUM IN CREATIVE ARTS EDUCATION (BA)

Prerequisite: Permission of instructor.

Fieldwork with individuals and/or groups in the area of creative arts education, exploring and testing the use of arts processes and disciplines as catalysts to teaching content, or as distinct educational and aesthetic experiences in and of themselves; particular field projects are set up in one's own school, in cooperating schools by arrangement, and in various other educational and cultural centers.

15:259:675. INDEPENDENT STUDY IN CREATIVE ARTS EDUCATION (BA)

Prerequisite: Permission of instructor.

Identification and study of a substantive problem or issue in creative arts education.

15:259:676. THE ARTS IN SOCIETY (3)

Prerequisite: Permission of instructor.

Consideration of the place of the arts in the development of personal and social systems of belief.

Graduate Courses (Reading 299)

For related courses, see English/Language Arts Education 252; see also 15:250:509 and 15:251:573.

15:299:509. CHILDREN'S LITERATURE IN THE EARLY CHILDHOOD AND ELEMENTARY SCHOOL CURRICULUM (3)

Children's literature for early childhood and elementary school. Approaches literature from genre and issues perspectives and includes author and illustrator studies. Connects literature to content area teaching and extended literary experiences, such as responses to literature.

15:299:515. LITERACY STRATEGIES FOR SECONDARY-LEVEL AND ADULT LEARNERS (3)

Development of materials and strategies to enhance the students' reading, writing, and thinking within and across disciplines.

15:299:516. TEACHING READING IN THE ELEMENTARY SCHOOL (3)

For master's students with no previous courses in reading.

Current research and practices in topics such as emergent literacy, writing, and reading in the content areas. The process of classroom learning and instruction; reading as a social process.

15:299:518. CURRENT TOPICS IN READING EDUCATION (3)

Topics may differ each time the course is offered. Topics include current issues or problems related to literacy, as well as practical teaching methods and theoretical issues.

15:299:519. COMPUTER APPLICATIONS IN READING (3)

The computer's role in classroom instruction, learning, and educational research relative to the field of reading; evaluation of reading software; critical examination of the potential value of software for the teaching of reading.

15:299:561. FOUNDATIONS OF LITERACY INSTRUCTION (3)

Focus on current issues, research, and theory as well as the politics of and policy making in literacy instruction. The roles of the reading specialist will be discussed with an emphasis on professional development.

15:299:562. READING AND WRITING ACROSS CONTENT DISCIPLINES (3)

Examination of current research about reading and writing processes for content disciplines, including science, social studies, mathematics, and the humanities; models of composing and comprehension processes; exploration of how literacy may be integrated into content disciplines.

15:299:564. DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES (3)

Prerequisites: 15:299:561 or equivalent and permission of instructor.

Emphasis on teaching methods for individual and small group instruction. Topics include strategies to strengthen literacy development, selection of appropriate assessment materials, and written evaluation/intervention reports both for caregivers and for school districts.

15:299:565. LABORATORY IN REMEDIAL READING (3)

Prerequisite: Permission of instructor.

Clinical experience in the Rutgers Literacy Center. Each student is assigned a caseload of two or three reading pupils, completes a comprehensive case study for each pupil, administers appropriate screening and evaluative instruments, and develops strategies for literacy improvement. Includes weekly orientation sessions and discussions of clinical problems.

15:299:566. SEMINAR IN READING RESEARCH AND SUPERVISION (3)

Prerequisite: 15:299:561.

Current research in reading and related areas of literacy; assistance in critically evaluating published reports; exploration of problems of supervision and evaluation of reading programs. Helps develop mature ideas for developing research proposals, conducting research, and writing on reading and other related areas of literacy.

15:299:599. MASTER'S THESIS RESEARCH (BA)

Prerequisite: Permission of adviser.

Develop and implement a research project designed to meet requirements for the master of education thesis.

Ph.D. Courses (Learning and Teaching)

For descriptions of these courses, see the Ph.D. in Education section of this catalog.

- 16:300:509 Qualitative Research Methods in Education I: Introduction (3)
- 16:300:513 Qualitative Research Methods in Education II: Design and Analysis (3)
- 16:300:516 Developing a Theory of Language and Literacy Education (3)
- 16:300:517 Qualitative Research Methods in Education III: Educational Ethnography (3)
- 16:300:532 Language in Education: Sociocultural Theory (3)
- 16:300:533 Topics in Language and Literacy Education (3)
- 16:300:535 Foundations of Language I (3)
- 16:300:536 Foundations of Language II (3)
- 16:300:563 Research into the Development of Mathematical Ideas (3)
- 16:300:621 Seminar in Literacy Education Research (3)
- 16:300:661 Seminar in Mathematics Education Research (3)
- 16:300:665 Topics in Mathematics Education (3)

EDUCATIONAL PSYCHOLOGY

Degrees Offered: Master of Education, Doctor of Education
Chairperson: Jeffrey K. Smith (732/932-7496, ext. 8320;
email: jefsmith@rci.rutgers.edu)

Members of the Faculty

Professors:

Gregory Camilli, *Ph.D., Colorado*
Richard DeLisi, *Ph.D., Catholic*
Lorraine D. McCune, *Ed.D., Rutgers*
Angela M. O'Donnell, *Ph.D., Texas Christian*
Douglas A. Penfield, *Ph.D., California (Berkeley)*
Jeffrey K. Smith, *Ph.D., Chicago*
Stanley J. Vitello, *Ph.D., Connecticut; M.S.L., Yale*

Associate Professors:

Clark A. Chinn, *Ph.D., Illinois*
Susan L. Golbeck, *Ph.D., Pennsylvania State*
Saundra M. Tomlinson-Clarke, *Ph.D., Florida State*
John W. Young, *Ph.D., Stanford*

Assistant Professors:

Caroline Claus-Ehlers, *Ph.D., Columbia (Teachers College)*
Jimmy de la Torre, *Ph.D., Illinois*
Jenniér L. Goeke, *Ph.D., SUNY (Albany)*
Cindy E. Hmelo-Silver, *Ph.D., Vanderbilt*
Mickey C. Melendez, *Ph.D., Michigan State*
Kristen D. Ritchey, *Ph.D., Maryland*
Barbara J. Turnbull, *Ph.D., British Columbia*
R. Fox Vernon, *Ph.D., Southern California*

Graduate Programs in the Department of Educational Psychology

The Department of Educational Psychology offers graduate programs of study leading to a variety of credentials and to the master of education degree in the following programs:

Educational Statistics, Measurement, and Evaluation
Special Education
Learning, Cognition, and Development
Counseling Psychology

Additionally the department offers a doctor of education in special education and a doctor of philosophy in educational psychology.

Programs of study vary widely and are described below within degree categories. In general, emphasis at the master's level is placed on the preparation of educators capable of relating a foundational background in psychology to their professional functions. At the doctoral level, preparation is intended to produce educator-psychologists who contribute to education in a variety of ways. Research training is a component of all graduate programs.

Master of Education Degree Programs

In the Department of Educational Psychology, all master's degree programs have the following requirements:

1. A minimum of 6 credits in educational statistics or measurement.
2. A minimum of 6 credits in departmental courses in any of the following areas: cognitive psychology, developmental psychology, psychology of learning/instruction, personality.
3. A minimum of 6 credits outside the program of concentration.

Some programs require more than the minimum requirements described above. In addition, some programs may require a final project.

Educational Statistics, Measurement, and Evaluation

The master's degree program in educational statistics, measurement, and evaluation (ESME) enables students to take a broad spectrum of courses within and outside the specialty area. The program *does not* require an extensive background in mathematics. An applicant for the program, however, should be comfortable in researching and solving educational and psychological problems using quantitative methods. Students who receive the Ed.M. are often employed as researchers or data analysts in the fields of social science research, educational testing, marketing research, or pharmaceutical research. The program is individually tailored to the student's needs, and attempts to provide maximum flexibility by encouraging students to pursue a minor area outside of the specialty. A total of 33 credit hours is required.

1. A minimum of 21 credits in statistics, measurement, and evaluation, including:

Statistics Courses (15)

- 16:300:515 Quantitative Research Methods in Education II: ANOVA (3)
- 16:300:519 Quantitative Research Methods in Education III: Regression (3)
- 16:300:683 Applied Multivariate Analysis (3)
- 16:960:531 Statistical Methods in Education I (3)
- 16:960:532 Statistical Methods in Education II (3)

Measurement Courses (3)

- 15:291:515 Psychometric Theory I (3)

Evaluation Courses (3)

- 16:300:520 Program Evaluation: An Introduction to Methods and Practice I (3)

2. Electives in educational psychology courses (6)
3. Electives in minor area (6)

Special Education

The master's degree program in special education provides advanced graduate preparation for both certified special and general education teachers. The option to obtain New Jersey certification as a learning disabilities teacher consultant (LDT) is provided. Students should meet with their advisers for current certification requirements. Course work and internship experiences address the instructional needs of students with mild and moderate cognitive disabilities. The 36-credit program is composed of a special education core (18 credits); a learning, cognition, and

development (LCD) requirement (6 credits); educational statistics, measurement, and evaluation courses (6 credits); and electives (6 credits).

The 18-credit special education core is required of all students. This core develops competencies in the assessment and remediation of students with learning disabilities, collaborative teaching/consultation skills, and knowledge about New Jersey special education law.

The program *does not* include course work leading to New Jersey teacher certification in special education.

General Studies *

- 18 credits in special education core
 - Required (12)*
 - 15:293:522 Learning Disabilities (3)
 - 15:293:525 Psychology of the Exceptional Child (3)
 - 15:293:526 Identification and Assessment of Learning Disabilities (3)
 - 15:293:527 Remediation of Learning Disabilities (3)
 - Two selected from the following (6)*
 - 15:293:521 Mental Retardation and Other Developmental Disabilities (3)
 - 15:293:529 Instructional Decision Making in Special Education (3)
 - 15:293:608 Consultation and Collaboration in Learning Disabilities (3)
 - 15:293:610 New Jersey Special Education Law (3)
 - 15:293:630 Current Topics in Special Education (BA)
- 6 credits in educational statistics, measurement, and evaluation core
 - 15:291:515 Psychometric Theory I (3)
 - 16:960:531 Statistical Methods in Education I (3)
- 6 credits in learning, cognition, and development recommended (or other LCD course approved by adviser)
 - 15:290:583 Biological Bases of Behavior (3)
 - 15:295:580 Psychology of Learning (3)
- Electives outside of the Special Education Program (6)

Learning, Cognition, and Development

The master's program in learning, cognition, and development is intended for students wishing to study the psychology of human learning, cognition, and development as it applies to education. This program of study serves as an enriching theoretical background for the educational professional and/or as a foundation for further study at the doctoral level. The study of how human beings learn, think, and grow forms the academic core of a variety of educational careers and applied doctoral programs and allows the student with an interest in psychology to obtain a master's degree while keeping options open concerning future employment and/or possible doctoral training. Students matriculating in the program will benefit from a background in academic psychology. Students admitted without this background may need to elect more than the minimum of 30 credits. A completed research project is required of students planning to pursue doctoral work. The research project is described in detail in the student program handbook, which is available from the program coordinator.

The program requires a minimum of 30 credits, including:

- Nine credits of course work in the department, to include each of the learning, cognition, and development emphases. The courses below meet these requirements. Students are required to take one of the underlined courses in each area, unless they have taken an equivalent course at the undergraduate level. In such cases, students may select a more advanced course (from this list) with the approval of their program adviser.

Learning Courses (3 credits)

- 15:295:580 Psychology of Learning (3)
- 16:300:582 Educational Psychology II: Theories of Cognition and Instruction (3)
(Formerly 15:295:585)
- 16:300:593 Cooperative and Collaborative Learning (3)
(Formerly 15:295:510)
- 16:300:691 Cognitive and Motivational Learning Strategies (3) †
(Formerly 15:295:601)

Cognition Courses (3 credits)

- 15:290:522 Cognition and Language from Birth to Five: Normal Development and Implications of Risk and Disability (3) †
- 15:295:502 Cognition and Memory (3)
- 15:295:611 Memory Systems and Processes (3)
- 16:300:597 Language Acquisition (3)
(Formerly 15:295:577)
- 16:300:691 Cognitive and Motivational Learning Strategies (3) †
(Formerly 15:295:601)

Development Courses (3 credits)

- 15:290:521 Psychosocial Issues in Infant, Early Childhood, and Family Development (3)
 - 15:290:522 Cognition and Language from Birth to Five: Normal Development and Implications of Risk and Disability (3) †
 - 15:295:512 Introduction to Child Psychology: Infancy through Adolescence (3)
 - 15:295:578 Developmental Theory of Jean Piaget (3)
 - 16:300:581 Educational Psychology I: Theories of Development (3)
(Formerly 15:295:504)
 - 16:300:591 Cognitive Development (3)
(Formerly 15:295:503)
 - 16:300:595 The Psychology of Sex Differences (3)
(Formerly 15:295:575)
- Six credits of electives within the learning, cognition, and development program. These electives allow students to engage in more in-depth study of an area of interest.
 - Six credits in educational statistics or measurement (typically, 16:960:531,532).
 - Six credits of electives outside courses with a 290 (educational psychology), 291 (educational statistics and measurement), or 295 (learning, cognition, and development) subject code.
 - Three credits in either a research project (15:295:609) or a literature review (15:290:601) completed in consultation with a faculty adviser. Students intending to pursue doctoral study should enroll in 15:295:609 Research in Learning, Cognition, and Development.

Counseling Psychology

The master's degree program in counseling psychology provides a base of studies allowing for the exploration of the professional specialty of counseling psychology. Through the program of study, individuals are able to demonstrate competence in graduate-level courses and prepare for admission to doctoral-level training programs in professional psychology. Although the Ed.M. program in counseling psychology does not include practicum experience as part of its training, students may have an opportunity to participate in fieldwork experiences. Fieldwork provides supervised orientations to the functions and activities in various counseling settings inclusive of schools, institutions of higher education, and community service agencies.

Independent practice of professional psychology requires a doctoral in professional psychology (counseling, clinical, industrial/organizational, or school), a supervised internship experience, and a professional license in the state(s) where the practice is conducted.

Required courses include:

- Nine credits in counseling psychology: 15:297:501 Introduction to Counseling Psychology, 15:297:505 Group Psychology, and one other counseling psychology (15:297:) course.
- Nine credits in basic psychology within the department, typically courses from the offerings of educational psychology (subject code 290) or learning, cognition, and development (subject code 295). Ideally, one course will be taken from each of the three areas of human development, learning or cognition, and personality.

* No certification accompanies this degree.

† These courses are cross-listed under two categories. However, students may not use any single course to fulfill requirements in more than one category.

3. Nine credits of educational statistics, measurement, and evaluation: 16:960:531,532 Statistical Methods in Education I,II and 15:291:515 Psychometric Theory I.
4. Six credits of electives, which can include counseling courses.

Student Personnel Services Licensure. An approved program of study is designed to meet requirements for both the master's degree in counseling psychology and Student Personnel Services Licensure for applicants who hold a standard New Jersey instructional license. Student Personnel Services Licensure is an endorsement required for any person assigned to perform student personnel services such as study and assessment of individual pupils with respect to their status, abilities, interest, and needs; counseling with teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies on assisting children and their families. Although an instructional license is not required for admission to the master's degree program in counseling psychology, you must have completed the requirements for a New Jersey instructional license in order to obtain Student Personnel Services Licensure.

1. The following courses have been designed to meet the requirements for the master's degree in counseling psychology and the requirements for Student Personnel Services Licensure. This program of study pertains to individuals who have a standard New Jersey instructional license or have college transcripts indicating completion of professional course work required for such a license, and at least one year of successful teaching experience.

Counseling Psychology Courses (9 credits)

- 15:297:501 Introduction to Counseling Psychology (3) *
- 15:297:505 Group Psychology: Theory and Practice I (3) *
or 15:297:613 Theories of Counseling (3)
- 15:297:510 Introduction to Vocational Psychology (3) *

Basic Psychology Courses (9 credits)

- 15:293:525 Psychology of the Exceptional Child (3) †
- 15:295:512 Introduction to Child Psychology: Infancy through Adolescence (3) †
- 15:295:580 Psychology of Learning (3) †

Educational Measurement (9 credits)

- 15:291:515 Psychometric Theory I (3) *
- 16:960:531 Statistical Methods in Education I (3)
- 16:960:532 Statistical Methods in Education II (3)

Sociological Foundations (3 credits)

- 05:300:483 Resources for Individuals with Disabilities (G3) *

Select one course from the following (3 credits):

- 15:293:610 New Jersey Special Education Law (3)
- 15:297:508 Family Psychology: Systems Development (3)
- 15:310:508 Society, Community, and Education (3)
- 15:310:520 Sociological Foundations of Education (3)

2. Standard New Jersey Teacher's Certification
3. One year of successful teaching experience

Total Minimum Credits: 33

Doctor of Education Degree Program

Special Education

The doctoral program in special education prepares personnel seeking professional positions as college and university faculty or as administrators of public and private special education programs. Programs of study are planned individually in consultation with an adviser. The doctoral program is designed to further the development of professionals who are knowledgeable about special education research, related areas, and proficient in statistics and research design.

A minimum of 48 credits is required consisting of advanced course work in special education, a related area of study, and quantitative and qualitative research methodologies. In addition, 24 dissertation credits are required. Students are required to pass qualifying examinations prior to commencement of the dissertation. Students complete a research and writing requirement prior

* Required for Student Personnel Services Licensure.

† Two of three are required for Student Personnel Services Licensure.

to the dissertation study. There is also an internship (3 or 6 credits) and a residency requirement (two consecutive terms of 12 credits).

Infant/Early Childhood Specialist Interdisciplinary Studies (ISIS): Children Birth to Five and Their Families

Rutgers, The State University of New Jersey, offers an interdisciplinary graduate studies certificate program to prepare individuals in a variety of disciplines for service delivery or research careers involving infants and young children, including those at risk or those with disabilities, and their families.

Students may enroll in courses while pursuing a master's or doctoral degree program at Rutgers in a relevant field. An Infant/Early Childhood Specialist Interdisciplinary Studies (ISIS) certificate will be issued only to students completing a degree at the time the degree is awarded. Appropriate master's or doctoral degree programs include educational, developmental, clinical, or school psychology; special education; social work; and early childhood education. Students who wish to receive an ISIS certificate must complete and return an application to the Department of Educational Psychology prior to graduation. Upon completing the M.Ed., Psy.D., Ph.D., or Ed.D., students request the award of the ISIS certificate from the director of the ISIS program.

Requirements for the Infant/Early Childhood Specialist Interdisciplinary Studies certificate are:

1. Eighteen credits of course work in infant/early childhood studies passed with an average of B or better, of which 12 credits must be earned from the following courses:
 - 15:255:512 Enhancing Learning and Development for Infants and Young Children (3)
 - 15:290:520 Motor, Biological, and Neurological Development and Issues in Infancy and Early Childhood (3)
 - 15:290:521 Psychosocial Issues in Infant, Early Childhood, and Family Development (3)
 - 15:290:522 Cognition and Language from Birth to Five: Normal Development and Implications of Risk and Disability (3)
 - 15:290:523 Interdisciplinary Assessment of Infants and Young Children (3)
 - 15:290:525 Externship in Applied Infant and Early Childhood Development (3)

Students must have a good background in child development to begin the sequence. A recent graduate course in child development or permission of the instructor is a prerequisite for enrollment in the ISIS classes.

2. One course in multicultural relations.
3. Students who intend to participate in early intervention or other service delivery systems should (a) have some applied experience in appropriate settings (the equivalent of two terms of one day per week practicum in a setting providing services to infants and/or young children and their families); and (b) complete all required courses, with the exception of those where content repeats prior educational experience.
4. Completion of a research or scholarly project related to infants and/or young children and their families, including but not limited to the master's thesis or doctoral dissertation.

Graduate Courses (Educational Psychology 290)

15:290:501. INTRODUCTION TO EDUCATIONAL TESTS AND MEASURES (3)

Not open to students who have completed 16:960:531 or equivalent. Not recommended for doctoral students.

Preparation and interpretation of classroom tests, sources of information on standardized tests, criteria for their evaluation, methods of scoring, and interpretation of scores. Basic statistical concepts necessary for understanding and using tests.

15:290:509. EMOTIONAL AND SOCIAL MALADJUSTMENT (3)

Recommended: Background in general psychology and personality theory.

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

15:290:518. PSYCHOLOGY OF PERSONALITY (3)

Prerequisite: Background in child and general psychology.

Major historical and contemporary theories of personality.

15:290:520. MOTOR, BIOLOGICAL, AND NEUROLOGICAL DEVELOPMENT AND ISSUES IN INFANCY AND EARLY CHILDHOOD (3)

Prerequisite: Recently completed graduate course in child development or permission of instructor.

Normal neuromotor and neuropsychological development from the prenatal period throughout the early years. Biological and medical conditions as a primary source of risk for developmental disabilities of various sorts; disruptions in motor development areas, facilitation of development through intervention and support. Effects of disruptions and issues affecting assessment and intervention.

15:290:521. PSYCHOSOCIAL ISSUES IN INFANT, EARLY CHILDHOOD, AND FAMILY DEVELOPMENT (3)

Prerequisite: Recently completed graduate course in child development or permission of instructor.

Social/emotional development in infancy and early childhood and the development of parent-child relationships; developmental sequences in infancy and early childhood in relation to life-span development issues; impact of various disabilities upon attachment and interaction and upon general family adjustment; methods of promoting optimal psychosocial and family development within the context of cultural variations.

15:290:522. COGNITION AND LANGUAGE FROM BIRTH TO FIVE: NORMAL DEVELOPMENT AND IMPLICATIONS OF RISK AND DISABILITY (3)

Prerequisite: Recently completed graduate course in child development or permission of instructor.

Reviews recent research evidence concerning sequences of development in cognition and language in the first five years and the relationship between these domains of functioning; consideration of delays and disruptions in cognitive and language development following from various congenital disabilities and risk factors.

15:290:523. INTERDISCIPLINARY ASSESSMENT OF INFANTS AND YOUNG CHILDREN (3)

Prerequisites: Recently completed graduate course in child development and at least two of 15:290:520, 521, 522; or permission of instructor.

Methods and issues in the assessment of infants and young children at risk and those with disabilities; formal and informal methods (medical, psychological, neuromotor, speech, and language); issues of prediction and its relationship to interventions.

15:290:525. EXTERNSHIP IN APPLIED INFANT AND EARLY CHILDHOOD DEVELOPMENT (3)

Prerequisite: Permission of instructor.

Service experiences based on student's goals; placements are available in a range of settings in which infants and young children, including those with risk or disability, and their families receive services such as assessment, intervention, or day care. A weekly seminar is required.

15:290:583. BIOLOGICAL BASES OF BEHAVIOR (3)

Brain structure and functional specialization; neurological bases of movement sensation, vision, audition, language, spatial perception, memory, emotion, and executive function; emphasis on characteristics and educational treatment of developmental and acquired disorders of children. Each student is expected to develop a class presentation based on intensive study of one disorder.

15:290:601. INDEPENDENT STUDY IN EDUCATIONAL PSYCHOLOGY (3)

Open to advanced students with permission of an educational psychology supervising faculty member.

Gives students in the Department of Educational Psychology an opportunity for independent study (either a literature review or nonthesis research) under the supervision of a faculty member, in areas of their own interest.

15:290:605. HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

Open only to matriculated doctoral students in programs in the Department of Educational Psychology.

Philosophical and scientific antecedents of psychology; history of the schools and systems of thought that contribute to modern psychology, including structuralism, functionalism, behaviorism, gestalt, psychoanalysis, and cognitive; recurring issues in psychological thought.

15:290:622. INDIVIDUAL COGNITIVE ASSESSMENT (3)

Prerequisites: 15:291:515 or 15:295:502 and permission of instructor.

Training in the administration, scoring, and interpretation of standardized individual test of cognitive abilities; emphasis on Wechsler scales for children and adults. Considerable practicum time required.

15:290:701. DISSERTATION STUDY IN EDUCATIONAL PSYCHOLOGY (BA)

Open to advanced students with permission of adviser. Required of all students who wish to write doctoral dissertations in any of the curricula of the Department of Educational Psychology.

15:290:800. MATRICULATION CONTINUED (0)

Continuous registration may be accomplished by enrolling for at least 3 credits in standard course offerings, including research courses, or by enrolling in this course for 0 credits. Students actively engaged in study toward their degree who are using university facilities and faculty time are expected to enroll for the appropriate credits.

15:290:866. GRADUATE ASSISTANTSHIP (E-BA)

Students who hold graduate assistantships are required to enroll for 3 or 6 E credits per term in this course.

15:290:877. TEACHING ASSISTANTSHIP (E-BA)

Students who hold teaching assistantships are required to enroll for 3 or 6 E credits per term in this course.

Graduate Courses (Educational Statistics, Measurement, and Evaluation 291)

15:291:511. INTRODUCTION TO EDUCATIONAL RESEARCH AND METHODOLOGY (3)

Prerequisite: 16:960:531.

Various techniques and strategies available to the educational researcher, formulation of problems and hypotheses, discussion of sampling procedures, methods of data collection, and interpretation.

15:291:515. PSYCHOMETRIC THEORY I (3)

Prerequisite: 16:960:531 or permission of instructor.

Psychological and statistical principles underlying test design, analysis, and interpretation with emphasis on classical psychometric theory; analysis of reliability and validity and their estimation; the development, analysis, and use of both norm-referenced and criterion-referenced tests; introduction to scaling techniques.

15:291:620. PROGRAM EVALUATION: THEORY AND ADVANCED METHODS (3)

Prerequisite: 16:300:520.

Review of evaluation theory, methods, and practice; designing evaluations that require advanced methods; designing evaluations to address those who traditionally have been marginalized in evaluation activities; and pursuing research in evaluation theory. Prepares students for leadership roles in program evaluation research and practice.

15:291:639. TOPICS IN EDUCATIONAL STATISTICS, MEASUREMENT, AND EVALUATION (3)

Prerequisite: Permission of instructor.

Topics of current interest within educational statistics, measurement, and evaluation. Topic varies each term.

Graduate Courses (Special Education 293)

15:293:521. MENTAL RETARDATION AND OTHER DEVELOPMENTAL DISABILITIES (3)

Examines definitions and characteristics of children and adults classified as mentally retarded and developmentally disabled; reviews research on the psychological, social, and educational theories relevant to these disabilities.

15:293:522. LEARNING DISABILITIES (3)

Origins of the concept of learning disabilities (LD). Cognitive and neuropsychological test patterns as LD indicators. Emphasis on cognitive characteristics that distinguish students with disabilities in the areas of reading, mathematics, attentional processes, organization for learning, and executive functioning. Influence of emotional and sociocultural factors on self-image and academic performance.

15:293:524. THE FAMILY AND THE DISABLED PERSON (3)

Interactional effects of a disabled person and the family; topics include the nature of intrafamily dynamics, life-span development, parent educational programs, and the use of community resources by the family.

15:293:525. PSYCHOLOGY OF THE EXCEPTIONAL CHILD (3)

Influence of neurological, sensory, orthopedic, communicative, and social disabilities upon the psychological development of the child; impact of disabilities on cognitive growth, mental health, and socialization of the child; emphasis on psychological factors to be considered in assessment and program development of children.

15:293:526. IDENTIFICATION AND ASSESSMENT OF LEARNING DISABILITIES (3)

Prerequisites: 15:291:515, 16:960:531.

Issues related to the psychoeducational assessment of learning disabilities; specific assessment instruments, both formal and informal; guidelines for interpretation.

15:293:527. REMEDIATION OF LEARNING DISABILITIES (3)

Prerequisite: 15:293:526.

Approaches to treating and managing learning disabilities; intervention approaches in special and regular educational settings; emphasizes developmental approaches.

15:293:528. SYSTEMATIC INSTRUCTION IN SPECIAL EDUCATION (3)

Prerequisites: 15:293:526, 529.

Instructional performance analyses and intervention with exceptional learners conducted within several areas of academic and social functioning.

15:293:529. INSTRUCTIONAL DECISION MAKING IN SPECIAL EDUCATION (3)

Prerequisite: 15:293:526.

Management, curricular and instructional variables, and techniques related to the education of exceptional learners; formulating instructional decisions from student performance data; various means for data collection and instructional intervention.

15:293:605. SEMINAR IN SPECIAL EDUCATION (3)

Open only to students admitted to Ed.D. program in special education.

Focuses on the process of doctoral-level preparation and helps students prepare for the integration of their internship experience with their professional goals; current developments and issues in special education; research, teaching, and service areas reviewed as they relate to the preparation of leadership personnel in special education.

15:293:608. CONSULTATION AND COLLABORATION IN LEARNING DISABILITIES (3)

Psychological theories of consultation and experience in consultation and collaboration in educational settings; skills in professional consultation, parent collaboration, and team teaching examined and practiced under supervision; analysis of team development and collaborative decision making.

15:293:609. RESEARCH IN SPECIAL EDUCATION (BA)

Prerequisites: 16:960:531,532, or equivalent.

Under supervision of a faculty member, independent research study suitable for professional presentation and publication.

15:293:610. NEW JERSEY SPECIAL EDUCATION LAW (3)

Critical analysis of the current New Jersey special education statute and regulations. The impact of New Jersey law on professional practice in the school emphasized.

15:293:618. ETIOLOGY OF COGNITIVE AND AFFECTIVE DISABILITIES (3)

Prerequisite: Permission of instructor.

Etiology of serious cognitive and affective disorders examined in reference to biogenic and sociogenic factors.

15:293:620. COGNITIVE ABILITIES AND EDUCATION OF PROFOUNDLY AND MULTIPLY HANDICAPPED CHILDREN (3)

Prerequisite: Permission of adviser.

Identification of cognitive abilities and education of profoundly and multiply handicapped children; literature reviewed for the purpose of developing skills in formulating educational strategies for the severely disabled.

15:293:630. CURRENT TOPICS IN SPECIAL EDUCATION (BA)

Selected topics and issues affecting the education of atypical learners. Topics will vary. Consult instructor before registering.

15:293:633. INTERNSHIP IN SPECIAL EDUCATION (3)

Prerequisite: Completion of core credits in Ed.D. program.

Students spend one or two consecutive terms in supervised field experiences at special education facilities consonant with program and individual goals. Possible internships include college or university teaching, administration of special education programs, research, or service with the New Jersey Department of Education. Periodic seminars with program faculty.

Graduate Courses (Learning, Cognition, and Development 295)

15:295:502. COGNITION AND MEMORY (3)

Thinking and memory as viewed by contemporary cognitive psychology; integrates experimental finding concerning selective attention, perception, memory storage and retrieval, imagery, problem solving, and reasoning into holistic views of the human being as a processor of complex information. Class discussions include applications to educational questions.

15:295:512. INTRODUCTION TO CHILD PSYCHOLOGY: INFANCY THROUGH ADOLESCENCE (3)

Growth and development from prenatal period through adolescence; topics include social-emotional development, language, cognition, learning, and perception.

15:295:550. LEARNING THROUGH PROBLEM SOLVING (3)

Sociocultural and situated cognition approaches to learning and instruction; overview and critique of various contextualized approaches; problem-based learning, anchored instruction, project-based learning; design-based learning.

15:295:578. DEVELOPMENTAL THEORY OF JEAN PIAGET (3)

Piaget's theoretical formulations regarding the origins, nature, and development of thought; characteristics of sensorimotor adaptations, preoperational thought, concrete operations, and formal thought are considered, together with research evidence and implications for education.

15:295:580. PSYCHOLOGY OF LEARNING (3)

Introduction to psychological theories of human learning, including behavioral, social, and cognitive theories of learning. Principles of learning, mediation, and transfer as deduced from these theories. Applications to a variety of settings considered, including classrooms and information setting.

15:295:590. SEMINAR IN LEARNING, COGNITION, AND DEVELOPMENT (3)

Prerequisites: Advanced standing and permission of instructor.

Opportunity for intensive study of topics of personal interest within selected areas of psychology. A paper of publishable quality and a report to the seminar are required. Students encouraged to join with others in requesting the organization of a seminar on a stated circumscribed area.

15:295:609. RESEARCH IN LEARNING, COGNITION, AND DEVELOPMENT (3)

Prerequisite: Permission of adviser. Required of master's students who intend to apply to the doctoral program in learning, cognition, and development. See student handbook for complete description.

Provides research experience leading to a paper suitable for publication or presentation to a scholarly audience. Provides training in formulating research questions; implementing research plan; analyzing data; writing about research in a clear, communicative, and technical manner appropriate for the professional reporting of research findings.

15:295:611. MEMORY SYSTEMS AND PROCESSES (3)

Prerequisite: 15:295:502 or 580 or permission of instructor.

Examines recent theories and research on memory viewed as a unified system, with specific subsystems interacting in the processing of information. The operation of sensory stores and short-term and long-term memory, including information representation, retrieval, and loss. Topics include the effects of organization, rehearsal, elaboration, and mnemonics on memory functions, and the shaping of learning and instruction to the type and level of memory desired.

15:295:650. SEMINAR IN TEACHING EDUCATIONAL PSYCHOLOGY (3)

Prerequisite: Permission of instructor.

The psychology of college teaching applied to educational psychology; numerous ways of organizing an educational psychology course discussed in light of the history of the discipline. Students outline a course, develop a unit within the course, and present it in a microteaching exercise.

Graduate Courses (Counseling Psychology 297)

15:297:501. INTRODUCTION TO COUNSELING PSYCHOLOGY (3)

Readings, activities, and discussion cover issues in psychology and related fields that are basic to counseling relationships; emphasis on improving interviewing, listening, and responding skills.

15:297:505. GROUP PSYCHOLOGY: THEORY AND PRACTICE I (3)

Prerequisite: Permission of instructor.

Provides opportunity to develop theoretical and practical insights into the life and functions of basic groups, including definition of group parameters, sociometric structure, social power, leadership, norms, and problem solving, which serve as a means of achieving optimal blending of personal and group boundaries.

15:297:506. GROUP PSYCHOLOGY: THEORY AND PRACTICE II (3)

Prerequisites: 15:297:505 and permission of instructor.

Sequential, theoretical, and practical continuation of Group Psychology I with increasing emphasis on application of facilitating basic concepts such as structure and function, interaction and communication, strength and cohesion, movement and productivity, and role and leadership.

15:297:507. MULTICULTURAL ISSUES (3)

Prerequisite: Permission of instructor.

Exploration of sociocultural and sociohistorical experiences of clients and counselors and their potential impact on the counseling process. Designed to provide the counselor-in-training with a more flexible frame of reference for working with a diverse clientele.

15:297:508. FAMILY PSYCHOLOGY: SYSTEMS DEVELOPMENT (3)

Introduction to family systems theory, family development, family assessment, and contemporary issues in family psychology. "Systems" thinking emphasized. Provides foundation for further study.

15:297:510. INTRODUCTION TO VOCATIONAL PSYCHOLOGY (3)

Psychological framework for understanding vocational behavior. Emphasis on psychological theory and research as foundation for development of effective strategies for using self-understanding and occupational information to make work-related decisions.

15:297:525. PSYCHOLOGICAL ASSESSMENT IN COUNSELING (3)

Prerequisites: 15:291:515, 15:297:613, 16:960:531, or permission of instructor.

Assessment as an integral part of all counseling; covers these widely used techniques: records, rating scales, and observation; emphasis on standardized tests and inventories; includes supervised experience in the provision of assessment service to counselors.

15:297:601. FIELDWORK IN COUNSELING (BA)

Prerequisite: Permission of instructor.

Supervised orientation to the functions and activities of various agencies that provide vocational, educational, and personal-social counseling services; specified sections provide opportunities for such experiences in particular settings: elementary schools, colleges, and community agencies (employment agencies, child and family guidance bureaus, programs for the unemployed or physically disabled).

15:297:602. FOUNDATIONS OF COUNSELING PSYCHOLOGY (3)

Open only to matriculated counseling psychology doctoral students.

Orientation to the profession of counseling. Topics include history, current issues, training and professional concerns, introduction to research, and legal/ethical and professional standards.

15:297:603. PROFESSIONAL ETHICS FOR COUNSELING PSYCHOLOGISTS (BA)

Open only to doctoral students in counseling psychology.

Topics concerning personal and professional matters regarding the general practice of counseling psychology and related ethical and legal issues, communication with other professionals, client-psychologist relationships, and continuing education.

15:297:605. SUPERVISED COUNSELING (3)

Prerequisites: 15:297:501, 505, 525, 637. Open only to doctoral students in counseling psychology with permission of adviser. Students should consult the instructor prior to the beginning of the term.

Provides supervised counseling experience in the Graduate School of Education Counseling Center.

15:297:607. FAMILY PSYCHOLOGY: THEORIES OF MARRIAGE AND FAMILY COUNSELING (3)

Study of major theoretical perspectives in marriage and family counseling. Focus on theoretical assumptions, concepts, application, and process of counseling. Problem situations considered.

15:297:613. THEORIES OF COUNSELING (3)

Open to doctoral students in counseling psychology.

Extends and deepens knowledge of theoretical aspects of counseling; provides a vehicle for students to survey, analyze, discuss, and synthesize current theories and issues related to counseling psychology.

15:297:614. RACIAL-CULTURAL COUNSELING LABORATORY (3)

Prerequisites: 15:297:501, 505, 507.

The role of racial, social, and cultural factors in the development of relationships in counseling. Focus on the individual as a racial-cultural person whose network of personal and social identities and group affiliations influence the development of effective counseling relationships.

15:297:615. RESEARCH SEMINAR IN COUNSELING PSYCHOLOGY (3)

Prerequisite: Permission of instructor. For doctoral students approaching dissertation study.

Research designs, methodological issues with an emphasis on multicultural and family psychology. Identify questions to be used for dissertation research.

15:297:625. ADVANCED APPLICATION OF COUNSELING PSYCHOLOGY (BA)

Prerequisites: 15:297:605 and permission of instructor and adviser.

Provides for professional activities in an approved setting. Designed to meet advanced students' individual needs for further work in individual and group counseling; personal, educational, and vocational evaluations; and a variety of consulting or supervisory activities under the supervision of a faculty member.

15:297:629. PREDOCTORAL INTERNSHIP IN COUNSELING PSYCHOLOGY (1)

Prerequisites: Completion of all doctoral course work and qualifying examinations; approval of training director.

Supervised internship in settings that meet the accreditation of the American Psychological Association (such as counseling center, hospital, medical setting, or mental health clinic). Full-time experience for one calendar year or a half-time experience for two calendar years.

15:297:630. SPECIAL TOPICS IN COUNSELING PSYCHOLOGY (BA)

Prerequisite: Permission of instructor.

Allows in-depth exploration of specific topics by staff and advanced students. Staff responsibility for the course alternates from term to term. Topics determined by the mutual interest of staff and students.

15:297:637. ADVANCED THEORIES OF PERSONALITY AND COUNSELING (3)

Prerequisites: 15:297:501, 613; or 15:290:518; or enrollment in the doctoral program in counseling psychology.

Critical analysis of selected theories of personality used in counseling. Emphasis on major theories and systems. Provides in-depth concept for developing a consistent approach to professional counseling.

Ph.D. Courses (Educational Psychology)

For descriptions of these courses, see the Ph.D. Program in Education section of this catalog.

- 16:300:511 Quantitative Research Methods in Education I: Introduction (3)
- 16:300:515 Quantitative Research Methods in Education II: ANOVA (3)
- 16:300:519 Quantitative Research Methods in Education III: Regression (3)
- 16:300:520 Program Evaluation: An Introduction to Methods and Practice (3)
- 16:300:581 Educational Psychology I: Theories of Development (3)
- 16:300:582 Educational Psychology II: Theories of Cognition and Instruction (3)
- 16:300:591 Cognitive Development (3)
- 16:300:593 Cooperative and Collaborative Learning (3)
- 16:300:595 The Psychology of Sex Differences (3)
- 16:300:597 Language Acquisition (3)
- 16:300:681 Qualitative Analysis and Ranking Techniques (3)
- 16:300:683 Applied Multivariate Analysis (3)
- 16:300:685 Causal Modeling (3)
- 16:300:687 Item Response Theory (3)
- 16:300:691 Cognitive and Motivational Learning Strategies (3)
- 16:300:695 Topics in Educational Psychology (3)

NONDEPARTMENTAL GRADUATE COURSES IN EDUCATION

Graduate Courses (General and Educational Electives 255)

15:255:500. FOUNDATIONS OF INQUIRY (3)

Required of all doctoral students.

Provides a broad conception of disciplined inquiry. Enables students to locate various methods and general issues in research within a larger perspective; epistemology, history and philosophy of science and social science, logic, introduction to the logic of specific methods, contemporary issues in social science, and research ethics.

15:255:501. BIBLIOGRAPHIC INQUIRY I (3)

Basic library reference tools and inquiry processes in all disciplines; emphasis on applications to classroom tasks, independent study, and personal research.

15:255:502. BIBLIOGRAPHIC INQUIRY II (3)

Prerequisite: 15:255:500 or permission of instructor.

Advanced reference tools and inquiry processes useful for research in education and related fields at the doctoral level and beyond; emphasis on the presentation of literature in proposals, dissertations, and research reports.

15:255:505. RESEARCH INTERNSHIP (BA)

Prerequisite: Faculty approval.

Provides opportunity to participate in the research process prior to conducting dissertation study. The internship varies depending upon the nature of the particular study, but may involve idea formulation, research design, data collection, data analysis, literature review, or other activities pertinent to the student's area of study and expertise. The nature of the activities are stated prior to beginning the internship.

15:255:512. ENHANCING LEARNING AND DEVELOPMENT FOR INFANTS AND YOUNG CHILDREN (3)

(Formerly 15:290:524)

Prerequisites: Recently completed graduate course in child development and at least two of 15:290:520, 521, 522; or permission of instructor.

Planning and implementing interdisciplinary developmental programs to enhance the learning and development of infants and young children in integrated settings, especially those at risk for or experiencing developmental disabilities, and their families. Intended for current or potential team members from all appropriate disciplines: educators, developmental and school psychologists, occupational and physical therapists, learning consultants, speech and language pathologists, infant day care providers, social workers, nurses, physicians, administrators, and policy makers.

15:255:525. QUALITATIVE METHODS: DESIGN AND ANALYSIS (3)

Prerequisite: 15:255:500. Open only to matriculated students.

Introduces students to the philosophy and techniques of qualitative methods and helps them develop skills in designing studies and analyzing qualitative data.

15:255:533. ASSESSMENT AND MEASUREMENT FOR TEACHERS (2)

Prerequisite: 05:300:306.

Overview of assessment, measurement, evaluation, and grading issues that confront teachers. Relationship between assessment and instruction, principles and techniques of grading, design and construction of classroom assessments, and technical and legal issues in testing.

15:255:534. CLASSROOM ORGANIZATION (1)

Prerequisite: 15:255:533. Corequisites: 15:255:535, 536.

Examination of research on classroom organization and management. Emphasis on strategies for effective learning environments and prevention of behavior problems.

15:255:535. TEACHING INTERNSHIP (9)

Prerequisites: Admission to the graduate teacher certification program, completion of all preparatory course work (preparatory course work varies by program; student must confer with program adviser). Corequisites: 15:255:534, 536.

Full-time internship in approved schools under the supervision of university faculty and classroom teachers. Full time is defined as an assignment of responsibilities for a full school day for 15 weeks.

15:255:536. TEACHING INTERNSHIP SEMINAR (3)

Prerequisites: Admission to the graduate teacher certification program, completion of all preparatory course work (preparatory course work varies by program; student must confer with program adviser). Corequisite: 15:255:535.

Examines actual internship situations, provides for specific application of strategies learned in prior course work, and explores internship-related problems for individual research projects.

15:255:537. ETHICS, EDUCATION, AND SOCIETY (3)

Prerequisite: 15:255:535.

Examines educational goals, issues, and values and the instructional and social contexts within which these operate. Analyzes the relations of educational ends and means, the purposes of education in a free society, and the moral implications of pedagogical actions and the bureaucratic structure of schooling.

15:255:538. TEACHER AS RESEARCHER (3)

Prerequisite: 15:255:535.

Preservice teachers become critical evaluators of their teaching practices by collecting and analyzing data.

Graduate School of Education Undergraduate Courses (300)

05:300:200. EXPLORING TEACHING AS A PROFESSION (3)

Prerequisite for admission to the teacher education program.

Exploration of teaching as a career. Examines teaching and learning from divergent perspectives and includes issues related to the profession and practice of teaching. Personal, public, and professional perceptions of teachers and teaching addressed. Includes a field experience.

05:300:306. EDUCATIONAL PSYCHOLOGY: PRINCIPLES OF CLASSROOM LEARNING (3)

Prerequisite: 01:830:101.

Surveys areas of psychology most relevant to education. How children think, learn, and remember; influence of motivation; principles of measurement.

05:300:341. MODERN HIGH SCHOOL MATHEMATICS (3)

Prerequisites: 01:198:111 or equivalent; 01:640:250, 251.

In-depth study and concentration of some key ideas in the high school mathematics curriculum. Viewing of mathematics in terms of the ideas built up in the minds of students.

05:300:342. SUPERVISED UNDERGRADUATE TUTORING IN MATHEMATICS (3)

Prerequisites: 01:640:250, 251.

Develop teaching strategies, an interactive style, and an approach to high school mathematics content in a one-on-one tutorial or small group setting. Students work with other undergraduates in lower-level, E-credit mathematics courses.

05:300:350. EDUCATION AND COMPUTERS (3)

Establishes a foundation for using the computer in a variety of educational settings across all subject areas through programming, application programs, computer-based instruction, and social/philosophical issues of computers in education.

05:300:361. SCIENCE: KNOWLEDGE AND LITERACY (3)

Prerequisite: Science course at the 200-level or above.

Examines the emerging role of science education in society. Special attention given to influence of professional societies. Places current trends in science education in a historical perspective that reflects the development of science in the United States.

05:300:383. INTRODUCTION TO SPECIAL EDUCATION (3)

Pre- or corequisite: 01:830:396 or 397.

Overview of the diverse physical, psychological, and social disabilities of special education children.

05:300:401. INDIVIDUAL AND CULTURAL DIVERSITY IN THE CLASSROOM (3)

Prerequisites: 05:300:200, admission to the teacher education program.

Focuses on the range of student diversity in contemporary classrooms, including cultural, linguistic, and academic differences. Emphasizes strategies to enhance academic success, promote interaction, and facilitate the inclusion of diverse students in the regular school setting.

05:300:402. SPECIAL TOPICS IN EDUCATION (3)

Seminar on selected topics of current interest. Topics differ each term. Consult instructor for description of topic under study.

05:300:403. INDEPENDENT STUDY IN EDUCATION (BA)

Independent project in education to be carried out in consultation with appropriate faculty. Arrangements for a project supervisor must be made prior to registering for this course.

05:300:411. LABORATORY IN HUMAN DEVELOPMENT (3)

Prerequisite: 01:830:331.

Examines topics in social, cognitive, and affective development through the study of children and the settings in which they learn and develop. Findings related to current literature in child development and developmental psychology. Fieldwork required.

05:300:412. LEARNING AND TEACHING IN THE EARLY CHILDHOOD CLASSROOM (3)

Prerequisite: Admission to the teacher education program.

Addresses teaching strategies and curricula appropriate for the young child aged three to eight. Emphasizes the role of play in learning and development and instructional strategies to foster cognitive, social, and emotional development. Curriculum planning around integrated, thematically related experiences explored.

05:300:413. PRACTICUM IN EARLY CHILDHOOD/ELEMENTARY EDUCATION I (1.5)

Prerequisite: Admission to the teacher education program. Can be taken before or after 05:300:414. Coordinated with 05:300:412 and 494.

Fieldwork in a local elementary school to observe and participate as a teaching assistant; one full day per week for nine weeks in a prekindergarten, kindergarten, or first- through third-grade classroom.

05:300:414. PRACTICUM IN EARLY CHILDHOOD/ELEMENTARY EDUCATION II (1.5)

Prerequisite: Admission to the teacher education program. Can be taken before or after 05:300:413. Coordinated with 05:300:441, 461, 471, and 495.

Fieldwork in a local elementary school to observe and participate as a teaching assistant; one full day per week for nine weeks in a fourth- through eighth-grade classroom.

05:300:421. LANGUAGE AND LINGUISTICS I (3)

Prerequisite: Senior standing.

Examines sociocultural theories of language and considers the critique they offer of traditional school grammar. Explores the educational and political implications of teaching traditional school grammar in the light of these critiques.

05:300:422. TEACHING LITERATURE: READERS, TEXTS, AND CONTEXTS (3)

Prerequisite: Senior standing.

Examines a variety of theories about what literary reading is and why it should be taught. Develop strategies for introducing, sequencing, and discussing literary texts as well as for integrating the study of literature into the other language arts. Field experience required.

05:300:423. TEACHING WRITING: SOCIAL AND COGNITIVE DIMENSIONS (3)

Prerequisite: 05:300:421.

Examines a variety of perspectives on the nature of the writing process. Considers research and theory on how teachers should teach and respond to writing. Field experience required.

05:300:430. PRINCIPLES OF SECOND/FOREIGN LANGUAGE ACQUISITION (3)

Prerequisites: 05:300:200, admission to the teacher education program.

Introductory course that examines the research and theory on first and second language acquisition related to children, teens, and adults in the United States and abroad.

05:300:431. TEACHING WORLD LANGUAGE/ESL IN ELEMENTARY SCHOOLS (3)

Prerequisite: 05:300:200. Open only to students who have been formally admitted to a foreign language teaching program. May count as education credit but not toward the major in a foreign language.

Explores methods and materials used to foster world language and ESL development within an elementary school context. Fieldwork.

05:300:432. TEACHING WORLD LANGUAGE/ESL IN SECONDARY SCHOOLS (3)

Prerequisites: 05:300:200, admission to the teacher education program.

Explores methods and materials used to foster world language and ESL development within a secondary school context. Fieldwork.

05:300:433. LANGUAGE AND CULTURE (3)

Prerequisites: 05:300:200, admission to the teacher education program.

Relationship of linguistic, cognitive, attitudinal, and behavioral patterns within each culture and how they affect cross-cultural communication and language education.

05:300:434. LANGUAGE FOUNDATIONS I (3)

Prerequisites: 05:300:200, admission to the teacher education program.

Nature of language relevant to teachers involved with other languages and cultures. Topics include functional motivation of linguistic structure, linguistic sign, phonetics, phonemic and morphemic analysis, word semantics, and correctness.

05:300:441. TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3)

Prerequisite: 05:300:200. Open only to students who have been formally admitted to a teacher education program.

Concrete, manipulative approach to teaching mathematics concepts. Psychology of learning mathematics; the elementary curriculum; effective teaching techniques.

05:300:442. PROBLEM-SOLVING PROCESSES IN MATHEMATICS (3)

Prerequisite: Admission to the teacher education program.

Focuses on understanding one's own mathematical problem-solving processes and how such processes develop in mathematics learners of all ages.

05:300:443. METHODS OF TEACHING SECONDARY SCHOOL MATHEMATICS (3)

Prerequisite: Admission to the teacher education program.

Reviews the status of secondary mathematics teaching in the United States, the reform movement of the 1990s, and current thinking about issues of concern to practicing teachers. Encourages development of personal style and approach to teaching high school mathematics. Topics include instructional planning, assessment, individual differences, cultural and gender differences, and teaching styles.

05:300:444. PRACTICUM IN TEACHING SECONDARY SCHOOL MATHEMATICS (3)

Prerequisite: Admission to the teacher education program. Corequisite:

05:300:443. Students spend two complete mornings in the school each week.

Gives prospective secondary mathematics teachers an opportunity to observe experienced teachers, serve as an aide, work with individuals and small groups, and teach several class sessions in a high school setting.

05:300:461. SCIENCE IN THE ELEMENTARY SCHOOL (3)

Prerequisite: Completion of student's liberal arts college science requirement.

Presents science as an integrated body of knowledge using investigative and inquiry techniques. Thematic or problem-based approach to science teaching.

05:300:462. DEMONSTRATIONS AND TECHNOLOGY IN SCIENCE TEACHING (3)

Prerequisite: Admission to the teacher education program.

Creating science teaching support materials using resources available over the Internet. For use in creating laboratory, demonstration, and related activities that would complement classroom practice. Involvement in the broad Internet community of interest in science and science teaching.

05:300:471. TEACHING SOCIAL STUDIES IN ELEMENTARY SCHOOL (3)

Prerequisite: Admission to the teacher education program.

Examines strategies and materials for teaching social studies in the elementary school. Focuses on a cluster of teaching models to engage children in the active pursuit of knowledge, skills, and values.

05:300:472. MATERIALS AND METHODS IN SOCIAL STUDIES (3)

Prerequisites: 05:300:200. Open only to students who have been formally admitted to the social studies teaching program.

Study of instructional practices, curricular trends, and teaching materials used in social studies.

05:300:480. MATERIALS AND METHODS IN SPECIAL EDUCATION (3)

Prerequisites: 05:300:200, 383; 01:830:331. Open only to special education students.

Application of learning theory and principles of systematic instructions in the areas of motor learning, oral and written language, mathematics, and social skills. Fieldwork.

05:300:483. RESOURCES FOR INDIVIDUALS WITH DISABILITIES (3)

Prerequisite: Open only to students who have been admitted to the special education program.

Resources essential to the handicapped student and the family. Referral procedures and use of resources.

05:300:494. LITERACY DEVELOPMENT IN THE EARLY YEARS (3)

Prerequisites: 05:300:200, admission to the teacher education program.

Examines literacy development from birth to third grade. Varied strategies for literacy development are presented and analyzed using the emergent literacy and integrated language arts approach. Also addresses theories of early literacy development.

05:300:495. LITERACY DEVELOPMENT IN THE ELEMENTARY AND MIDDLE SCHOOL (3)

Prerequisites: 05:300:200, admission to the teacher education program.

Emphasizes integrated language arts approach to literacy learning in grades three through eight. Connections between reading, writing, and oral language addressed. Reviews strategies to integrate literacy learning with instruction in the content areas.

TEACHER EDUCATION/ ADMINISTRATIVE CERTIFICATION PROGRAMS

Email: TeachEd@rci.rutgers.edu

Teacher certification can be achieved through the successful completion of one of seven state-approved programs. Information regarding programs and requirements may be obtained from the Office of Teacher Education Programs, Room 132, Graduate School of Education (732/932-7496, ext. 8132). Upon admission, students must open a file in that office to ensure completion of all certification requirements.

The Graduate School of Education offers seven joint master's degree/initial teacher certification programs (elementary education, English, English as a second language, foreign language, mathematics, science [physical or biological], social studies). These programs are designed for individuals who hold a baccalaureate degree from an accredited institution of higher education. GSE also offers joint master's degree/endorsement programs for reading specialist, bilingual-bicultural education, learning disabilities teacher-consultant, and student personnel services. GSE recommendations for all initial teacher certification and most endorsement programs are in conjunction with the completion of the requirements for the Ed.M. degree. Nondegree endorsement programs are offered in bilingual-bicultural education, early childhood education, and English as a second language education. Prior to beginning or completing a joint master's degree/initial teacher certification program, students must have taken 66 general education credits at either the graduate or undergraduate level, including course work in eight of the following areas: mathematics, science, English or American literature, American history or American studies, music, non-Western studies, Western studies, philosophy, technology, foreign language (four terms), and psychology. All students are required to complete a college level math course. Before teacher certification can be recommended, students also must have completed a liberal arts major with a coherent 30-credit sequence of courses, 12 credits of which must be at the 300 or 400 level.

Ed.M. Certification Program in Elementary Education (K–8) (51 credits)

Program Coordinator: Dr. Carol Weinstein (732/932-7496, ext. 8126; email: csw@rci.rutgers.edu)

Early Childhood/Elementary Education (15 credits)

- 15:251:573 Literacy Development in the Early Years (3)
- 15:251:578 Theories and Practices in Early Childhood Education (3)
- 15:254:543 Background for Teaching Elementary School Mathematics I (3)
- 15:256:554 Science in the Elementary School (3)
- 15:299:516 Teaching Reading in the Elementary School (3)

Common Professional Education Core (18 credits)

- 15:255:533 Assessment and Measurement for Teachers (2)
- 15:255:534 Classroom Organization (1)
- 15:255:537 Ethics, Education, and Society (3)
- 15:255:538 Teacher as Researcher (3)
- 15:295:512 Introduction to Child Psychology: Infancy through Adolescence (3)
- 05:300:306 Educational Psychology: Principles of Classroom Learning (3)
- 05:300:401 Individual and Cultural Diversity in the Classroom (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Electives (6 credits)

Ed.M. Certification Program in English Education (45 credits)

Program Coordinator: Dr. Michael Smith (732/932-7496, ext. 8120; email: micsmit@rci.rutgers.edu)

English Education (18 credits)

- 15:252:516 Developing a Theory of Education in English (3) *or*
15:299:562 Reading and Writing across Content Disciplines (3)
- 15:252:520 Adolescent Literature for Secondary Students (3)
- 15:252:521 Teachers as Writers (3) *or* 15:252:525 Writing Project Workshop: Bringing Research and Theory into Practice (6)
- 05:300:421 Language and Linguistics I (3)

- 05:300:422 Teaching Literature: Readers, Texts, and Contexts (3)
- 05:300:423 Teaching Writing: Social and Cognitive Dimensions (3)

Common Professional Education Core (15 credits)

- 15:255:533 Assessment and Measurement for Teachers (2)
- 15:255:534 Classroom Organization (1)
- 15:255:537 Ethics, Education, and Society (3)
- 15:255:538 Teacher as Researcher (3)
- 05:300:306 Educational Psychology: Principles of Classroom Learning (3)
- 05:300:401 Individual and Cultural Diversity in the Classroom (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Ed.M. Certification Program in English as a Second Language (45 credits)

Program Coordinator: Dr. Wallis Reid (732/932-7496, ext. 8122; email: wreid@rci.rutgers.edu)

Language Education (21 credits)

1. *Historical and Cultural Backgrounds of Limited English Proficient Students* (3)
 - 15:253:523 Language and Culture (3)
2. *Theoretical Foundations of ESL Education* (6)
 - 15:253:520 Principles of Second/Foreign Language Acquisition (3)
 - 16:300:535 Foundations of Language I (3) (Formerly 15:253:530)
3. *Pedagogy of ESL* (12)
 - 15:253:521 Introduction to English as a Second/Foreign Language (3)
 - 15:253:536 English Structure and Phonology (3)
 - 05:300:431 Teaching World Language/ESL in Elementary Schools (3)
 - 05:300:432 Teaching World Language/ESL in Secondary Schools (3)

Common Professional Education Core (12 credits)

- 15:255:533 Assessment and Measurement for Teachers (2)
- 15:255:534 Classroom Organization (1)
- 15:255:537 Ethics, Education, and Society (3)
- 15:255:538 Teacher as Researcher (3)
- 05:300:306 Educational Psychology: Principles of Classroom Learning (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Language and Cultural Proficiency Requirements

1. Proficiency in English to be demonstrated through a Language Proficiency Interview (LPI). (To take the LPI, make an appointment with your adviser.)
2. Evidence of second/foreign language or cultural experience, such as experience living in a second cultural setting; completion of one or more foreign language course(s) (minimum 3 credits); acquisition of second/foreign language (in a nontraditional setting)

Ed.M. Certification Program in Foreign Language Education (45 credits)

Program Coordinator: Dr. Wallis Reid (732/932-7496, ext. 8122; email: wreid@rci.rutgers.edu)

Language Education (21 credits)

- 15:253:520 Principles of Second/Foreign Language Acquisition (3)
- 15:253:523 Language and Culture (3)
- 15:253:531 Foundations of Language II (3)
- 05:300:431 Teaching World Language/ESL in Elementary Schools (3)
- 05:300:432 Teaching World Language/ESL in Secondary Schools (3)
- 16:300:535 Foundations of Language I (3)
(Formerly 15:253:530)
- Graduate-level elective in language education (3)

Common Professional Education Core (12 credits)

- 15:255:533 Assessment and Measurement for Teachers (2)
- 15:255:534 Classroom Organization (1)
- 15:255:537 Ethics, Education, and Society (3)
- 15:255:538 Teacher as Researcher (3)
- 05:300:306 Educational Psychology: Principles of Classroom Learning (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Ed.M. Certification Program in Mathematics Education (45 credits)

Program Coordinator: Dr. Warren Crown (732/932-7496, ext. 8102; email: wccrown@rci.rutgers.edu)

Mathematics Education (18 credits)

- 15:254:540 Introduction to Mathematics Education (3)
- 15:254:548 Technology in Mathematics Teaching (3)
- 05:300:341 Modern High School Mathematics (3)
- 05:300:442 Problem-Solving Processes in Mathematics (3)
- 05:300:443 Methods of Teaching Secondary School Mathematics (3)
- 05:300:444 Practicum in Teaching Secondary School Mathematics (3)

Common Professional Education Core (15 credits)

- 15:255:533 Assessment and Measurement for Teachers (2)
- 15:255:534 Classroom Organization (1)
- 15:255:537 Ethics, Education, and Society (3)
- 15:255:538 Teacher as Researcher (3)
- 05:300:306 Educational Psychology: Principles of Classroom Learning (3)
- 05:300:401 Individual and Cultural Diversity in the Classroom (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Ed.M. Certification Program in Physical Science Education (45 credits)

Program Coordinator: Dr. Eugenia Etkina (732/932-7496, ext. 8339; email: etkina@rci.rutgers.edu)

Science Education (21 credits)

- 15:256:551 Development of Ideas in Physical Science (3)
- 15:256:552 Teaching Physical Science (3)
- 15:256:555 Research Internship in Science Education (3)
- 15:256:557 Multiple Representations in Physical Science (3)
- 05:300:462 Demonstrations and Technology in Science Teaching (3)
- Graduate-level electives (physics/chemistry course selection must be approved by adviser) (6)

Common Professional Education Core (12 credits)

- 15:255:533 Assessment and Measurement for Teachers (2)
- 15:255:534 Classroom Organization (1)
- 15:255:537 Ethics, Education, and Society (3)
- 05:300:306 Educational Psychology: Principles of Classroom Learning (3)
- 05:300:401 Individual and Cultural Diversity in the Classroom (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Ed.M. Certification Program in Biological Science Education (45 credits)

Program Coordinator: Dr. Eugenia Etkina (732/932-7496, ext. 8339; email: etkina@rci.rutgers.edu)

Science Education (21 credits)

- 15:256:550 Biology and Society (3)
- 15:256:553 Teaching Life Science (3)
- 15:256:555 Research Internship in Science Education (3)
- 15:256:556 Understanding Evolution: A Classroom Perspective (3)
- 05:300:462 Demonstrations and Technology in Science Teaching (3)
- Graduate-level electives (life science course selection must be approved by adviser) (6)

Common Professional Education Core (12 credits)

- 15:255:533 Assessment and Measurement for Teachers (2)
- 15:255:534 Classroom Organization (1)
- 15:255:537 Ethics, Education, and Society (3)
- 05:300:306 Educational Psychology: Principles of Classroom Learning (3)
- 05:300:401 Individual and Cultural Diversity in the Classroom (3)

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Ed.M. Certification Program in Social Studies Education (45 credits)

Program Coordinators: Dr. Benjamin Justice (732/932-7496, ext. 8110; email: bjust@rci.rutgers.edu), Dr. Beth Rubin (732/932-7496, ext. 8203; email: bcrubin@rci.rutgers.edu)

Social Studies Education (18 credits)

- 15:257:560 Introduction to Social Studies Education (3)
- 15:257:561 Analysis of Social Studies Curricula (3)
- 05:300:472 Materials and Methods in Social Studies (3)
- Electives in other social studies education courses (257) or, with prior approval of adviser, history/social science courses outside GSE (9)

Common Professional Education Core (15 credits)

- 15:255:533 Assessment and Measurement for Teachers (2)
- 15:255:534 Classroom Organization (1)
- 15:255:537 Ethics, Education, and Society (3) *or* related course in social and philosophical foundations of education
- 15:255:538 Teacher as Researcher (3) *or* 15:257:660 Seminar in Social Studies Education Research (3)
- 05:300:306 Educational Psychology: Principles of Classroom Learning (3) *or* 16:300:593 Cooperative and Collaborative Learning (3) *or* 15:295:580 Psychology of Learning (3)
- 05:300:401 Individual and Cultural Diversity in the Classroom (3) *or* equivalent graduate course

Internship in Teaching (12 credits)

- 15:255:535 Teaching Internship (9)
- 15:255:536 Teaching Internship Seminar (3)

Endorsement in Bilingual-Bicultural Education (15 credits)

Program Coordinator: Dr. Wallis Reid (732/932-7496, ext. 8122; email: wreid@rci.rutgers.edu)

The bilingual-bicultural endorsement program is designed for individuals who possess a permanent New Jersey standard certificate. All applicants must apply directly to the language education master's program and be accepted. Candidates then have the choice of leaving the program after completing the 18 credits for the bilingual-bicultural endorsement or completing the degree.

Course Requirements (18 credits)

- 15:253:520 Principles of Second/Foreign Language Acquisition (3)
- 15:253:522 Bilingual-Bicultural Education (3)
- 15:253:523 Language and Culture (3)
- 16:300:535 Foundations of Language I (3)
- 05:300:431 Teaching World Language/ESL in Elementary Schools (3) *or* 05:300:432 Teaching World Language/ESL in Secondary Schools (3)
- Elective in language education (3)

Language and Cultural Proficiency Requirements

Adequate proficiency in English
Near native fluency in the language to be taught

Endorsement in English as a Second Language (18 credits)

Program Coordinator: Dr. Wallis Reid (732/932-7496, ext. 8122; email: wreid@rci.rutgers.edu)

The ESL endorsement program is designed for individuals who possess a permanent New Jersey standard certificate. All applicants must apply directly to the language education master's program and be accepted. Candidates then have the choice of leaving the program after completing the 18 credits for the ESL endorsement or completing the degree.

Course Requirements (18 credits)

- 15:253:520 Principles of Second/Foreign Language Acquisition (3) *or* 05:300:430 Principles of Second/Foreign Language Acquisition (3)
- 15:253:521 Introduction to English as a Second/Foreign Language (3)
- 15:253:523 Language and Culture (3)
- 05:300:431 Teaching World Language/ESL in Elementary Schools (3) *or* 05:300:432 Teaching World Language/ESL in Secondary Schools (3)
- 16:300:535 Foundations of Language I (3)
- Elective in related language area (3)

Language and Cultural Proficiency Requirements

Adequate proficiency in English
Second language or cultural experience

Endorsement in Early Childhood Education (P-3) (15 credits)

Program Coordinator: Dr. Helane Rosenberg (732/932-7496, ext. 2115)

Course Requirements (15 credits)

- 15:251:573 Literacy Development in the Early Years (3)
- 15:251:578 Theories and Practices of Early Childhood Education (3)
- 15:255:512 Enhancing Learning and Development for Infants and Young Children (3)

- 15:290:521 Psychosocial Issues in Infant, Early Childhood, and Family Development (3)
- 15:290:522 Cognition and Language from Birth to Five: Normal Development and Implications of Risk and Disability (3)

Ed.M. Certification Program for Reading Specialist (36 credits)

Program Coordinator: Dr. Lesley Morrow (732/932-7496, ext. 8119; email: lmorro@rci.rutgers.edu)

The reading specialist certification programs require an initial teacher certification and two years of teaching experience prior to enrollment in the program.

Reading (12 credits)

- 15:299:561 Foundations of Literacy Instruction (3)
- 15:299:564 Diagnosis and Correction of Reading Difficulties (3)
- 15:299:565 Laboratory in Remedial Reading (3)
- 15:299:566 Seminar in Reading Research and Supervision (3)

Literacy Methods (9 credits)

Three courses from the following:

- 15:250:503 Topics in Learning and Teaching (3)
- 15:251:573 Literacy Development in the Early Years (3)
- 15:252:517 The Child and the Language Arts (3)
- 15:252:518 Topics in English Education (composition curriculum) (3)
- 15:252:519 Seminar in Children's Writing (3)
- 15:299:515 Literacy Strategies for Secondary-Level and Adult Learners (3)
- 15:299:516 Teaching Reading in the Elementary School (3)

Children and Adolescents (3 credits)

One course from the following:

- 15:299:509 Children's Literature in the Early Childhood and Elementary School Curriculum (3)
- 17:610:547 Materials for Children (3)
- 17:610:548 Materials for Young Adults (3)

Educational Theory, Policy, and Administration (3 credits)

One course in either supervision or curriculum selected in consultation with the student's adviser

Learning, Cognition, and Development (3 credits)

One course in learning disabilities or memory and cognition or the psychology of sex differences selected in consultation with the student's adviser

Electives (6 credits)

Two courses selected in consultation with the student's adviser

Endorsement as Learning Disabilities Teacher Consultant (36 credits)

Program Coordinator: TBA
(732/932-7496, ext. 8327)

The endorsement as a learning disabilities teacher consultant is granted only to master of education candidates in the special education program. Completing the following sequence of courses fulfills the master's degree course requirements of this program and earns the endorsement as a learning disabilities teacher consultant.

Endorsement Requirements (15 credits)

- 15:290:583 Biological Bases of Behavior (3)
- 15:291:515 Psychometric Theory I (3)
- 15:293:525 Psychology of the Exceptional Child (3)
- 15:293:526 Identification and Assessment of Learning Disabilities (3)
- 15:293:527 Remediation of Learning Disabilities (3)

Learning, Cognition, and Development (3 credits)

The student must choose one course in the 295 listing.

Special Education Core Course Requirements (9 credits)

Three courses chosen from the following:

- 15:293:521 Mental Retardation and Other Developmental Disabilities (3)
- 15:293:522 Learning Disabilities (3)
- 15:293:524 The Family and the Disabled Person (3)
- 15:293:529 Instructional Decision Making in Special Education (3)
- 15:293:618 Etiology of Cognitive and Affective Disabilities (3)
- 15:293:633 Internship in Special Education (3)

Statistics and Measurement (3 credits)

- 16:960:531 Statistical Methods in Education I (3)

Electives (6 credits)

Two additional courses from any department or program at the Graduate School of Education outside the Department of Educational Psychology

Ed.M. Student Personnel Services Certification (33 credits)

The endorsement for student personnel services is granted only to master of education degree candidates in the counseling psychology program. Completing the following sequence of courses fulfills the master's degree course requirements and earns the endorsement for student personnel services applicants who have a standard New Jersey teacher's certificate and one year of successful teaching experience.

Counseling Psychology Courses (9 credits)

- 15:297:501 Introduction to Counseling Psychology (3)
- 15:297:505 Group Psychology: Theory and Practice I (3) *or*
15:297:613 Theories of Counseling (3)
- 15:297:510 Introduction to Vocational Psychology (3)

Basic Psychology Courses (9 credits)

- 15:293:525 Psychology of the Exceptional Child (3)
- 15:295:512 Introduction to Child Psychology: Infancy through Adolescence (3)
- 15:295:580 Psychology of Learning (3)

Educational Measurement (9 credits)

- 15:291:515 Psychometric Theory I (3)
- 16:960:531 Statistical Methods in Education I (3)
- 16:960:532 Statistical Methods in Education II (3)

Sociological Foundations (6 credits)

- 15:293:610 New Jersey Special Education Law (3) *or* 15:297:508 Family Psychology: Systems Development (3) *or* 15:310:508 Society, Community, and Education (3) *or* 15:310:520 Sociological Foundations of Education (3)
- 05:300:483 Resources for Individuals with Disabilities (3)

Ed.M. School Administrator and Principal Certification Program (36 credits)

Required Courses (21 credits)

- 15:230:500 Foundations of Educational Administration and Supervision (3)
- 15:230:501 Leadership and Communications Skills Development I (3)
- 15:230:507 Education Law (3) *or* 15:230:607 The Law of New Jersey Education (3)

- 15:230:514 Personnel Administration (3)
- 15:230:520 Public School Finance (3)
- 15:230:521 Supervision of Instruction (3)
- 15:230:522 Decision Analysis I (3)

Electives in Educational Administration (9 credits)

Three courses from the following:

- 15:230:504 Physical Facilities and the Learning Environment (3)
- 15:230:505 School-Community Relations: The Politics of Education (3)
- 15:230:512 Administration and Supervision of Elementary and Secondary Schools (3)
- 15:230:516 Administration and Supervision of Special Education Services (3)
- 15:230:530 Internship in Educational Administration (BA)
- 15:230:608 Case Studies in Educational Administration and Supervision (3)
- 15:230:610 Administration for School Effectiveness (3)
- 15:230:630 Readings in the Administration and Supervision of Education (BA)
- 16:300:643 Educational Change: Theory and Practice (3) (Formerly 15:230:517)
- 16:300:645 Educational Policy and Policy Making: The Federal and State Levels (3) (Formerly 15:230:611)

Electives outside of Educational Administration (6 credits) (with approval of adviser)

Supervisory Certification

The supervisory endorsement is granted only to master of education candidates in the Graduate School of Education. Completing the following sequence of courses fulfills the requirements for the supervisory endorsement:

Required Courses (6 credits)

- 15:230:521 Supervision of Instruction (3)
- 15:310:500 Curriculum and Instruction (3) *or* 15:250:504 Foundations of Curriculum (3)

Electives (6 credits)

Two courses from the following:

- 15:230:500 Foundations of Educational Administration and Supervision (3)
- 15:230:512 Administration and Supervision of Elementary and Secondary Schools (3)
- 15:230:600 Topics in Educational Administration and Supervision (3)
- 15:230:608 Case Studies in Educational Administration and Supervision (3)
- 15:230:630 Readings in the Administration and Supervision of Education (3)
- 15:251:572 Curriculum Development in the Elementary School (3)
- 15:310:505 Curriculum Development in the Secondary School (3)
- 15:310:510 Curriculum of Middle and Junior High School (3)

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Established in 1983 as a result of academic reorganization of the Camden campus, the Faculty of Arts and Sciences–Camden offers academic programs for undergraduate and graduate work in 23 arts and sciences disciplines and in a variety of interdisciplinary areas.

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Camden College of Arts and Sciences

Margaret Marsh, *Ph.D.*, *Dean*

A coeducational, liberal arts college, CCAS is the successor institution to the College of South Jersey, which was established in 1927 and became part of the state university in 1950.

University College–Camden

Margaret Marsh, *Ph.D.*, *Dean*

University College–Camden is an evening college of liberal arts and professional studies serving part-time students since 1950.

Graduate School–Camden

Margaret Marsh, *Ph.D.*, *Dean*

Graduate programs in the liberal arts were started in Camden in 1971 under the jurisdiction of the Graduate School–New Brunswick. The Graduate School–Camden was established as an autonomous unit in 1981.

School of Law–Camden

Rayman L. Solomon, *J.D., Ph.D., Dean*

Founded in 1926, the School of Law–Camden joined the university in 1950 as the South Jersey division of the School of Law–Newark. It became an independent unit of the university in 1967. The law school offers a curriculum leading to the degree of juris doctor, including advanced study in special areas.

Summer Session–Camden

Thomas Venables, *Ed.D.*

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

Newark

Newark offers programs at three undergraduate colleges and at four graduate schools. With an enrollment of approximately 10,300 students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

Edward G. Kirby, *Ph.D., Dean*

The Faculty of Arts and Sciences–Newark was established in 1985 to expand and strengthen the instructional program for undergraduate students at the Newark campus. The combined faculties of Newark College of Arts and Sciences and University College–Newark offer courses and academic programs in more than 60 subject areas.

Newark College of Arts and Sciences

Edward G. Kirby, *Ph.D., Dean*

Founded in 1930 as Dana College, this undergraduate, coeducational, liberal arts college became part of Rutgers when the University of Newark was integrated into the state university in 1946.

College of Nursing

Felissa R. Lashley, *Ph.D., Dean*

The College of Nursing was established in 1956 as an expansion of the university's offerings in the former School of Nursing of the Newark College of Arts and Sciences. Its graduate program is conducted through the Graduate School–Newark.

University College–Newark

Edward G. Kirby, *Ph.D., Dean*

University College–Newark is an evening and weekend college of liberal arts and professional studies serving part-time students since 1934. Within the context of the liberal arts tradition, University College students are offered a full range of courses and curricula, including programs in business and preparation for the professions leading to the degrees of bachelor of arts and bachelor of science.

Rutgers Business School–Newark and New Brunswick

Howard Tuckman, *Ph.D., Dean*

Established in 1993 as the Faculty of Management, Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick/Piscataway campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It offers the bachelor of science degree jointly with either the Newark College of Arts and Sciences or University College–Newark. Degree programs are available in accounting, finance, management, and marketing. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick dates from the Seth Boyden School of Business, which was founded in 1929 and incorporated into Rutgers in 1946. The school offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of accountancy in financial accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and the New Jersey Institute of Technology.

Graduate School–Newark

Steven J. Diner, *Ph.D., Dean*

The Graduate School–Newark was established as a separate instructional division of the university with degree-granting authority in 1976.

School of Criminal Justice

Leslie W. Kennedy, *Ph.D., Dean*

The School of Criminal Justice, which opened in 1974, offers a graduate program that provides students with a sound foundation for work in teaching, research, or criminal justice management. The master of arts degree is offered through the school, and the Ph.D. degree is offered in conjunction with the Graduate School–Newark.

School of Law–Newark

Stuart L. Deutsch, *J.D., Dean*

The university's graduate programs in law originated in other institutions. The New Jersey School of Law, founded in 1908, and the Mercer Beasley School of Law, founded in 1926, merged in 1936 to become the University of Newark School of Law, which became part of Rutgers in 1946.

Summer Session–Newark

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

New Brunswick/Piscataway

The New Brunswick/Piscataway campus is the largest and most diversified of the university's three campuses, with 16 academic units, 1,800 faculty, and 36,000 students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Holly M. Smith, *Ph.D., Executive Dean*

Established in 1981 as a result of academic reorganization of the New Brunswick campus, the Faculty of Arts and Sciences–New Brunswick teaches all arts and science courses for undergraduate and graduate students in degree-granting units and sets the major requirements for all arts and science majors. Organized into disciplines and departments, it offers 44 undergraduate major programs and 29 graduate programs, which are administered by the Graduate School–New Brunswick.

Douglass College

Carmen Twillie Ambar, *J.D., Dean*

Founded in 1918 as the New Jersey College for Women, Douglass is the largest women's college in the nation. While maintaining rigorous standards of instruction in the fundamental disciplines of the liberal arts, Douglass supports and develops programs that link major courses of study to future careers. The college also implements special programs as well as independent activities designed to help women students develop the qualities required for achievement in any field of endeavor.

Livingston College

Arnold Hyndman, *Ph.D., Dean*

Livingston College opened in 1969 as a coeducational institution dedicated to serving a diverse student body reflecting the racial, ethnic, and socioeconomic composition of today's society. As a college of the liberal arts and professions, Livingston is committed to a multidisciplinary program that brings together a diverse group of students, faculty, and staff in a cosmopolitan community dedicated to learning.

Rutgers College

Carl Kirschner, *Ph.D., Dean*

Rutgers College was chartered in 1766 and is the original nucleus around which the university developed. Formerly an undergraduate college for men, it is now coeducational. Dedicated to the promotion of excellence in undergraduate education, Rutgers College provides its students with clear guidelines in the pursuit of a liberal arts education.

University College–New Brunswick

Emmet A. Dennis, *Ph.D., Dean*

University College–New Brunswick is an evening college of liberal arts and professional studies serving part-time students since 1934. Within the context of the liberal arts tradition, University College–New Brunswick students are offered a full range of courses and curricula, including programs in business and preparation for the professions leading to the degrees of bachelor of arts and bachelor of science.

Cook College

Keith R. Cooper, *Ph.D., Acting Dean*

A coeducational and residential college, Cook offers undergraduate programs in various applied disciplines with an emphasis on environmental, agricultural, food, and marine sciences. Formerly the College of Agriculture and later the College of Agriculture and Environmental Science, Cook College adopted its present name in 1973. Graduate programs are offered through the Graduate School–New Brunswick.

Ernest Mario School of Pharmacy

John L. Colaizzi, *Ph.D., Dean*

First organized in 1892 and incorporated into the state university in 1927, the Ernest Mario School of Pharmacy offers a six-year professional program leading to the doctor of pharmacy (Pharm.D.) degree and a graduate program offering a post-B.S. Pharm.D. degree (both traditional two-year and nontraditional). Other graduate programs leading to advanced degrees through the Graduate School–New Brunswick are available. In addition, the school sponsors a continuing education program for the benefit of practicing pharmacists throughout the state.

Mason Gross School of the Arts

George B. Stauffer, *Ph.D., Dean*

This branch of Rutgers opened in July 1976. The school grants both undergraduate and graduate degrees. Formed to provide an education in the arts of the highest professional caliber, the school offers an M.F.A. degree in visual arts and theater arts; D.M.A., A.Dpl., M.M., and B.Mus. degrees in music; and a B.F.A. degree in visual arts, dance, and theater arts.

Rutgers Business School–Newark and New Brunswick

Howard Tuckman, *Ph.D., Dean*

Established in 1993 as the Faculty of Management, Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick/Piscataway campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It offers the bachelor of science degree jointly with either the Newark College of Arts and Sciences or University College–Newark. Degree programs are available in accounting, finance, management, and marketing. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick dates from the Seth Boyden School of Business, which was founded in 1929 and incorporated into Rutgers in 1946. The school offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of accountancy in financial accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and the New Jersey Institute of Technology.

School of Communication, Information and Library Studies

Gustav Friedrich, *Ph.D., Dean*

This school was formed in 1982 by a merger of two schools to provide academic programs that focus on various facets of communication and information science. The school offers undergraduate programs of study in communication, and journalism and mass media. Students are admitted to the school in their junior year from the five residential undergraduate colleges in New Brunswick/Piscataway: Cook, Douglass, Livingston, Rutgers, and University colleges. Bachelor of arts degrees are awarded jointly by the School of Communication, Information and Library Studies and the undergraduate college. At the graduate level, programs are offered that lead to the degree of master of library and information science, the master of communication and information studies, and, jointly with the Graduate School–New Brunswick, the doctor of philosophy degree. Courses for in-service librarians also are provided.

School of Engineering

Michael T. Klein, *Sc.D., Dean*

Instruction in engineering began at Rutgers in 1864 when New Jersey designated Rutgers College to be the State College for the Benefit of Agriculture and Mechanic Arts. The College of Engineering became a separate unit in 1914 and was renamed the School of Engineering in 1999. The school is dedicated to the sound technical and general education of the student. It offers a bachelor of science degree in seven disciplines as well as a curriculum in applied sciences. Its graduate programs are conducted through the Graduate School–New Brunswick.

Edward J. Bloustein School of Planning and Public Policy

James W. Hughes, *Ph.D., Dean*

Founded in 1992, the Edward J. Bloustein School of Planning and Public Policy provides focus for all of Rutgers' programs of instruction, research, and service in planning and public policy. The school offers undergraduate programs in urban studies and public health, each leading to the baccalaureate degree. On the graduate level, the school confers master of city and regional planning, master of city and regional studies, master of public affairs and politics, master of public policy, master of public health, and doctor of public health degrees; the latter two degrees are offered jointly with the University of Medicine and Dentistry of New Jersey–School of Public Health. A dual-degree program in public health and applied psychology leading to the master of public health and doctor of psychology degrees is offered with the Graduate School of Applied and Professional Psychology. A program also is offered that leads to the doctor of philosophy degree in urban planning and policy development; this degree is conferred by the Graduate School–New Brunswick. In addition, the school offers joint-degree programs with Rutgers' two law schools, with the Rutgers Business School: Graduate Programs–Newark and New Brunswick, and with the Graduate School–New Brunswick.

School of Management and Labor Relations

Barbara A. Lee, *Ph.D., J.D., Dean*

The School of Management and Labor Relations, formed in 1994, provides undergraduate instruction in labor studies and employment relations. At the graduate level, programs are offered that lead to the degrees of master in human resource management, master in labor and employment relations, and doctor of philosophy in industrial relations and human resources.

Graduate School–New Brunswick

Holly M. Smith, *Ph.D., Dean*

Graduate programs in the arts and sciences have been offered since 1876. The Graduate School–New Brunswick awards advanced degrees in more than 60 disciplines and is responsible for all doctor of philosophy degrees at Rutgers–New Brunswick/Piscataway. The faculty is drawn from virtually all academic divisions of the university.

Graduate School of Applied and Professional Psychology

Stanley B. Messer, *Ph.D., Dean*

GSAPP was established in 1974 to train direct-service psychologists who have a special commitment to community involvement. It offers the doctor of psychology (Psy.D.) degree in professional psychology with specializations in the areas of clinical psychology, school psychology, and organizational psychology. GSAPP also awards the master of psychology (Psy.M.) degree *en passant* to the doctorate; the Psy.M. is not offered as a terminal degree.

Graduate School of Education

Richard DeLisi, *Ph.D., Acting Dean*

Courses in education were first offered by Rutgers College in the late 19th century. A separate school offering its own curricula was organized in 1924. GSE offers programs leading to the degrees of master of education and doctor of education.

School of Social Work

Mary E. Davidson, *Ph.D., Dean*

Established in 1954 to prepare students for professional social work practice, SSW offers a two-year graduate curriculum leading to the master of social work degree. Jointly with the Graduate School–New Brunswick, it offers a program leading to the doctor of philosophy degree, and its faculty also teaches an undergraduate social work program.

Summer Session–New Brunswick

Thomas A. Kujawski, *Ed.M.*

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

ACADEMIC CENTERS, BUREAUS, AND INSTITUTES

- Academic Foundations Center.* Conklin Hall, Newark Campus
- Advanced Food Technology, Center for.* Nabisco Institute for Advanced Food Technology, Cook Campus
- Advanced Information Processing, Center for.* CoRE Building, Busch Campus
- Agricultural Experiment Station, New Jersey.* Martin Hall, Cook Campus
- Alcohol Studies, Center of.* Smithers Hall, Busch Campus
- American Women and Politics, Center for.* Wood Lawn, Douglass Campus
- Art Museum, Jane Voorhees Zimmerli.* College Avenue Campus
- Biological Research, Bureau of.* Nelson Biology Laboratories, Busch Campus
- Biostatistics, Institute of.* Hill Center, Busch Campus
- Biotechnology Center for Agriculture and the Environment.* Cook Campus
- Ceramic Research, Malcolm G. McLaren Center for.* 607 Taylor Road, Busch Campus
- Coastal and Environmental Studies, Center for.* Doolittle Hall, Busch Campus
- Computer Science Research, Laboratory for.* Hill Center, Busch Campus
- Controlled Drug-Delivery Research Center.* Pharmacy Building, Busch Campus
- Crime Prevention Studies, Center for.* Center for Law and Justice, Newark Campus
- Criminological Research, Institute for.* Lucy Stone Hall, Livingston Campus
- Critical Analysis of Contemporary Culture, Center for the.* 8 Bishop Place, College Avenue Campus
- Discrete Mathematics and Theoretical Computer Science, Center for.* CoRE Building, Busch Campus
- Eagleton Institute of Politics.* Wood Lawn, Douglass Campus
- Economic Research, Bureau of.* New Jersey Hall, College Avenue Campus
- Edison Papers, Thomas A. 16 Seminary Place,* College Avenue Campus
- Education Law and Policy, Institute for.* Center for Law and Justice, Newark Campus
- Engineered Materials, Institute for.* Engineering Building, Busch Campus
- Engineering Research, Bureau of.* Engineering Building, Busch Campus
- Fiber Optic Materials Research Program.* 607 Taylor Road, Busch Campus
- Fisheries and Aquaculture Technology Extension Center.* Martin Hall, Cook Campus
- Global Strategic Human Resource Management, Center for.* School of Management and Labor Relations, 94 Rockefeller Road, Livingston Campus
- Government Services, Center for.* Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Health, Health Care Policy, and Aging Research, Institute for.* 30 College Avenue, College Avenue Campus
- Historical Analysis, Rutgers Center for.* 88 College Avenue, College Avenue Campus
- Human Evolutionary Studies, Center for.* 131 George Street, College Avenue Campus
- International Business Education, Center for.* Janice H. Levin Building, Livingston Campus
- International Conflict Resolution and Peace Studies, Center for.* Hickman Hall, Douglass Campus
- International Faculty and Student Services, Center for.* 180 College Avenue, College Avenue Campus
- Jazz Studies, Institute of.* Dana Library, Newark Campus
- Jewish Life, Center for the Study of.* 12 College Avenue, College Avenue Campus
- Journalism Resources Institute.* 185 College Avenue, College Avenue Campus
- Marine and Coastal Sciences, Institute of.* 71 Dudley Road, Cook Campus
- Materials Synthesis, Center for.* Engineering Building, Busch Campus
- Mathematical Sciences Research, Center for.* Hill Center, Busch Campus
- Mathematics, Science, and Computer Education, Center for.* Science and Engineering Resource Center, Busch Campus
- Metropolitan Studies, Joseph C. Cornwall Center for.* Smith Hall, Newark Campus
- Molecular and Behavioral Neuroscience, Center for.* Aidekman Center, Newark Campus
- Negotiation and Conflict Resolution, Center for.* Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Neighborhood and Brownfields Redevelopment, National Center for.* Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Operations Research, Center for.* Hill Center, Busch Campus
- Packaging Science and Engineering, Center for.* Engineering Building, Busch Campus
- Physics Research, Bureau of.* Serin Physics Laboratories, Busch Campus
- Rutgers Cooperative Extension.* Martin Hall, Cook Campus
- Surface Modification, Laboratory for.* Serin Physics Laboratories, Busch Campus
- Transportation Center, Alan M. Voorhees.* Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Urban Policy Research, Center for.* 33 Livingston Avenue, College Avenue Campus
- Waksman Institute of Microbiology.* 190 Frelinghuysen Road, Busch Campus
- Walt Whitman Center for the Culture and Politics of Democracy.* Hickman Hall, Douglass Campus

Wireless Information Network Laboratory. Electrical Engineering Building, Busch Campus

Women, Institute for Research on. 160 Ryders Lane, Douglass Campus

Women and Work, Center for. School of Management and Labor Relations, 162 Ryders Lane, Douglass Campus

Women's Leadership, Institute for. 162 Ryders Lane, Douglass Campus

Workforce Development, John J. Heldrich Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Workplace Transformation, Center for. School of Management and Labor Relations, Labor Education Center, 50 Labor Center Way, Cook Campus

Centers Operated Jointly

Biotechnology and Medicine, Center for Advanced.

Environmental and Occupational Health Sciences Institute.

Hazardous Substance Management Research Center.

UNIVERSITY LIBRARY SYSTEM

Alcohol Studies Library. Smithers Hall, Busch Campus

Archibald Stevens Alexander Library. 169 College Avenue, College Avenue Campus

Art Library. 71 Hamilton Street, College Avenue Campus

Blanche and Irving Laurie Music Library. Douglass Library, Douglass Campus

Center for Electronic Texts in the Humanities (CETH). Alexander Library, College Avenue Campus

Chemistry Library. Wright-Rieman Laboratories, Busch Campus

Don M. Gottfredson Library of Criminal Justice. Newark Law Library, Newark Campus

East Asian Library. Alexander Library, College Avenue Campus

Humanities and Social Sciences Data Center. Alexander Library, College Avenue Campus

Institute of Jazz Studies. Dana Library, Newark Campus

John Cotton Dana Library. 185 University Avenue, Newark Campus

Kilmer Library. 75 Avenue E, Livingston Campus

Libraries Annex. 47 Davidson Road, Busch Campus

Library of Science and Medicine. 165 Bevier Road, Busch Campus

Mabel Smith Douglass Library. 8 Chapel Drive, Douglass Campus

Margery Somers Foster Center. Douglass Library, Douglass Campus

Mathematical Sciences Library. Hill Center, Busch Campus

Media Center. Kilmer Library, Livingston Campus

Paul Robeson Library. 300 North Fourth Street, Camden Campus

Physics Library. Serin Physics Laboratory, Busch Campus

RU-Online: The Rutgers Digital Library.
<http://www.libraries.rutgers.edu>

School of Law–Camden Library. Law School, Fifth and Penn streets, Camden Campus

School of Law–Newark Library. Center for Law and Justice, 123 Washington Street, Newark Campus

Scholarly Communication Center (SCC). Alexander Library, College Avenue Campus

School of Management and Labor Relations Library. 50 Clifton Avenue, Cook Campus

SERC Reading Room. Science and Engineering Resource Center, Busch Campus

Special Collections and University Archives. Alexander Library, College Avenue Campus

Stephen and Lucy Chang Science Library. Foran Hall, Cook Campus

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